THE EFFECT OF USING BALL TOSS STRATEGY IN TEACHING VOCABULARY AT THE FOURTH GRADE OF SDN 023 PANDAU JAYA

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ABSTRACT

The purpose of this research was to find out there was significant effect of the students who were taught by using ball toss strategy better than the students who were not taught on vocabulary mastery at the fourth grade of SDN 023 Pandau Jaya. This research was Quasi Experimental research. The population of this research was the the fourth grade of SDN 023 Pandau Jaya. The number of sample was 56 students; Experimental class was IV.A consisting of 28 students, and Control class was IV.C consisting of 28 students. After calculating U-Mann whitney test, the researcher found that Asymp.Sig 2 tailed < Significant level (0.00 < 0.05), so that Alternative Hypothesis was accepted, it meant that there was significant effect of using Ball Toss Strategy toward students' vocabulary mastery at the fourth grade of SDN 023 Pandau Jaya and the average post-test score of experimental class was 71.42, increased from pre-test score 54.10. The average post-test on control class was 63.57 was lower than Experimental class. N-Gain of this research was 0.35, it was categorized middle. As the conclusion, there was different vocabulary mastery of the students who received in class instruction of ball toss strategy than students who did not receive instruction of ball toss strategy.

Keywords: Ball Toss Strategy, Vocabulary

INTRODUCTION

Vocabulary is one of the language components that have to be mastered and acquired by the students in learning a new language. It should be mastered as well as the language skills (listening, speaking, reading, and writing). Since, vocabulary is totally elements of language. The more vocabulary the learners have, the easier it is for them to develop the four language skills. In order to, for those who are learning English as a foreign language, vocabulary is needed in learning. According to Nunan (1991:117) vocabulary is a list or collection of words to a person both actively and passively. It means that vocabulary as the one of component of language and vocabulary consists of one or some words which have meaning.

Vocabulary is a large number of word forms. It is the total number of words rules for combining the makeup language. It is very important for the students in learning English especially for communication to construct the meaning and making a language. When

someone has good vocabulary it means that he/she is familiar with large number of words, and uses them in appropriate and accurate terms.

According to Leaver at all (2005:162) states that vocabulary is the building block of the language learning. It means vocabulary mastery facilitates the learners to be able to speak, read, write, and listen. Linse (2006:121) vocabulary is the collection of words that an individual knows. It means that vocabulary is the total number of words or phrases of language, including single words, compound words, and idioms that individual knows. According to Hornby (2000:1447) vocabulary is list of word with their meanings, especially in a book for learning a foreign language. It means that vocabulary is related to a large number of words including new words in foreign language. In addition, Harmer (2003:37) states that there are eight kinds of part of speech. They are noun, verb, pronoun, adjective, adverb, prepositional, determiner, and conjunction. In line, Leaver at all (2005: 170) states that a noun is a word used as the name of person, place, or thing. An adjective is the word that modifies nouns. i.e. they tell the reader or listener more about the noun. A verb is the action elements in a sentence.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words (Ur, 1991:60).

From the explanation of experts above, Vocabulary is one of the keys that build the four language skills such as speaking, listening, reading, and writing. Vocabulary also related to the part of speech such as noun, verb, pronoun, adjective, adverb, prepositional, determiner, and conjunction. In addition, in learning vocabulary the students not only learn about a large number of words but also they must understand what the meaning of the word itself. If the students can realize the meaning of word, they will be easy to recognize what the teacher says. On the other word, the main point that make successful in language learning is must be mastering in vocabulary first.

Basically, knowing vocabulary is one of the indicators to comprehend the language learning especially in learning English. In Indonesia, English as a foreign language formally has been introduced from junior high school until university, but it is introduced in Elementary school as local content. The allocation of time of learning English in elementary school is 2 x 35 minutes for one meeting. Meanwhile, the focus of teaching four skills is started introducing new vocabulary that is related to their surroundings. The target curriculum

in vocabulary must be achieved by the students namely identify noun, verb, adjective based in school context in which the aims of learning vocabulary is the students will be competence to use these are vocabulary in four of skills of English.

There are some opinions which define about young learners. According to Cameron (2001) young learners are the learners between five and twelve years old. They are often more enthusiastic and lively as learners and they want to please the teacher rather that the peer group. Moreover, Phillips (2003) says that young learners are the children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. In this case, young learners are those who are in the first until the sixth in the elementary school.

Gordon (2007: 76) states that young children's are capable of learning foreign language words at a relatively fast rate. It means the students in elementary school can learn foreign language words faster than adult learner when they learn that word subconsciously as they learn their mother tongue language, such as when they are playing word games, rather than memorize a large number of words. According to Allen (1983:53) games are helpfully because they can make the students feel that certain words are important and necessary, because without those words, the object of those games cannot achieve.

From the explanation of some experts above, it can be concluded that by using action games in teaching words to young learner can help them to understand the word that they learned and without word the object of the games cannot be conveyed. The using of games in teaching words is more interesting for the children rather than memorizing the words.

Based on the researcher's experience as English teacher at the fourth grade students of SDN 023 Pandau Jaya, the researcher found some problems in teaching vocabulary. The first, the students got difficulty in determining the word class of vocabulary such as verb, adjective, and noun. When the teacher asked them to classify the class word the students were confused, for example: in verb: they made: sick, eat, happy, in adjective: they made: students, smile, run, in noun they made: orange, red, look, book, easy. It is clearly that, the students had problem in classifying them. Second the students knew vocabulary but they did know how to use it correctly. For example: they want to say "I am students", but they say "I student", they want to say "I eat", but they say "I am eat". The last, the students were not interested in learning vocabulary because the researcher seldom stimulates and motivate the students in mastering the vocabulary.

According to Eckersley (1960:3) there are eight kinds of vocabulary. It is stated one the part of speech. They are noun, pronoun, adjective, verb, adverb, preposition, conjunctions, and interjection.

Noun   : the word that is related to name of things, people, or place.
                   Example: *house, hat, iron, Russia, London*

Pronoun   : the word that refers to people or things without really naming them and being compelled to repeat the names frequently: ex: *I, you, them.*

Adjective   : the word that qualifies a noun by making its meaning clearer, fuller or more exact. Ex: *sick, new shoes, a blue dress.*

Verb   : the word that expresses the idea of action or being that affirms that person or thing is, does or suffers something. Ex: *boys played football, he is hungry.*

Adverb   : the word that can be added to a verb to make its meaning clearer, fuller or more exact. Ex: *he ran quickly.*

Preposition : the word that is used with noun or pronouns and show the relationship between the noun or pronoun and other word, often expressing abstract relationship of case or of time of place. Ex: *the desk was near the window.*

Conjunction : the word that is used to join words, phrases or sentences. Ex: *he worked hard because he wanted to succeed.*

Interjection   : the word that expresses   sudden feeling or emotion. Ex: *hello! Oh! Ah!*

Teaching vocabulary is a process of making students learns a unit of words presented by teachers. There are some expert ideas that discuss about teaching vocabulary. Allen (1999:17) says that teaching vocabulary is teaching new labels for familiar concepts. For example, if our students already know the concept about fair/unfair, so we are teaching vocabulary with the words like discrimination, bias and stereotyping by using the concept. On the other hand, if our students totally unknown the concept. So, more time will be required to develop a meaning full understanding. It means that in teaching vocabulary the teacher must know the concept in teaching vocabulary.

Ball toss review strategy is one of strategy that can be used in teaching vocabulary, it will help teacher in learning English. According to Aefsky (2000:54) Ball Toss strategy is a fun way to reinforce, practice and review vocabulary concept in content areas. Teachers can create a sample by using a marker to write a word or concept in each colored section of each ball. Students then pass or toss the ball around, and wherever their thumb lands when they catch the ball determines what response is required. If a student's does not know correct

response, they toss it to a peer for assistance. This can be five to ten minute activity, engaging students in a stimulating manner. Movements are a wonderful way to stimulate interest.

Furthermore Khaty (2010) state Ball Toss strategy review, have students sit in a circle and pass or toss a ball. Ask a review questions and toss the object. The students who catch it answer the question and throw it to someone else. This continues with the teachers asking review questions and the students passing so that everyone gets a chance. Make this activity even more brain friendly and have the students try using just one hand, then opposite hand when both throwing and catching the item. Toby (2002:5) Ball Toss strategy uses a ball with a variety of question written on it as a tool for students to discuss, review, and share information and perspective.

There are some advantages of using the ball toss strategy in teaching vocabulary:
a. First, to help students to engage their own learning.
b. Second, for students this strategy can be used to stimulate growth in word knowledge.
c. Third, it discovers how to recognize unfamiliar or interesting words from their reading.
d. Next, it develops students' vocabularies. Then, it can help students become fascinated with language so it can increase their enjoyment of the subject.

In applying the strategy, the teacher needs to understand the procedure of the strategy. Some expert convey the steps of using ball toss review strategy. More over Aefsky (2000:55) there are some steps in using ball toss review strategy are:
1. Divide the students into a small group,
2. Give each group a beach ball and black marker
3. Ask each group to blow up its beach ball, and fill in each section with word or phrase that sump up an important concept discussed.
4. When all groups have filled each slot with at least on word or phrase, have the groups switch balls, and play the following strategy.
5. Pass or toss the ball around, and wherever a thumb lands when a person catches the ball, the word or phrase is read and reacted to by the group.
6. Observe how much fun the group has as they determine how they use the beach ball and how they review the content of presentation

Pertaining to procedures of using ball toss strategy in teaching vocabulary, the researcher adopted some steps proposed by Aefsky (2000:55) and adapted it in some following steps:
1. To prepare the lesson, decide one topic and focus using it into the ball toss review strategy. Prepare a ball, for example a basket ball. Then write the characteristic of the

fruit in the ball and then student will answer the question that their thumb land when their friend tossing the ball.

2. To begin the lesson, develops students in a small group and then set them sit in circle, so they can easy when tossing the ball each others. Divide student into 4-5 group, each group consist of 3 – 4 student. Do not tell students the new topic of study. This is what keeps the curiosity and keeps it exciting.

3. Putt the paper that content the characteristics of the fruit to side of ball so the student can see and think about it.

4. Continue this discussion, and then students read the characteristics of the fruit in side of the ball. Write the characteristics of the fruit in the board.

5. Ask students to try answer the question based on the fruit feature have been mention.

6. Finally, ask students to brainstorm other vocabulary words associated with this topic, using the words from the ball for ideas.

By using the ball toss strategy, the students will learn about Adjective, Noun, and Verb, it is based on curriculum used in SDN 023 Pandau Jaya, the vocabularies that will be learnt as follow:

a. Adjective   : is word that modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

   Ex: happy, big, high, low, small, red, black

b. Noun   : is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. *Ex: bag, chair, book , board.*

c. Verb   : the word that expresses the idea of action or being that affirms that person or thing is, does or suffers something. *Ex: eat, drink, get, give, take, run.*

Regarding the phenomena above, many researchers have conducted to get the best technique, so that sometimes there are some or even many weaknesses from that technique. Probably that technique is good for some students but may not for others, due to the differences in students learning style. Teaching English in elementary school is more difficult than junior high school. It happens because elementary school students did not know English before. It needs special techniques to teach English at elementary school in order to make the class more favourable. So, the students can comprehend and absorb the materials that have been taught easily.

Here the researcher tried to use the Ball Toss as strategy in teaching vocabulary. Based on previous researcher's ideas namely Alicia (2010) that Ball toss review strategy is interesting strategy in teaching vocabulary and enriching students' vocabulary. It helped teacher and students in expanding their vocabularies since it familiar, new and easy to remember. According to Aefsky (2000:54) Ball Toss strategy is a fun way to reinforce, practice and review vocabulary concept in content areas. Teachers can create a sample by using a marker to write a word or concept in each colored section of each ball. Students then pass or toss the ball around, and wherever their thumb lands when they catch the ball determines what response is required.

Based on explanation above, the researcher was interested to conduct the research entitled **"**The Effect of Using Ball Toss Strategy in Teaching Vocabulary at the Fourth Grade of SDN 023 Pandau Jaya".

There were some previous researches that have done by some researcher related to ball toss strategy. First, Alicia (2010) conducted the research entitled "Teaching Vocabulary by Using Ball Toss Review Strategy at Elementary School 144 Padang. She found that toss review strategy was interesting strategy in teaching vocabulary and enriching students' vocabulary. It helped teacher and students in expanding their vocabularies since it familiar, new and easy to remember.

Second, Septiani (2013) conducted the research entitled "Teaching Vocabulary Using Ball Toss Strategy on Students of Elementary (A Case Study at the Sixth Grade SD Pandu Bandung). She found that a significant difference, z = - 3.241 ("negative sign" is ignored) within asymp.sig 0.00 – 0.05 with z table 4.999. Based on the data analysis, it can be concluded that using ball toss strategy can improve students' vocabulary and comprehend the materials English vocabulary.

Third, Hasanah (2013) conducted the research entitled "Teaching English Vocabulary Using Ball Toss Strategy at the Fourth Grade Students of SDN Cibeber Mandiri 1 Cimahi in Academic Year 2012-2013". She found that **mean score of pretest was 66.41, mean score of posttest was 86.67 and $t_{observed}$ was 8.62. The t_{table} with df=n-1 (39-1=38) and significance level at 0.05 was 1.70.** Based on the data analysis above, the alternative hypothesis of this research was accepted because $t_{observed}$ was higher than t_{table} (8.62>1.7). It also means that teaching English vocabulary using ball toss strategy was effective to increase the students' vocabulary mastery at the fourth grade students of SDN Cibeber Mandiri 1 Cimahi in academic year 2012-2013.

The Last, Asfiyah (2011) conducted the research entitled "The Use of Ball Toss Strategy to Improve Students Vocabulary in Concrete Noun (An Experimental Research at the Second Grade of MTS. Mafatihut Thullab An-Nawawy Surodadi Jepara in Academic Year of 2010/2011). She found that there was a difference in vocabulary score between students taught using ball toss and those taught without using ball toss. It is showed of the mean of experimental class is higher than control class (75.25>71.38). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 1.850, while the value of t-table on = 5% is 1,66 (1.850>1,66). The hypothesis is accepted

METHOD

The research was experimental research. An experimental research is the traditional approach to conducting quantitative research Creswell (2005:282). In an experiment, test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. An experiment is used to establish possible cause and effect between the independent and dependent variables. It means that the researcher attempted to control all variables that influence the outcome except for the independent variable. Then when the independent variable influences the dependent variable, it can say the independent variable "caused" or "probably caused" the dependent variable. Since experiment is controlled, they are the best of the quantitative designs to use to establish probable cause and effect.

Even though all experiments have common characteristics, their use and applications vary depending on the type of research used. The most common research, the researcher was going to find in educational research was Quasi experiment in Between-Group Research.

In this type of experimental research, researcher chose Quasi Experimental (pre and post-test, post-test only) in Between-Group Research. Between-Group Research is the most frequently used design in education are those where the researcher compares two or more groups Creswell (2005:295). And the Quasi experimental research includes assignment, but no random assignment of participants to groups. The researcher assigned intact groups of the experimental and control treatments, research a pre-test to both groups, conduct experimental treatment activities with the experimental group only, and then research a post-test to assess the different between the two groups.

Table 1
The Table of Quasi Experimental Research

Pre and Posttest Research	Time

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

(Creswell 2005:297)

Instrument of the Research

Instrument is a tool used to collect the data from the respondents of the research. In this research, the instrument was test. The test was constructed in form Multiple choices. The test was given to the students at the pre-test and post test in both of the classes.

Table 2
Blue print of Test

Pre-Test		Post-Test	
Adjective	9,10,11,12,13,14	Adjective	15,16,17,18,19,20
Noun	1,2,3,4,5,6,7,8	Noun	8,9,10,11,12,13,14
Verb	15,16,17,18,19,20	Verb	1,2,3,4,5,6,7

In order to find out significance between treatment class and control class by using Ball Toss Strategy in teaching vocabulary. Researcher statistically analyzed it by using T-test when the data is normal and homogenous and use U Mann-Whitney if the data is not normal or not homogenous. The data got will be used to see the improvement students' ability in vocabulary, the result data from pre-test and post-test score. The data analyzed to know the result of the test. The result data then is calculated the average of the score. It was calculating N-Gain between pretest and posttest in experimental class.N-gain was used to know the effect size the treatment that is given to experimental class. The Formula as follow:

$$\text{N-Gain} : \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

Note :

S_{post} : Posttest Score

S_{pre} : Pretest Score

S_{maks} : Maximum Ideal Score

Table 3
The criteria of achievement N-Gain score

Limitation	Category
$G > 0.7$	High
$0.3 < g < 0.7$	Middle

g ≤ 0.3	Low
	Meltzer 2002

RESULTS AND DISCUSSION

This chapter presents the description of data analysis namely findings and discussion. These were done to answer the formulation of the research, "Do the students who were taught by using ball toss strategy better than the students who were not taught on vocabulary mastery at the fourth grade of SDN 023 Pandau Jaya? In this part, the formulation of the research is discussed. The formulation is answered based on the data gotten from vocabulary test.

The Calculating of Item difficulty

Referring to the result of try out that gave to the fourth grade of SDN 023 Pandau Jaya, all of the test items were accepted in which the result of level difficulty each items was between 0, 33 – 0, 67. It meant these items were not too difficult and not too easy.

The researcher constructed the items of tests based on content validity. The content validity was made referring to the material given and syllabus the the fourth grade of SDN 023 Pandau Jaya, so the items test was valid. While reliability the researcher was used KR-21 to calculate the reliability of the instruments. Based on the result of calculating the instrument, the reliability of the test in pre-test was 0.703. The researcher correlated it with r table product moment in which the number of respondents as n = 20. It was correlated by using the level if significance 5 %, the result was 0.422 and in the level of significance 1 %, the result was 0.536. Because the value of r_{obs} was higher than r_{table} in both of them significances (0.703> 0.536> 0.422 and the reliability of the test in post-test was 0.693. it means that the significances (0.693> 0.536> 0.422),so it concluded the instrument in pre-test and post-test were reliable, and used as instrument in this research.

Based on the calculation of pre-test score, the mean of two classes were almost similar. It saw from the average of two classes namely 54.10 and 54.28**.** It meant both of experimental and control class had equal ability. The minimum score of the test was had by experimental class, while the higher maximum class was had by control class with having score 80.00.

Based on the bar diagram above shows that average of experiment and control class had almost equal mean. The mean diagram can be seen experiment class achieved average 54.10and control class achieved 54.28.

Next calculation, from pre-test data had been got, the data continued to normality test, homogeneity test, and continuity test that was using parametric statistic called t-test or U-Mann Whitney test. T-test is used if the data have normal and homogenous for distribution. When the distribution data is not normal and homogenous, the data is analyzed by using U-Mann Whitney test. Normality test was done to know whether the data distributed normal or not. It was one of a qualification for determining to next testing, parametric or nonparametric.

Discussion

This research was done at the fourth grade of SDN 023 Pandau Jaya. The sample of the research was IV.A as the experiment class and IV.C as the control class. The class was chosen due to students' vocabulary problems. In order to overcome students' vocabulary problem, the researcher applied several steps that elaborated expand on lesson plan as follow:

1. To prepare the lesson, decided one topic and focused into the ball toss review strategy. Prepared a ball, for example a basket ball. Then wrote the characteristic of the fruit in the ball.

2. To begin the lesson, developed the students in small group, each groups consisted of 3 – 4 student.

3. Put the paper that content the characteristics of the fruit to side of ball so the student could see and thought about it.

4. Continued this discussion, asked the student wrote the characteristic of fruit on the board.

5. Asked the student to tried answer the based on the fruit feature have been mentioned.

6. Finally, asked the student to brainstorm other vocabulary words associated with this topic used the words from the ball for ideas.

As clarified previously, there was positive effect of using ball toss strategyon students' vocabulary mastery at the fourth grade of SDN 023 Pandau Jaya where this strategy helped the students memorize correctly and easy. By using this strategy could optimize the use of all the potential of the students and also keep the attention of students to remain focused on the learning process. This strategy aimed to lead the students easy to construct their ideas in memorizing new vocabularies.

CONCLUSION

After analyzing the data quantitatively concerning the implementation of ball toss strategy in order to see the positive effect of teaching vocabulary the researcher finally make conclusion as in the following:

1. There was a significant difference of the students' vocabulary mastery between pre-test and post-test of experimental class. It meant that, there was a significant different of the students' vocabulary mastery before and after the implementation of ball toss strategy.

2. Asymp.Sig 2 tailed < Significant level (0.00 < 0.05), so that Alternative Hypothesis was accepted, it meant that the students' mastery on vocabulary by using ball toss better than the students who do not receive the strategy.

3. Average of N-Gain was 0.35. It meant that the significant of strategy that used in experimental class was middle.

Based on the data that had been got and found, there are some suggestions would like to be delivered:

1. It is better for the teachers and teacher candidates to apply ball toss strategy in teaching and learning activities to improve students' vocabulary mastery.

2. Because vocabulary is one of the indicators of four skills in learning English, it is not easy way for the students manage, so the teacher must be more creative to find the effective ways or technique to increase students, interest especially to improve their vocabulary.

3. The teacher should be more creative on providing material in classroom, do not let them bored in your class.

4. For other researchers, find others problem that students still have, solve the problem. It may be a reference that you need.

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