CHAPTER 1

INTRODUCTION

This chapter discusses about research background, research problem, research aim, hypothesis, research significance, research scope and the key of terms.

1.1 Research Background

Language is the most effective communication tool in conveying messages, thoughts, feelings, goals to others and allows for creating cooperation between humans, Politik and Bangsa (2020). According to Hasanova and Abdullayeva (2025), language plays a vital role in human civilization as it connects people and facilitates the exchange of ideas in various domains such as education, science, and diplomacy. Without language, communication and understanding among people would be impossible.

English has been used in enormous important purposes to communicate in international level such as for academic and commerce. As stated by Akbar (2021), English serves as a lingua franca in the global age, impacting the way both educators and students see language acquisition. English is taught as a foreign language in Indonesia from elementary school through university. Students who learn English are better able to compete internationally and contribute successfully in cross cultural settings.

Despite vocabulary's significance, Indonesian students still face significant obstacles when it comes to learning English vocabulary. Numerous studies demonstrate that a lack of student motivation, a lack of media and learning resources, the use of repetitive teaching strategies, and a lack of opportunity for

students to actively apply vocabulary in authentic contexts are some of the variables that contribute to inadequate vocabulary mastery. Rahmah (2023) notes that EFL (English as a Foreign Language) students struggle with grasping more complicated components of meaning, such as connotations, idiomatics, and sentence structures, in addition to memorizing word meanings and pronunciation.

According to Ibhar (2022), one of the most common issues Indonesian EFL learners deal with is their restricted vocabulary, which has a detrimental impact on their reading comprehension and general language proficiency. According to her, "one of the most common reading difficulties for EFL students was a lack of vocabulary." Students find it challenging to comprehend the book's contents since they are unable to translate words word for word and are not used to using English in everyday situations. She also stresses that "the lack of students' exposure to English reading activities, as well as the lack of desire and encouragement to read" are the primary causes of these difficulties. Teachers must therefore give their students engaging texts.

Additionally, Setiawan et al. (2022) discovered that although exposure to reading and listening activities might help children pick up vocabulary accidentally, the lack of repetition and meaningful contextual application frequently makes it difficult for them to remember new words. According to their findings, in order to guarantee long-term retention, vocabulary acquisition should prioritize both active application in real world situations and word meaning recognition.

Particularly for ten grade pupils, a similar circumstance was also observed at SMA Negeri 1 Kuta Baro. The majority of student struggle to comprehend and use

terminology correctly, according to the findings of preliminary observations and interviews with English teachers. Only a small percentage of students can apply new terminology in oral and written communication, and their average score in English classes is low. The main causes of these issues are the teacher centered learning process, students' lack of active participation, students dislike english lessons and the scarcity of learning resources. Students rarely employ the new words they have learned, appear passive, and lack confidence when speaking.

Based on this issue, the researcher believes that a learning technique that may boost learning motivation, activate students' roles, and create space for expressive vocabulary use is necessary. The Ball Toss Review (BTR) is one possible tactic. This method uses a ball-tossing game with questions and answers to combine vocabulary learning with physical exercise. Through this activity, students are encouraged to actively and spontaneously use vocabulary in phrases and sentences rather than merely memorizing word definitions. As a result, this technique is believed to enhance students' vocabulary retention, create a more enjoyable learning atmosphere, and increase student engagement in the learning process. This assumption is supported by Rahmawati and Sudirman (2019), who found that the Ball Toss Review technique significantly improved students' vocabulary mastery by promoting active involvement, physical movement, and repeated contextual use of new words during the learning process.

Yenti (2023) conducted an experimental study at SMPN 7 Kerinci to investigate the influence of Ball Toss on English vocabulary learning. As a result, the experimental class's post-test score averaged 64.61, higher than the control

group's (60.77), and this difference was statistically significant. This research indicates that students are more active and interested when the procedure is presented as a game.

Zuhriyah and Aziza (2022) conducted a quasi experimental study at SMPN 5 Jombang, using a rubber ball tossing game that is quite similar to Ball Toss. The post-test score of 89.42 increased significantly ($p < 0.05$) from the average pre-test score of 79.23, indicating the efficiency of this strategy for vocabulary reinforcement in junior high school.

In addition, Rahmawati and Sudirman (2019) conducted an experimental study on the use of the Ball Toss Review technique in teaching vocabulary to secondary school students. The findings indicated that students who were taught using the Ball Toss Review strategy demonstrated significantly better vocabulary mastery and higher classroom participation than those taught through conventional teaching methods. The study also reported improvements in students' learning motivation and confidence in using vocabulary during classroom interactions.

Vujičić et al. (2020) and Gilmore et al. (2024) suggest that movement-based learning exercises, like Ball Toss, enhance concentration, memory, and social interaction in the classroom. They discovered an association between physical stimulation and cognitive learning efficacy.

While earlier research has demonstrated the effectiveness of the Ball Toss Review (BTR) Strategy in enhancing students' vocabulary mastering and learning activities, the majority of these studies are still restricted to elementary and junior

high school levels. The improvement of pre-test and post-test outcomes for rote memorization of vocabulary is typically the subject of these studies. Even though learning English at this level necessitates higher cognitive abilities, such as the contextual and communicative use of vocabulary, there is still very little empirical evidence regarding the Ball Toss Review Strategy's efficacy at the high school level, particularly in the tenth grade.

Furthermore, the Ball Toss Review technique's overall impacts on students' sustained cognitive engagement and learning effectiveness in more complex learning environments are not well understood due to the short-term and test-oriented character of many earlier studies. This condition points to a research gap regarding the use of the Ball Toss Review Strategy in high school English instruction, necessitating a more thorough investigation to gain a thorough grasp of the strategy's efficacy in enhancing students' vocabulary mastery.

The chosen approach should be able to foster an engaging learning environment, boost students' self-assurance when speaking English, and motivate them to actively participate in the educational process. SMA Negeri 1 Kuta Baro was selected as the research site in an attempt to directly improve the standard of English language instruction in a distinctive local setting. The study was also intended to encourage educators to use straightforward yet powerful techniques to create learning that is efficient, applicable, and enjoyable. Based on this basis, the researcher decided to make "Increasing the Students' Vocabulary of Senior High School Through Ball Toss Review Strategy at SMA Negeri 1 Kuta Baro" the primary subject of the study for the 2024–2025 academic year.

1.2 Research Problem

Based on the research background thus the research problem of this research can be formulated as follow: Does the use of Ball Toss Review Strategy increase the students' vocabulary mastery?

1.3 Research Aim

Based on the research problem thus the aim of this research is to know whether or not the use of Ball Toss Review Strategy can increase the students' vocabulary mastery.

1.4 Hypothesis

Based on the research problem thus the aim of this is research is:

Ha: The use of Ball Toss Review Strategy can increase the students' vocabulary mastery.

Ho: The use of Ball Toss Review Strategy can not increase the students' vocabulary mastery.

1.5 The Significance of This Research

1.5.1 For Students

Students benefit greatly from this research, particularly those in the seventh grade who are just beginning to learn English. Through the use of the Ball Toss Review (BTR) approach, students benefit from a more engaging, dynamic, and dynamic learning environment. Because the learning is done through a game that incorporates both social interaction and physical activity, this approach successfully raises students' motivation and interest.

Furthermore, repetition in an enjoyable setting helps kids retain new language. Additionally, they gain the ability to actively employ vocabulary in authentic communication contexts, which enhances their comprehension of word meanings, sentence construction, and proper pronunciation. Students get more self-assurance when speaking English and become more eager to engage in the learning process as a result of this practice. As a result, the BTR approach fosters both academic advancement and a favorable attitude toward learning a foreign language.

1.5.2 For Teacher

This study provides educators with an efficient, straightforward, and pertinent teaching strategy that works well in underdeveloped institutions. All that is required to use the Ball Toss Review (BTR) approach is a ball and a list of vocabulary questions that correspond with the lesson content; sophisticated technology is not necessary. This approach promotes balanced student participation and assists teachers in creating an engaging and lively learning environment. Furthermore, by using students' instant answers throughout the exercise, teachers may quickly gauge their language mastery. Teachers are also encouraged by this research to create more innovative, contextual, and student centered teaching methods. In addition to increasing the efficacy of vocabulary training, teachers can improve communication and student involvement in a more dynamic classroom environment by implementing an interactive technique like BTR. It is anticipated that this study will be a useful resource for educators developing creative and memorable learning opportunities.

1.5.3 For Future Researchers

This study offers a significant contribution to future research on how to improve vocabulary acquisition in English language learning through effective learning methodologies. This study contributes to the literature review on interactive and student centered learning approaches, particularly in the context of learning English as a foreign language, by emphasizing the usage of the Ball Toss Review (BTR) strategy.

Furthermore, this study creates space for future research that can examine how well the Ball Toss Review technique works for other language skills like speaking, listening, or reading, as well as how it might be used in various educational settings and at various educational levels. This approach can also be altered, combined with digital technology, or contrasted with other cooperative learning approaches by future researchers. Thus, this study promotes ongoing innovation in the field of language instruction in addition to supporting the development of theories.

1.6 The Scope of Research

The scope of this study's limeted to testing how well seventh grade students at SMA Negeri 1 Kuta Baro master vocabulary through the use of the Ball Toss Review (BTR) technique.

1.7 The Key of This Terms

1.7.1 Vocabulary

Vocabulary is the collection of words that are known and used in both written and spoken communication. Vocabulary is a key element of learning English that all students need to grasp. It serves as both the cornerstone of language acquisition

and the secret to mastering other linguistic abilities like speaking, writing, listening, and reading. Memorization of word lists is only one aspect of vocabulary. It entails being aware of the definition, spelling, pronunciation, and word forms of words as well as their contextual usage in meaningful phrases and everyday contexts. As a result, extensive vocabulary training in English is necessary to help pupils not only understand word meanings but also employ them correctly and responsibly in conversation.

1.7.2 Ball Toss Review Strategy

Throwing a ball is an engaging way to review and reinforce material, particularly English vocabulary, as part of the Ball Toss Review strategy. Students throw the ball to each other while standing in a circle to carry out the activity. As directed by the teacher, each student who catches the ball must respond to a question, explain the meaning, provide a synonym or antonym, or use the word in a sentence. Through simultaneous physical and mental engagement, this method seeks to improve active student participation, foster a fun learning environment, and aid in language retention. The Ball Toss Review technique can improve students' motivation and memory retention in English language learning by fusing movement with cognitive reaction.