

Improving the Students' Ability in Mastering Vocabulary Through Brainstorming Game In Eight Grade At MTs Al- Wasliyah Lubuk Pakam 2021/2022

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Abstract: The study find out that teaching vocabulary through brainstorming game could develop the students' ability in using vocabulary, especially for students in Eighth grade MTs.Al-Wasliyah Lubuk Pakam in the extend 85.18%. After analyzing the data, it was found out the students' ability in using vocabulary got improvement through brainstorming game. The result of the analyzing the data showed that there was an improving on the students' ability in mastering vocabulary from each cycles. It was showed from the mean of pre-test was 39,62. Where, there were 9 students got success score criteria or it was only 33.33% and 18 students got unsuccess or it was 66,67 %. After doing cycle I through brainstorming game, there was an improving of the result of the students' mean was 58.14. Where, 15 students got success criteria score or it was only 55.56% and 12 students got unsuccess criteria score or it was 44.44%. Then, doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 88.89. Where, 23 students' got success criteria score or it was 85,18%. In other words, the students' ability in mastering vocabulary was improved. And based on interviewed, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

Abstrak: Tujuan penelitian ini telah memperoleh kesimpulan bahwa pengajaran kosakata melalui permainan brainstorming dapat mengembangkan kemampuan siswa dalam menggunakan kosakata, khususnya siswa kelas VIII MTs.Al-Wasliyah Lubuk Pakam sebesar 85,18%. Setelah menganalisis data, ternyata kemampuan siswa dalam menggunakan kosa kata mengalami peningkatan melalui permainan brainstorming. Hasil analisis data menunjukkan adanya peningkatan kemampuan siswa dalam penguasaan kosa kata dari setiap siklus. Hal ini ditunjukkan dari rata-rata pre-test adalah 39,62. Dimana terdapat 9 siswa yang mencapai kriteria nilai keberhasilan atau hanya 33,33% dan 18 siswa tidak berhasil atau sebesar 66,67%. Setelah dilakukan siklus I melalui permainan brainstorming terjadi peningkatan hasil rata-rata siswa menjadi 58,14. Dimana 15 siswa mendapat nilai kriteria keberhasilan atau hanya 55,56% dan 12 siswa mendapat nilai kriteria tidak berhasil atau 44,44%. Kemudian dilakukan perbaikan untuk siklus kedua setelah dilakukan refleksi pada siklus pertama terjadi peningkatan rata-rata siswa sebesar 88,89. Dimana 23 siswa mendapat nilai kriteria keberhasilan atau sebesar 85,18%. Dengan kata lain, kemampuan siswa dalam penguasaan kosa kata meningkat. Dan berdasarkan hasil wawancara, lembar observasi, catatan harian dan dokumentasi menunjukkan bahwa ekspresi dan gairah siswa dalam belajar juga meningkat.



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INTRODUCTION

The terms of vocabulary refers to the words that the person know or uses in a language. It is one of important aspect in learning language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. According to Herbert Putcha, Jeft Stranks and Peter Lewis in their book "English in Mind" said that in learning language needed understanding vocabulary which was use fundamental to comprehension the material in learning language. It means that vocabulary plays a very essential task in learning foreign language.

According to Hani Sutrisna the founder of SPEC (Simple and Cepat) and Desa Bahasa from Borobudur in Middle Java has done concentration of improving English in Indonesia. He is in his book said that many students got annoyances themselves in mastering vocabulary in English such as to be shy for starting of speaking, confuse how the first beginning, afraid of fault, even the fault is known by the other, have no confident or anxious because their vocabulary is less, and think if their English cannot be understood by the native speakers.

The similar cases are also found in the location research when doing identification of problem. Students don't know the meaning of the words, afraid of their friends' laughing at them. They think English is difficult especially in memoryzing to words. The effect, they are not able to communicate actively, have lack of confidents in their ability to learn English and make them low in mastering vocabulary.

Unfortunately many teachers keep teaching and learning vocabulary as a monotonous process. They speak formally in front of the class gift some explanations, and read some information from the books, show the material and the students keep watching and listen to the teacher, sometimes made students translate the words form dictionary only, students do less participation in the class activities and do not have wide chance to call out what they have learn.

So before producing students are able to master and understand the vocabulary on those language aspect beside the students have to study hard and the teacher should create good atmosphere in the class. The teacher needs several techniques to develop the learners' motivation to pay attention to the item being taught and the teacher should create various teaching media. One of the way to teach students is using games.

According to Agnieszka Uberman said that "games and courage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they helps students to see beauty in foreign language and not just problems that at times seem over whelming". It also can be purpose the speaker receives immediate feedback from the listener on whether or not he has successful communicated.

Brainstorming game is a technique that can be used to help the teacher when giving the materials to the learners. The reason for using brainstorming game in technique of teaching is you can give more ideas in adding their vocabulary during the time allocated. Considering the importance

of the above, it is clear that vocabulary is the main part of communication. That is why, the writer is motivated to conduct a research on 'improving the students' ability in mastering vocabulary through brainstorming game in eighth grade at MTs. Al-Washliyah Lubuk Pakam in 2021/-2022".

METHOD

This research was consisted of 30 students. And only 27 students were as the respondents. The object of this research was using brainstorming game as the technique of teaching to improve student's ability in mastering vocabulary. This research was done in the class that following the classroom action research. This research had two cycles on the action research. Each cycle had four steps systematically. This research got from Aqib. According to Aqib, there were three terms about classroom action research. They were followed: (a) Classroom which in a group students get the similar lesson in one time from a teacher, (b) action was an activity which was done to achieve a goal of this action research and the action could be seen in each cycle, (c) research was activity to observe an object which uses certain methodology to get the data or information. It was used to improve quality of the objective of the problem which important or interest for the researcher.

In brainstorming game, the students are hoped to be able to use vocabulary well. Based on this technique in the class, they master some vocabularies. The indicators of this study are: (a) the students were able to mention the words express their idea about the topics well, (b) the students were able to recognize the words, (c) the students

were able to master many vocabularies in sentences.

The instruments of this research were: (a) according to Ulber Silalahi in his book, interview was conversation done systematically by interviewer to the interviewees to get information which appropriated the research. Interviewer conducted to get information about the students' ability in using vocabulary correctly before giving treatment; observation was the action of watching something carefully and it was done directly to check the change of the objective of study. Serving as proof was checklist sheet; document was anything written that contains information, serving as proof in media such as: diary notes and picture.

Test was sequence of practice which was used to measure skills, intelligence, ability and aptitude own by individual or group. There were two kinds of this classroom action research test: (a) Pre-test, pre test was the test before use brainstorming game; (b) post-test, post test function was to know the mean of the score experimental group.

Before the procedures of data collection begin, evaluation vocabulary was given to the students in the first meeting to know the basic knowledge of the students about by two cycles. Cycle I consisted of three meetings and Cycle II consisted of two meetings. So, the totally there were five meetings in this research including one meeting for getting evaluation score Cycle I cycle II.

RESULT AND DISCUSSION

This data which applied by qualitative and quantitative data. The quantitative data were taken from interview, observation sheet and documentation. The quantitative data were taken from the mean of students score in taking test. This research was conducted in one class with 27 students. Actually, the students as respondents in this class were 30 students. But there were three students didn't following the class because of two students got sick and another didn't continue his study. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test conducted in three meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

The quantitative data were taken from the test result, which was carried out in two cycles, there were five meetings were conducted. The test was given to the students in form of pre-test, post test of cycle 1 and cycle 2. The qualitative data were taken from observation sheet, interview, diary notes and document. Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning processing which brain-storming game was applied, students' activities and behavior, students' ability in mastering vocabulary, and interaction between teacher and students it might be seen in appendix and analyzed of qualitative data.

From the observation sheet the written noted that the students were active and enthusiastic in learning vocabulary through brainstorming game.

There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The research interviewed the English teacher and the students. In the first session, they were interviewed about their problems in vocabulary. While the second session, they were interviewed about their respond or comments about the implementation of brainstorming game.

Diary notes were written by the research in every meeting during conducting the research as documentation data. Diary notes used to describe writer thoughts and feelings about teaching learning process. The research recorded everything what happened during teaching learning process including reflection and evaluation of brainstorming game in teaching learning vocabulary. The complete data might be seen in appendix.

The research of quantitative data gave test in the end of each cycle. It was found that the means of students' score get improving from pre-test until post test of the cycle II. Here the data analysis as follow;

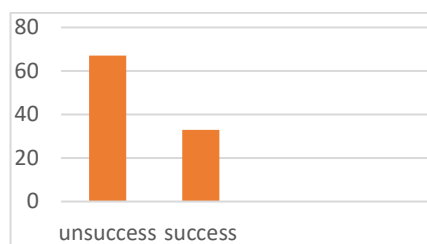
Table 1. Distribution of Students' Ability in Mastering Vocabulary For pre-test

	Criteria	Total Students	Percentage
P ₁	Unsuccess	18	66,67%
P ₂	Success	9	33,33%

From the table analysis, the students' ability in mastering vocabulary was still low. The mean of students was 39,62. From the criteria 9 students got success score or it was only 33,33%. In other one 18 students got unsuccess score or it was only 66,67%. It could conclude that the students' ability in mastering vocabulary it still low.

For further explanation, the students' ability in vocabulary can be seen from this chart bar as follow:

Chart 1. Distribution Of Students' Ability In Mastering Vocabulary For Pre-Test



From the explanation above, students' ability was classified low when doing action research was in pre-test then post test continued in cycle 1.

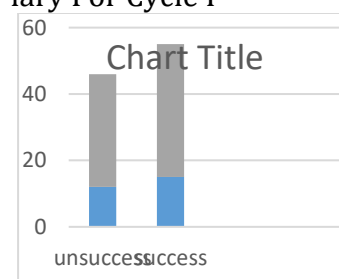
Table 2. Distribution of Students' Ability in Mastering Vocabulary For Pre-Test

	Criteria	Total Students	Percentage
P ₁	Unsuccess	12	55,56%
P ₂	Success	15	44,44%

From the table analysis, the students ability in mastering vocabulary was still low. The mean of students was 58,14. From the criteria 15 students got success score or it was only 44,44%. In other one 12 students got unsuccess score or it was only 55,56%. It could conclude that the students ability in mastering vocabulary was still low. Post test cycle I was categorized unsuccess. The result of standard of criteria success minimum (SKM) was >65 score. Students ability in mastering vocabulary on the topics personal experience that dicused about health was classified unsuccess.

To clear the explanation, the students ability in vocabulary can be seen from this chart bar as follow:

Chart 2. Distribution of Students' Ability In Mastering Vocabulary For Cycle I



From the explanation above students ability was classified not good when doing action research was in cycle I. The students ability got 58,14, for individual score 15 students got success score and the other one got 12 students. Than, nest action continue on cycle II. In the post test of the first cycle was still classified unsucces.

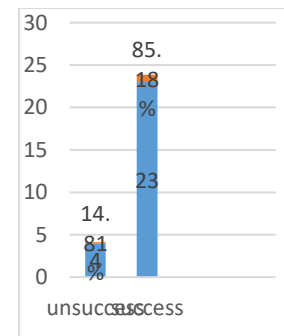
Table 3. Distribution of Students' Ability In Mastering Vocabulary For Cycle II

	Criteria	Total Students	Percentage
P ₁	Unsuccess	4	14,82%
P ₂	Success	23	85,18%

From the table analysis, the students' ability in mastering vocabulary improved. The mean of students was 88,89. From the criteria 23 students got success score or it was only 85,18%. In other one 4 students got unsucces score or it was only 14,82%. It could conclude that the students ability in mastering vocabulary improved. Post test cycle II was categorized success. The result of standard of (SKM) criteria success minimum >65 score achieved. Students ability in mastering vocabulary on the topics season that discussed about wether was classified success.

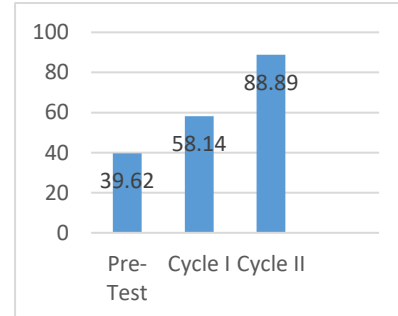
To clear the explanation, the students ability in vocabulary can be seen from this chart bar as follow:

Chart 3. Distribution of Students' Ability In Mastering Vocabulary For Cycle II



From the explanation above, students ability was classified very good when doing action research on cycle II. Here, the result of students ability in mastering vocabulary conected the topics, teenager life, personal experience, and seasons.

Chart 4. The Result of Students' Mean



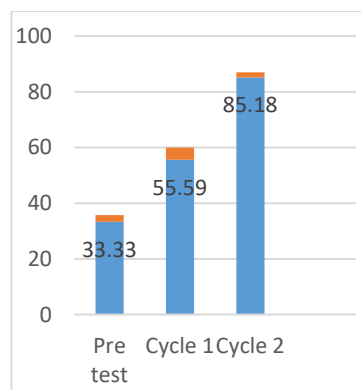
The mean of students ability improved on pre-test, post test on cycle I and post test on cycle II. And the percentage of students ability in vocabulary was shown as follow:

Table 4. The Result of Students' Percentage For Pre-Test, Cycle I, and Cycle II

Meeting	Student s Who Get Score > 65	Percentag e
Pre- Test	I 9	33.33%
Cycl e I	II 15	55.59%
Cycl e II	I 23 V	85.18%

To clear the percentage of the result of students ability in mastering vocabulary as follow:

Chart 5. The Percentage of Students' Vocabulary Competence



The result showed the improvement of students score from the pre-test II post the test cycle II. In the pre test, there was only 33.33% (9 student) who got point >65. In the post test of cycle I there was 55.59% (15 student) who got point >65. It mean that there was improvement 22.26%. The post test of cycle II, there was 85.18% (23 student) who got point >65. The improvement was about 29.59%. and the total improvement

of the students score from pre test to post test of cycle II was 51.85%. It could be conclude that brainstorming games as technique worked effectively and efficiently in helping students' ability in developing there vocabulary for eight grade MTs Al-Washliyah Lubuk Pakam and this learning had applied successful and able to improved students' ability in mastering vocabulary.

The testing hypothesis of the brainstorming game was done by using the mean on cycle I and Cycle II. From the computation that t-count = 7.056 and t-table df = N-1 = 27 - 1 = 26 it can be seen that coefficient of t- count 7.056 with the fact level a = 0.05 which the real level of t-table = 2.06 in the coefficient of t- count (7.056) > t-table = (2.06). Thus, the hypothesis could be received. Based on the finding the statistics analysis stating that brainstorming game could improve the students' ability in mastering vocabulary was accepted.

The researcher having qualitative data was conducted in two cycles. In cycle I, there were three meetings and cycle II there were two meetings. The first cycle was done in three meetings. Vocabulary test was administrated in the end of teaching learning process. In this cycle, the students vocabulary was measured and their problems in using vocabulary were analyzed the students' attitudes toward of the detail procedure of the first cycle which was described as followed:

a. Planning

Planning based on the result pre-test which had been administrated before. It was known that the level of

students' ability in using vocabulary was low. Some problems also had been predicted. The researcher as the teacher, and the teacher would be observer who observed the teaching learning process in which brainstorming game was implemented the researcher made lesson plan which involved scenario of teaching. The teaching material about vocabulary on topic personal experience discussed health as the subtopics.

b. Action

Action was planning that had arranged were conducted students were taught the way of teaching vocabulary well through brainstorming game: (a) explained the procedure of brainstorming game, (b) gave a topics to students, (c) teacher asked the students to make a list of words that have found as long the brainstorming the words, (d) every students wrote their brainstorming words on the board and made turns, (e) teacher asked the students for grouping words in sentences correctly and logically, (f) teacher closed the meeting and motivated the students to study hard

The situation of teaching learning process was conducive because most of the students wasn't noise and they were serious when teacher explain the lesson and active to share their idea to brainstorm word by word connected the topic.

When the students did the vocabulary test they looked more active, fun and enthusiastic. But the interaction between teacher and students was less. Some students' were still shy to give their mind about the vocabulary which learned about the

personal experience as topic on cycle I. Here, the observation

Based on the observation cycle I, the research rather good introduce the technique of brainstorming game and was not effective the time in learning process. The teacher observation sheet was done by the teacher to researcher. From the teacher observation concluded that the teacher's ability in using brainstorming game is good enough.

In addition, teacher also observed learning process of students that concluded by the researcher and together teacher class of eighth grade to observed the students' activity which was prepared.

The result of teacher observation on cycle I as: (a) listen to the teacher's explanation, 24 students with percentage 88.8% was very good for this indicator, (b) ask to the teacher, 8 students with percentage 29.62 % was very good for this indicator, (c) speaker of the group, 9 students with percentage 33.33 % was less for this indicator, (d) respect other idea, 11 students with percentage 40.74 % was less for this indicator, (e) give occasion to other to speak, 10 students with percentage 37.03 % was less for this indicator, (f) take the turn to participate, 14 students with percentage 51.85 % was good for this indicator, (g) share the task, 9 students with percentage 33.33 % was less for this indicator, (h) listen the other actively Take the turn to participate, 15 students with percentage 55.56 % was good for this indicator, (i) work together in the group, 14 students with

percentage 51.85 % was good for this indicator, (j) able to inform the result of discussion, 9 students with percentage 33.33 % was less for this indicator.

Generally all students had been able to do the brainstorming as the technique to use vocabulary to develop the capability in mastering vocabulary related to the topics. Students' ability in mastering vocabulary had been improved. From the observation result of everything meeting, it could be concluded that teaching learning process in which brainstorming game applied could be run well.

The situation during the learning process was very vividly, actively, and conductively then the interaction between teacher and the students were better than of in first cycle where brainstorming game had been successfully worked in helping students in adding their vocabulary.

Based on the reflection of this cycle, it wasn't needed to conducted the third cycle. The cycle of this research could be stopped because the students' ability in using vocabulary had been developed. After conducting these two cycles, students were interviewed in order to get their opinion, respond and perception about the applying brainstorming game as a technique in teaching vocabulary.

The result was indicated that there was an improvement on the students' ability in mastering vocabulary through brainstorming game as a technique. The mean of the first cycle was 58,14. It was very low. The mean of second cycle was 88,89. It was indicated that the scores and the mean in second cycles were better than first cycle. The percentage of students who got point >65 also grew up. In the pre-test, the

students who got point >65 were only 9 students'.

Action was plannings that had arranged were conducted students were taught the way of teaching vocabulary well through brain storming game: (a) explained the procedure of brainstorming game, (b) gave a topics to students, (c) teacher asked the students to make a list of words that have found as long the brainstorming the words, (d) every students wrote their brainstorming words on the board and made turns, (e) teacher asked the students for grouping words in sentences correctly and logically, (f) teacher closed the meeting and motivated the students to study hard.

The situation of teaching learning process was conductive because most of the students wasn't noise and they were serious when teacher explain the lesson and active to share their idea to brainstorm word by word connected the topic.

When the students did the vocabulary test they looked more active, fun and enthusiastic. But the interaction between teacher and students was less. Some students' were still shy to give their mind about the vocabulary which learned about the personal experience as topic on cycle I. Here, the observation.

Posttest of cycle I students who got point>65 there were 15 students (55.59%). It means that there was improving about 22.26%. The post test of cycle II, Students who got point>65 there were 85.18% (23 students) who got point >65 and the improvement was about 29,59%. For the total improvement of the students' score from pre-test to post test of cycle II was

51,85%. In other words, the students' ability were become better in the first meeting to the next meeting.

There searcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the, interview, observation and documentation sheet in diary notes and pictures. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of brainstorming game as the technique was improving.

CONCLUSION

In other words, the students' ability in mastering vocabulary was improved. And based on interviewed, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved. Furthermore, Brainstorming game as the technique makes students can be actively, enthusiastic, and joyfully to develop vocabulary in teaching learning process.

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