**IMPROVING THE STUDENTS' ABILITY IN MASTERING
VOCABULARY THROUGH BRAINSTORMING GAME IN EIGHT
GRADE AT SMP IT AL HIJRAH LAUT DENDANG
IN THE ACADEMIC YEAR 2016/2017**

THESIS

*Submitted to the Tarbiyah Faculty and Teachers Training State University for
Islamic Studies (UIN) North Sumatera Medan as a Partial Fullfillment
Requirement For S1 Degree*

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MEDAN

2017

Nomor	: Istimewa	Medan, April 2017

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Medan,   April 2017

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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ABSTRACT

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Tittle	: Improving the Students' Ability In Mastering Vocabulary Through Brainstorming Game in Eight Grade at SMP IT Al-Hijrah Laut Dendang in the Academic Year 2016/2017

This research was aimed to find out the improving of the students' ability in mastering vocabulary through brainstorming game. The subject of this research was eight grade of SMP IT Al Hijrah Laut Dendang in academic year 2016/2017. That consisted of one class with 22 students. This research was conducted by using classroom action research.

The technique of analyzing data in this research was qualitative and quantitative data. The qualitative data was gained from observation sheet, interview and documentation. The quantitative data was gained from tests such as pre-test, post-test I, and post-test II.

The qualitative data were analyzing from the interviewing the students and the teacher, observing the activity in the class and take a picture while researcher conduct the research. The quantitative data were analyzing from pre test and post test.

The result of the research showed there was an improvement on the students' ability in mastering vocabulary. The mean of pre-test was 42.36, the post test I was 70.90 and the post test II was 80. Otherwise, the total of percentage from the pre test, post test I, and post test II. In pre test were 4.54% (1 of 22 students) who got score $\geq$ 65. In the post-test I, there were 63.63% (14 of 22 students) who got score $\geq$ 65. In the post-test II, there were 81.81% (18 of 22 students) who got score $\geq$ 65. So, the total percentage of the improvement from the pre-test to post-test II was about 81.81%.

It showed that the implementation improving the students' ability in mastering vocabulary through brainstorming game. The students more active, interesting, and anthusiastic in learning activity.

Keywords: Ability, Mastering, Vocabulary and Brainstorming

ACKNOWLEDGMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this thesis entitled ''Improving the Students' Ability in Mastering Vocabulary Through Brainstorming Game in Eight Grade at SMP IT Al-Hijrah Laut Dendang in the Academic Year of 2016-2017''.

. This thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this *thesis* has finally been written. Then, I would like to thank Allah *Subhaanahu Wa Ta'ala* for The Blessing given to me so that the writing of this *thesis* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. Dr. Amiruddin Siahaan, M. Pd as the dean of Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

2. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the head of English Department.

3. Dr. Hj. Siti Zubaidah. M. Ag as my first advisor who has given her charm ideas, suggestion, correction, beneficial opinion and encouragement in

process of writing this skripsi. She also gives her warm support and advises me to be more patient on finishing this thesis.

4. Dr. Hj. Farida Repelita Waty Kembaren, M.Hum as my second advisor who gives guidance, dedication, and support during writing this thesis

5. All the lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

6. The principal of SMP IT AL-HIJRAH LAUT DENDANG**,** Muhammad Taufiq, S.Pd and the English teacher Karmila Sari, S.Pd and all of the students of VIII-B class who helped the writer during the research.

7. My beloved parents Malan Pohan and Masnium Ritonga who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.

8. My beloved sisters Murni Pohan and her husband Aris Munthe, Maskot Pohan, and her husband Siddik Ritonga, Rohani Pohan and her husband M. Idris Hutapea, my beloved brother Sati Pohan and his wife Surya Ningsih, S.Pd, my beloved younger sister Nida Ulhasanah Pohan, who have supported me every day in writing this thesis. My beloved cousins Ahmad Riduan Pohan, Mahendra, M. Ridho Munthe, Marisa Ritonga, Rizka Alya Hutapea, M. Daffa Al Fatih Pohan and Salwa Nadhifa. Their behaviorism so funny make me don't bored in writing this thesis.

9. All of my family in the same struggle PBI-6 stambuk 2013, thank you so much for your motivation until the end of present study, especially for my best friends Muhammad Iqbal Ali, Sri Rahayu Adawiyah, Khairunnisa

The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this thesis better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn

Medan, 12 of Juni 2017

The Writer

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language as a means of communication is a central fact of human existence and social process . Thousands of language is spoken in this world, but English has place in the highest position to be used in communication by most people. Language use for many things in our daily life. We pass on the news and information to others and get them from the others through language.

English is as the first foreign language in Indonesia. We need introduce English through mastering the English Vocabulary. So that, It is important to develop vocabulary in language teaching, because person that has an inventory of words, able to express their idea, feelings, and desire with with their meaning in communication as following the function of language that is as a means of communication

Every time that we write or speak English, we are faced with myriad choices: not only what we say but what we mean. Vocabulary that we use to communicate are influenced by a number of factors, such as the reason for communication, the context, and the people with whom we are communicating and whether we are speaking or writing. These choices give rise to use vocabulary well.

The terms of vocabulary refers to the word that the person knows 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.

Vocabulary help people in going understanding English, and also enhancing the process of transferred knowledge. Acaccording to Herbert Puchta, Jeft Stranks and Peter Lewis in their book "English in Mind" said that in learning language needed understanding. Vocabulary which was as fundamental to comprehention the material in language.[1] It means that vocabulary plays a very essential task in learning foreign language.

Mastering vocabulary includes using words correctly and effectively in sentences or in conversation that can help the students finish their school and many texts in English texts casier. The more vocabulary they know, the better their chance to do well on the text.

Some findings also disclose that the students who have acquired less vocabulary items, they will have problem for their communication in expressing their idea, feelings, and desires in communication.

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. On his book[2] said that many students got annoyences themselves in mastering vocabulary in English such as to be shy for starting of speaking, confuse how to the start beginning, afraid to fault, the fault is

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[1] Herbert Puchta, Jeft Staranks & Peter Lewis. 2008. *English in Mind*. Cambridge: Cambridge University Press, p.6
[2] Hani Sutrisna. 2012. *Vocabulary For Daily Conversation*. Yogyakarta: Kawah Media, p. 427

known by the other, unbelievable or anxious because their vocabulary is less, and think if their English can not understood by the native speakers.

The similar cases are also found in the location SMP IT Al-Hijrah Lau Dendang 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 memorizing to words. The effect, they are not able to communicate lack of confidence 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, give some explanations, and read some information from books, show the material and the students keep watching and listen to the teacher, sometimes made students translate the words from dictionary only, students do less participation in the class activities and do not have wide chance to call out what they have learn.

Based on the statements above, the writer observed from two aspects: the students and the teacher. In internal factors of the students, their failed to express their idea, feelings, and desires with their maenings in communication especially in mastering vocabuary and as external factors the teacher is less creative in trying to make different strategies and techniques of teaching vocabulary.

Therefore before producing students are able to master and understand the vocabulary on those language aspects besides the students have to study hard and the teacher should create a good atmosphere in the class. The teacher needs several techniques to develop the learners motivation to pay attention to the items

being taught and the teacher should create various teaching media. One of the way to teach students is using games.

According to Agnieszka Uberman[3] said that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students to see beauty in foreign language and not just problems that at times seem overwhelming. It also can be purposed the speaker receives immediate feedback from the listener on whether or not he has successful communicated.

Games help the learners to get the success in communication as fun and stimulate than more productive in vocabulary. It helps the learners are able to express their idea, needs, desirrers, and feels in English. It provides them to concentrate, focus on drill and give opportunity for real communication of the lesson and as a chance for students' ability to use the language.

Brainstorming game is a technique that can be used to help the teacher when giving the materials to the students. The reason for using brainstorming game in technique of teaching is you can give more ideas in adding their vocabulary during the time allocated. The wtiter assumes that they can express their idea freely because do activities with their friends in a fun way. This game is also easy and flexible in terms of subject matter and design.

Considering the importance from obove, it is clear that vocabulary is the main part of communication. That is why, the writer is motivated to conduct a research

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[3] Agnieszka Uberman. 1998. *The Use of Games For Vocabulary Presentation and Revision by 'Forum' Vol. 36. January-March,* No 1, p.20.

on "**Improving the Students' Ability in Mastering Vocabulary Through Brainstorming Game in Eight Grade at SMP IT Al-Hijrah Lau Dendang** "

1.2. The Identification of Problem

Based on the Background of study, the reason problem focused on:

a. The students have low interest and motivation in learning vocabulary

b. The students have low attention in learning vocabulary.

c. The students have low ability in mastering vocabulary.

1.3. The Limitation of Problem

The research is limited to find out development of the students' ability in mastering vocabulary that focuses on teenager life, personal experience and season as the topics through brainstorming game at SMP IT Al-Hijrah Lau Dendang

1.4. The Formulation of Problem

In relation the limitation of the study above, the problems of research can be formulated "*How can the students' vocabulary ability improve when they are taught by brainstorming games?*"

1.5. The Objective of Study

The objective study is to find out whether students' ability can be improved when they are taught by brainstorming game.

1.6. The Significances of Study

1. Practical Benefits

    a. To the students, this research is expected to encourage students more active and high motivated especially in developing vocabulary through brainstorming game.

    b. To the Engish teacher, the writer expectsthat thus study may inspires teachers to make better ways and technique in teaching and learning process.

    c. To the School, this research is expected to be used as a conceptual contribution. Therefore, it can improve the quality of education and innovation for learning and teaching English at SMP IT Al-Hijrah Lau Dendang.

    d. To the writer herself, the writer expects she will improve her knowledge about English teaching and improve her creativity in teaching.

2. Theoretical Benefits

For other researchers, this study is expected to help them to get more information about this study and can be used for better studies.

CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Review

To support the idea of this research, some theories and some information will include to help the researcher form the design of this research.

2.1.1 Students' Ability

Ability is capacity, fitness, or tendency to act or be acted on in a specifies way[4]. Ability is defined as the capacity of the individuals to perform various task in a specific job. There are three types of ability including intellectual ability, physical ability, and job fit ability. Intellectual ability requires the individuals to do the mental activities. Physical ability requires to do task like stamina, strength, dexterity, and other similar characteristic. The third type of ability is job fit which is linked with employee performance because employee performance is increased when there is a high ability job fit[5].

Ability reflects a person's existing capacity to perform the various task needed for a given job and includes both relevant knowledge and skills. Aptitude is potential abilities, whereas abilities are the knowledge and skills that an individual currently possesses.

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[4] Meriam-Websters. *Collegiate Dictionary, Massachusets*: Brittania Company, 2003, p.3
[5] http://en.wikipedia.org/wiki/special:What Links Here/ *Ability test*. On accessed: 5 Des 2016. At 17.01pm

Based on the quotation above, the students' ability is very important to purpose the aim of education, the term ability in this writing is the fower of the students to understand the material that given by the teacher in the classroom. The ability of the students learns about the materials of course there must be some changes in behavior and knowledge from not knowing become knowing.

Many factors that influence the students' ability in learning, the main factor is the students themselves and the other factor are internal factor (Students) such as their interest in studying English, healthy and their experience. Their interest in studying can be seen in teaching learning process, the students who interest in studying English will give a good attention, but the students who don't have interest they will not pay attention in studying. Good healthy makes students easier to get the material and the students who have ever studied the material before will be easier to get the material than the students who never studied it.

Moreover external factor (out of the students factor) such as school, environment factor ect. Relative factors comes from their parents or everyone in their family. Support and attention from their relative can give motivation for them in studying. School factors include their classmates, educational system, and their teacher. Having good classmate can make them easy to discuss their subject together, but bad classmate can make students don't serious in studying. Good teacher and good educational system in the school make teaching learning process runs well, but if the teacher does not have a good capability in teaching and the school has badly educational system the teaching learning process will not runs will. Good environment also influence the students ability, it's can make students

study well without noise but if the environment is bad the students will be difficult to study because there is noise. All of this factors influence to their ability.

From the explanation above, the researcher can conclude that the ability of the students in learning can be seen from the result of the learning it self. And the ability of the students to master the materials are not same, even though by the same teacher, because their ability to grasp the material are different.

Human being, according to Qur'an has the abilities to achieve and develop the knowledge with Allah's permit. Therefore many verses of Qur'an order human being to achieve knowledge in many difference ways. And Qur'an claims what a high position to anybody who has knowledge Allah says in Surah Al-Mujadilah verse 11:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ

لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ

دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning: *O ye believe! When you are told to make room in the assemblies (spread out and) make room: ample (room) will God provide for you and when you are told to rise up God will rise up to (suitable) ranks (and degrees, those of*

you who believe and who have been granted (mystic) knowledge and God is well acquainted with all of you do.[6]

According to Tafsir Al Maraghi explanations that this verse covers the provision of spaciousness in conveying all sorts of goodness to the Muslims and the fun. And Allah will exalt those who believe by following His commandments, especially those who have knowledge among them, the degrees of the lot in termsof reward and pleasure levels.[7]

From the defenition above, it can be conclude that ability is power or skill need to do something. The people who have good ability are the people who have better knowledge then other people.

And also Allah says in the holy Qur'an Surah An-Nahl verse 78:

وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ ٱلسَّمْعَ

وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

The meaning: *It is He who brought you forth from the wombs of your mothers when you knew nothing; and He gave you hearing and sight and intelligence and affection; that you may thanks (to God).*[8]

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[6] Abdullah Yusuf Ali. 2008. *The Holy Qur'an : The Original Arabic Text with English Translation and Selected Commentaries*. Malaysia : Saba Islam Media, p. 326
[7] http://library.Walisongo.ac.id/digilib/files/disk1/10/jtptian-gdl-s1-2005-hartinah31-499Bab2_319-4.pdf.On accessed : o6 December 2016. At 8.17 a.m
[8] *Ibid. An-Nahl,* P.267

This verse in Tafsir Al Maraghi contains explanationsthat after God had you from your mother's belly, then He made you can know everything something you did not previously know. He has given you some kind of grace following:

1. Sense: as a tool to understand something, especially with the sense that you can distinguish between good and bad, between right and wrong.

2. Hearing: as an instrument for listening to the sound, especially with hearing that you can understand the conversation between you.

3. Vision: as a tool to see everything, especially with the vision that you can get to know each of you.

4. Devices other life: so that you may know the way to seek good luck and other materials that you need, even you can also choose which is best for you and which one to leave bad.[9]

2.1.2 Vocabulary

A. Defenition of Vocabulary

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[9]Http://cintailmuku1.blogspot.com/2011/12/qs-nahl-7-anugerah-allah-kepada.html. on accessed 06 Dcember 2016, at 8.44. a.m

Longman Dictionary of contemporary English[10] defines vocabulary means all the words known to a particular person, the specific sets of words used in particular kind work, business, profession, etc. And list of words with their meaning, especially one that companies a text book.

According to Huckin and Olsen[11], there are some principles to expand one's vocabulary and they are:

1. Whenever you come across a new word, first try to find and informal defenition of it somewhere in immediate context.

2. If you encounter an unfamiliar word that is not defined in the text, try to guess or at least narrow downs its meaning by using contextual clues.

3. If a familiar word seems to be particularly important and you can not determine its meaning from contextual clues.

4. Try to get to know words well, especially important words.

   According to Webster's Ninth Collegiate Dictionary vocabulary is:[12]

   1. A list or collection of words and phrase usually alphabetically arranged and explained or defined

   2. A sum or stock of words employed by a language group individual or work or in a field of knowledge.

   3. A list or collection of terms or codes available for use.

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[10] Longman, 1978. *Longman Dictionary of Contemporary* English. London: Longman. p.1229

[11] http://www.brainyquote.com/words/*vocabulary*237882html10qtOMu.58. on accessed: 06 December 2016, at. 9.30. a.m

[12] http://www.05128800.blogspot.com/2011/06/*defenition-of-vocabulary*.html.On accessed: 06 December 2016 at 9.55 a.m

There are some experts who give defenition of vocabulary, Evelyn Hatch and Cheryl Brown defines vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use.[13]

Voabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of vocabulary.

Vocabulary which constitutes the knowledge of meaning, play in a significant role in supporting the mastery of language skills namely listening, speaking, reading, and writing. The more vocabulary the learners have, the easier for them to improve their skills. In writing for the example by having many vocabularies the students are easier to improve their English skill, they can express their ideas. Opinion and feeling cohesively. They can construct readable written text. So the learning teaching process of English vocabulary is succesfully done.

Vocabulary is vital to communicating with others and understanding what one is reading. Vocabulary is the study of:

a. The meanings of words

Many words have several different meanings each, study the meanings of the words and the part of speech.

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[13] http://www.chow.com/info-8140395_*vocabulary*. accessed on 06 December 2016 at 10.06 p.m

b. How the words in context, apply what you learn by writing sentences with your words.

c. Root words, prefixes, suffixes

Studying these will aid in the study of vocabulary

d. Analogies

This is comparing two pairs of words and choosing the pair that go together.[14]

Vocabulary is a number of words which is used in a dialogue or conversation. According to Whebster's New International Dictionary, vocabulary is a list of words and sometimes phrase, usually arranged alphabetically order defined.[15]

As a part of language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to decide the lexical system of most language into grammatical words, such as preposition, adverbs and content word.

According to Hani Sutrisna, there are some procedures to master vocabulary they are:[16]

1. Remember 2-5 words minimal in a day

2. Read time after time to get fluency

3. Don't jump at other words till 50%

4. Focus, discipline, and don't make bored the class

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[14] http://answers.ask.com/Reference/Dictionary/What is Vocabulary,accessed on 07 December 2016 at. 8.14 p.m

[15] Carole. M and Swaim. M. 1980. *Theoritical Based of Communicative Approach to Second Language Teaching and Testing*. Applied Linguistics, p.5

[16] Hani sturisna. 2012. *Vocabulary for Daily Conversation*. Yogyakarta: kawah media,p.2

5. Write the target of the words

6. Remember the easier one

7. Read the words with your friends or teacher

8. Make a sentence from a word into kinds of sentences in positive, negative, and interrogative

9. Make a simple dialogue in front of mirror confidently

10. Practice to your friends to master the words vigorously

11. Make more sentences from as many as you can

B. Types of Vocabulary

They are four types of vocabulary which must be known and mastered for any skill, such as reading, listening, writing and speaking. They are:

a. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

b. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listen to speech. This vocabulary is aided in size by context and tone of voice.

c. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech it is likely to be a subset of the listening vocabulary. Due to the spontaneous nature

of speech, words are often missued. This is may be compensated by facial expressions, tone of voice, or hand gestures.

d. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary was stimulated by its user.[17]

C. Kinds of Vocabulary

Vocabulary can be divided into two types: they are receptive vocabulary and productive vocabulary. Vocabulary is very useful for anyone who is studying a foreign language. In this case, that vocabulary is one important area that should not be neglected in language and learning and it is very useful for communication with other people in spoken or written form.[18]

Vocabulary is devided into two kinds; they are Receptive Vocabulary and Productive Vocabulary.

1. Receptive (Passive) Vocabulary

Receptive vocabulary is larger than productive ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. Receptive vocabulary as the language items which can only be recognized and comprehend in the context of reading and listening material. It can be concluded that: receptive vocabulary is words that can't be produce

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[17] http://en.wikipedia.org/wiki/Vocabulary//Types_of_vocabulary, accessed on 07 December 2016 at, 9.08 p.m

[18] Thorn B. Scott. 2005. *How to Teach Vocabulary*. Longman: Person Education Research Limite, p.34

correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

2. Productive (Active) Vocabulary

Productive vocabulary is involved in using the words to stand for meaning it represents and being able to think of suitable for the word if there are any. Productive vocabulary words that we use when we speak or write. The words that we use in our own speech and writing are called productive or active vocabulary. Productive or active vocabulary means language items which the learner can recall and use appropriately in speaking or writing.

Productive vocabulary is that utilized in everyday speech. Receptive vocabulary, on the other hand, although need for comprehension, is not necessarily essential for production in speaking and writing. The basic productive and receptive vocabulary does not include specialized lexical items that are needed for a particular job or profession.[19]

Learning vocabulary in another language, has several tests of the first 1000 words. These tests can give you a rough guide on the number of words your students know or understand in this first level. Tests that measure the learners' understanding of words when reading or listening are often called "receptive"

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[19] Betty W.Robinet. 1987.*Teaching English to Speakers of Other Languages.* New York: University of Minnesota Press, p.132

tests. Tests that measure how well learners can use words in writing or speaking are sometimes called "productive" tests.[20]

D. The Principle of Vocabulary

The teachers has the duty to manage the teaching learning process so that the learners can do thing with the target vocabulary that is learnt, there are nine principles in teaching vocabulary, they are:[21]

a. Aims

The teacher has to clear about his or her aims, how many things are listed and what the teacher teaches and what the students learn.

b. Quantity

After deciding the aims in learning vocabulary, the teacher has to consider the quantity of vocabulary to be learnt, how many new words the learners can learn. The teacher selects the words that suit the level of students' proficiency, and Brown.

c. Need

The teacher creates a certain situation. He or she has to communicate and get the words he needs. The teacher is an informant. The vocabulary is then presented in response to the students' own need and interest and then he or she perhaps is more likely to remember it after asking the informant. The students will be satisfied with what he or she

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[20] Nation, P. *Op, cit*, p.11

[21] Hatch, E and Brown, Cherly. 2000. *Vocabulary, Semantics and Language Education*. Cambridge University Press.p. 187-188

needs as the target word. A vocabulary must be used as often as possible.

d. Situational Presentation

Using word must be related to situation. It is line with how well the user knows to whom, where, and how he or she is speaking. It seems sensible that students should learn the words in the situational in which they are appropriately used.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to meanings. The require that they would be presented in such a way that its denotation or reference is perfectly clear and unambiguous, which is not always an easy task.

f. Presentation in Context

Words very seldom occur in isolation. The meaning of a word can be influenced by the other factor in the context. It is important to the learner to know the usual collocation where a word occurs. The circumtances i which the event happens can influence the meaning of words.

g. Learning Vocabulary in the Mother Tongue and the Target Language

It is a very different way to learn vocabulary in mother tongue in comparison with learning in the target language. The teacher must provide both types of teaching.

h. Inferencing Procedure in Vocabulary Learning

It is possible for a students to master all vocabulary (words) of certain language. He or she needs the various specifically taught the meaning of words. They may look up a dictionary without understanding all the meanings. By making an inference from the context of guessing their meanings from the context so that he or she can understand the word.

E. Vocabulary Differentiated from Meaning

Vocabulary can also be differentiated from this meaning, namely synonym, antonym, hyponym, and metonym.

a. Synonym

A synonym is a word which has the same meaning, or nearly the same meaning which another word.[22]

Synonym refers to a relations of sameness of meaning that holds between two words. Synonym lists contain flashcard that have one or more phrases on one side, and synonym for those words in the same language on the other side, examples:

➢ Big and large are synonyms

➢ Sick and ill are synonyms

➢ Happy and glad are synonyms

b. Antonym

Antonym is a words which has the opposite, or nearly the opposite meaning of the given word.[23] Antonym is meaning relation which is based on oppositeness.[24]

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[22] Hari Mohan and Rani Uma Sinha, *Objective English*, (New Delhi: Tata McGraw-Hill Publishing Company Limited), p. 15.5

Antonym lists contain flashcards that have one or more words or phrases on one side, and antonyms (words with opposite meanings) for those words (in the same language) on the other side, examples:

➢ Young and old are antonyms

➢ Ugly and beautiful are antonyms

➢ White and black are antonyms

c. Hyponym

Hyponym refers to a hierarchical "group member" relation. For example, the word *plant* with it is hyponyms fungus, *Lichen, Shrub, Creeper, and Tree*. In linguistics, a specific term used to designate a member of a class. For instance, *Oak* is a hyponym of *tree*, and *dog* is a hyponym of animal.

d. Metonym

Metonym refers to a semantic relation "whole-part" in which constitutes or holds all meanings of its part. The meaning relation of metonym also fined expression in some analytical defenitions, e.g. *abdomen,* "the part of the body" containing the *stomach,bowels, reproductive, organs*. A metonym denotes a constituent part of, or a member of something. For example, "finger" is a metonym of "hand" because finger is part of a hand.

F. Mastering of Vocabulary

Vocabulary is the total number of the words which (with rules for comining them) make up a language. This statement is then strengthened by

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[23] *Ibid*, p.16.1,
[24] Jackson. H. And Amvela, *Op.cit*, p.92

Burns who says that vocabulary means the stock of words used by a person, class or profession. From those statements, we can infer that vocabulary is a stock or list of words with explanation of their meanings used to make up a language by a person, class or profession.

It can be said that vocabulary mastering is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession. Vocabulary mastering is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students mastering vocabulary, the students will find difficulties in mastering reading and other skills.

Vocabulary mastering means the students having ability in understanding and using vocabulary. Vocabulary mastering itself deals with words and meaning. The studenta are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

According to Norma E Cuts (1957:18), there are fourth stages of the learner progress in mastering vocabuary

a. Progress extends from the beginning to the mastering of the fundamental of the structure and sounds system.

b. The vocabulary items should still consist of those that must be learned for production

c. Vocabulary mastering of recognition.

d. The choice of special areas of experience is necessary.

The researcher conclude that mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learn English or a certain language should know the words. The mastering of vocabulary can support them in speaking when they definite English. If they don't know the meaning of words, they will not able to speak, write and translate anything English. The students can be said gaining progress in English, the mastering vocabulary.

Allah says in Al-Baqarah, 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ

هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

The meaning: *And Allah taught to the prophet Adam the names of everything, then He puts forward all the angels, then Allah says: preach to me the names of all everything, if you are being true...*

Vocabulary is the stock of words in a language, or that is known or used by an individual and associated with a particular activity.[25] The mastering a stock of words, someone can communicate with other people with easy and fluency. Vocabulary is needed for expressing meaning and in using the receptive (listeningand reading) and the productive (speaking and writing) skills. More the word we learn and more ideas we have so we can communicate the ideas more effectively.

2.1.3. Games

A. Defenition of Games

Games is one of media. That is used effectively in learning English. Arif Kurniawan said that games is kinds of learning media which has highly value for education and experience. For the participants especially for students and makes students can communicative fluency than thinking what is form/pattern of language. Games also is very good to help increasing knowledge and linguistics skill.[26]

According to Lee a linguist in Arif Kurniawan's book said that in using game for learning process can improve students' ability of linguistics skill. Because almost games which is created for improving students' ability in mastering linguistics skills aspects especially in mastering vocabulary in the context is useful.[27]

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[25] Howard Jackson. 2002. *Grammar and Vocabulary*. London: Routledge. P. 202
[26] Arif Kurniawan. 2007. *Belajar Bahasa Inggris Melalui Permainan*. CV Visindo Media Persada: Jakarta Timur,p.10
[27] *Ibid*,p.22

Arman Yurisaldi said that game is an important media. It is a very good for education learning media. The terms is called out edutainment. Here, his reason to use games as media for learning process.[28]

1. Games can increase students' attention and focus in learning process

2. Games made students more active in study

3. Games practice students more active, anthusiasm to study by giving suitable responce

4. Games accustome, diligence, patient and create the spirit to get the goal for the learners

5. Games help activated rewards and create positive thinking to learning process

B. The Procedure of Starting Game

According to Ayu Rini's book[29], there are some procedures to be considered by teacher in the classroom. They are:

a. Knowing the kinds of game

b. Prepare tools needs for the game while the teacher teach

c. Think of the steps to run the game vividly

d. Think about your students' condition

e. Consider the benefit of the game for students

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[28]Arman Yurisaldi. 2010. *Metode Aktivasi Otak*. Pustaka Widyatama: Yogyakarta,p.65

[29]Ayu Rini. 2012. *Excellent Eglish Games*.Jakarta:Kesaint Blank Publishing,p.3-4

The important things in games are reward and punishment. Reward is better given for students that do the best in the game and pointed out as the winner. Then the teacher can give congratulation by:

> ➤ Give applause for the winner
>
> ➤ You do the best, John
>
> ➤ Excellent
>
> ➤ Very good

Punishment is one motif to motivate the students in repairing their fault and invite them to the best next time

Ayu Rini give the advantages of game in her book[30]

a. For the teacher

> ➤ Help teacher to easy design in introducing the material that for students learning
>
> ➤ The classroom will have vivid condition
>
> ➤ Make students participate in teaching learning process in the classroom

b. For the students

> ➤ Students will understanding the material easily
>
> ➤ Games lost bored condition in the classroom
>
> ➤ Help students to remember the lesson
>
> ➤ Make students more active in learning process
>
> ➤ Grow solidarity and sportivity around the students in the class

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[30] *Ibid,*p.6

C. Types of Games

According to Dessy Danarty's book,[31] there are some games to increase students ability in developing vocabulary, they are find your mate, who am I?, head and tail, brainstorming, etc

a. Find your mate

This game adds vocabulary to everybody that thinking about the pair of the word or opposite

e.g. brother-sister, short-tall

b. Who am I?

This game practices the students to guess the word that is written on the board. The guesser stands behind the bord. He must ask his friends in front of him to guess the word on the blackboard. The teacher writes the topic about artist, figure, singer, kinds of sport and etc.

Word: David Bekham

Am I famous?

Am I beautiful?

Am I a men?

Etc.

The other participants in front of him only say "yes/no" until the guesser guess it correctly

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[31] Desy Danarty.2008.*30 Games For Fun* CV. Andi Offlet: Yogyakarta,p.2

c. Head and Tail

This game practices students to add vocabulary by following the last letter

e.g.

ci**t**y-**y**ello**w**-**w**onderfu**l**-**l**ov**e**-elephan**t**-**t**omato,etc

d. Brainstorming

This game used cards that is written name of things. Where, one card is for one word. The purpose of this game practices the participants in finding the other function of the words through their expressing idea

2.1.4. Brainstorming Games

According to J.G Rawlinson that brainstorming is welknown by Alex F Osborn in his book "Applied Imagiation". He defines brainstorming is an activity designed to help group generate many ideas and suggestion in a short time.[32]

Brainstorming allows people to generate new ideas. Many people are not used to thinking creatively, so creative brainstorming games can help people learn to think this way. Brainstorming games are effective at helping people become comportable sharing creative ideas with others.[33] And students will enjoy brainstorming when they know how to use it.

There are many brainstorming techniques. One of them is mindmaps. With a mindmap, a vocabulary word start as a topic in the center of the page. Then, as the students think of ideas, branch outward. Keep similar ideas together by linking

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[32] J.G Rawlinson. 1971. *Creative Thinking and Brainstorming*, British Institute of management: London,p.27

[33] Chuck, Robert. http://www.chow.com/info_12095743_*creative-brainstorming-game*.html.accessed on 17 December 2016

them with branches, and connected the word in context by making sentences. It is used to know their ability to develop their vocabulary.

For developing vocabulary, we can connect the words in sentence. According to Bob Dignen in his book[34] says, "a sentence is a group of words that has meaning. It start with capital letters, (e.g. A,B,C,D,E,..) and finishes with a full stop(.), question mark (?), or exclamation mark (!).

A. The Principles of Brainstorming

According to J.G Rawlinson, brainstorming have four principle should be followed, they are[35]:

1. Explain the topic. Teacher as controller explaine the principle to brainstorm vocabulary and explain brainstorming game rule and ask the students to participate in, it is designed to give the students information about the topic.

2. Formulate the problem. The teacher arranges the planning to brainstorm the words, invite the students with technical question to stimulate student's idea to share.

3. Develop a topic. Here, teacher warning up the condition. By giving a word on the blackboard, ask students develop the word to make as many as created trough time allocated.

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[34] Bob Dignen. 1999. *Need to Know: English Grammar*. York Associates:England,p.2
[35] J .G Rawlinson, *Op.cit*,p.28-32

4. Evaluation. There are two criterions to evaluate the best ideas given, those are;

      a) Collects the group ideas as many as you are able

      b) Count the group ideas in logical sentences to win the game

B. The Procedure of Brainstorming Game

This game practices the students ability to call out students' idea in written freely by modeling a word. Each group must develop the word into some sentences in short time. Here, five minute to develop each word then follow other words that must brainstorm into some sentences. The procedure of this game, such as:

    a. Determine the role of brainstorming game[36]

      a) Prepare tool and material

        - Vacation in the zoo

      Ani got wordcards "animal" as the topic then she brainstorms her idea about animal such as tiger, lion, cat, zebra,etc.

    b. Determine purpose

      a) The participants practice to associate the words into sentences

      b) The participants practice to express their ideas in English

    c. Follow the direction of games[37]

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[36]Walidi. 2006. *Games for Improving English*, PT.Citra Parma: Yogyakarta,p.58

a) Make a group that consict 3-5 person

b) Mix the card firstly

c) All the participants get one card

d) In two (2) minutes, each group must create five (5) sentences logically from the topic word given. For example: words of noun, verb, adjectives, etc in context

e) Every participants presents the sentence that is created from the topic word

f) The participant collects the true sentence and logic out as the winner. For example:

Card 1 **"car"**

Card 2 **"phone"**

Card 3 **"write"**

From the wordcards above, the participants can create sentences below:

Card 1 **"car"**

a. Mr. Ahmad is driving a car?

b. Do you have a car, Mr.Budi?

c. My father bought a new car last week

d. The color of car is black

e. The car on parking is Mrs.Alice's

g) 20 points for each correct sentences

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[37] Dessy Danarty.2008. *50 Games For Fun*. CV.Andi offset: Yogyakarta,p.48

h) The group that create many correct sentences will be the winner. That is called "The Champion"

C. The Advantages of Brainstorming Game

Brainstorming is a creative process that can be undertaken individually but is mainly used in a group setting. It is used to wotk through ideas to find a solution to a problem or situation. It is a powerful way to generate, share and maximize new ideas. Brainstorming provides many advantages to the process of sorting through problems. There are some advantages of brainstorming game those are;[38]

1. Encouraged Creative Thinking

   When you throw a group of people together, give them a problem to solve and say "let's throw some ideas out there" to get the creative ideas flowing. Ideas grow up to people will bounce ideas off one another and creativity will buble over.

2. All Ideas are Accepted

   Ideas offered up in a brainstorming session are never wrong, they are just an idea. It may never become anything more than an idea, but it is never wrong. Because of this, people can afford to put forth their ideas to group without the fear of vailure or ridicule

3. Makes Everyone Part of the Team

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[38]http://www.chow.com/info_8220088_*advantagesbrainstorming*.html//ixzz2jfctcbk5 accessed on 17 December 2016

Brainstorming in a group envoronment can enable all members of group to feel like part like part of them. It encourage widespread participation and involvement, it can make all the students feel like an important member of group and that their ideas and input are respected and valued.

D. The Disadvantages of Brainstorming Game

There are some disadvantages of brainstorming game those are:[39]

1. When it is Appropriate to Brainstorming

    A disadvantages to brainstorming can easily be over-applied. For example, you could have a situation where a group brainstorms will brainstorm the next meeting.

2. Creativity Cavitaly

    Brainstorming only works when everyone in the room has something to say or can logically construct a good argument or claim. However, you need the right type of people in brainstorming process. People who lack imagination or people who are shy and quiet will not contribute much, if anything to the creative process.

3. Too Democratic

 A benefit of brainstorming is that all people are equals in creative process. Their group sit down and decides to brainstorm ideas for their specific business

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[39]http://www.chow.com/info_8470800_*disadvantagesbrainstorming*.html//ixzz2 jftUwvD accessed on 17 December 2016

project. However, without strict control or a leader present in brainstorming session, the group may take a long time to reach a consensus.

4. Larger Groups

To maintain a good balance in brainstorming session, a group must be relatively small, brainstorming ideas not to work as effectively with larger gropus. Larger groups allow some people, especially introverts, not to contribute to brainstorming, and instead recede into the crowd.

2.2. Related Studies

Several studies have investigated Brainstorming game on students and reported that teaching this activity is significant for enhancing mastering vocabulary. This section reviews a number of related studies from some researchers.

 1. Risnawaty Daeli (2011) studied about "The Effect of Brainstorming Technique on Students' Achievement in Writing Narrative Paragraph". English Department Faculty of Language and Atrs State University of Medan. The population in this research were 60 students consist of two groups. The first group (30 students) as the experimental group, while the rest (30 students) as the control group.

The experimental group was taught by using brainstorming technique. The instrument of collecting data was essay writing test. The writer used the person product moment formula. The result of the study showed that the reliability of the test was 0,92. The data were analyzed by text formula, the analysis showed that the score of students in the experimental group was significantly higher than that

of students in the control group at the level significance 0,5 with degree freedom (df) 58; the t observed is 3,3 while the t-table is 2,00. Therefore, the null hypothesis (ho) is rejected and the hypothesis alternative (ha) is accepted".

1. Elyska Febriani (2011) studied about "Improving Students' Vocabulary Achievement Through Guessing Word Game. English Department of Faculty of Languages and Arts, State University of Medan. The study aimed at improving students' vocabulary achievement through guessing word game. The research of this study was conducted by using classroom action research. The subject of this study was at the 2010/2011 eight grade students of SMPN 3 Medan. Consisting of 48 students. To collect the data the instrument used were quantitative data (vocabulary test) and qualitative data (diary notes, interview, photo and observation sheets). In analyzing the data, the mean of the data students' score for the pretest was (53.6), for test I was (69.7), and the mean of the students' score for the test II was (81.2), based on the diary notes, interview, photo, and observation sheet. It showed that the expression and excitement of the students were improved. It was found that teaching vocabulary through guessing word game could improve students' vocabulary achievement. It is suggested that English teachers apply this guessing word game as one of alternative in teaching vocabulary.

2. Sri Wahyuni (2010) on the title "Improving Students' Vocabulary Achievement by Using Flash Card at SMP Percontohan Negeri 5 Takengon". The aim of this research is to fond out the improvement of the students' achievement by using flash card strategy. The population and

sample of this research is 34. The finding of this research in improvement students' score from the pre-test cycle I was 64,85% and cycle II was 80,44%. In other word flash card can improve students' achievement in vocabulary.

2.3. Conceptual of Framework

Technique in teaching activity is needed in instructional process, because it is able to make students to construct themselves to get knowledge, not only from their teacher but also themselves. So that, the teacher should make a strategy, technique or media in influencing the students' ability in learning process. Then, the suitable of technique teaching is very important to increase students' ability. In this case, brainstorming game are applied on students' skills in mastering vocabulary.

Brainstorming game are treated as seekers to express own ideas as many as the participant do. It guides students to create about simple sentence to accessing vocabulary. It is similar to writing process. Here, students write their ideas in group. While they are discussing thier findings, one person writes all participants ideas on the paper then presenting the words in sentences.

Here, the writer saw the influence of brainstorming game in mastering vocabulary which is material learning English for communication in the context. Where, vocabulary skills is one of a language skill that can be develop by making sentences.

The procedure of brainstorming game can make students more active, innovative, and creative through these technique and media used, the students will be willing to participate actively in process of teaching and learning which procedure high performance on the students' ability. It can more simple from a chart.

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Problems on     │ ⟹   │ Direct          │ ⟹   │ Applying of     │
│ Students'       │      │ observation and │      │ Classroom       │
│ mastering       │      │ interview       │      │ action          │
│ vocabulary      │      │                 │      │ research        │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                            ⇓
┌─────────────────┐      ┌─────────────────┐
│ Applying of     │ ⟸   │ Brainstorming   │
│ cycle I         │      │ game            │
│ and cycle II    │      │                 │
└─────────────────┘      └─────────────────┘
        ⇓
┌─────────────────┐
│ Improving the   │
│ students'       │
│ ability in      │
│ mastering       │
│ vocabulary      │
└─────────────────┘
```
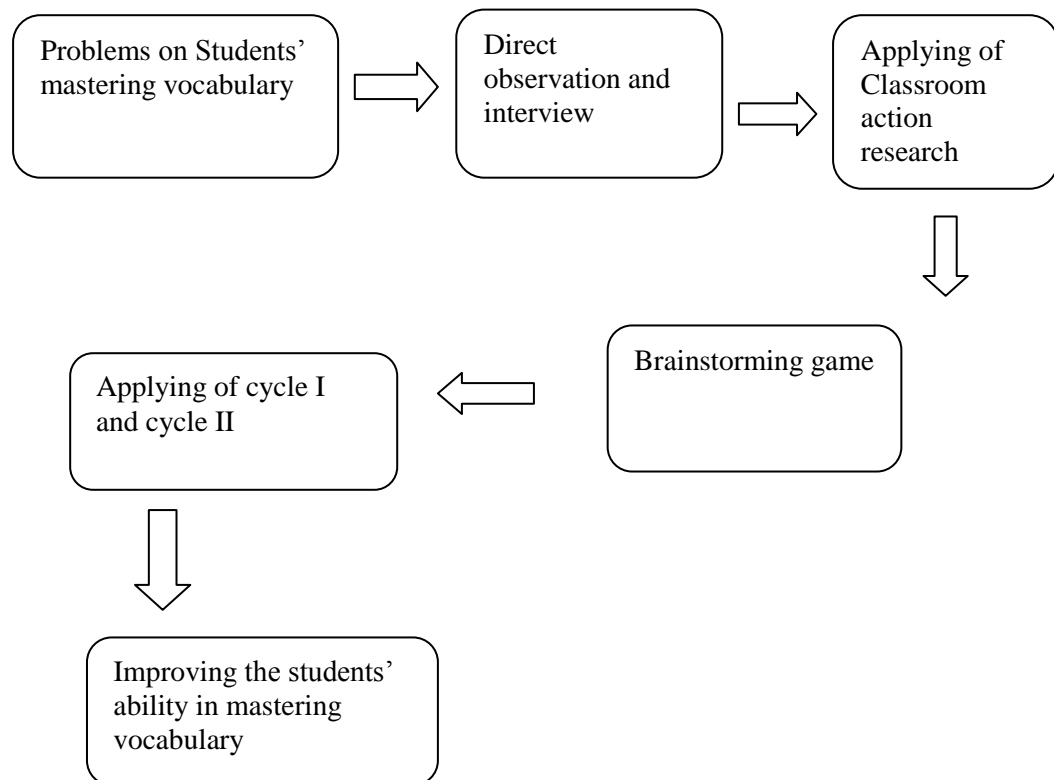
Based on explained above, it can be predicate that ability, brainstorming game can be used in teaching and improve students' ability in mastering vocabulary.

CHAPTER III

METHOD OF RESEARCH

This chapter presents the method of the research, the subject of the research, the time and place of the research, the procedure of research, the technique of collecting data and the technique of data analysis.

3.1. The Method of Research

The research methods may be understood as all those methods or techniques that are used for conduction of research.[40] The method used in this study was action research or Classroom Action Research (CAR). Classroom Action Research (CAR) is a process in which teachers investigate teaching and learning to improve students' learning problem. According to Eileen Ferrance stated that " Action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.[41]

Fisher and Phelps stated that action research is an applied scholarly paradigm resulting in action for a specific context offering faculty immediate payback by improving his or her own teaching and providing explicit documentation for meeting their educational responsibilities as required by

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[40] C.R. Kothari, *Research Methodology*: *Methods and Techniques (Second Revision Edition)*, (New Delhi: New Age International (P) Limited Publishers, 2004), p.7
[41] Eileen, Ferrance, *Action Research*, (New York: Brown University, 200), p.1

AACSB standards. It seeks to document the context, change processes, resultant learning and theorizing of faculty in develoving their pedagogies.[42]

Action research is a quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. In recent years, students studying for taught doctorate degrees with their focus on practical aspects of education are also adopting action research as a method of study.[43] Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

3.1.1. The Subject of Research

The subject of this study was students at grade VIII SMP IT Al Hijrah Laut Dendang in academic year 2016/2017. The researcher selected Grade VIII-B which consists of twenty two (22) students.

3.1.2. Location and Time of Research

This research was carried out for two (2) weeks started from January up to february 2017. The location was at grade VIII-B class of SMP IT Al Hijrah Laut Dendang in the academic year 2016/2017.

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[42] Mark R. Young, *Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities,* (Winona State University: Journal of International Pedagogies), p.2

[43] Valsa, Koshy, *Action Research For Improving Practice: A Practical Guide*, (London: Paul Chapman Publishing), p. xiii

3.2. Research Design

This study belongs to Classroom Action Research. Classroom Action Research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the process. Clasroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and interrelated.

According Kemmis in Candra and Syahrum: Action research as a form self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (1) their on social or educational practice, (2) their understanding of these practices, and the situations in which practices are carried out.[44]

Action research reffered to classroom investigation initiated by researchers, perhaps teachers, who looked critically at their teaching, and the quality of education. Action research involved the collection and analysis of data related to aspect of professional practice. It was a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc) until found satisfied solution.

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[44] Candra Wijaya, Syahrum. 2012. *Penelitian Tindakan Kelas*. Medan: Latansa Press.p. 3

There are four steps to conduct Classroom Action Research namely:

1. Planning, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered.

2. Acting, at this step, we think and consider what action was done, how method will be applied, and what material was provided.

3. Observing, is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors: students, teacher, students' and teachers' interaction.

4. Reflecting, is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance the successful of teaching.

3.3. Procedure of Collecting Data

Before the procedures of collecting data begin, orientation test have been administrated to identify the basic knowledge about the students' vocabulary mastering. The procedure of collecting data of the study was conducted by making classroom action research method. The classroom action research is a dynamic process which should be done in four sycles, plan, action, observation, and reflection. These four steps are formed in spiral.[45]

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[45] Kemmis. S and Robins Tuggart. 1998. *The Action Research Planner*, Victoria: Deakin University, p.53

The procedure of collecting data was conducted six meetings within two cycles. Each cycles consist of 3 meetings and involves 4 phases, namely planning, acting, observating and reflecting.

3.3.1.First Cycle

In this cycle, the students' mastering in vocabulary were measured and their problem in vocabulary were analyzed.

1. Planning

   Planning is arrangement of doing something. In planning, it was considered everything related to the action that was done it was prepared everything that need in teaching and learning process. The activities were done in planning, as follow:

   1) Making pre-test as instrument that was used to know the students basic skill in vocabulary mastering before getting treatment.

   2) Making post test for the first cycle and the second cycle.

   3) Preparing and designing the materials that were used in teaching – learning process

   4) Preparing lesson plan and that were used in teaching and learning process

   5) Preparing diary notes, questionnaire and observation sheets that were used to know all the activities and condition when apply brainstorming game in the classroom

   6) Determining the collaborator who helped the researcher in conducting the research

2. Acting

Action is a process of doing. All the plans were implemented in action.

The activities were conducted in action, as follow:

Table 3.1 The Ativities While Doing Research in Cycle I

Activities	Output
Conducting the pre-test of vocabulary	The result of the pre-test of vocabulary
Warmed up the students by asking them questions: what they know about brainstorming games	Having students interesting in brainstorming game
Doing the observation and analyze the classroom through diary notes	The situation and condition of classroom which written in diary notes
Develoving the scenario of teaching and learning process in classroom using brainstorming game	The scenario of teaching and learning process in classroom using brainstorming game
Conducting the teaching of subject matter using brainstorming game	The amount of the act of studying by using brainstorming game
Reflecting and last evaluation/final test in cycle 1	The final ability of students on brainstorming game in cycle 1
Conducting an interview to know students' perception about studying brainstorming game, the test, exercise, time students' interaction, level of difficulties and etc.	Students' perception about studying by using brainstorming, the test , exercise, time, students' interaction, level of difficulties, and etc.

3. Observing

Observation is aimed to observe the teacher's activity and student's activity during learning proess. The data is taken by using observation sheet, with giving the *checklist* symbol in every indicator that observed. There are some activities of observation.

They are: 1. Observing the teacher's activity during teaching learning process, 2. Observing the student's activity during teaching learning process.

4. Reflecting

Reflection is feedback process from the action that done. The result of actions and observation were reflected by the researcher and collaborator. It is very helpful for the researcher to consider what activities should be revised and should be maintained in the next cycle, so it is hoped the result in the next cycle, would be better than previous one.

3.3.2.Second Cycle

The second cycle was done because the researcher found there were many problems in the first cycle. In this cycle, the researcher does activities that have been designed based on the result of reflection done by researcher and collaborator. The researcher will improve the weakness found in cycle 1 and will maintain the supporting the supporting activities of the students' vocabulary mastering.

1. Planning

1) Preparing lesson plan

2) Desiring the lesson in vocabulary through brainstorming game

3) Preparing wise word that were used to motivated the students' spirit in learning English

4) Preparing questions that were asked in teaching and learning process to check the students' understanding

5) Asking the students to bring their dictionary in each meeting, but they may not open it while they are doing test

6) Pointing directly to the students who don't want to present their opinion or give their answeres. It was expected that their can confident to speak up in front of many people

2. Acting

Table 3.2 The Activities While Doing Research in Cycle II

Activity	Output
Identification a new problem which appears based on cycle 1	A new problem which appears in cycle 1
Changing revising and conforming the scenario of teaching and learning process in classroom	A model/scenario of learning which has been revised and conformed
Conducting the scenario learning which has been revised and conformed	A meeting to conduct the learning which has been revised and conformed
Final evaluation of learning by doing post-test in the last cycle	The last students' vocabulary improvement after the second cycle ending
Conducting an interview to know students; perception about studying by using brainstorming game	Students' perception about studying by using brainstorming game

3. Observing

From the action above, the researcher found that all of students are enthusiast in learning vocabulary through brainstorming game. If the had problem, they asked directly. They were full attention and anjoyed the materials.

4. Reflecting

The data by observation above was shown that students have higher motivation than before. It indicated that students interest and enthusiast to the material. However, it was needed the quantitative data to know improving the students mastering in vocabulary through barainstorming game. So, the next evaluation was in given again to the students. The test was summary from material in action 2.

3.4.Instrument of Collecting Data

The instrument of collecting data from this research they are:

a. Interview

Interview is conversation done systematically by interviewer to the interviewee to got information which appropriate the research. Interviewer conduct to get information about the students ability in using vocabulary before getting treatment, the researcher will interviewe conduct in analyzing situation from the English teacher

b. Observation

Observation was the action of keep attention. The comment or remark based on something have been seen from the written activity in the observation sheet. The observation was done to check the change of the objective study with give checklist symbol

c. Document

Document was anything took that information, serving as proof in media such as picture

d. Test

test was sequence of practice which was used to measure skill, intelligence and ability by individual or group. There were two kinds of this classroom action research test: 1. Pre test, is the test before use brainstorming game, 2. Post test, function is to know the mean of the students score experimental

3.5. Technique of Collecting Data

The technique of collecting data in this research is the observation, interview and test. The completely explanation is as follows:

1. Observing

Observation is aimed to observe the teacher's activity and student's activity during learning process. Especially to look the progression student's activity in learning vocabulary through brainstorming game. The data is taken by using observation sheet, with giving the *checklist* symbol in every indicator that observed. Observation *checklist* will use in this research, it's mean the research doing observation directly when learning process. It used to gain information

about the problem and the teaching learning process in the reading class. So this method is very suitable is used to observe in learning activities.

2. Interview

Interview was conducted to the teacher and the students because the researcher want to find directly the teacher's problems in teaching reading comprehension and from the students' problems in mastering vocabulary and the interview was conducted in Bahasa Indonesia to make the interview became more comfortable to share their thoughts. Interview will use to gain the information which could not be gained through observation. Interview was conducted in the end of each meeting to obtain the information about the students' response and impact of using Brainstorming game, and the whole process of teaching and learning practice.

3. Test

In this research will use test, the kind of the test is used in this research is written tests were in the form essay for each the pre-test and post-test. By used the written test the researcher more easy to measure the students' ability in mastering vocabulary through brainstorming game. The test is to getting the result student's evaluation by mastering vocabulary through brainstorming game.

3.6. Technique of Data Analysis

In this research, the are two kinds of data which will be collected by the researcher as follow:

1. Qualitative data is data about the information which give a description of students' expression about comprehension level toward the subject (cognitive), students' responds toward the new method (affective), and students activity toward learning a subject, their attention, their enthusiastic in learning, their response, their motivation of learning can be analyzed qualitatively. The researcher uses descriptive analysis to analyze this qualitative data , which consist of the observation of students activities and teacher's performance during the teaching learning process, the observation, also the interwiew before Classroom Action Research (CAR).

2. The Quantitative Data

This data is the result of evaluation learning vocabulary that used word important with establish of mean score is getting by students. The increasing of their achievement can be shown with increasing score which is gotten by students from pretest score to posttest score. The writer uses three techniques in analyzing the numerical data as follows:

a. The writer seeks the average of students grammar score within pre-action and post-action of every cycle by using the formula:[46]

$$\overline{\times} = \frac{\sum x}{n}$$

$\overline{\times}$ = mean

x = individual score

n = number of students

b. The writer seeks the class percentage which pass the KKM score (65) by using the formula:[47]

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[46]Sudjana, (2002), *Metoda Statistik*, Bandung: PT. Tarsito.p. 67

$$P = \frac{F}{N} x \ 100$$

P = the class percentage

F = total percentage score

N = number of students

    c. To know whether any improvement or not in students' score, the writer analyzes their score from pre-test up to post-test score in cycle 1 and cycle 2 by using the formula:[48]

$$P = \frac{y1-y}{y} \ x \ 100$$

      P   = percentage of students' improvement

      y   = pre-test result

      y1   = post test 1

$$P = \frac{y2-y}{y} \ x \ 100$$

      P   = percentage of students' improvement

      y   = pre-test result

      y2   = post test 2

3.7. Hypothesis

Hypothesis of this research is

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[47]Anas, Sudijono, (2008), *Pengantar Statistis Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, p.43

[48]David E. Meltzer, (2008), *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics*: *A Possible Hidden Variable in Diagnostic Pretest Score*, Lowa: Department of Physics and Astronomy, p.3

1. Brainstorming game can improve student's ability in mastering vocabulary at eight grade students of SMP IT Al-Hijrah Laut Dendang

2. There are significant progress by using brainstorming game in mastering vocabulary at eight grade students of SMP IT Al-Hijrah Laut Dendang

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 Data Description

This data was applied by qualitative and quantitative data. The qualitative data was taken from interview, observation sheet and documentation. The quantitative data was taken from the mean of students score in taking test. This research was conducted in one class with 22 students. Especially in class VIII-B and consisted females only. This research was accomplished in two cycle, each cycle consisted of four steps of action research (planning, action, observation, and reflection).

4.1.1 The Quantitative Data

The quantitative data were taken from the test result, which was carried out in two cycles. The test was given to the students in forms of pre-test, post-test of cycle I, and post-test of cycle II. The result students' score might be seen the following table.

Table 4.1 The quantitative data pre-test, post-test I, post-test II

No	Students' name	Pre-test	Post test I	Post test II
1	Aliyah Zata	48	**90***	**70***
2	Aulia Fajariah	56	60	**100***
3	Azra Aurellia	40	**70***	**70***
4	Dea Livia	60	**100***	**80***
5	Dita Ayuna Putri	50	**80***	**80***

6	Dhiya Nisrina Hanum	40	50	**80***
7	Elvirahmawany Putri	60	**90***	**90***
8	Fadyah Rahma Siregar		**70***	**90***
9	Faqihah Yasmin Saima	48	**80***	**70***
10	Hanifah Rahmi	40	60	**70***
11	Jihan Nur Fadhillah	45	**70***	**70***
12	Mahima Shifa	42	**80***	60
13	Mentari Afifah Fawwaz	55	**70***	60
14	Nida Adilah	43	60	**100***
15	Nisda Nur Hidayah	40	30	60
16	Nurul Izzah Hannaniyah	54	**100***	**80***
17	Olivia Aldisyah		**70***	**100***
18	Putri Aulia	50	50	**90***
19	Putri Imaida		60	**90***
20	Salwa Nabila	40	**70***	**100***
21	Salzabilla Maharani	48	**90***	**90***
22	Zuhratun Nuha	**65***	60	60
	∑x	**932**	**1560**	**1760**
	X	**42.36**	**70.90**	**80**

* students who got score >65

4.1.2. The Qualitative Data

The qualitative data were taken from observation sheet, interview, and documentation.

a. Observation sheet

Observation sheet was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning processed which brainstorming game was applied, students' activities and behavior, students' ability in mastering vocabulary, and interaction between teacher and students it might be seen in analyzed of qualitative data. From the observation sheet, the researcher noted that the students were active and enthusiastic in learning vocabulary through brainstorming game.

b. Interview

There were two interview sessions was conducted. The first interview was done before conducted the research and the second one was done in the end of second cycle. The researcher 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 interview about their respond or comments about the implementation of brainstorming game.

c. Documentation

The documentation included lesson plan, students' worksheet and photo. The documentation indicated that the students were serious to learn.

4.2. Data Analysis

4.2.1. Quantitative Data

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

Table 4.2 The result of students' score for pre-test

No	Initials' name	Score pre-test (>65)*
1	AZ	48
2	AF	56
3	AA	40
4	DL	60
5	DAP	50
6	DNH	40
7	EP	60
8	FRS	
9	FYS	48
10	HR	40
11	JNF	45
12	MS	42
13	MAF	55
14	NA	43
15	NNH	40
16	NIH	54
17	OA	
18	PA	50
19	PI	
20	SN	40
21	SM	48
22	ZN	**65***
	$\sum X$	**932**

X   **42.36**

From the table of pre-test, the total score of students was 932 and the studens who got score >65 was 1 of 22 students, so the students' mean was

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{934}{22}$$

$$= 42.36\%$$

From the analysis above, students' ability in mastering vocabulary was low. The mean of studens was 42.36, and can be seen number of students' who were competent in vocabulary test was calculated by applying the formula:

$$P = \frac{R}{T}\text{x}100$$

$$P1\frac{21}{22} = 95.45\%$$

$$P2\frac{1}{22} = 4.54\%$$

Table 4.3 Distribution of students' ability in mastering vocabulary of pre-test

	Criteria	Total Students	Percentage
P1	Unsuccess	21	95.45%
P2	Success	1	4.54%

From the table analysis, the students' ability in mastering vocabulary was still low. The mean of students was 42.36. There were 1 of 22 (4.54%) students who got score >65 and students who did't got score >65 there were 21 of 22 (95.45%) students. It could concluded that the students' ability in mastering vocabulary was still low. Furthermore from the post-test II, the analysis can be follow below:

Table 4.4 The result of students' score for post-test I

No	Initials' name	Score post-test I (>65)*
1	AZ	90*
2	AF	60
3	AA	70*
4	DL	100*
5	DAP	80*
6	DNH	50
7	EP	90*
8	FRS	70*
9	FYS	80*
10	HR	60
11	JNF	70*
12	MS	80*
13	MAF	70*
14	NA	60
15	NNH	30
16	NIH	100*

17	OA	70*
18	PA	50
19	PI	60
20	SN	70*
21	SM	90*
22	ZN	60
	$\sum X$	1560
	X	70.90

From the table of post-test II, the total of student's score was 1560 and the total students who got score >65 there were 14 of 22 students, so the students mean was:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{1560}{22}$$

$$= 70.90\%$$

From the analysis above, the students' ability in mastering vocabulary was improved. The mean of students was

$$P = \frac{R}{T}\text{x}100$$

$$P1\frac{8}{22} = 36.36\%$$

$$P2\frac{14}{22} = 63.63\%$$

Table 4.5 Distribution of students' ability

in mastering vocabulary for post-test I

	Criteria	Total Students	Percentage
P1	Unsuccess	8	36.36%
P2	Success	14	63.63%

From the table analysis above, the students' ability in mastering vocabulary was improved. The students was 70.90, from the data above there were 14 of 22 students who got score >65 it was (63.63%), and there were 8 of 22 students who did't got score >65 it was (36.36%). It concluded that the students' ability in mastering vocabulary was improved.

Table 4.6 The result of students' score post-tes II

No	Initials' name	Score post-test II (>65)*
1	AZ	**70***
2	AF	**100***
3	AA	**70***
4	DL	**80***
5	DAP	**80***

6	DNH	**80***
7	EP	**90***
8	FRS	**90***
9	FYS	**70***
10	HR	**70***
11	JNF	**70***
12	MS	60
13	MAF	**60***
14	NA	**100***
15	NNH	60
16	NIH	**80***
17	OA	**100***
18	PA	**90***
19	PI	**90***
20	SN	**100***
21	SM	**90***
22	ZN	60
	$\sum X$	**1760**
	X	**80**

From the table above, the students' ability in mastering vocabulary was improved that can seen of standard criteria maximum was achieved by mean 80 from the total score students' was 1760 divided there were 18 0f 22 students who got score >65, so the students' mean was:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{1760}{22}$$

$$= 80\%$$

From the analysis above, the students' ability in mastering vocabulary improved. The mean of students' was 80, so for seen the number of students' who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T}\text{x}100$$

$$\text{P1}\frac{4}{22} = 18.18\%$$

$$P2\frac{18}{22} = 81.81\%$$

Table 4.7 Distribution of students' ability

in mastering vocabulary for post test II

	Criteria	Total Students	Percentage
P1	Unsuccess	4	18.18%
P2	Success	18	81.81%

From the table analysis, the students' ability in mastering vocabulary was improved. The mean of students was 81.81%, there were 18 of 22 students who got score >65 and there were 4 of 22 students did'nt got score >65. It could

concluded that the students' ability in mastering vocabulary was improved, post-test II was categorized succes. The result of *Minimum Mastery Criterion* (KKM) >65 score achieved.

4.2.2. Qualitative Data

The researcher was concluded in two cycles. In cycle I, there were one meeting and cycle II there were two meetings.

4.2.3.Finding of Cycle I

The first cycle was done in one meeting. 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 still low. Some problems also had been predicted. The researcher as the teacher, and the teacher would be observer 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 profession and friuts as the subtopics.

B. Acting

Acting was planning that arranged were conducted students were taught the way of teaching vocabulary well through brainstorming game.

1. Explained the procedure of brainstorming game

2. Give a topics to students

3. Teacher asked the students to make a list words of words that have found as long the brainstorming the words.

4. Every students wrote their brainstorming words on the board

5. Teacher asked the students for grouping words in sentences correctly and logically

6. Teacher closed the meeting and motivated the students to study hard

C. Observing

The situation of teaching learning process was conductive because most of the students was not noise and they were seriously when teacher explained 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. Here, the observation of was given

Table. 4.8 Teacher observation sheet cycle I

No	Indicator	score
1	Explain the material	2
2	Giving question to stimulate students active	2
3	Giving time to students to answer the question	2
4	Giving time to students ask question	2
5	Giving turn to students to answer the question	2
6	Guiding the students to make conclusion	2
	Total	**12**

Based on the observation on cycle I, the researcher rather good introduced the technique of brainstorming game and was not effective the time in learning process. The teacher observation sheet was done by the teacher by researcher ability in using brainstorming game. The mean of the teacher used brainstorming game.

$$The\ mean\ score = \frac{total\ score}{22} \text{x} 100$$

$$= \frac{12}{22} x 100 = 54.54$$

From the teacher observation concluded that the teachers' ability in using brainstorming game was good enough. In addition, the teacher also observed learning process of students that concluded by the researcher and together teacher

class of eight grade to observed students' activity which was prepared. The result of teacher observation on cycle I as follow:

Table. 4.9 Students observation sheet for cycle I

No	Indicator	Activity can be shown		Explanation	
		Yes Score	No Score	Yes %	Criteria
1	Listen to the teacher's explanation	16	6	72.72%	Good
2	Asked to the teacher	15	7	68.18%	Good
3	Speaker of the group	10	12	45.45%	Less
4	Respect other idea	10	12	45.45%	Less
5	Give occasion to other speak	16	6	72.72%	Good
6	Take the turn to participate	10	12	45.45%	Less
7	Share the task	14	8	63.63%	Good
8	Listen the other actively	15	7	68.18%	Good
9	Work together in group	16	6	72.72%	Good
10	Able to inform the result of discussion	10	12	45.45%	Less

Criteria:

Less: 0-50

Good: 51-65

Very good:66 -100

The explanation from the table above as follow:

1. Listen to the teacher's explanation 16 students with percentage 72.72% was good for this indicator

2. Ask to the teacher, 15 students with percentage 68.18% was good for this indicator

3. Speaker group, 10 students with percentage 45.45% was less for this indicator

4. Respect other idea, 10 students with percentage 45.45% was less for this indicator

5. Give occasion to other to speak, 16 students with percentage 72.72% was good for this indicator

6. Take the turn to participate, 10 students with percentage 45.45% was less for this indicator

7. Share the task, 14 students with percentage 63.63% was good for this indicator

8. Listen the other actively take the turn to participate, 15 students with percentage 68.18% was good for this indicator

9. Work together in group, Listen the other actively take the turn to participate, 16 students with percentage 72.72% was good for this indicator

10. Able to inform the result of discussion, 10 students with percentage 45.45% was less for this indicator

D. Reflecting

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of three meetings became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students.

The evaluation could be from the students' result test and observation of the attitude and also from the diary notes, data, the researcher decided to continued to the second cycle in other to get better result.

4.2.4.Finding Cycle II

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

A. Planning

In the cycle II, brainstorming game still was applied in teaching learning process. In the first cycle the students was not given colorful paper as the media cycle I only used white paper. Therefore, in ths cycle the students gave more effective time and colorful paper to be paste on the board to make them active moving, fun doing competition, and brave share their idea. In this cycle, the teacher would be active in monitoring all groups in step brainstorming game and improve their interaction between teacher and students. The teacher would be more active in giving explanation, and time would be managed with effective.

B. Acting

The procedure of this technique were the same as the first cycle in this action. Therefore in the second cycle, students gave media colorful paper and more efficient and effective time then make mindmaps technique about noun, verb, adjective vocabulary that connected to the topics.

C. Observing

The observation was done for cycle II. The students' activity during learning process had been processed. Where, the students were not confused how applied the brainstorming game as the technique teaching learning vocabulary. It helped students more direct to share their idea to identify the words in the sentence. Most students were enthusiastic and seriously when they were in discussion, many students tried to connect one word to another words to make simple sentence correctly and logically. They can express their opinion confidently togerther with their friends. Here, the observation can be followed:

Table 4.10 Teacher observation sheet cycle II

No	Indicator	Score
1	Explain the material	3
2	Giving question to stimulate students active	4
3	Giving time to students to answer the question	3
4	Giving time to students ask question	3
5	Giving turn to students to answer the question	3

6	Guiding the students to make conclusion		3
	Total		**19**

Based on the cycle II, the researcher very good introduced 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 ability in using brainstorming game. The mean of the teacher used brainstorming game:

$$The\ mean\ score = \frac{total\ score}{22}x100$$

$$= \frac{19}{22}x100 = 86.36$$

From the teacher observation concluded that the teacher's ability in using brainstorming game is very good. In addition, teacher also observed learning process of students that concludes by the researcher with class' teacher of eight grade to observed students' activity which was prepared. The result of teacher observation on cycle II as follow:

Table 4.11 Students observation sheet for cycle II

No	Indicator	Activity can be shown		Explanation	
		Yes	No	Yes %	Criteria
		Score	Score		
1	Listen to the teacher's explanation	19	3	86.36%	Very good

No	Indicator			Percentage	Criteria
2	Asked to the teacher	15	7	68.18%	Very Good
3	Speaker of the group	22		100%	Very good
4	Respect other idea	15	7	68.18%	Very good
5	Give occasion to other speak	16	6	72.72%	Very good
6	Take the turn to participate	15	7	68.18%	Very good
7	Share the task	22		100%	Very good
8	Listen the other actively	20	2	90.90%	Very good
9	Work together in group	22		100%	Very good
10	Able to inform the result of discussion	16	6	72.72%	Very good

Criteria:

Less: 0-50

Good: 51-65

Very good: 66-100

The explanation from the table above as follow:

1. Listen to the teacher's explanation 19 students with percentage 86.36% was very good for this indicator

2. Ask to the teacher, 15 students with percentage 68.18% was very good for this indicator

3. Speaker group, 22students with percentage 100% was very good for this indicator

4. Respect other idea, 15students with percentage 68.18% was very good for this indicator

5. Give occasion to other to speak, 16 students with percentage 72.72% was very good for this indicator

6. Take the turn to participate, 15students with percentage 68.18% was very good for this indicator

7. Share the task, 22students with percentage 100% was very good for this indicator

8. Listen the other actively take the turn to participate, 20 students with percentage 90.90% was very good for this indicator

9. Work together in group, Listen the other actively take the turn to participate, 22 students with percentage 100% was very good for this indicator

10. Able to inform the result of discussion, 16students with percentage 72.72% was very good for this indicator

D. Reflecting

Although, all the students had been able doing the brainstorming as the technique to used vocabulary to develop their ability in mastering vocabulary related to the topics. Students' ability in mastering vocabulary had been improved. From the observation result of every 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 interaction between teacher and the students were better thin of the 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 researcher could 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.

4.3. Research Finding and Discussion

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 post-test I was 1560, It was very low. The mean of post-test II were better than post-test I was 1760. It was indicated that the scores and the mean in post-test II were better than pre-test and post-test I. The percentage of students who got score >65 also grow up in the pre-test, the students who got score >65 there were 1 of 22 students (4.54%). In the post-test I, students who got score >65 there were 14 of 22 students (63.63%). It means that there was improving about 58.09%. The post-test II, students who got score >65 there were 18 of 22 students (81.81%), was improvement about 23.73%. for the total improvement of the student's score from pre-test to post-test was 81.82%. in other words, the students' ability were become better from first meeting to another meeting.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from 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.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Base on the result of this research, it could be concluded that:

1. After analyzing the data, the researcher found out that the students' vocabulary mastering can be improve through brainstorming game. It can be seen from the mean of the score and the percentages absorption classically. The result shows that the mean of the pre-test was 4.54%, post-test I was 63.63%, and the post-test II 81.81%.

2. The students' difficulties in mastering vocabulary can be overcame. It can be seen when the researcher asked some difficulties vocabularies, the students got better score from the first cycle to the next cycle.

3. The students can ability in mastering vocabulary that given the researcher. It can be seen when the students orally answered the question from the researcher and the teacher one by one.

5.2 Suggestion

Based on the result of the research, the conclusions of the using brainstorming game to improve the students' ability in mastering vocabulary, the researcher wants to suggest some points for the English teacher and the further researchers. The suggestions are intended to find and enhance the effective ways in teaching , especially for the junior high school students. The recommendations are presented as follows.

1. For the English teachers

    Should apply brainstorming game in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.

2. For the principle It is desirable for the principal to suggest to English teachers to use brainstorming games as this strategy can make students more and enthusiastic in the learning process

3. For the students

   Must practice their vocabulary in the context to develop their vocabulary. Practice whenever and wherever what they studied and always remember the vocabulary which they have

4. For other researchers

   The using of Brainstorming Game can improve the students' ability in mastering vocabulary. It is suggested for other researchers to use Brainstorming Game as one the references in teaching vocabulary.

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Appendix I

LESSON PLAN

Cycle I

Nama Sekolah : SMP IT Al- Hijrah Lau Dendang

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII B

Materi Pokok   : Vocabulary

Waktu   : 2 x 40 menit

Pertemuan ke   : 2 (dua)

Topic   : Personal Experience

Subtopics   : Profession

The Standard Competence   : Comprehending the meaning of conversational
                               expression for transactional and interpersonal as simple
                               related to the surrounding environment.

Basic Competence   : Responding the meaning of conversational expression for
                        transactional as simple related to the surrounding
                        environment accurately, fluently, and acceptedly.

Indicator   : To mention the words

                        To recognize the words

                        To identify the meaning of the words in sentence

I.   Learning Objective : The students are able to mention the words

                          The students are able to recognize the words
                          The students are able to identify the meaning of the
                          words in sentence
II. Student's Character : Trustworthies, respect, and dilligence.
III. Method   : Discussion and brainstorming
IV. Teaching Learning Activity
     a. Introduction activity set (Pre-Teaching)

        Apperception :
        • Greeting
        • Pray

- Check the attendence list of students

Motivation :

- Warming up activity
- Explain how important the next competence learning that should be master by the students

b. Core Activity

Exploration :
- Introduction the topic to the students
- Asking the students about their prior knowledge the relate to the topic
- Writing all the words on the whiteboard
- Asking the students to interpret all the words in the sentences

Elaboration :

- Asking the students to make group
- Introducing the brainstorming game and its procedure
- Teacher use brainstorming game to the students and distributed the card to each group
- Guiding the students to express their idea into several words ans let them to make correct and logic sentence in group
- Facilitating the students fair competition
- Collecting the result of sentence
- Asking the students to read their discussion finding
- Facilitating the students to do proud and confidence activity

Confirmation :

- Giving positive feedback to the students as praise, spoken, or present to the winner
- Facilitaties the students for doing reflection to get meaningful experience of the activity

c. Post Activity

- Asking the difficulty during the teaching and learning process
- Giving evaluation consistently for giving feedback
- Giving the conclusion about the lesson
- Giving motivation for students to not be shy in telling their words connect to the sentence as context even in Indonesian
- Closing the lesson by praying and giving closing- greeting

V. Source :

- Handbook Junior High School
- Wordcards relevance to the topic
- White paper

VI. Evaluation :

Students are asked to mention new vocabularies that have been got after applying the technique.

- Technique : written test
- Form   : objective test
- Instrument: short answer

VII. The Scoring

1. List 5 (five) words on which consider yourself very knowledge to the topic above!
2. Write a sentence of each words you have found above!

Key Answer
- Seller
- Teacher
- Docter
- Singer
- Driver

    Wordcard
- teacher

1. I love my teacher
2. We go to vacation with our teacher
3. My teacher always teaching me patiently
4. Parents in the school is teacher

5. My teacher is friendly to all of students

d. Score:

- For each new vocabulary, correct and logical sentences get 20 points
- Way to count getting maximum score 20 x 5 = 100
- The maximum score = 100
- Student's score <u>getting score</u> x 100

  Maximum score

e. Rubric score

Students' vocabulary in sentence	Score
The sentence is logic, the grammatical is correct	20
The sentence is logic, the grammatical is incorrect	10
No answer	0

Known By: Medan, 10th february 2017
Headmaster   English Teacher

Muhammad Taufiq, S.Pd   Karmila Ritonga, S.Pd

Researcher

<u>Lamsahrona Pohan</u>
NIM : 34133185

Appendix II

Pre-test

1. List 5 (five) words on which consider yourself very knowledge to the topic above!

2. Write a sentence of each words you have found above!

Appendix III

Soal test cycle I

1. List 5 (five) words on which consider yourself very knowledge to the topic above!
2. Write a sentence of each words you have found above!

Appendix IV

Soal test cycle II

1. List 5 (five) words on which consider yourself very knowledge to the topic above!

2. Write a sentence of each words you have found above!

Appendix V

Teacher observation observation sheet cycle I

No	Indicator	score
1	Explain the material	2
2	Giving question to stimulate students active	2
3	Giving time to students to answer the question	2
4	Giving time to students ask question	2
5	Giving turn to students to answer the question	2
6	Guiding the students to make conclusion	2
Total		**12**

Observer

Sri Rahayu Adawiyah Hsb

Teacher observation sheet cycle II

No	Indicator	Score
1	Explain the material	3
2	Giving question to stimulate students active	4
3	Giving time to students to answer the question	3
4	Giving time to students ask question	3
5	Giving turn to students to answer the question	3
6	Guiding the students to make conclusion	3
Total		**19**

Observer

Sri Rahayu Adawiyah Hsb

Appendix VI

Students observation sheet for cycle I

	Indicator	Activity can be shown		Explanation	
		Yes **Score**	**No** **Score**	**Yes %**	**Criteria**
	Listen to the teacher's explanation	16	6	72.72%	Good
	Asked to the teacher	15	7	68.18%	Good
	Speaker of the group	10	12	45.45%	Less
	Respect other idea	10	12	45.45%	Less
	Give occasion to other speak	16	6	72.72%	Good
	Take the turn to participate	10	12	45	Less

				.45%	
	Share the task	14	8	63.63%	Good
	Listen the other actively	15	7	68.18%	Good
	Work together in group	16	6	72.72%	Good
	Able to inform the result of discussion	10	12	45.45%	Less

Criteria:

Less: 0-50

Good: 51-65

Very good: 66 -100

Observer

Students observation sheet for cycle II

	Indicator	Activity can be shown		Explanation	
		Yes	**No**	**Yes %**	**Criteria**
		Score	**Score**		
	Listen to the teacher's explanation	19	3	86.36%	Very good
	Asked to the teacher	15	7	68.18%	Very Good
	Speaker of the group	22		100%	Very good
	Respect other idea	15	7	68.18%	Very good
	Give occasion to other speak	16	6	72.7	Very good

				2 %	
	Take the turn to participate	15	7	68.18 %	Very good
	Share the task	22		100 %	Very good
	Listen the other actively	20	2	90.90 %	Very good
	Work together in group	22		100 %	Very good
	Able to inform the result of discussion	16	6	72.72 %	Very good

Criteria:

Less: 0-50

Good: 51-65

Very good: 66-100

Observer

Sri Rahayu Adawiyah Hsb

Appendix VII

Nilai pre-test, post-test I dan post-test II

No.	Students' Name	Pre-test	Post test I	Post test II
1	Aliyah Zata	48	**90***	**70***
2	Aulia Fajariah	56	60	**100***
3	Azra Aurellia	40	**70***	**70***
4	Dea Livia	60	**100***	**80***
5	Dita Ayuna Putri	50	**80***	**80***
6	Dhiya Nisrina Hanum	40	50	**80***
7	Elvirahmawany Putri	60	**90***	**90***
8	Fadyah Rahma Siregar		**70***	**90***
9	Faqihah Yasmin Saima	48	**80***	**70***
10	Hanifah Rahmi	40	60	**70***
11	Jihan Nur Fadhillah	45	**70***	**70***
12	Mahima Shifa	42	**80***	60
13	Mentari Afifah Fawwaz	55	**70***	60
14	Nida Adilah	43	60	**100***
15	Nisda Nur Hidayah	40	30	60
16	Nurul Izzah Hannaniyah	54	**100***	**80***
17	Olivia Aldisyah		**70***	**100***
18	Putri Aulia	50	50	**90***

19	Putri Imaida		60	90*
20	Salwa Nabila	40	70*	100*
21	Salzabilla Maharani	48	90*	90*
22	Zuhratun Nuha	65*	60	60
	∑x	932	1560	1760
	X	42.36	70.90	80

* students who got score >65 (Passed KKM)

Appendix VIII

Interview with the teacher

Researcher : May I know how long have been an English teacher in SMP IT Al-Hijrah Laut Dendang?

Teacher : I have teached English since 2016 until now, that's around 2 years

Researcher : What do you think about the students in this class, Miss?

Teacher : Most of students is active and pay attention when study in the class

Researcher : How do you control your students in the classroom, Miss?

Teacher : If their have noise, I shut up and I see them seriously and usually they are directly feeling afraid and keep silent

Researcher : What is the suitable strategy do you use in English, especially in vocabulary?

Teacher : Usually I used strategy memorizing by sing a song or vocabulary tail, by asked their to mention vocabulary and continued by the other students with started vocabulary from ending letter. Eg : manggg**o** ow**l** lam**p** ect.

Researcher : How about the result of the technique that I've been taught to them, namely Brainstorming game in the classroom, Miss?

Teacher : I think your technique is very good, because the students can express their idea, make them more active, interest and not bored when teaching learning process

Researcher : What is the English teacher motivation to increase the students' achievement in studying English?

Teacher : I tell to them that studying English having many benefit, on the other side English is a foreign language and with learning English we know many kind of knowledge in the world

Appendix IX

Documentations

The researcher teaching in the class by using Brainstorming

The students doing the test with individually

The students do the test with the group

The last meeting take picture together with the students

BIOGRAPHY

Name   : Lamsahrona Pohan

Reg. Num   : 34133185

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Skripsi Title   : Improving the Students' Ability in Mastering Vocabulary Through Brainstorming Game in Eight Grade at SMP IT Al Hijrah Laut Dendang In The Academic Year 2016/2017

Advisors   : 1. Dr.Hj. Siti Zubaidah,M.Ag

                          2. Dr.Hj. Farida Repelita Waty Kembaren, M.Hum

Motto   : Get Ridha Allah, Fastabiqul khairat

Abstract

Keywords: Ability, Mastering, Vocabulary and Brainstorming

This research was aimed to find out the improving of the students' ability in mastering vocabulary through brainstorming game. The subject of this research was eight grade of SMP IT Al Hijrah Laut Dendang in academic year 2016/2017. That consisted of one class with 22 students. This research was conducted by using classroom action research. The technique of data analyzing data in this research was qualitative and quantitative data. The qualitative data was gained from observation sheet, interview and documentation. The quantitative data was gained from tests such as pre-test, post-test I, and post-test II. The qualitative data were analyzing from the interviewing the students and the teacher, observing the activity in the class and take a picture while researcher conduct the research. The quantitative data were analyzing from pre test and post test. The result of the research showed there was an improvement on the students' ability in mastering vocabulary. The mean of pre-test was 42.36, the post test I was 70.90 and the post test II was 80. Otherwise, the total of percentage

from the pre test, post test I, and post test II. In pre test were 4.54% (1 of 22 students) who got score ≥ 65. In the post-test I, there were 63.63% (14 of 22 students) who got score ≥ 65. In the post-test II, there were 81.81% (18 of 22 students) who got score ≥ 65. So, the total percentage of the improvement from the pre-test to post-test II was about 81.81%. It showed that the implementation improving the students' ability in mastering vocabulary through brainstorming game. The students more active, interesting, and anthusiastic in learning activity.

Nomor   : B-252/ITK/ITK.V.1/PP.00.9/1/2017   18 Januari 2017
Lampiran   : -
Hal   : **Izin Riset**

Yth. Kepala SMP IT Al- Hijrah Lau Dendang

Assalamu 'alaikum Wr Wb

Dengan hormat, diberitahukan bahwa mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa UIN Sumatera Utara Medan, adalah menyusun Skripsi (karya ilmiah), kami tugaskan mahasiswa:

Nama   : **Lamsahrona Pohan**
T.T/ Lahir   : Padang Rapuan, 21 Januari 1994
NIM   : 34133185
Sem/Jurusan : VII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP IT Al- Hijrah Lau Dendang yang Bapak/Ibu pimpin, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"IMPROVING THE STUDENTS' ABILITY IN MASTERING VOCABULARY THROUGH BRAINSTORMING GAME IN EIGHT GRADE SMP IT AL- HIJRAH LAU DENDANG"

Demikian kami sampaikan, atas bantuan dan kerjasamanya di ucapkan terima kasih.

Wassalam
A.n Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Daly, M.Hum.
NIP 19750622 200312 2002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

SURAT KETERANGAN

Nomor: 097/ SMPIT/AL-HIJRAH/K/III/2017

Yang bertanda tangan di bawah ini :

Nama	: **Muhammad Taufiq, S.Pd**
Jabatan	: **Kepala Sekolah**
Unit kerja	: **SMP Swasta Islam Terpadu Al Hijrah**

Dengan ini menerangkan bahwa :

Nama	: **Lamsahrona Pohan**
Tempat, tanggal lahir	: **Padang Rapuan, 21 Januari 1994**
NIM	: **34133185**
Sem/Jurusan	: **VII / Pendidikan Bahasa Inggris**

Berdasarkan surat izin riset nomor B-252/ITK/ITK.V.1/PP.00.9/1/2017 pada tanggal 18 Januari 2017 benar telah melakukan penelitian di SMPS Islam Terpadu Al Hijrah Deli Serdang pada tanggal 09-17 Februari 2017 guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul *"Improving The Students Ability in Mastering Vocabulary Through Brainstorming Game in Eight Grade SMP IT Al Hijrah Laut Dendang".*

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Percut Sei Tuan, 10 Maret 2017
Ka. SMPS Islam Terpadu Al Hijrah

MUHAMMAD TAUFIQ S.Pd