

## Mastering Vocabulary Through Brainstorming Game In Eight Grade Students At MTS Al- Wasliyah Lubuk Pakam 2022/2023

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

**Keywords:** Brainstorming games, Vocabulary, Students' teacher partner

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

**Kata Kunci:** Permainan, Brainstorming games, Kosakata, Mitra guru siswa.

## INTRODUCTION

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

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

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

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

So before producing students are able to master and understand the vocabulary on those language aspect beside the students have to study hard and the teacher should create good atmosphere in the class. The teacher needs several techniques to develop the

learners' motivation to pay attention to the item being taught and the teacher should create various teaching media. One of the way to teach students is using games.

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

Brainstorming game is a technique that can be used to help the teacher when giving the materials to the learners. The reason for using brainstorming game in technique of teaching is you can give more ideas in adding their vocabulary during the time allocated. Considering the importance of the above, it is clear that vocabulary is the main part of communication. That is why, the writer is motivated to conduct a research on ‘improving the students’ ability in mastering vocabulary trough brainstorming game in eight grade at MTs. Al-Washliyah Lubuk Pakam in 2022/2023”.

## REVIEW LITERATURE

Definition of Vocabulary Longman dictionary of contemporary English<sup>22</sup> 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 whit their meaning, especially one that companies a text book.

Based on the definition above, vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also understand the meaning.

There are two types of vocabulary they are :

1. Active vocabulary

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.

2. Passive vocabulary

Passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The principles of teachings vocabulary are ;

- 1) Teaching of vocabulary should be suitable on students' ability.
- 2) The word are taught from easiest to the difficult.
- 3) Students need practice of new vocabulary.
- 4) Teaching of vocabulary should be suitable in the context learning.

Definition 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 make students can communicate fluency than thinking what is form/ pattern of the language. Games also is very good to help increasing knowledge and linguistics skills.

The Procedure of Starting Game, according to Ayu Rini's book , there are some procedures to be considered by teacher in the classroom. They are:

- a. Knowing the kinds of game
- b. Prepare tools need 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

According to Dessy Dinarty's book, there are some games to increase students ability in developing vocabulary, they are find your mate, who am I ? etc.

- a. Find your mate

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

- b. Who am I ?

This game practices the students to guess the word that is written on the board. The guesser stands behind the board. He must ask his friends in front of him to guess the

word on the whiteboard/blackboard. The teacher writes the topics about artist, figure, singer, kinds of sport and etc.

There are some techniques teaching in developing vocabulary through games, they are:

a. Listen and Do Technique

The teacher when she made introduction to the lesson or asked the students to do something. In this activity the teacher gave instruction and students did what the teacher said.

b. Listen and Repeat technique

It was used by the teacher to introduce new vocabulary or read a text. In this technique the teacher asked the students to repeat after

c. In-Pair or Group Discussion Technique

In this technique, the teacher divided the students into groups or pairs.

d. Question and Answer Technique

The teacher asked something and taught how to answer the question.

e. Modeling and Demonstration Technique

The teacher gave example how to pronounce words and the students followed her. The teacher voice was clear, so all the students could listen.

f. Brainstorming

The teacher activate the students' knowledge. In this technique the teacher asks the students to give their ideas or mention examples as many as possible.

g. In Outdoor Activity

The teacher asked the students to go out of the classroom and learn something new outside the class.

Brainstorming games are effective at helping people become comfortable sharing creative ideas with others. And students will enjoy brainstorming when they know how to use it.

There are many brainstorming techniques, one of them is minds map. With a minds map, 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 them with branches. And connected the word in context by masking sentences. It is used to know their ability to develop their vocabulary.

The principle of brainstorming, according to J.G Rawlinson, brainstorming has four principle should be followed, they are:

1. Explain the topic.
2. Formulation the problem.
3. Develop a topic.
4. Evaluation.

The procedure of brainstorming game, this game practices student's ability to call out student's 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.
- b. Prepare tool and material.
- c. Determine the purpose.
- d. Follow the direction of the game

Brainstorming is a creative process that can be undertaken individually but is mainly used in a group setting. It is used to work through ideas to find a solution to a problem or situation. Brainstorming provides many advantages to the process of sorting through problems. There are some advantages of brainstorming game those are:

1. Encouraged Creative Thinking
2. All Ideas are Accepted
3. Makes Everyone Part of the Team
4. Exciting and Easy

Brainstorming game in mastering vocabulary which is material learning English for communication in the context. Where, vocabulary skills is one of a language skills that can be developed by making sentences.



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

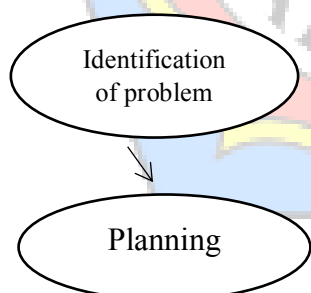
Based on the theoretical review, the empiric evidences were discovered showed that student's ability in mastering vocabulary on the eighth grade MTs. Al-Washliyah Lubuk Pakam increased in on teenager life, personal experience and season as the topic through brainstorming game.

### **METHODOLOGY OF RESEARCH**

This research was conducted at MTs. Al-Washliyah Lubuk Pakam which located on Jln. Negara KM 27 Lubuk Pakam.

The subject of this research was the eighth grade students Lubuk Pakam 2022/2023 in one class. It consisted of 30 students. And only 27 students were as the respondents. Then, the object of this research was using brainstorming game as the technique of teaching to improve student's ability in mastering vocabulary.

This research was done in the class that following the classroom action research. This research had two cycles on the action research. Each cycle had four steps sistematically. This research got from Aqib.



On the picture above shows Action Research Spiral Model (adapted of Hopkins, 1993:48)

According to Aqib , there were three terms about classroom action research. They were followed:

- a. Classroom which in a group students get the similar lesson in one time from a teacher.

- b. Action was an activity which was done to achieve a goal of this action research and the action could be seen in each cycle.
- c. Research was activity to observe an object which uses certain methodology to get the data or information. It was used to improve quality of the objective of the problem which important or interest for the researcher.

In brainstorming game, the students are hoped to be able to use vocabulary well. Based on this technique in the class, they master some vocabularies. The indicators of this study are:

1. The students were able to mention the words express their idea about the topics well.
2. The students were able to recognize the words
3. The students were able to master many vocabularies in sentences.

The instruments of this research were:

According to Ulber Silalahi in his book, interview was conversation done systematically by interviewer to the interviewees to get information which appropriated the research. Interviewer conducted to get information about the students' ability in using vocabulary correctly before giving treatment.

Observation was the action of watching something carefully and it was done directly to check the change of the objective of study. Serving as proof was checklist sheet.

Document was anything written that contains information, serving as proof in media such as: diary notes and picture.

Test was sequence of practice which was used to measure skills, intelligence, ability and aptitude own by individual or group. There were two kinds of this classroom action research test.

- a. Pre-test

Pre test was the test before use brainstorming game.

- b. Post-test

Post test function was to know the mean of the score experimental group.

Before the procedures of data collection begin, evaluation vocabulary was given to the students in the first meeting to know the basic knowledge of the students about by



two cycles. Cycle I consisted of three meetings and Cycle II consisted of two meetings. So, the totally there were five meetings in this research including one meeting for getting evaluation score Cycle I cycle II.

In the first cycle, the student's ability in mastering vocabulary was measured and their problems word developing was analyzed.

Many students were bored when they are studying, because the teacher used the monotonous technique especially in teaching vocabulary, less motivation and English is difficult lesson.

Teaching planning program (RPP) or made learning scenario through Brainstorming game.

1. Arranged the task that were used as a from of aid learning difficulties
2. Made the observation sheet to see the condition of students' activity during learning in the classroom
3. Made results to learn

In action, the teacher taught the students how to communicate a word in sentences through brainstorming Technique. In this case, teacher applied the plan that had been arranged, used brainstorming game and observed the activities of all students.

At this observation step, the researcher observed and wrote all activities of students during the learning process on the observation sheets.

At this evaluation step, the research did evaluation in order to measure how students were able in mastering vocabulary based on teaching planning program has been prepared in cycle 1.

At this step, reflection was the feed back process of the action that had been done. It was necessary to help the writer to make decision for what to do or revise. From the result of the observation, the problem that existed, the caused of the problem was determined next steps.

At this step, reflection was the feed back process of the action that had been done. From the result of the observation, the problem that existed, caused the problem was determined next steps.

Second cycle do revised planning the Activities that conducted by researchers at this step were:

1. Arranged the teaching planning program (RPP) or made learning scenario through Brainstorming game.
2. Arranged the task that were used as a from the aid learning difficulties
3. Made the observation sheet to see the condition of students' activity during learning in the classroom
4. Made results to learn

The action activities which was done at this step was the improvement of learning that planned in learning scenario through brainstorming game. And the teacher observed the students' activities.

At the step of observation the researcher observed and wrote all activities of students during the learning process on the observation sheets.

At evaluation step, the researchers did evaluation of improving activities that had been based on the teaching planning program which had been prepared in cycle II.

At the reflection step, the research analyzed the student test results and the result of observation that students had done and then wrote the students score who had been able to get above competence limit of learning.

In analyzing the data, the researcher used two kinds of the data. They were qualitative and quantitative. In qualitative, Data was used Miles and Huberman's technique in 1989 as quoted Aqib. They were data reduction, data collection, and conclusion<sup>46</sup>. Data reduction was taken by collect data on observation, interviews, tests, and documentation. Next, data collection, namely the selection process, focusing, abstraction, transformation the data directly on the ground and passed the time of the data collection and presenting the data. At least was conclusion. Here the researcher took her understanding and responding to something that directly examined in the field by establishing patterns and casual direction.

Then, the research in quantitative data was to know if there was an significant difference between students' score before and after applied brainstorming game in

improving students' ability in developing vocabulary. To know the means if students' score in each cycle, the researcher was applied the following formula, such as:

$$x = \frac{\sum x}{N}$$

Where,  $x$  = The means of students' score

$\sum x$  = The total score

$N$  = The number of the students

Next to categorize the number of students who pass the test successfully, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

$P$  = The percentage of those who got the points up to >65

$R$  = The number of students who got the points up to >65

$T$  = The total number of the students

To evaluate the score of individual students, according to B. Simandjuntak evaluation had three aspects. They evaluated about the achievement, contents and process learning<sup>48</sup>. Vocabulary was as the content in learning language. And according to Yusuf Abu Al-Hajjaj vocabulary score was evaluated by applied this formula for one question for each correct one;

$$S = \frac{W}{Q} \times 100\%$$

Where,

$S$  = Student Score

$Q$  = Total Score of the Question

$W$  = Word context in sentence correctly and logically

And to prove the hypothesis of this action research, it might be seen from the different the result of cycle one and cycle two. And according to Chandra Wijaya and Syahrudin in their book, in analyzing the data for classroom action

research used hypothesis of test statistics to prove the hypothesis on cycle one and cycle two as follow :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where,

t = t-Test Statistics Score

D = Mean Score

N = The Total Number of the Students

Table. 1: The Criteria Success of Student

| Criteria Success (%) | Meaning   | Criteria  |
|----------------------|-----------|-----------|
| >80%                 | Excellent | Success   |
| 65-79%               | Good      | Success   |
| 35-64%               | Enough    | Unsuccess |
| 20-34%               | Less      | Unsuccess |
| <20%                 | Very Less | Unsuccess |

It means :  $0 \leq \text{Score} \leq 64$  = The student was unsuccess in learning

$65 \leq \text{Score} \leq 100$  = The student was success in learning

The other formula to know teacher ability through brainstorming game as technique as follow :

$$\text{The mean score} = \frac{\text{totalscore}}{32} \times 100$$

Table. 2 : Teacher Criteria In Applying Brainstorming Game As Technique Teaching

| Stretching Score | Explanation |
|------------------|-------------|
| 90 – 100         | Very Good   |
| 80 – 89          | Good        |
| 70 – 79          | Enough      |
| 00 – 69          | Less        |

Technique Of Validity The Data According to Hopkins as was quoted Rochiati in Kunandar book, he said that in doing validity the data could be taken through triangulation which was checking the correctness of the hypothesis, the construction or analysis from the researcher with compared the result of observation from the teacher as collaboration partner and the researcher. Here, triangulation was taken from three points of views. They were the teacher as partner in doing observation, the students, as participant and the researcher as the of server and applicant teacher.

This research was done for the eight grade at MTs. Al-Washliyah Lubuk Pakam Kab. Deli Serdang. The classroom action research schedule might be seem as detail on this table :

Table. 3 : Research Schedule

| No | Activity   | Date       | Month / Week |   |       |   |
|----|--|------------|--------------|---|-------|---|
|    |  |            | March        |   | April |   |
|    |  |            | 3            | 4 | 1     | 2 |
| 1  | Permission to haed master for doing research and observation     | 18/03/2022 | ✓            |   |       |   |
| 2  | Pre-cycle  | 20/03/2022 | ✓            |   |       |   |
|    |  | 21/03/2022 | ✓            |   |       |   |
| 3  | 1 <sup>st</sup> Meeting for pre-test                             | 25/03/2022 |              | ✓ |       |   |
| 4  | 2 <sup>nd</sup> Meeting for cycle 1                              | 27/03/2022 |              | ✓ |       |   |
| 5  | 3 <sup>rd</sup> Evaluation cycle 1                               | 30/03/2022 |              | ✓ |       |   |
| 6  | 4 <sup>th</sup> Meeting for cycle 2                              | 01/4/2022  |              |   | ✓     |   |
| 7  | 5 <sup>th</sup> Evaluation for cycle 2                           | 03/04/2022 |              |   | ✓     |   |
| 8  | Permission to head master for finishing research and observation | 04/04/2022 |              |   | ✓     |   |
| 9  | Analyzing the data   | 05/04/2022 |              |   | ✓     |   |
|    |  | 06/04/20   |              |   | ✓     |   |
| 10 | Making report for the result of research                         | 17/4/2022  |              |   |       | ✓ |
|    |  | 08/04/2022 |              |   |       | ✓ |
|    |  | 09/04/2022 |              |   |       | ✓ |

## DATA ANALYSIS AND RESEARCH FINDING

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

The quantitative data were taken from the test result, which was carrier out in two cycles, there were five meetings were conducted. The test was given to the students in form of pre-test, post test of cycle 1 and cycle 2. The result of the students' score might be seem in the following table.

Table 4. The Quantitative Data

| No. | Code Name | PRE-TEST | CYCLE 1 | CYCLE 2 |
|-----|-----------|----------|---------|---------|
|     |           | Score    | Score   | Score   |
| 1   | 01        | 90       | 90      | 100     |
| 2   | 02        | 70       | 80      | 90      |
| 3   | 03        | 20       | 80      | 100     |
| 4   | 04        | 60       | 80      | 100     |
| 5   | 05        | 20       | 40      | 60      |
| 6   | 06        | 20       | 30      | 90      |
| 7   | 07        | 50       | 70      | 90      |
| 8   | 08        | 80       | 80      | 100     |
| 9   | 09        | 20       | 70      | 100     |
| 10  | 10        | 20       | 20      | 60      |
| 11  | 11        | 20       | 20      | 80      |
| 12  | 12        | 80       | 100     | 100     |
| 13  | 13        | 20       | 70      | 80      |
| 14  | 14        | 70       | 90      | 100     |



|                  |    |       |       |       |
|------------------|----|-------|-------|-------|
| 15               | 15 | 20    | 20    | 100   |
| 16               | 16 | 10    | 20    | 60    |
| 17               | 17 | 10    | 20    | 90    |
| 18               | 18 | 10    | 20    | 60    |
| 19               | 19 | 10    | 20    | 80    |
| 20               | 20 | 20    | 70    | 80    |
| 21               | 21 | 20    | 60    | 90    |
| 22               | 22 | 70    | 90    | 100   |
| 23               | 23 | 20    | 40    | 100   |
| 24               | 24 | 70    | 80    | 90    |
| 25               | 25 | 20    | 60    | 100   |
| 26               | 26 | 80    | 80    | 100   |
| 27               | 27 | 70    | 70    | 100   |
| Total $\Sigma X$ |    | 1070  | 1570  | 2400  |
| The Mean Score   |    | 39,62 | 58,14 | 88,89 |

The qualitative data were taken from observation sheet, interview, diary notes and document.

Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning processing which brainstorming game was applied, students' activities and behavior, students' ability in mastering vocabulary, and interaction between teacher and students it might be seem in appendix and analyzed of qualitative data.

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

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

Diary notes were written by the research in every meeting during conducting the research as documentation data. Diary notes used to describe writer thoughts and feelings about teaching learning process. The research recorded everything what happened during

teaching learning process including reflection and evaluation of brainstorming game in teaching learning vocabulary. The complete data might be seen in appendix.

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

Table 5. The Result Of Students' Score For Pre-Test

| No.              | Code Name | PRE-TEST |                        |
|------------------|-----------|----------|------------------------|
|                  |           | Score    | Criteria Success (>65) |
| 1                | 01        | 90       | Success                |
| 2                | 02        | 70       | Success                |
| 3                | 03        | 20       | Unsuccess              |
| 4                | 04        | 60       | Unsuccess              |
| 5                | 05        | 20       | Unsuccess              |
| 6                | 06        | 20       | Unsuccess              |
| 7                | 07        | 50       | Unsuccess              |
| 8                | 08        | 80       | Success                |
| 9                | 09        | 20       | Unsuccess              |
| 10               | 10        | 20       | Unsuccess              |
| 11               | 11        | 20       | Unsuccess              |
| 12               | 12        | 80       | Success                |
| 13               | 13        | 20       | Unsuccess              |
| 14               | 14        | 70       | Success                |
| 15               | 15        | 20       | Unsuccess              |
| 16               | 16        | 10       | Unsuccess              |
| 17               | 17        | 10       | Unsuccess              |
| 18               | 18        | 10       | Unsuccess              |
| 19               | 19        | 10       | Unsuccess              |
| 20               | 20        | 20       | Unsuccess              |
| 21               | 21        | 20       | Unsuccess              |
| 22               | 22        | 70       | Success                |
| 23               | 23        | 20       | Unsuccess              |
| 24               | 24        | 70       | Success                |
| 25               | 25        | 20       | Unsuccess              |
| 26               | 26        | 80       | Success                |
| 27               | 27        | 70       | Success                |
| Total $\Sigma X$ |           | 1070     |                        |
| The Mean Score   |           | 39,62    |                        |

From the table of pre-test, the total score of students was 1070 and the number of students who took the test was 27 students, so the students' mean was :

Formula,

$$X = \frac{\sum X}{N}$$

$$X = \frac{1020}{27} = 39,62$$

Formula the analysis above, students' ability in mastering the vocabulary was low. The mean of students was 39,62. And to look the number of students' who were competent in vocabulary test was calculated by applying the following formula :

Formula,

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{18}{27} = 66,67\% \text{ and}$$

$$P_2 = \frac{9}{27} = 33,33\%$$

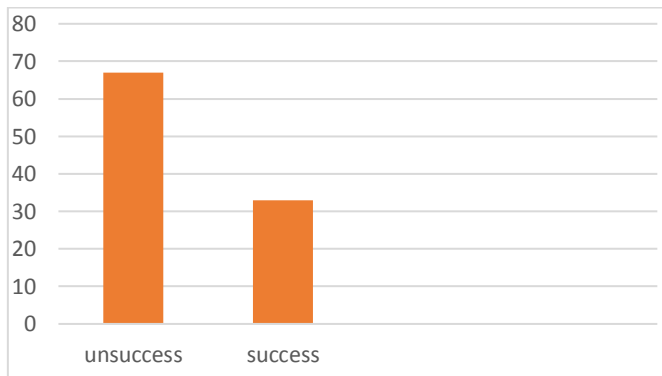
Table 6. Distribution of Students' Ability in Mastering Vocabulary For Pres-Test

|                | Criteria  | Total Students | Presentage |
|----------------|-----------|----------------|------------|
| P <sub>1</sub> | Unsuccess | 18             | 66,67%     |
| P <sub>2</sub> | Success   | 9              | 33,33%     |

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

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

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



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

In the post test of the first cycle, the analysis can be follow bellow :

Table 7. The Result of Students Score For Cycle 1

| No. | Code Name | CYCLE 1 |                        |
|-----|-----------|---------|------------------------|
|     |           | Score   | Criteria Success (>65) |
| 1   | 01        | 90      | Success                |
| 2   | 02        | 80      | Success                |
| 3   | 03        | 80      | Success                |
| 4   | 04        | 80      | Success                |
| 5   | 05        | 40      | Unsuccess              |
| 6   | 06        | 30      | Unsuccess              |
| 7   | 07        | 70      | Success                |
| 8   | 08        | 80      | Success                |
| 9   | 09        | 70      | Success                |
| 10  | 10        | 20      | Unsuccess              |
| 11  | 11        | 20      | Unsuccess              |
| 12  | 12        | 100     | Success                |
| 13  | 13        | 70      | Success                |
| 14  | 14        | 90      | Success                |
| 15  | 15        | 20      | Unsuccess              |
| 16  | 16        | 20      | Unsuccess              |
| 17  | 17        | 20      | Unsuccess              |
| 18  | 18        | 20      | Unsuccess              |
| 19  | 19        | 20      | Unsuccess              |
| 20  | 20        | 70      | Success                |
| 21  | 21        | 60      | Unsuccess              |
| 22  | 22        | 90      | Success                |

|                  |    |       |           |
|------------------|----|-------|-----------|
| 23               | 23 | 40    | Unsuccess |
| 24               | 24 | 80    | Success   |
| 25               | 25 | 60    | Unsuccess |
| 26               | 26 | 80    | Success   |
| 27               | 27 | -70   | Success   |
| Total $\Sigma X$ |    | 1570  |           |
| The Mean Score   |    | 58,14 |           |

From the table of pre-test, the total score of students was 1570 and the number of students who took the test was 27 students, so this students' mean was :

Formula,

$$X = \frac{\sum X}{N}$$

$$X = \frac{1570}{27} = 58,14$$

From the analysis above, students' ability in mastering the vocabulary was syill low. The mean of students was 58,14. And to look the number of students' who were competent info vocabulary test was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{12}{27} = 55,56\% \text{ and}$$

$$P_2 = \frac{15}{27} = 44,44\%$$

Table 8. Distribution of Students' Ability in Mastering Vocabulary For Pre-Test

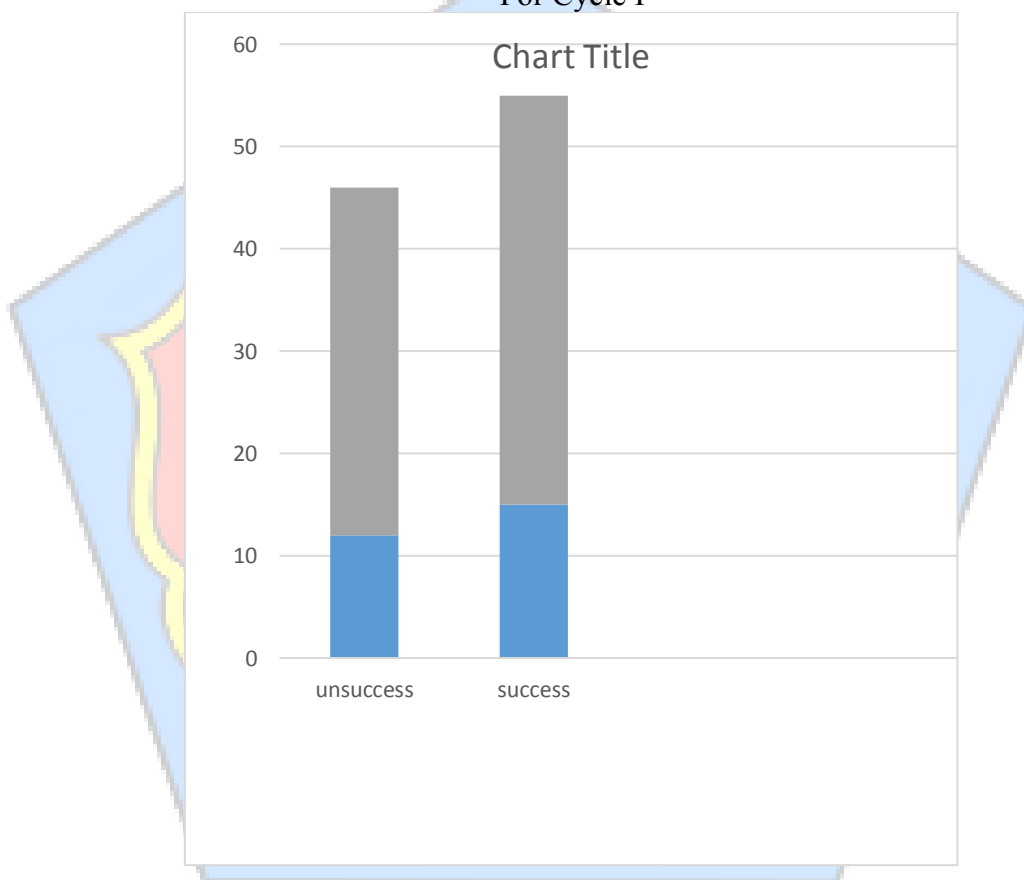
|                | Criteria  | Total Students | Percentage |
|----------------|-----------|----------------|------------|
| P <sub>1</sub> | Unsuccess | 12             | 55,56%     |
| P <sub>2</sub> | Success   | 15             | 44,44%     |

From the table analysis, the students ability in mastering vocabulary was still low. The mean of students was 58,14. From the criteria 15 students got success score or it was only 44,44%. In other one 12 students got unsuccess score or it was only 55,56%. It cold conclude that the students ability in mastering vocabulary was still low. Post test cycle I

was categorized unsuccessful. The result of standard of criteria success minimum (SKM) was >65 score. Students ability in mastering vocabulary on the topics personal experience that dicused about health was classified unsuccess.

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

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



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

In the post test of the first cycle was still classified unsuccess. Here, the analysis for cycle II can be follow bellow :



Table 9. The Result Of Students' Score For Cycle II

| No.              | Code Name | CYCLE II |                        |
|------------------|-----------|----------|------------------------|
|                  |           | Score    | Criteria Success (>65) |
| 1                | 01        | 100      | Success                |
| 2                | 02        | 90       | Success                |
| 3                | 03        | 100      | Success                |
| 4                | 04        | 100      | Success                |
| 5                | 05        | 60       | Unsuccess              |
| 6                | 06        | 90       | Success                |
| 7                | 07        | 90       | Success                |
| 8                | 08        | 100      | Success                |
| 9                | 09        | 100      | Success                |
| 10               | 10        | 60       | Unsuccess              |
| 11               | 11        | 80       | Success                |
| 12               | 12        | 100      | Success                |
| 13               | 13        | 80       | Success                |
| 14               | 14        | 100      | Success                |
| 15               | 15        | 100      | Success                |
| 16               | 16        | 60       | Unsuccess              |
| 17               | 17        | 90       | Success                |
| 18               | 18        | 60       | Unsuccess              |
| 19               | 19        | 80       | Success                |
| 20               | 20        | 80       | Success                |
| 21               | 21        | 90       | Success                |
| 22               | 22        | 100      | Success                |
| 23               | 23        | 100      | Success                |
| 24               | 24        | 90       | Success                |
| 25               | 25        | 100      | Success                |
| 26               | 26        | 100      | Success                |
| 27               | 27        | 100      | Success                |
| Total $\Sigma X$ |           | 2400     |                        |
| The Mean Score   |           | 88,89    |                        |

From the table, the students' ability in mastering the vocabulary improved on the topics season trough brainstorming game. The standard of criteria maximum was achieved by

mean 88,89 from the total score of students was 2400 divided the number of students who took the test was 27 students, so the students' mean was:

Formula,  

$$X = \frac{\sum X}{N}$$

$$X = \frac{2400}{27} = 88,89$$

From the analysis above, students ability in mastering the vocabulary improved. The mean of students was 88,89. And to look the number of students who were competent in vocabulary test was calculated by applying the following formula :

Formula,  

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{4}{27} = 14,82\% \quad \text{and}$$

$$p_2 = \frac{23}{27} = 85,18\%$$

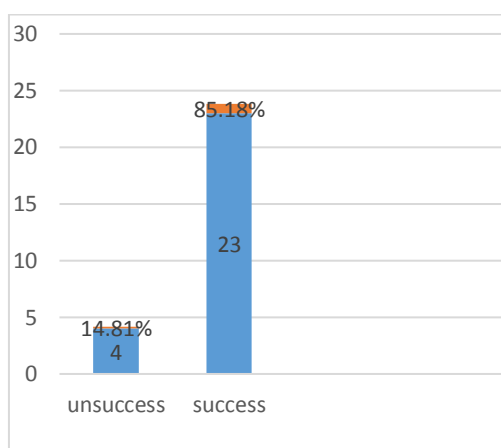
Table 10. Distribution of Students' Ability In Mastering Vocabulary For Cycle II

|                | Criteria  | Total Students | Percentage |
|----------------|-----------|----------------|------------|
| P <sub>1</sub> | Unsuccess | 4              | 14,82%     |
| P <sub>2</sub> | Success   | 23             | 85,18%     |

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

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

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



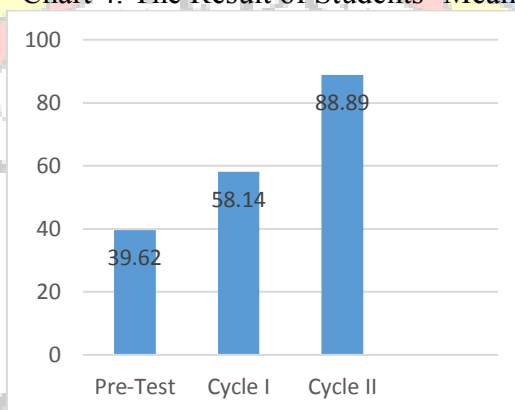
From the explanation above, students ability was classified very good when doing action research on cycle II. Here, the result of students ability in mastering vocabulary connected the topics, teenager life, personal experience, and seasons.

Table 11. The Result of Students' Score  
For The Pre-Test, Cycle I, and Cycle II

| No. | Code Name | PRE-TEST |                        | CYCLE I |                        | CYCLE II |                        |
|-----|-----------|----------|------------------------|---------|------------------------|----------|------------------------|
|     |           | Score    | Criteria Success (>65) | Score   | Criteria Success (>65) | Score    | Criteria Success (>65) |
| 1   | 01        | 90       | Success                | 90      | Success                | 100      | Success                |
| 2   | 02        | 70       | Success                | 80      | Success                | 90       | Success                |
| 3   | 03        | 20       | Unsuccess              | 80      | Success                | 100      | Success                |
| 4   | 04        | 60       | Unsuccess              | 80      | Success                | 100      | Success                |
| 5   | 05        | 20       | Unsuccess              | 40      | Unsuccess              | 60       | Unsuccess              |
| 6   | 06        | 20       | Unsuccess              | 30      | Unsuccess              | 90       | Success                |
| 7   | 07        | 50       | Unsuccess              | 70      | Success                | 90       | Success                |
| 8   | 08        | 80       | Success                | 80      | Success                | 100      | Success                |
| 9   | 09        | 20       | Unsuccess              | 70      | Success                | 100      | Success                |
| 10  | 10        | 20       | Unsuccess              | 20      | Unsuccess              | 60       | Unsuccess              |
| 11  | 11        | 20       | Unsuccess              | 20      | Unsuccess              | 80       | Success                |
| 12  | 12        | 80       | Success                | 100     | Success                | 100      | Success                |
| 13  | 13        | 20       | Unsuccess              | 70      | Success                | 80       | Success                |
| 14  | 14        | 70       | Success                | 90      | Success                | 100      | Success                |
| 15  | 15        | 20       | Unsuccess              | 20      | Unsuccess              | 100      | Success                |
| 16  | 16        | 10       | Unsuccess              | 20      | Unsuccess              | 60       | Unsuccess              |
| 17  | 17        | 10       | Unsuccess              | 20      | Unsuccess              | 90       | Success                |
| 18  | 18        | 10       | Unsuccess              | 20      | Unsuccess              | 60       | Unsuccess              |
| 19  | 19        | 10       | Unsuccess              | 20      | Unsuccess              | 80       | Success                |

|                |    |       |           |       |           |       |         |
|----------------|----|-------|-----------|-------|-----------|-------|---------|
| 20             | 20 | 20    | Unsuccess | 70    | Success   | 80    | Success |
| 21             | 21 | 20    | Unsuccess | 60    | Unsuccess | 90    | Success |
| 22             | 22 | 70    | Success   | 90    | Success   | 100   | Success |
| 23             | 23 | 20    | Unsuccess | 40    | Unsuccess | 100   | Success |
| 24             | 24 | 70    | Success   | 80    | Success   | 90    | Success |
| 25             | 25 | 20    | Unsuccess | 60    | Unsuccess | 100   | Success |
| 26             | 26 | 80    | Success   | 80    | Success   | 100   | Success |
| 27             | 27 | 70    | Success   | 70    | Success   | 100   | Success |
| Total ΣX       |    | 1070  |           | 1570  |           | 2400  |         |
| The Mean Score |    | 39.62 |           | 58.14 |           | 88.89 |         |

Chart 4. The Result of Students' Mean



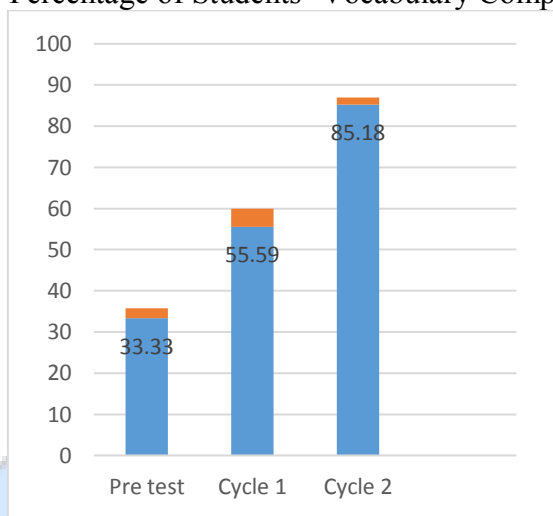
The mean of students ability improved on pre-test, post test on cycle I and post test on cycle II. And the percentage of students ability in vocabulary was shown as follow :

Table 12. the Result of Students' Percentage For Pre-Test, Cycle I, and Cycle II

| Meeting  |    | Students Who Get Score > 65 | Percentage |
|----------|----|-----------------------------|------------|
| Pre-Test | I  | 9                           | 33.33%     |
| Cycle I  | II | 15                          | 55.59%     |
| Cycle II | IV | 23                          | 85.18%     |

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

Chart 5. The Percentage of Students' Vocabulary Competence



The result showed the improvement of students score from the pre-test II post the test cycle II. In the pre test, there was only 33.33% (9 student) who got point >65. In the post test of cycle I there was 55.59% (15 student) who got point >65. It mean that there was improvement 22.26%. The post test of cycle II, there was 85.18% (23 student) who got point >65. The improvement was about 29.59%. and the total improvement of the students score from pre test to post test of cycle II was 51.85%. It could be conclude that brainstorming games as technique worked effectively and efficiently in helping students' ability in developing there vocabulary for eight grade MTs Al-Washliyah Lubuk Pakam and this learning had applied successful and able to improved students' ability in mastering vocabulary.

The testing hypothesis of the brainstorming game was done by using the mean on cycle I and Cycle II. The complete analysis followed:

Table 13. The Statistic Analysis of The Result of Students' Score Cycle I and Cycle II

| No. | The Result of Cycle I Score | The Result of Cycle II Score | $D$ | $D^2$ |
|-----|-----------------------------|------------------------------|-----|-------|
| 1   | 90                          | 100                          | 10  | 100   |
| 2   | 80                          | 90                           | 10  | 100   |
| 3   | 80                          | 100                          | 20  | 400   |
| 4   | 80                          | 100                          | 20  | 400   |

|       |     |     |     |       |
|-------|-----|-----|-----|-------|
| 5     | 40  | 60  | 20  | 400   |
| 6     | 30  | 90  | 60  | 3600  |
| 7     | 70  | 90  | 20  | 400   |
| 8     | 80  | 100 | 20  | 400   |
| 9     | 70  | 100 | 70  | 4900  |
| 10    | 20  | 60  | 40  | 1600  |
| 11    | 20  | 80  | 20  | 400   |
| 12    | 100 | 100 | 0   | 0     |
| 13    | 70  | 80  | 10  | 100   |
| 14    | 90  | 100 | 10  | 100   |
| 15    | 20  | 100 | 80  | 6400  |
| 16    | 20  | 60  | 40  | 1600  |
| 17    | 20  | 90  | 70  | 4900  |
| 18    | 20  | 60  | 40  | 1600  |
| 19    | 20  | 80  | 60  | 3600  |
| 20    | 70  | 80  | 10  | 100   |
| 21    | 60  | 90  | 30  | 900   |
| 22    | 90  | 100 | 10  | 100   |
| 23    | 40  | 100 | 60  | 3600  |
| 24    | 80  | 90  | 10  | 100   |
| 25    | 60  | 100 | 40  | 1600  |
| 26    | 80  | 100 | 20  | 400   |
| 27    | 70  | 100 | 30  | 900   |
| Total |     |     | 830 | 38700 |

From the table was know :

$$\text{Mean (D)} = 830/27 = 30,74$$

OK The calculation was done as the formula:

$$t = \frac{D - \left(\frac{\sum D}{n}\right)}{\sqrt{\frac{\sum D^2}{N(N-1)} - \frac{(\sum D)^2}{n^2}}}$$

$$t = \frac{30,74 - \left(\frac{830}{27}\right)}{\sqrt{\frac{38700}{27(27-1)} - \frac{830^2}{27^2}}}$$

$$t = \frac{30,74}{4.33} = 7.056$$

From the computation that t-count =7.056 and t-table df = N-1 = 27 - 1 = 26 it can be seen that coefficient of t- count 7.056 with the fact level a = 0.05 which the real level of



$t\text{-table} = 2.06$  in the coefficient of  $t\text{-count} (7.056) > t\text{-table} = (2.06)$ . Thus, the hypothesis could be received. Based on the finding the statistics analysis stating that brainstorming game could improve the students' ability in mastering vocabulary was accepted.

The researcher having qualitative data was conducted in two cycles. In cycle I, there were three meetings and cycle II there were two meetings.

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

a. Planning

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

b. Action

Action was planning that had arranged were conducted students were taught the way of teaching vocabulary well through brainstorming game:

- 1.Explained the procedure of brainstorming game.
- 2.Gave a topics to students
- 3.Teacher asked the students to make a list of words that have found as long the brainstorming the words
- 4.Every students wrote their brainstorming words on the board and made turns
- 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

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

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

Based on the observation cycle I, the research rather good introduce the technique of brainstorming game and was not effective the time in learning process. The teacher observation sheet was done by the teacher to researcher

Ability in using brainstorming game. The mean of the teacher used brainstorming game :

$$\begin{aligned} \text{the mean score} &= \frac{\text{total score}}{32} \times 100 \\ &= \frac{25}{32} \times 100 = 78,12 \end{aligned}$$

From the teacher observation concluded that the teacher's ability in using brainstorming game is good enough.

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

The result of teacher observation on cycle I as

Table 15. Students Observation sheet for cycle II

| No. | Indicator                           | Activity can be shown by the students |       | Explanation |           |
|-----|-------------------------------------|---------------------------------------|-------|-------------|-----------|
|     |                                     | yes                                   | no    | Yes%        | Ctiteria  |
|     |                                     | score                                 | score |             |           |
| 1   | Listen to the teacher's explanation | 24                                    | 3     | 88,8%       | Very good |

|    |   |    |    |        |      |
|----|---|----|----|--------|------|
| 2  | Ask to the teacher                      | 8  | 19 | 29,62% | Less |
| 3  | Speaker of the group                    | 9  | 18 | 33,33% | Less |
| 4  | Respect other idea                      | 11 | 16 | 40,74% | Less |
| 5  | Give occasion to other to speak         | 10 | 17 | 37,03% | Less |
| 6  | Take the turn participate               | 14 | 13 | 51,85% | Good |
| 7  | Share the task                          | 9  | 18 | 33,33% | Less |
| 8  | Listen the other actively               | 15 | 12 | 56,56% | Less |
| 9  | Work together in the group              | 14 | 13 | 51,85% | Less |
| 10 | Able to inform the result of discussion | 9  | 18 | 33.33% | Less |

Criteria :

Less : 0-50

Good : 50-74

Very good : 75-100

The explanation of the table as follow:

1. Listen to the teacher's explanation, 24 students with percentage 88.8% was very good for this indicator.
2. Ask to the teacher, 8 students with percentage 29.62 % was very good for this indicator.
3. Speaker of the group, 9 students with percentage 33,33 % was less for this indicator.
4. Respect other idea, 11 students with percentage 40.74 % was less for this indicator.
5. Give occasion to other to speak, 10 students with percentage 37.03 % was less for this indicator.
6. Take the turn to participate, 14 students with percentage 51.85 % was good for this indicator.
7. Share the task, 9 students with percentage 33.33 % was less for this indicator.
8. Listen the other actively Take the turn to participate, 15 students with percentage 55.56 % was good for this indicator.
9. Work together in the group, 14 students with percentage 51.85 % was good for this indicator.

10. Able to inform the result of discussion, 9 students with percentage 33.33 % was less for this indicator.

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

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

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

The result was indicated that there was an improvement on the students' ability in mastering vocabulary through brainstorming game as a technique. The mean of the first cycle was 58,14. It was very low. The mean of second cycle was 88,89. It was indicated that the scores and the mean in second cycles were better than first cycle. The percentage of students who got point >65 also grew up. In the pre-test, the students who got point >65 were only 9 students'.

Action was planned that had arranged were conducted students were taught the way of teaching vocabulary well through brainstorming game:

1. Explained the procedure of brainstorming game
2. Gave a topics to students
3. Teacher asked the students to make a list of words that have found as long the brainstorming the words

4. Every students wrote their brainstorming words on the board and made turns
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

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

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

Table 14. Teacher Observation sheet  
cycle 2

| 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  | Responding the students answer as feedback         | 3     |
| 5  | Giving time to student to ask question             | 3     |
| 6  | Giving turn to students to answer the question     | 3     |
| 7  | Giving occasion to students to answer the question | 3     |
| 8  | Guiding the students to make conclusion            | 3     |
|    | Total  | 29    |

posttest of cycle I students who got point >65 there were 15 students (55.59%). It means that there was improving about 22.26%. The post test of cycle II, Students who got point >65 there were 85.18% (23 students) who got point >65 and the improvement was about 29,59%. For the total improvement of the students' score from pre-test to post test of cycle II was 51,85%. In other words, the students' ability were become better in the first meeting to the next meeting.

There searcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the, interview, observation

and documentation sheet in diary notes and pictures. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of brainstorming game as the technique was improving.

## CONCLUSION

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

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