

The Effect of Using Brainstorming Method on Eighth Grade Students' Vocabulary Mastery at SMP Muhammadiyah 2 Kalisat in 2018/2019 Academic Year

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Abstract

Vocabulary is one of the major components of a language which have to be master by learners. Because, without having adequate vocabulary mastery, learners will unable to understand the structure and function of the language. One of the teaching method to study vocabulary is brainstorming. Brainstorming is popular method that was developed by Alex Oxborn in 1950. Brainstorming method is a quick and easy way to generate ideas for problem solving and innovation in a new way, craeative, logic, originality and spontaneity. The aim of the research to find out The effect of Brainstorming method to increase students' vocabulary mastery. It tries to reveal whether there is any significant effect between those who are taught with Brainstorming method and those who are taught with Lecture method. This research design used quasi-experimental research. The subject of of this research were 18 students of eighth grade students at SMP Muhammadiyah 2 Kalisat in the academic year 2018/2019 where 9 students of VIIIA and 9 students of VIIIB. VIIIB was chosen as the experimental group which was taught using Brainstorming method as the treatment while VIIIA was chosen as the control group which taught using Lecture Method. The result of this reseach shows that there is a significant different in the students' vocabulary mastery who are taught by using Brainstorming method and those who are taught with Lecture Method. The significance of Mann Whitney U-Test was $0.011 < 0.05$ level of signficance. It means that using brainstorming method has significant effect on the students' vocabulary mastery.

Key Words: Brainstorming Method, Vocabulary Mastery

Abstrak

Perbendaharaan kata-kata adalah komponen utama dalam bahasa yang harus dikuasai oleh siswa. Dikarenakan, tanpa menguasai perbendaharaan kata dengan baik siswa tidak dapat memahami struktur dan fungsi dari bahasa. Salah satu metode untuk mempelajari kosa kata adalah brainstorming. Brainstorming adalah metode yang dikembangkan oleh Alex Oxborn pada tahun 1950. Braisntorming adalah metode untuk menghasilkan ide secara cepat dan mudah serta, asli, dan logis. Tujuan diadakannya penelitian ini adalah untuk menemukan efek **dari** metode brainstorming dan metode kuliah untuk meningkatkan penguasaan perbendaharaan kata-kata. Desain dari penelitian ini adalah "penelitian semu". Subyekdari penelitian ini adalah siswa-siswi dari SMP Muhammadiyah 2 Kalisat kelas VIII tahun ajaran 2018/2019 yang terdiri dari 9 siswa kelas VIIIA sebagai kontrol grup yang diajarkan menggunakan metode kuliah sedangkan VIIIB sebagai grup experiment yang diajarkan menggunakan metode brainstorming. Hasil dari penelitian ini adalah siswa yang diajarkan dengan metode brainstorming lebih tinggi daripada siswa yang diajarkan dengan metode kuliah dengan hasil analisis MANN Whitney U-Test 0.011

< 0.05 yang berarti bahwa terdapat efek yang signifikan terhadap penguasaan perbendaharaan kata-kata terhadap metode brainstorming.

INTRODUCTION

Vocabulary is one of the major components of a language learning which has to be master by learners. Vocabulary itself is word in a specific language which have meaning in which label object, action or ideas that convey information. I will be impossible to learn a language without having vocabulary mastery because learners cannot deliver a certain meaning to communicate with other in a particular language, such as English.

In this research, the purpose of teaching vocabulary is to make students have basic ability skill of vocabulary before to learn reading, speaking, listening and writing. Because students in SMP Muhammadiyah 2 Kalisat have a lack of vocabulary mastery so the effect is the students would not receive the higher score in English lesson. Thornbury (in Putri et al,2017:2) stated “if you spend most your time to study grammar, your English will not improve very much. You will see most improvement if you learn more words and expression”. Moreover Wilkins (in Al Qahtani,2015:22) stated “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say, While without grammar very little can be conveyed, but without vocabulary nothing can be conveyed”. From those expert, we can concluded that vocabulary is important aspect to study.

In teaching vocabulary every teacher have their own method. Teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz in Al-Qahtani,2015:21) and also the English teacher of SMP Muhammadiyah 2 Kalisat still uses lecture method convey the material of English lesson. Based on the statement above, the researcher tries to offer and interest to solve the problem and choose Brainstorming as the methods

There are some reason of the researcher applies Brainstorming method. First, is to create new style of teaching rather than old fashioned Lecture method. Second, brainstorming is simple and effective when used as a strategy for teaching social studies especially in introduction the new concepts. Brainstorming is a group creativity forum for generate ideas. It is involves helping the learner and for express ideas that used under discussion method (Al-Khatib,2012:31). Brainstorming has a great importance in the teaching process such as help students to solve problem, an innovative solution, and build relationship among them. And also in the recent research by Purwanto (2015:35) he stated, brainstorming is effective way to increase students' reading mastery. Malkawi (2018:99) stated, brainstorming give significant effect in study grammar. Furthermore, Effendi (2015:679) stated, improving speaking ability by using

brainstorming is more effective than without through brainstorming. Moreover, Dewi (2016:15) stated brainstorming is effective to improve students' writing skills. From the result of recent research, it can be concluded brainstorming is effective method to increase English acquisition. And also the research of brainstorming that study about vocabulary mastery is never conducted before in Muhammadiyah University of Jember.

RESEARCH METHOD

The design of this research is quasi-experimental, non-randomized control group, pretest-posttest design. Quasi-experimental design are similar with randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups. The non-randomized control group, pretest-posttest design is one of the most widely used quasi-experimental designs in educational research (Ary et al,2010:316).

1. The Design of the Research

Nonrandomized Control Group, Pretest-Posttest Design

| Group | Pre-test | Treatment | Post-test |
|-----------|----------|-----------|-----------|
| <i>EG</i> | Y_1 | X | Y_2 |
| <i>CG</i> | Y_1 | – | Y_2 |

(Ary et al,2010:316)

The researcher would be explained the following steps. The first step, the researcher chose a number of subjects randomly from

population. The second step, the researcher classifying the subject into two groups, namely the experimental and control group. The third steps, the researcher constructs lesson plans to the experimental group and control group. The four steps, the researcher administering a try out to one of the other classes which is not included as experimental and control group. This is to know reliability of the test, difficulty level of the test and time allocation.

After that, the researcher giving pre-test to experimental and control group, and then calculate the mean of each group. Then, the researcher gives treatment by using the Brainstorming Method to the experimental group and Lecture method to the control group. The researcher was giving post-test to the experimental and control group and then calculate its mean.

The next steps, the researcher counts the difference of the pre-test result (Y_1) and post-test result (Y_2) for each group. After that, compare the difference between experimental and control groups in order to find determine whether the treatment (X) is interrelated with increase of the result of experimental group. It is using u-test formula in order to determine whether the difference of score of each group is significant. From those all the steps, the researcher concludes the result based on the data analysis to answer the problem of the research.

THE RESULT AND DISCUSSION

This research was conducted on august 27th to September 07th 2018. It

implemented Brainstorming method 2018 on vocabulary mastery of the eighth grade students of SMP Muhammadiyah 2 Kalisat in the academic year 2018/2019. The total respondent is 18 students. They were divided into two classes. They were VIII A which consist of 9 students as control group and VII B as experimental group which consist of 9 students.

In this research, the pre-test was given before the treatment. Pre-test was given to the experimental group and control group. Then, the result of both test was used as the data to be analysed. There are two kinds of data in this research, they are pretest and post test data. Pretest is used to know the ability of students before treatment in experimental and control group. Posttest is to know the ability of students after giving treatment in experimental and control group. All of the data analysed by used SPSS version 23.

| | N | Minimum | Maximum | Mean |
|---------------------|---|---------|---------|-------|
| Pretest_Control | 9 | 17 | 57 | 45.33 |
| Posttest_Control | 9 | 20 | 60 | 41.56 |
| Pretest_Experiment | 9 | 30 | 77 | 49.00 |
| Posttest_Experiment | 9 | 43 | 73 | 62.56 |
| Valid N (listwise) | 9 | | | |

From the data above, it can be seen that the mean score of pretest and posttest of the control group was 45.33 and 41.56. The minimum score of pretest and posttest of the control group was 17 and 20. The maximum score of pretest and posttest of the control group was 57 and 60. While, the mean score of pre-test and post-test of the experiment group was 49 and 62.56. The minimum score of pre-test and post-test of the experimental group was 30 and 43. The maximum score of pretest and posttest of the experiment group was 77 and 73.

1 Comparison of the Pretest Mean score between Experimental group and Control Group. The null hypothesis (Ho) in this research is there is no significant difference in the mean of pretest between experimental and control group. To know the null hypothesis is rejected or accepted, the analysis as follows

Test Statistics^a

| | PRETEST |
|--------------------------------|--------------------|
| Mann-Whitney U | 40.000 |
| Wilcoxon W | 85.000 |
| Z | -.045 |
| Asymp. Sig. (2-tailed) | .964 |
| Exact Sig. [2*(1-tailed Sig.)] | 1.000 ^b |

a. Grouping Variable: CLASS

b. Not corrected for ties.

Based on the table above, it shows that the result of significant different is $0.964 > 0.05$. Therefore the null hypothesis in

pretest is accepted. It means. the result of pretest do not have significance different between experimental group and control group.

2. Hypothesis Verification

1. Alternative Hypothesis (Ha): There is a significant difference on students vocabulary mastery between those are who are taught by Brainstorming method and those who are taught by using Lecture method at SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year.
2. Null Hypothesis (Ho): There is no significant difference on students' vocabulary mastery between those who are taught by using Brainstorming method and those who are taught by using lecture method at SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year.

Experiment Group and Control Group

Test Statistics^a

| | POSTTEST |
|--------------------------------|-------------------|
| Mann-Whitney U | 12.000 |
| Wilcoxon W | 57.000 |
| Z | -2.550 |
| Asymp. Sig. (2-tailed) | .011 |
| Exact Sig. [2*(1-tailed Sig.)] | .011 ^b |

a. Grouping Variable: CLASS

b. Not corrected for ties.

Based on the data above, the significance result of independent sample t-test on students' vocabulary mastery was $0.011 < 0.05$. it means that hypothesis

alternative (Ha) is accepted and hypothesis null (Ho) is rejected.

The answer of the problem is "There is a significant difference on students vocabulary mastery between those are who are taught by Brainstorming method and those who are taught by using Lecture method at SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year.

CONCLUSION

Based on the result of the test analysis in Chapter IV, the value of u-test was lower than 0.05. The value of t-table is $0.011 < 0.05$ of. So, the null hypothesis (Ho) was rejected and Hypothesis alternative (Ha) was accepted.

Looking at the mean difference of gained point between experimental and control group, it showed that the difference mean of post-test and pre-test of experimental is higher than control group. The mean point of control group was decrease while the mean point of experimental group was increase. It could be stated that there is good effect of treatment by using brainstorming on vocabulary.

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