

---

## **IMPROVING STUDENT'S SPEAKING SKILL BY USING BRAINSTORMING METHOD OF THE TENTH GRADE IN SMA UNGGULAN UMMU RAHMAH IN 2020/2021**

**Siti Aminah Hasibuan**

Universitas Pembinaan Masyarakat Indonesia, Medan  
email: siti Aminahhasibuan04@gmail.com

### **ABSTRACT**

The difficulty of students in speaking in English is a problem that must be solved. So this is the background for doing this research. The purpose of this study was to determine the effect of using the brainstorming method in students' speaking learning and to find out whether students are interested in learning with this method. The subjects in this study were students of the first grade of SMA Unggulan Ummu Rahmah for the academic year 2020/2021, totaling 30 students. This study used two classes, namely class X-1 as the experimental class and class X-2 as the control class. This study uses quantitative methods conducted by experimental research. Researchers used two instruments. There are tests carried out including pre-test, post-test and interviews. Based on the results of data processing, the results can be concluded that there is a significant increase, namely the post-test average value is higher than the pre-test (74.3>55) and (51.6>63.3). From the results of the data that has changed, it can be concluded that students have increased in learning by using the brainstorming method. And the results of interviews conducted with English teachers prove that this method is effective for students. The reliability of the research in this study showed the number 4.8. And this belongs to the good category and it can be said that this research is valid and significant

*Keywords: Speaking, Speaking skill, Brainstorming method*

### **INTRODUCTION**

In human life, language has an important role. Language is an important role in maintaining human relations. This is a way used to communicate with other people. And this is an effective communication medium that can help people share with others. Without language, we will not be able to interact with other people around us.

The process of learning English includes listening, reading, speaking, and writing. Speaking is skill in language learning, others three skills; listening, Reading and Writing and it is the most important aspect in human interaction with the others natives and no-native speakers in the foreign affairs. According to Koşar & Bedir explains that learners' speaking ability is an important skill to be improved to make

the learners conduct communication directly.

Besides speaking skill is important for students, but this skill is a skill that is quite difficult for students. Students have difficulty in speaking skills such as students are afraid to make mistakes when speaking, students lack confidence in speaking, vocabulary mastered by students is little, speaking interaction between students and teachers in English is less developed.

But it is not easy for students to be able to speak English well. With some difficulties students face does not hinder their desire to become proficient in speaking skills. Many of them try to focus on their speaking skills rather than other skills. Students feel speaking skills are the initial stage for gaining other skills.

One technique that can be used is to use the brainstorming method. The

discussion method used to bring up creative ideas from students while holding back criticism and judgment from other students it is called the brainstorming method.

Meanwhile, according to Karim learning methods that increase student activeness, namely learning the brainstorming model, are a form of discussion in order to gather ideas, opinions, information, knowledge and experiences from all participants.

The use of brainstorming in teaching focuses on communicative language practice, but in other ways using English as direct or everyday communication to convey opinions and information. Using this method, students will be immersed in using curriculum targets or four skills, which helps them to be courageous and not afraid of being commented on by others.

According to David & Harris Either five components are generally recognized in analyses of the speech process:

1. Pronunciation
2. Grammar.
3. Vocabulary.
4. Fluency
5. Comprehension.

The five speaking skill factors described above have an important role in speaking skills. By mastering all the factors, people can produce good speech and acquire good speaking skills too.

Teaching method is a method or technique used by an educator to interact in conveying all information both knowledge, messages, skills to students in the teaching and learning process to achieve the desired teaching goals.

So that the teacher must master various abilities, in terms of teaching methods so that the teaching objectives can be realized.

In this research, researcher use brainstorming method as follows definition of brainstorming method and the parts:

Fathurrohman., & Sutikno explain that the brainstorming method is

a form of discussion in order to gather ideas, opinions, information, knowledge, experiences from all participants. The difference in this discussion is that the method of brainstorming other people's opinions is not to be responded to.

There are two types of brainstorming. It should be selected based on its advantages and disadvantages for maximum benefits.

1. Structured brainstorming : Members of group will sit in a circle. The leader facilitates the brainstorming. The facilitator will write their ideas in a rotational form on the board. This exercise will be carried out in particular order till each person contributes an idea. If a member is not ready with his/her idea it can be passed, later he or she may provide idea or pass again.
2. Unstructured brainstorming: Members of group can sit in a circle or in a classroom in any form of arrangement. There is no order of response. The facilitator will motivate everyone to provide his/her idea.

Strengths and Weaknesses of the Brainstorming Method.

According to Roestiyah, the advantages of the Brainstorming method are as follows:

- a. Children actively think to express their opinions.
- b. Train students to think quickly and logically.
- c. Stimulate students to always be ready to argue related to the problems given by the teacher.
- d. Increase student participation in receiving lessons.
- e. Students who are less active get help from clever friends or from teachers.
- f. The occurrence of healthy competition.
- g. Children feel free and happy.
- h. An atmosphere of democracy and discipline can be cultivated.

According to Roestiyah, some of the weaknesses of the Brainstorming method are as follows:

- a. Teachers do not give enough time for students to think well.
- b. Less children always fall behind.
- c. Sometimes the smart kids monopolize the conversation.
- d. The teacher only accommodates opinions, never formulates conclusions.
- e. Students do not immediately know whether their opinion is right / wrong.
- f. Problems can develop in unexpected ways.

Every step is important in brainstorming process, ignorance of step will meet incomplete result or disadvantage.

Skipping out the steps in brainstorming session can be expensive mistake and time spending. If all steps are carried out properly, it is very powerful to find better solution.

- 1) Select the group: facilitator must select the members not less than 5 or more than 20.
- 2) Specify the objectives: Facilitator should build objectives and define why he wants to brainstorm. He will find out about all members interested and happy for selected central question. Allow people to make noise, shout, laugh, and enjoy.
- 3) Define the roles- facilitator must decide the role of leader, recorder etc.
- 4) Explain the rules: facilitator should explain the rules to every one before discussion begins. Every one must be clear about question.
- 5) Start the discussion: begin to start discussion rounds, they should take some rounds and produce ideas.
- 6) Record the ideas: Ideas must be recorded and arranged.
- 7) Encourage the ideas : wait for ideas, don't hurry, participants must get

sufficient time to think and present better idea.

#### 8) Do end on the wild ideas

Based on the observations of researchers at SMA Unggulan Ummu Rahmah, researchers found several problems related to learning activities at the school. These problems are: students have low speaking ability, students are unable to produce sentences spontaneously, student motivation in learning English is low, and the use of teachers is still monotonous. Furthermore, the teacher has to prepare interesting aid before the teaching and learning process is done.

The problem of the study is "is there any significant improvement of speaking skill by using brainstorming of the tenth grade students in SMA Unggulan Ummu Rahmah?".

The objective of the study is to identify the improvement of speaking skill by using brainstorming of the tenth grade students in SMA Unggulan Ummu Rahmah.

## RESEARCH METHOD

This study uses a quantitative approach. Where the research method uses data, namely numbers that are added emphasis to objective measurement of results accompanied by statistical analysis.

According to Sugiyono's quantitative research, the quantitative research method is defined as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical in nature, with the aim of proposing predetermined hypotheses. This quantitative approach is used by researchers to measure the level of success in the influence of attention to interest in student learning.

And this research was conducted using experimental research. Where this research manipulates or controls one variable (class) and the other variables

are independent. According to Sugiyono, experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions.

Collecting data in this study using a group design (pretest and posttest). There is a control group in experimental research. This test was conducted to determine the increase in students' speaking ability in pronunciation by using brainstorming. Then the pretest and than the posttest, this means that the brainstorming method on students' speaking skills has increased.

The subjects in this study were students of the first grade of SMA Unggulan Ummu Rahmah for the academic year 2020/2021, totaling 30 students. This study used two classes, namely class X-1 as the experimental class and class X-2 as the control class. This study uses quantitative methods conducted by experimental research. Instruments used for data collection are carried out including pre-test, post-test and interviews.

## FINDING AND DISCUSSION

**Table 1.** The Mean Score of Students' Speaking Achievement

Meeting	Pre-Test	Post-Test
Experimental Group	55	74,3
Control Group	51,6	63,3

Here the researcher saw an increase in the pre-test score (the average value of the experimental group = 55 and the control group = 51,6). After the application of the brainstorming method, the post-test scores of the students (experimental group = 74.3 and control group = 63.3) meant an increase in speaking skills.

Based on the test results above, it can be stated that before and after the use of the method there was an increase when students were given the method. so it can be

The following sections show an overview of students' scores in the experimental and control classes. This table was created to see the difference in the description of scores in the pre-test and post-test. The description is divided into several sections: pre-test scores and post-test scores.

During the research in that place the results obtained:

### The result of instrument data

1. The mean of students' score in every speaking of experimental group

$$\bar{x}_{pre-test} = \frac{825}{15} \times 100\% = 55$$

$$\bar{x}_{post-test} = \frac{1080}{15} \times 100\% = 74,3$$

2. The mean of students' score in every writing test of Control group

$$\bar{x}_{pre-test} = \frac{755}{15} \times 100\% = 51,6$$

$$\bar{x}_{post-test} = \frac{955}{15} \times 100\% = 63,3$$

And the above results can be seen in the following table:

concluded that this method has an influence on students

### The of Validity and Reability

Measurement results with measuring instruments can be trusted if they can show the extent of reliability. The measurement results must be reliable in the sense that they must have a level of consistency and stability.

Here the researcher uses the formula of Kuder Richardson 21 is a formula for

estimating the halving reliability without assuming that the two hemispheres have the same variance. To estimate the reliability of the instrument using the ruder richardson formula, the researcher must first calculate the variance of the first and second halves and also the total variance.

The writer saw and conclude that there is a significant improvement in students' speaking ability after being taught using the brainstorming method. In fact, after using the Kuder richarson formula (KR 21) the researcher has found a reliability result of 4.8. And this is included in the very good and satisfactory category and it can be concluded that the research conducted is valid.

## CONCLUSION

After analyzing the data that has been presented in the previous chapter, it has been explained that the increasing in speaking that occurs to students who are taught by using the brainstorming method. The speaking skill improves well with this method.

Based on the findings and data analysis, the following conclusions were drawn as the researcher found that there was a very good influence in the study on improving students' speaking skills by using the brainstorming method. It is known that students' scores are higher than before after being taught using the brainstorming method. With the average value is 74.3. Here the researcher saw an increase in the pre-test score (the average value of the experimental group = 55 and the control group = 53,3). After the application of the brainstorming method, the post-test scores of the students (experimental group = 74.3 and control group = 65.3) meant an increase in speaking skills. Clearly we saw that there was a significant difference in English speaking between students with brainstorming method and was not giving speaking learning with brainstorming method. In addition, the researcher has found result of reliability using the formula Kuder richarson (KR 21) of 4,8. Which is included in the category good and can be said the research is valid and there is significant.

## SUGGESTION

Researchers provide several suggestions for related parties. The following are proposed :

1. English teachers should apply the Brainstorming Method as an alternative teaching and but also consider the time allocation for its implementation. The preparation of the material is carried out in a variety of ways in the teaching and learning process so that students will feel excited and active because this method attracts students' attention. The teacher may apply some regulation in order to control the class to avoid too much noise during the process.
2. For students, the use of the brainstorming method can improve students' speaking skills because students can think actively and freely express their opinions more easily without fear of being commented on by other students.

And it is recommended for further researchers who want to conduct research to apply the brainstorming method using other types of texts and also different skills. For those who want to do the same research, it is highly recommended to balance the number of table specifications and conduct interviews to monitor student activity in class.

## REFERENCE

- Akhyak & Indramawan, A. 2013. *Improving The Students' English Speaking Competence Through Storytelling (Study in PangeranDiponegoroislamic college (STAI) of Nganjuk, East Java, Indonesia)*. International Journal of Language and Literature, 1(2), 18-24.
- Brown H. Douglas. 2004. *Language Assessment Principle and*

- 
- Classroom Practices*. NY: Pearson Education
- David P, Harris.1969. *Testing English as a second language*.Georgetown: University.
- Fathurrohman, P. &Sutikno, S. 2007. *Strategi Belajar Mengajar*. Bandung: PT. RefikaAditama.
- Irawati, I.2014. *Improving students' speaking ability through communicative language games*.Magistra, No. 87 Th. XXV, 25-36.
- Khakim, M. L. 2016. *Penerapan metode pembelajaran brainstorming terhadap pemahaman konsep siswa smpkelas vii pada materi aljabar*.Jurnal Pembelajaran, 1.
- Koşar, G., &Bedir, H. 2014. *Strategies-Based Instruction: A Means of Improving Adult EFLLearners' Speaking Skills*. International Journal of Language Academy, 2(3).
- Khorashadyzadeh, A. 2014. *Why to use short stories in speaking classes?*.International Journal of Foreign Language Teaching in the Islamic World, 2(1), 9-15.
- Roestiyah N.K. 2012.*Strategi Belajar Mengajar*. Jakarta: PT. Rineka Cipta.
- S, Nasution.1982. *Azaz-azas Kurikulum* Bandung : Jemars.
- Sudjana. 1984. *Metode Statistik*. Bandung: Tarsito. 1984.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.