

THE EFFECTIVENESS OF BRAINSTORMING TECHNIQUES TO DEVELOP SPEAKING SKILL OF THE SECOND GRADE STUDENTS OF SMAN 2 MAJENE.

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Abstract

The research objective was to determine the effectiveness of using Brainstorming Techniques in improving students' speaking skills in this case accuracy, fluency and comprehension. This study uses the pre-experimental research method with one pre-test and post-test group. Research using random sampling technique. The sample of this research was students of SMA Negeri 2 Majene grades 11-4 consisting of 27 students. With several topics that researchers use as instruments in the pre-test and post-test. The result of the increase is proven by the t-test value. The findings state that the t-test is greater than the t-table. This indicates that the use of Brainstorming Techniques is effective in improving students' speaking skills. This means that the use of Brainstorming Techniques is effective in developing students' speaking skills in terms of accuracy, fluency and comprehension in grade 11-4 students of SMA Negeri 2 Majene.

Keywords— speaking skill, Brainstorming technique, fluency, Accuracy, comprehensibility.

INTRODUCTION

Speaking is one of the four language skills with Listening, Reading, and Writing. It is a medium through which learners can communicate and stay connected with others, help in expressing ideas, and information, express their opinions and points of view, and even feelings. Speaking is the most used language skill and that makes speaking very important. Without speaking, we will face various problems in life. One of the language skills that students need to master in learning English is speaking ability.

Students must be able to take advantage of the available time to continue to develop what is lacking, of course, the teacher as a teacher and mentor will play an important role in this. Teachers must be able to work with students and help them overcome the problems they face. Teachers also have to be extra and creative in delivering or presenting material when teaching. Students are expected to speak English in class and be able to ask and answer questions in English. Even though teachers have used various techniques, methods, or tools in teaching, these skills are still low. Students are sometimes afraid and embarrassed to speak so they prefer to be silent when the teacher asks questions, especially in oral form. In other cases, students are more active in talking with their friends because it makes them feel free.

SMAN 2 Majene is one of the prestigious schools in Majene and has been famous for its various achievements in various fields and places where researcher have studied. Based on

experience and also the results of observations, researcher can conclude that the level of students speaking ability is very lacking. This is because in learning English the students are only instructed to work on the problems in their books and there is no place for them to practice speaking skills directly.

Based on the above background, the researcher is interested in researching “The Effectiveness of The Brainstorming Technique to Develop Speaking Skills of The Second Grade Students of SMAN 2 Majene.”

LITERATURE REVIEW

1. Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a medium through which students can talk to others to achieve certain goals or to express opinions, intentions, hopes, and points of view. According to the Big Indonesian Dictionary, speaking comes from the basic words of speech which mean consideration of the mind (Kemdikbud, 2020), meaning speaking is saying, speaking, or giving birth to opinions (with words, writing, etc.) or negotiating according to what is thought. People who know a language are called speakers of that language.

Speaking in general can be interpreted as conveying meaning in the form of ideas, thoughts, and the contents of one's heart to others by using spoken language so that these intentions can be understood by others. Speaking is one of the language skills that must be mastered by students as a way to express opinions, thoughts, and feelings verbally to other individuals. It is an interactive process between the listener and the speaker.

Speaking skills today are very important. Communication plays a major role in achieving success in all fields. Speaking is one of the most important skills to develop and improve as a means of effective communication. The ability to speak is considered as one of the most difficult aspects of language learning. Brown (2004) further states that there are several basic types of speech as in the following taxonomy: Imitative is the ability to simply imitate (imitate) a word or phrase and even a sentence. An example is repeated after me. Intensive is a speaking performance of students practicing some of the phonological and grammatical aspects of the language. Responsive is a person's skills in speaking English spontaneously ask and answer alternately briefly.

2. Brainstorming

Brainstorming is a technique that focuses on developing group creativity. Various ideas and thoughts that arise are shared by all members and spontaneously obtain practical solutions to problems (Gogus, 2012). Brainstorming was first introduced by Osborn which was applied to its members with the aim of increasing creativity in corporate settings. In recent years the application of brainstorming has spread widely to various fields including education. argue a technique with the aim of finding conclusions from a particular problem using the creativity of groups or individuals who have presented their ideas. By using brainstorming techniques, Suyono and Hariyanto (2015) brainstorming is a group that provides a number of new ideas, without having to check whether the idea is appropriate or not. This will make students more

courageous and confident in doing it. And it is hoped that this method can support increasing student activity in the learning process.

3. Learning Design

The learning approach is our perspective on the learning process, referring to the view of the occurrence of a process that is still very general in nature. There are two types of learning approaches. The first is an expository approach that emphasizes how learning resources can convey information to learning citizens. The advantage of this approach is that learning resources can convey complete information. The expository approach is used in this type of informative learning material, namely the basic concepts and principles that need to be understood with certainty.

Learning strategies are activities carried out by teachers and students and vice versa so that learning objectives are achieved effectively and efficiently. Then J.R David, Wina Senjaya (2008) said that the learning strategy is nothing but while from the way of presentation and processing, it is distinguished between inductive learning strategies and deductive learning strategies.

According to the dictionary Purwadarminta, the method is a way that has been prepared and well thought out to achieve a goal. The learning method is an operational step of the chosen learning strategy in achieving learning objectives, meaning that learning resources in using a learning method must be adjusted to the type of strategy used. The accuracy of using the method will prove how effective the learning strategy is. Learning methods can be interpreted as methods used to carry out plans that have been prepared in the form of real and practical activities to achieve learning objectives.

Learning methods are implemented into techniques and learning styles. Therefore, learning techniques can be interpreted as a way to apply a certain Another example is when using the discussion method for a class with active students and a class with passive students, of course the method used is different considering the criteria of the learning community.

Learning tactics are a person's style in carrying out certain learning methods or techniques that are individual in nature.

METHOD

A. Research Design

The researcher chose a pre-experimental one group post-test and pre-test, this is a type of experimental research. Pre-experimental is an experimental study that looks at only one group and then performs an intervention (Creswell, 2010), while one group post-test and pre-test is a study that was carried out twice, namely before the experiment (pre-test) and after the experiment (post-test). Pre-experimental design one group pre-test and post-test design has a pre-test to determine students basic abilities, then the researcher gives treatment to students using brainstorming techniques and finally is given a post-test. This indicates the effectiveness of the brainstorming technique in develop speaking skills of the second grade of SMAN 2 Majene. Treatment (T) occurred between pre-test (X1) and post-test (X2). The research design is classified in the following diagram:

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| X1 | T | X2 |

Research Design

X1 : Pre-Test
T : Treatment
X2 : Post-Test

B. Research Place

This research was conducted at SMAN 2 Majene. It is located at Hertasning Street No.3, Baurung, Kec. Banggae Timur, Kab. Majene, Sulawesi Barat.

C. Population & Sample

The population of this research is the second grade students of SMAN 2 Majene. The sample of this research is Class XI 4 students of SMAN 2 Majene. The sample was chosen by cluster random sampling technique. The total number of the sample is 27 students.

D. Instruments of the Research

The instrument that the researcher using in collecting data for this study is a speaking test. The researcher gave the topic to the students and the students explained the topic. The test will focus on aspects of speaking, there is fluency, accuracy and comprehensiveness.

E. Procedure of Collecting Data

Pre-test, aims to determine the ability of students before being given treatment. The researcher gave a topic that they were familiar with and then asked them to explain the topic. Treatment, after the pre-test the researcher given treatment to the students. It aims to improve the fluency, accuracy, and comprehensibility of students speaking. Post-test was carried out after being given treatment and has the same form as the pre-test and will also be given with the same topic at the time of the pre-test.

F. Technique of Data Analysis

a. Pre-test and Post-test

This study uses a quantitative method to analyze test data, accuracy, fluency, comprehensibility

b. Data Analysis

1. Scoring the students percentage speaking of Pre-test and Post-test.

$$\text{Percentage of students} = \frac{\text{Number of classification values}}{\text{Numbers of students}} \times 100$$

Gay, 2016

2. The Mean Score

$$\text{Mean Score} = \frac{\text{The sum of all score}}{\text{Numbers of students}} \times 100$$

3. To find out the increase in students scores in understanding the given topic.

$$\text{Percentage of Students} = \frac{\text{the mean score of post-test} - \text{the mean score of pre-test}}{\text{Number of Students}} \times 100$$

4. After the student's significance value is obtained (t value 0 will be compared with the t-table value). If the comparison results show the t-test value is equal to or greater than the t-table value, it means that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) will be accepted, this happens because there is a significant difference between the pre-test and post-test scores after teaching speaking using the Brainstorming technique.

c. Rating Scale Classification

| Classification | Scale | Rating |
|----------------|--------|--------|
| Excellent | 86-100 | 6 |
| Very good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Fairly good | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very poor | 25 | 1 |

FINDINGS

1. The students speaking score in fluency

| Mean Score | |
|------------|-----------|
| Pre-test | Post-test |
| 23 | 42 |

The table shows that the students scores improved after using brainstorming techniques in the teaching and learning process. It is proved by comparing students scores in the pre-test and post-test.

2. The students speaking score in accuracy

| Mean Score | |
|------------|-----------|
| Pre-test | Post-test |
| 25 | 50 |

The table shows that the students scores improved after using brainstorming techniques in the teaching and learning process. It is proved by comparing students scores in the pre-test and post-test.

3. The students speaking score in comprehensibility

| Mean Score | |
|------------|-----------|
| Pre-Test | Post-Test |
| 23 | 46 |

The table shows that, the students scores improved after using brainstorming techniques in the teaching and learning process. It is proved by comparing students scores in the pre-test and post-test.

DISCUSSION

The major purpose of this research was to find out whether or not the use of brainstorming technique to improves the speaking skill of the students in terms of accuracy, fluency and comprehension. Brainstorming is a technique that has the rules of freedom in speaking and expressing opinions without receiving criticism or rebuttal from others as long as the speaker starts speaking. According to Sani (2019), 5 general things are obtained during brainstorming, the first is being able to identify the factors that cause problems, the second is being able to analyze situations, the third is being able to come up with ideas about problems, the four ideas can be analyzed and the fifth is determining the solution to the problem.

Related to the process of improving students speaking skills, the rules and benefits derived from the brainstorming technique make three important factors for improving students speaking skills. The freedom of speech that students get can make students confident and not afraid to express their opinions and make them more fluent and more accurate with what they say, in this case, students who listen can also understand well what the student conveys.

Students speaking ability, in this case, fluency, accuracy, and understanding, increases during the application of brainstorming techniques in the learning process. This is because this technique challenges students to talk more and elaborate on their ideas on the topic chosen by the researcher at each different meeting. Students were also given corrections by the

researcher at the end of the teaching and learning process so that they would find out their mistakes in pronouncing a few words while speaking.

The results of this study indicate that the use of brainstorming techniques improves students speaking skills in terms of accuracy, fluency, and understanding.

1. The students speaking skills in fluency

Research that is distributed pre-test to learn to measure their skills in talking about the ability of fluency. The results showed that students skills in speaking skills are still average. The researcher gives the topic of the problem in the pre-test. Students face differences in speed and smoothness that are slowly influenced by language problems.

In the pre-test, the researcher used the brainstorming technique after that asking students to discuss the topic of discussion that the researcher had previously determined. The pre-test results show that 85% of students get scores that are below good standards. After carrying out the pre-test, the researcher gave them treatment. Tried in 5 meetings to measure students fluency after using brainstorming techniques in the learning process. During the treatment process, each student presents his opinion and several students will be appointed to make short conclusions from the various opinions that have been previously presented. In the post-test, the researcher found that the students fluency level in speaking increased. This is evidenced by comparing the percentage of students in the pre-test, from 85% to 41% of students who scored below good standards in the post-test. This shows that the use of brainstorming techniques is effective in increasing students speaking skills in terms of fluency.

2. The students speaking skills in accuracy

Researcher give pre-test to students to measure their abilities in speaking skills in terms of accuracy. The results of the researcher concluded that the ability of students in speaking skills is still average caused by a vocabulary that is known to be very limited and also abuse of the use of words so as to make students not know what they want to say.

In the pre-test, researcher use brainstorming techniques after that ask students to discuss the topic of discussion that has been given by the previous researcher. Pre-test results show that 85% of students get a score that is below good standard. After the pre-test, the researcher gave them treatment. In 5 meetings to increase student accuracy after using brainstorming techniques in the learning process. During the treatment process, each student presents his opinion and some students will be appointed to make a short concept of various opinions that previously had existed, and to increase the vocabulary the researcher provides direction to record the vocabulary that is not familiar to them and remember it.

In the post-test, the researcher found that the students fluency level in speaking increased. This is evidenced by comparing the percentage of students in the pre- test from 85% to 41% of students who scored below good standards in the post-test. This shows that the use of brainstorming techniques is effective in increasing students speaking skills in terms of fluency.

3. The students speaking skills in comprehensibility

The researcher gave the students a pre-test to measure their ability in speaking skills in terms of comprehensibility. The results showed that the students ability in speaking skills was

average. The researcher found that the problem with the pre-test was that students had difficulty understanding the meaning of the statements heard.

In the pre-test, the researcher asked the students to answer some of the questions that the researcher gave. The results of the student pre-test scored 93% getting a score below good grades. After giving the pre-test, the researcher gave them treatment. Conducted in 5 meetings to measure student understanding after using brainstorming techniques in the learning process, the results dropped to 52% of students who scored below good grades. With these results, it can be said that the use of brainstorming techniques effectively improves students speaking skills in terms of successful comprehensibility.

CONCLUSIONS

After analyzing the collected data, the researcher concluded that the use of brainstorming techniques could improve students speaking skills, which was evidenced by the student's average score on fluency from 23 to 42, students average score on accuracy from 25 to 50, and the average score on accuracy from 25 to 50, and the average student score on accuracy average on comprehensibility from 23 to 26. The t-test value is higher than the t-table value, where the t-table is 1.708, while the t-test value is 8.33.

It can be concluded that used brainstorming techniques to develop the second grade students speaking skills at SMA Negeri 2 Majene was successful. This research has implications for improving students speaking skills. In this case, brainstorming techniques can be an option and a reference to develop students speaking skills.

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