USING QUESTIONING ON BRAINSTORMING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL IN EXPRESSING IDEAS AT MADRASAH TSANAWIYAH ANNURIYAH IN JEMBER

THESIS

Presented to
State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

IAIN JEMBER

By:
FirdaMeilidaNuryudia
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE ISLAMIC INSTITUTE OF JEMBER
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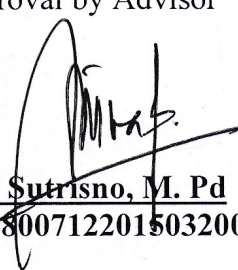
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USING QUESTIONING ON BRAINSTORMING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL IN EXPRESSING IDEAS AT MADRASAH TSANAWIYAH ANNURIYAH IN JEMBER

THESIS

Has been examined and approved as the requirements to obtain bachelor degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day   : Thursday
Date   : 14th January 2021

The Board of Examiners

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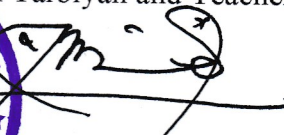NIP. 198108142014112003

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MOTTO

<div dir="rtl">

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

</div>

Meaning: verily, with every difficulty, there is relief(QS. Al-insyirah: 5-6)[*]

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[*]Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Quran, terj* (Medina Dar-us Salam Publication, 1996)

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DEDICATION

I proudly dedicate this thesis to:

1. My beloved Parents, Maha Yudhi and Nurul Chamidah who always give the best prayer for me and my family who always encourage me to do the best.

2. My classmates of English Department (Extraordinary class), especially my best friends Finda who have accompanied me in the process of becoming a better person.
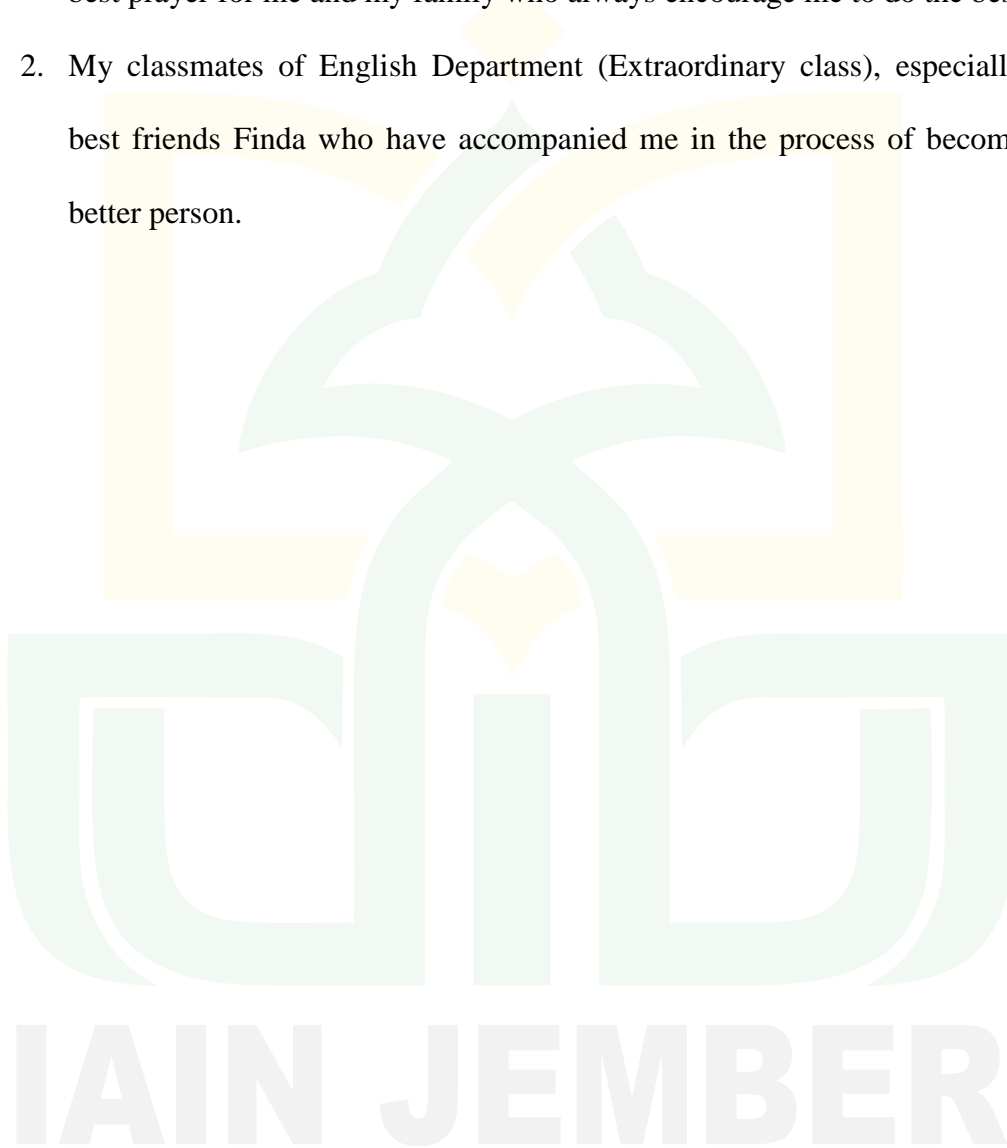
ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Salawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled "Using Questioning on Brainstorming Technique to Improve Students' Speaking Skill in Expressing Ideas at Madrasah Tsanawiyah Annuriyah in Jember".

I also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity for to study in this institute

2. Dr. Hj. Mukni'ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty

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4. Mrs. Nina Sutrisno, M.Pd as my advisor who always help me to finish this thesis

5. Miss Safitri as my collaborator who helps me to finish my research in MTS Annuriyyah Jember

6. My beloved lecturers whoalways patient to teach me about English and general knowledge

7. The Headmaster and teachers of MTS Annuriyyah Jember who allowed me to do my research

8. My beloved students of MTS Annuriyyah Jember who help me to accomplish the process of research

9. Unforgettable, to all of my friends.

I wish Allah SWT gives his blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the reader and the other researcher who need it.

Jember, 07th January2021
The Researcher,

FirdaMeilidaNuryudia
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ABSTRACT

Firda Meilida Nuryudia, 2021. *Using Questioning on Brainstorming Technique to Improve Students' Speaking Skill in Expressing Ideas at Madrasah Tsanawiyah Annuriyah in Jember*

Key Words: *Brainstorming technique, Questioning, Speaking*

It was interesting to conduct a research about speakingat the Eighth Grade of MTS Annuriyah Jember, becauseit was found that 37% of 27 students who passed the criteria of success (less than 75%) in their previoustest with 59.4 as the average score. Based on the observations in the class, interviews with some students and the English teacher, discussions with the English teacher and pre test given to the students, it caused by some reasons such as difficult to express ideas orally, lack of confidence and fear of making mistakes.

This research was conducted in order to improve students' speaking skill in expressing ideas at the eighth grade of MTS Annuriyyah Jember.This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consist of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles for two meetings. The cycle applied on February and March 2020 in the 8th grade A students of MTS Annuriyyah Jember. To collected the data, the researcher used the student's speaking test, observation, interview and document review. The test was used to find out the improvement of student's speaking ability after implementing the action.

After implementing the action, the result indicated that there were improvements in students' speaking ability. It was proven by the data showed that 77.7% of students had passed the the Minimum Mastery Criterion. The criteria of success in this research was if the students reached the minimum score (70) were equal to or higher than 75% of total students in the research.It means that this research would success if there were 75% of students could pass the minimum score.

Moreover, the used of questioning on brainstorming technique in the first cycle was not satisfying, because it did not achieve the criteria of success. There were 55% of students passed the minimum score with 67.2 as the average score. Therefore, the researcher conducted the second cycle and implemented brainstorming technique again. In the last cycle, the researcher felt satisfied because it had achieved the criteria of success. There were 77% of students passed the minimum score with 72.2 as the average score. Based on those data, it can be concluded that the students' speaking ability had improved after using brainstorming technique. It could be seen from the students' average score. It improved from 59.4 in previous test to 67.2 in cycle I and became 72.2 in cycle II.Therefore, it is suggested that teachers use brainstorming technique as an alternative technique to enhance students' speaking skill.

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CHAPTER I

INTRODUCTION

This section presents an introduction of the research. The parts of this chapter are research background, research question, research objective, research significance, limitation of the research and definition of key terms.

A. Research Background

It is interesting to conduct a research about speaking for some benefit reasons. First, it helps the English teacher in investigating speaking problems face by the students. Some experts in their study have investigated it. For example, Bandar Saeed found that lack of exposure of language, lack of motivation, and inefficient teaching methodology are among the factors that contribute to the difficulty of this skill.[1] Hendra Heryansyah also found that there are two kind of speaking problems faced by the students. these refer to linguistic problems and non-linguistic problems including; difficult to express some words or sentences, not confident to speak, not be used to talk in the class and afraid of making mistakes.[2] Second, it helps the English teacher in overcoming students speaking problems. In overcoming it, the English teachers are required to persistently implement new teaching strategies to tackle the problems regarding speaking skill in the classroom.[3]

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[1] Bandar Al Sobhi, *Teaching English Speaking Skill to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions*. International Journal of Education & Literacy Studies Vol. 6, No. 1, 2018 ISSN 2202-9478.

[2] Hendra Heriansyah, *Speaking Problems Faced By The English Department Students of Syiah Kuala University*. Lingua Didaktika Vol. 6, No.1, 2012 ISSN 19790457.

[3] Saees, *Teaching English Speaking Skill to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions*. International Journal of Education & Literacy Studies Vol. 6, No. 1, 2018 ISSN 2202-9478.

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Moreover, Ahmed Mahaer states in his study that for some students learning to speak is not an easy task because they usually face a number of problems that hinder them from speaking. These due to some reasons such as students are worried about making mistakes, students who share the same mother tongue tend to use it because it is easier, they lack the necessary vocabulary to get their meaning across and consequently they cannot keep the interaction going. For these reasons, he suggests some solutions which may help in overcoming such difficulties. First, make the students more competent in communicating orally in English by practicing English speaking. Second, the English teacher should help students to avoid anxiety by encouraging them to speak fluently even if they make errors or mistakes in their speaking. Third, the English teacher should encourage students not to use their mother tongue. And the last, the English teacher should provide the environment which may help the students in learning English speaking.[4] Based on the explanations above, the English teachers are required to be more creative in overcoming the students' speaking problems they found in teaching learning process. The students will be more interested in learning speaking because the teacher comes out with better teaching. As a result, both are happy because the speaking learning outcome will be improved.

This study is done based on the problems appearing in English speaking skill at the Eighth grade of MTS Annuriyah Jember. Reflecting on the result of preliminary study it is found that the students face some

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[4] Ahmed Maher, *Problem and Difficulties of speaking That Encounter English Language Students at Al Quds Open University*, International Journal of Humanities and Social Science Invention Vol. 5, No. 12,2016 ISSN 23197722.

difficulties in mastering speaking ability. Based on the scoring sheet given by the English teacher of MTS Annuriyah Jember it was found that 37% of 27 students who passed the criteria of success (less than 75%) in their previous daily test with 59.4 as the average score (see appendix 4). It was also proven by the pre-test that researcher did on 20th January 2020. In the pre-test, the researcher asked the students to express their ideas about their classmates. She used pre-test checklist to support the result of interview and observation at the Eighth grade students of MTS Annuriyyah Jember (see appendix 5) and the result of the pre-test was 40%. It was low achievement. Thus, the researcher assumed that the students need something new in teaching and learning process to improve their speaking ability.

From those score, it can be seen that the eighth grade students' of MTS Annuriyyah Jember, especially the students of VIII A class still lack in speaking skill that caused by some reasons. First, difficult to express ideas orally, not all students in the class were able to speak fluently and express their thoughts easily. When the researcher asked them the reason, some students answered that they were stuck in the middle and did not know what to say next. Besides, some others answered that even though they have got something in their mind, they did not know how to express it orally. Second, they made some pronunciation error when they spoke. The students said that it happened because they were fear of making mistake, fear of negative evaluation, not very confident and tend to be shy which made their mind go

blank or they would forget what to say. As a result they could not pronounce some words appropriately.

In this case, teacher should provide them an affective teaching strategy to help the students to overcome their problems. Rababa'h as cited in Ahmad Maher pointed out that there are many factors that cause difficulty in speaking English among EFL learners. Some of these factors are related to the learners themselves and the teaching strategies.[5] Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill.

Based on those reasons, the researcher tries to overcome the problems by offering the implementation of brainstorming technique, since it has some advantages. Firstly, it helps the students to improve their fluency because there is space times to think first before speak up their mind.[6] Secondly, it helps them to express and share their ideas freely without hesitation, fear of mistakes and fear of negative evaluation. It is in line with Nibal stated that brainstorming is a way of bringing ideas without consider about the evaluation.[7] This does not mean leaving the evaluation, but only postponing it to the end of session. In this way, student can feel more confident to participate in speaking activities.

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[5] Ahmed Maher, *Problem and Difficulties of speaking That Encounter English Language Students at Al Quds Open University*, International Journal of Humanities and Social Science Invention Vol. 5, No. 12,2016 ISSN 23197722.

[6] Diwi Erlin Efendi, The *Speaking Abillity Taught By Using Brainstorming,* People: International Journal of Social Sciences Vol. 1, No. 12015 ISSN 24545899.

[7] Nibal Abdel Karim Mousa Malkawi. *The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public School in Jordan*, Al Baqa' Applied University. Jordan 2017.

In addition, reviewing previous studies related to Brainstorming, Osborn as cited in Ali Hamideh, states that Brainstorming is a helpful technique to cover all problems.[8]For example, in writing skill, brainstorming helps students to create as many ideas as possible. It means that they also produce sentences into paragraphs related to the topic. In reading skill, brainstorming as pre-reading activity can improve learners' interest through helping them make mental model text.[9] Then in listening skill, brainstorming as pre activity can helps student in predicting information. And last but not least, in speaking skill brainstorming leading them to get more ideas, more confidence and thus willing to express their ideas orally. Besides, it can help students speak easily because there is space time to think before they speak up their mind.

Along with these, Nicole in Ayodele states that brainstorming could be carried out using different activities, such as free writing, questioning, mapping and listing. The use of those activities in brainstorming is to remove some problem such as distraction, apprehension and production blocking.[10] The choice of the activity on brainstorming for a particular lesson depends on the objective of the lesson. In this study, the researcher used questioning on brainstorming session to help students in expressing their ideas orally. Using

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[8] Ali Hamideh, *The Role of Brainstorming Technique in Enhancing Iranian EFL Learners' Speaking Progress and Achievement*, Modern Journal of Language Teaching Methods.Vol. 5, No. 2 2015 ISSN 22516204.

[9] Maryam Sari Navaee, *The Effect of Brainstorming on Reading Comprehension of Iranian EFL Learners*, ICT & Innovation In Education-International Electronic Journal Vol. 3, No. 2 2015 ISSN 23217189.

[10]Ayodele, *Effect of Free Writing and Questioning Brainstorming Instructional Strategies on Junior Secondary School Students' Learning Outcome in Basic Science in Osun State.* University of Ibadan Nigeria, The Faculty of Education, Nigeria 2015.

questioning has many benefits in teaching and learning activities as brown stated in his book. First, questioning helps teacher to follow up and elaborate on what a student has said. Second, student can openly express their ideas trough answering teacher questions. Third, questioning enhance students' interest and keep them actively involved.[11]

In sum, brainstorming technique is used based on its procedures to solve the students' difficulties in speaking skill. Therefore, it is interesting to conduct an action research entitled *"Using Questioning on Brainstorming Technique to Improve Students' Speaking Skill in Expressing Ideas at Madrasah Tsanawiyah Annuriyah in Jember"*.

B. Research Question

The question formulated based on the research background above is "How can the use of questioning on brainstorming technique improve students' speaking skill in expressing ideas at eighth grade students?"

C. Research Objective

Related to the question formulated, the objective of this research is to improve students' speaking skill in expressing ideas by using questioning on brainstorming technique at eight grade students of MTS Annuriyah Jember.

D. Research Significance

The result of this action research is expected to give some benefits both theoretically and practically:

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[11]Brown, *Teaching Speaking: Suggestion for the Classroom* (United States of America: San Francisco State University, 2004), 172.

1. Theoretically

   a. This research is expected to be a useful reference about the implementation of Brainstorming technique for others who want to conduct a research about this topic.

   b. The finding of this research will enrich the theory of students' speaking ability.

2. Practically

   a. For English teacher, the result of this research is expected to provide them such information about an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English.

   b. For students, this research can be used to improve their speaking skill

   c. For the next researcher, this research is expected to be a useful reference and inspire them to conduct the research issues which are related to the implementation of brainstorming technique. In addition, further research is also expected to have a better instrument than had been used by the researcher in this current research.

E. Limitation of the Research

Based on the background and question of this research above, the researcher and the English teacher decided to limit the problem that will be discussed only on the use of questioning on brainstorming technique to improve students' speaking skill in expressing ideas at the eighth grade students of MTS Annuriyah Jember, especially in VIII A class.

F. Definition of Key Terms

The researcher provides some definition of terms in order to avoid misunderstanding whit the theories in this research as follows:

1. Brainstorming

   Brainstorming is a technique for getting ideas. The implementation of this technique helps students to produce ideas on a given topic within a limited time, think creatively and helps students to generate creative solution to solve a problem. Besides, it can help students speak fluently without stuck in the middle because there is space times to think first before speak up their mind.

2. Questioning

   Questioning is one of brainstorming activities that helps students in expressing ideas through answering questions. Then, the students can use that answers as the alarm word about the topic when they are performing their ideas.

3. Speaking

   Speaking is the act of saying something orally with the target of language containing accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension. It is one of the important skills that have to be mastered by students in learning English.

4. Classroom Action Research

   Classroom action research is an action research done by teachers in order to improve and gather information about teaching and learning in

the classroom. It also can define as a research which help teacher examine aspect of teaching and learning process use the action to improve it.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research, theoretical framework.

A. Previous Research

There are some previous studies that relevant with this research. The first is a Classroom Action Research entitled "The Use of Brainstorming Game to Improve Students' Speaking Ability at Eight Grade Students of SMP Negeri Sumberwringin SukowonoJember in 2015/2016 Academic Year". It was conducted by Diah Fifin Budiarti a student of Muhammadiyah University of Jember. The purpose of this research is to find out how the use of brainstorming game can improve students' speaking ability in eight grade of SMPN Sumber wringin Jember. This research was conducted in two cycles. The result of this study showed that the students' score keep improving in every cycle. The percentage of the students who got score ≤60 improved from 40% in cycle I to 73.33% in cycle II.[12]So it can be concluded that the use of brainstorming game can improve the eighth grade students of SMP Negeri Sumberwringin Jember at 2015/2016 academic year.

The second is a Classroom Action Research entitled "Improving Students' Achievement in Speaking through Brainstorming Technique" conducted by Defriyanti Ziraluo and Lince Sihombing. The aim of this

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[12]Diah Fifin Budiarti, *The Use of Brainstorming Game to Improve Students' Speaking Ability at Eight Grade Students of SMP Negeri Sumberwringin Sukowono Jember in 2015/2016 Academic Year*. Muhammadiyah University of Jember, Faculty of Teacher Training and Education English Language Education Program.Jember 2016.

research is to find out how Brainstorming technique can improve students' achievement in speaking. The subject of this research was the second year students of SMA Swasta Katolik Budi Murni 3 Medan. The research was conducted in two cycles. The first cycle is three meetings and the second cycle was two meetings. The result of this study showed that the students' score keep improving in every test. In orientation test, the average score was 47.8. Then it improved to 59.2 in cycle 1 and became 70.1 in cycle 2.[13]So based on those data, it was found that brainstorming technique can improve students' speaking skill.

The third is a Classroom Action Research entitled "Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to the Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru" conducted by Yanti Firteach Gea from Catholic University of Saint Thomas. The result of this research showed that the students' responses after being taught by using Round Robin Brainstorming Technique are very good. The result is 91.84% students strongly agree that Round Robin Brainstorming Technique improve their speaking skill. The result of the test showed that the students' average score in pretest is 58.58 with 16% of the students got score ≤75 and in posttest the average score is 76.06 with 68% of the students got score ≤75.[14] Based on those data, it can be concluded that Round Robin

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[13] Defriyanti Ziraluo and Lince Sihombing.*Improving Students' Achievement in Speaking through Brainstorming Technique,* Journal of English Language Teaching of FBS United Modern Journal.Vol. 3, No. 3.

[14] Yanti Firteach Gea, *Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to the Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru*, Kairos ELT Journal Vol. 3, No. 1 2019 ISSN 25804278.

Brainstorming Technique can be an alternative technique to enhance their speaking skill.

The similarities and differences of those researches and this research were present in the following table:

Table 2.1
Similarities and differences of previous study

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	"The Use of Brainstorming Game to Improve Students' Speaking Ability at Eight Grade Students of SMP Negeri Sumber wringin SukowonoJember in 2015/2016 Academic Year" conducted by Diah Fifin Budiarti	a. This current research and the previous research are Classroom Action Research. b. The previous research and this current research conducted at the eighth grade students of junior high school.	The previous research focused on describing animal while this current research focused on comparing people, things and animal.
2.	"Improving Students' Achievement in Speaking through Brainstorming Technique" conducted by Defriyanti Ziraluo and Lince Sihombing	a. This current research and the previous research are Classroom Action Research. b. This current research and the previous research use brainstorming technique.	The previous research conducted in Senior High School while this current research conducted in Junior High School.
3.	"Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to the Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru" conducted by Yanti Firteach Gea.	This current research and the previous research are Classroom Action Research.	The previous research used round robin brainstorming technique while this current research use questioning brainstorming.

From the previous study presented above, the researcher can conclude that there are similarities and differences between the previous research and this research. The similarities are all the previous studies above were Classroom Action Research and they used brainstorming technique to enhance students' speaking skill. Then, the difference was about the material used by the researcher. In the previous research focused on describing animal. Meanwhile in this research focused on comparing people, things and animal.

B. Theoretical Framework

1. Concept of Speaking

a. Definition of Speaking

Speaking is one of the important skills that have to be mastered by students in learning English. Simply, speaking can define as a way of expressing opinions, ideas, or words that we want to say orally. In broad sense, speaking is not only uttering ideas in our mind, but also it has a considerable scope in our live because with speaking we are able to delivering and presenting new information to other people.

Many experts define speaking in different ways. According to Kahruddin, speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse.[15] Also, according to Bryne, speaking is a process where speaker and listener are involved in the productive skill of speaking and the

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[15] Kaharudin Bahar, *The Communicative Competence-based English Language Teaching* (Yogyakarta: TrustMedia, 2013), 23.

respective skill of understanding. In the same aspect, Nunan agrees with Bryne that in speaking, people produce systematic oral utterance to communicate meaning with productive skill. In addition, Andryani as cited in Tuti&Leni mentions that speaking skill is the ability to communicate with the target language consisting of accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension.[16]

From definitions above, it can be concluded that speaking is the act of saying something orally with the target of language consisting accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension.

b. Importance of Speaking

In learning English it is important for the learner to mastering speaking in order to communicate with other people orally. Reviewing previous research related to the importance of speaking, there are four importance of speaking, these are:

1) Language is a tool for communication. The importance of speaking skills hence is enormous for the learner of any language. Without speech we cannot communicate each other. Also without speech, a language is reduced to a mere script.

2) For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the speaking skill.

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[16] Tuti and Leni, Using *Brainstorming Technique in Speaking Activity for Senior High School Students*, Journal of English Language TeachingVol. 8, No. 1 2019 ISSN 23023198.

3) In order to become a well rounded communicator, it needs to be proficient in each of the four language skills, but the ability to speak skillfully, provides the speaker with several distinct advantages.

4) An effective speaker can gain the attention of the audience and hold it till the completion of his message.

From explanations above, it can be concluded that speaking is an important skill to be mastered because it is a tool for communication with other people.

c. Elements of Speaking

In order to measure the speaking skill there are some elements that should be considered by teachers and learners. According to Brown, there are five elements of speaking skill, they are:[17]

1) Vocabulary

Vocabulary is a word that used in a specific context. When we learn a language, vocabulary is one of micro skill that is important to be improved. Without having a sufficient vocabulary, learners cannot communicate effectively or express ideas in both oral and written.

2) Grammar

Grammar is the rule in spoken language and written language. Chomsky as cited in LaluBohari states that Grammar consists of a set of boundaries that allow us to determine that

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[17] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2004), 172.

sentence has the correct form.[18] Simply, grammar is a rule for arranging words to produce meaning so that it can be understood by the reader or listener.

3) Fluency

Fluency can define as the ability to speak fluently and accurately suited with professional necessary. Fluency is important in speaking, because it shows that learner are able to communicate well.

4) Comprehension

Comprehension is considered as the element for being a good English speaker since speaking skill is used to deliver a message. It is can define as the action or capability of understanding something. Similarly, Ricahard and Rodgers stated that comprehension in communication depends on the people understanding of the messages in the target language.[19] So that, in speaking class students is needed to understand the message before deliver it to others.

5) Pronunciation

Pronunciation is the way to make sound of the language. It deals with sound production. Therefore, it is important to be improved by learners, because a correct pronunciation will effect to

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[18] Lalu Bohari, *Improving Speaking Skills Trough Small Group Discussion at Eleventh Grade Students of SMA Plus MunirulArifin NW Praya*, Journal of Language and Language TeachingVol. 7, No.1 2019.

[19]Titi Dwi Rabbani, "Using Self-Audio Recorded Task to Improve Students' Speaking Skill", (Skripsi, Syarif Hidayatullah State Islamic University, 2018), 10.

the speaking style and the meaningful of communication. Moreover, it makes other people understand with what you mean. So there will be not any misunderstanding.

From the explanations above, it can be concluded that five elements of speaking are vocabulary, grammar, fluency, comprehension and pronunciation. In this research, the researcher and the English teacher decided to use three aspects of speaking. These were fluency, pronunciation and vocabulary.

d. Types of Speaking

Brown suggests some types of speaking as follows:[20]

1) Imitative

Imitative means the ability to simply parrot back (imitate) a word, phrase or possibly a sentence. In a simple repetition task, test-taker repeats the stimulus, whether it is a pair of words, a sentence, or perhaps a question. The goal of this activity is only to reproduce what was said to them. One common example of this is a "repeat after me" activity in the classroom.

2) Intensive

Intensive speaking means involve producing a limit amount of language in a highly control context. At the intensive activity, test takers are prompted to produce short stretches of discourse through which they demonstrate linguistic ability at a specified level of

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[20] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 141.

language. The examples of this activity are read aloud a passage or give a direct response to a simple question.

Moreover, Korompot said that intensive speaking may be referred to speaking instructional approach which puts emphasis on engaging the students in oral activities in a intensive way with the guidance and help from the teacher (teacher led/teacher assisted). The main aim is to develop fluency ad accuracy in speaking.[21] Simply, the teacher "runs the show" in the classroom. He or she is the one who plans and chooses teaching materials, guides and manages classroom activities and exercises, provides corrective feedback, and carries out learning assessments.

3) Responsive

Responsive speaking involves brief interaction with an interlocutor, differing from intensive task in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances. The examples of this activity are question and answer, paraphrasing and giving instructions and direction.

4) Interactive

Interactive speaking includes task that involve relatively long stretches. The examples of this activity are debate, interviews, role plays, discussions and games. Interactive speaking can be divided

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[21]Korompot, *Intensive and Extensive Speaking: Approaches to Systematizing The Speaking Skills Courses for Undergraduate ELE Students,* Jurnal Bahasa&Sastra Vol. 20, No. 1, 2019.

into two form, these are transactional and interpersonal. Moreover, Interactive speaking also includes face to face conversation and telephone calls, in which the students are alternately listening and speaking, and have a chance to ask to ask for clarification, repetition, or slower speech from their conversation with their partner.

5) Extensive (monologue)

Extensive is a task that equally long duration but involves less interaction. The examples of this activity are speeches, telling longer stories, extended explanations and translations.

From the explanations above, it can be concluded that five types of speaking suggested by Brown are imitative, intensive, responsive, interactive and extensive. In this research, the researcher focused on intensive speaking. At intensive speaking, the teacher "runs the show" in the classroom. He or she is the one who plans and chooses teaching materials, guides and manages classroom activities and exercises, provides corrective feedback, and carries out learning assessments.

e. **Problems in Speaking Activity**

According to Tuan & Mai as cited in Lai, there are some problems faced by the learners in speaking activity. The problems include inhibition, lack of topical knowledge, low participation and mother-tongue use.[22] The problems can be explained as follows:

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[22] Lai, *An Analysis of Factor Influencing Learners' English Speaking Skill*, International Journal of Research in English EducationVol. 1.

1) Inhibition

Learners are often inhibited when they want to say something in the classroom, such as worried about making mistakes, fearful criticism and ashamed of the other students' attention toward themselves.

2) Lack of topical knowledge

In this case, some learners get the difficulties in remembering of anything to say and they have no motivation to express themselves.

3) Low participation

Each student will have very little time to talk in a class with a large number of students, because only one student speak at a time and the other students try to hear him/her. In the speaking class, many students dominate the entire class, while others say very little or not at all.

4) Mother-tongue use

In speaking class some learners share the same mother-tongue. They try to use it because of some reasons. Firstly, it is easier for them. Secondly, they feel that the mother-tongue is very natural to use. The last but not least, sometimes teacher regularly uses their learners' mother-tongue that makes the learners to do so in their speaking class.

Based on the explanations above, the problems faced by the students in this research is inhibition. The students were fear of making mistake, fear of negative evaluation, not very confident and tend to be shy which made their mind go blank or they would forget what to say. As a result they were difficult to express their ideas orally and could not pronounce some words appropriately.So, the English teacher should always find the suitable method and techniques in teaching English to solve the problems.

f. Activities to Promote Speaking

According to Kayi there are some activities to promote speaking, as follows:[23]

1) Discussion

The students may arrive at reaching a conclusion, sharing ideas on a case, or finding solutions in their discussion groups. Here the teacher can form student groups and each group works on their subject for a certain period of time and presents their opinion to the class.

2) Role Play

In role play activity, students pretend to be in different social settings, and have a variety of social roles. The teacher provides information to the learners in role-play activities such as who they are and what they think or feel.

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[23]Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *ITESLJ,* 2 (2006).

3) Simulation

Simulations are very similar to role-plays but what differentiates simulations from role-plays is that they are more complex. In simulation, students can bring some items needed to the class, in order to create a realistic setting. For example, if student is acting as a doctor, she or he can bring stethoscope and so on.

4) Information Gap

In this activity, students are supposed to work in pairs. One student will have the information which other partner does not have and will exchange their information with the partners. Information gap activity has some purposes such as solving a problem or collecting information. Therefore, these activities are effective because there is opportunity for students to talk extensively in the target language.

5) Brainstorming

In this activity, students can produce ideas on a given topic within a limited time. Depending on the context, either individual or group brainstorming is effective and the learners generate ideas easily. The positive aspects of brainstorming is that learners are not being judged or criticized for their ideas, so that learners will be open to sharing new ideas.

6) Story Telling

In this activity, student can summarize briefly a tale or story they learned or heard in advance, or they can create their own stories to tell their classmate. Story telling has some advantages, such as it helps students improve their creative thinking and express ideas.

7) Interview

Students can conduct interviews with various people on selected topics. Conducting interviews with other people gives students an opportunity to practice their speaking skills not only in the classroom but also outside, which can help them to become socialized. In this activity teacher may provides a rubric to the students in order to make them easier to determine what kind of questions they can ask, but the students should prepare their own interview questions. Then after conduct the interviews, each student can present it in the classroom.

8) Story Completion

Story completion is a free speaking activity which students sit in a circle. In this activity, a teacher starts to tell a story, but he or she stops narrating after a few sentences. Afterwards, each student continues to narrate from the previous one stopped.

9) Reporting

In this activity, students are asked to read a newspaper or magazine before they attend to the class. Then they should report their most interesting news that they have read in the class. Besides, students can talk about their experience or daily live before the class.

10) Playing Card

In this activity, students should form some groups which each group consist of four members. Each member in a group will choose a card. Then, based on the topic, each student write 4-5 questions to ask the other member in the group. Nevertheless, in the beginning of this activity teacher should state that students have to use open-ended questions instead of yes-no questions. So, they will reply each question in complete sentence.

11) Picture Narrating

Picture narrating is an activity based on several sequential pictures. In this activity, students are asked to tell the story that takes place in the sequel pictures by paying attention to the teacher's requirements as a rubric. The rubric may include the words or structures they need to use during narrating.

12) Picture Describing

Picture describing is a speaking activity which use picture and ask the student to describe what it is in the picture. It purposes

to foster students' creativity. In this activity, students can form some groups and each group is given a different picture. Then, they discuss the picture with their groups. Afterwards, the spokesperson of each group describes the picture to the whole class.

13) Find the Different

For find the different activity, students can work in pairs. Each pair is given different pictures, for instance, picture of girl riding a bike and another picture of boy riding a motorcycle. Then they discuss the similarities and differences in the pictures.

Based on the previous explanations about the problems faced by students, the researcher decided to use Brainstorming as the activity to promote speaking since it has some advantages. Firstly, it helps the students to improve their fluency because there is space times to think first before speak up their mind.[24] Secondly, it helps them to express and share their ideas freely without hesitation, fear of mistakes and fear of negative evaluation. It is in line with Nibal stated that brainstorming is a way of bringing ideas without consider about the evaluation.[25] This does not mean leaving the evaluation, but only postponing it to the end of session. In this way, student can feel more confident to participate in speaking activities.

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[24] Diwi Erlin Efendi, The *Speaking Abillity Taught By Using Brainstorming,* People: International Journal of Social SciencesVol. 1, No. 12015 ISSN 24545899.
[25] Nibal Abdel Karim Mousa Malkawi.*The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public School in Jordan*, Al Baqa' Applied University. Jordan 2017.

2. Brainstorming

a. The Definition of Brainstorming

Brainstorming can be defined as a thinking process technique in which can make people think creatively. It is in line with Brown, he states brainstorming is a technique which help someone initiate some sort of the thinking process.[26] In addition, Turkenik argues that one way to get ideas about a subject is to focus your thoughts on it and then let your mind run free in all direction around it. Let your mind release a storm of ideas. This process is called brainstorming.[27]So it can be concluded that brainstorming is a technique for getting ideas that can help people think creatively.

Brainstorming activity can be done individually or in group. The implementation of group brainstorming in the class provides some advantages, such as it helps students to generate creative solution to solve a problem. By implementing it in a group it helps to bring diverse experience of all the group members into play during problem solving. Also it can increase the richness of ideas that have been explored. In addition, brainstorming helps group members to communicate each other and how they solve problems in a positive way.

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[26]H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 184.

[27]Turkenik, *Choices: Writing for Students of ESL (Cambridge: Cambridge University Press, 1998), 10.*

b. Types of Brainstorming Technique

Chesla suggests four types of brainstorming technique activities. They are free writing, mapping or clustering, listing or bulleting, and questioning which are explained as follows:[28]

1) Free Writing

Free writing is a process of generating ideas or information by writing rapidly without stopping for a predetermined amount of time. It allows you to focus on specific topic, but forces you to write so fast that you cannot edit any of your ideas. Similarly, Chesla states that free writing spends a predetermined period of time writing nonstop, focusing on a specific topic.[29]

In free writing, the key is to keep writing without thinking about grammar, spelling or worthiness of your ideas. At this point, generating ideas is what is important, not the grammar or the spelling. However, you can look back over what you have written and highlight the most interesting ideas after you have finished free writing. Afterwards, you can start all over again with a tighter and narrow focus. In addition, free writing is useful for collecting initial thoughts about a topic and developing it.

2) Clustering or Mapping

Clustering which also known as mind mapping or ideas mapping is one of brainstorming technique that uses a diagram, a

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[28] Elizabeth Chesla, *Write Better Essays in Just 20 Minutes A Day* (New York: Leaning Express, 2006), 31-42.

[29] Ibid., 32.

map, or other visual characters. It allows you to explore, organize or investigate the relationship between ideas. Similarly, Chesla argues that mapping is a graphic organizer to investigate the relationships between many diverse ideas.[30]

Moreover, the steps of clustering technique are as follows:

a) Put the subject in the center of page, then circle or underline it

b) While you think of other ideas, write them on the page following the central ideas. Then connect the new ideas with lines to the central circle.

c) Last but not least, while you think of ideas related to the new ideas, add to those in the same way.

In addition, clustering helps student to classify and cluster ideas or concepts captured in words, phrases, or sentences because it provides a visual medium. Especially, when there is an abundance of ideas, clustering is useful to determine the relationship between ideas. You will be able to differentiate how the ideas fit and work together.

3) Listing or Bulleting

Listing is a process of collecting ideas that encourage learners to put their ideas into an ordered list in a short time. Similarly, John Langan states that listing is collecting ideas that relate to the subject. Pile those items up, one after another, without trying to sort the major details from minor ones or trying to put the details in any special

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[30] Ibid., 32.

order. The goal is just to make a list of everything about that occurs to us.[31] So it can be concluded that listing is one of brainstorming techniques in which you generating ideas quickly in order to find a specific focus to your topic.

Moreover, in listing technique students have to write down all the possible terms about the general topic at the top of their paper. Then, make a list of every word or phrase that comes into their mind about the topic without worrying about spelling or grammar. The last, narrow the topic with make a group all the items that they have listed according to arrangements that make a sense.

4) Questioning

Questioning is a process of generate ideas by asking questions, such as what, who, when, where, why and how. Questioning is not the same with some of the other brainstorming techniques, because to gather ideas student should ask some question first. Besides, the teacher also has opportunity in asking the question. As Qashoastates that one of the most common and prominent classroom activities are the act of teacher questioning.[32]

Moreover, Anne Morrow states that the steps for questioning technique are select one of the topics and develop as many as questions as you can. If you find yourself blocked, choose another

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[31]John Langan, *College Writing Skill* (New York: McGraw Hill, 2005), 26.
[32]Qashoa, *The Effect of Teacher Question Types and Syntatic Structures on EFL Classroom*(New York: McGraw Hill, 2013), 26.

topic or create one of your own. List as many as questions as you can and don't worry about repeating yourself.[33]

In different ways, Husssain suggests some steps of using questioning that can be applied. First, ask the question. In this step the teacher should state the question clearly and concisely. Second, pause. After asking question, the teacher gives students time to think. Third, listen to the answer. In this step, the teacher listen to all students ideas and list those by writing down on the white board. The last step is emphasize the correct answer. In this step, the teacher could ask probing question to clarify the students' responses.[34]

From the all explanations above, it can be concluded that there are four types of brainstorming technique. The first is free writing. It is a process of generating ideas or information by writing rapidly without stopping for a predetermined amount of time. It allows you to focus on specific topic, but forces you to write so fast that you cannot edit any of your ideas. The second is clustering or mapping. It is one of brainstorming technique that uses a diagram, a map, or other visual characters. It allows you to explore, organize or investigate the relationship between ideas. The third is listing. It is a process of collecting ideas that encourage learners to put their ideas into an ordered list in a short time. The last is questioning. It is a technique of generate

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[33]Nurul Khotimah, "The Effect of Listing and Questioning Techniques on The Students' Ability in Writing Narrative Text at The Second Year Students of Mal UINSU Medan", (Skripsi, State Islamic University of North Sumatra, 2017), 12.

[34]Hussain, *Helping ESL/EFL Students by Asking Questions*. TESL Journal Vol. 4, No. 10, 2013.

ideas by asking questions, such as what, who, when, where, why and how. Asking question here is useful to help students to explore ideas and information about a topic.

c. The Procedure of Using Brainstorming Technique

According to Osborn, there are some of steps that should be followed in setting up brainstorming technique:

1) Identifying the problem

In this step the teacher and the student should select a specific problem. It must be clear, not too general and captured in a specific question. For example, the problem "How should we behave on field trip?" is too broad. To narrow the problem, two or three sub problems might be formulated, such as how should we behave on the bus? How should we behave going to and from the bus?

2) Preparing the group

The second step is preparing the group. After make a group, the teacher has to give the students a time limit to get ideas out. It is recommended 10 or 15 minutes, but experiences will show how much time is required. Large group may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit.

3) Explaining the ground rules

Osborn explains four basic rules of brainstorming that must be followed:

a) Criticism is ruled out. It means that criticism is not allowed during brainstorming activity. It must be postponed until later. The ideas will be evaluated after the brainstorming session.

b) Quantity is important. The more ideas the better. The greater the number of ideas means the greater the possibility that those are students' ideas.

c) Wildness is good. Crazy ideas are welcome.

d) Combining other ideas and taking another person's ideas a step further or using them for another idea is good.

4) Leading the brainstorming session

In this step, the facilitator should lead the brainstorming session according to strategy or activity adopted. In this research, the researcher uses questioning as the activity on brainstorming session in order to help students in expressing their ideas orally.

5) Evaluating the ideas

6) In this step, the facilitator conducts a discussion for evaluating the ideas.[35]

Moreover, Osborn gives an idea of how brainstorming should be conducted effectively as presented below:

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[35]Dewi Sundari, "The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement" (Skripsi, University of Muhammadiyah Sumatra Utara, Medan, 2017), 12.

| Setting the problem | Define the problem to be discussed. The problem must be clear, not too general and captured in a specific question |

| Selecting participant | The participants must have background knowledge of the problem to be solved in classroom situation. The problem must be within the cognitive level of the student. |

| Selecting the brainstorming activity or strategy | Choose a suitable form of strategy or activity that helps inincreasing student creativity. |

| Conducting brainstorming session | Facilitator explains ground rules

- Start session with ice breaker to expose novice participant to criticism free environment.
- Provides materials
- Explain problem very well
- Ask brainstorming group to express their ideas
- When the time is up, collect all group ideas
- Organizes ideas through discussion
- Supply missing links and consolidate issues
- Review the list of adopted ideas to ensure everybody understand the problem solving
- Thanks all participants |

| Evaluating | The participants trough discussion, evaluate the ideas and select the best solution to the problem proposed |

Fig. 2.1. Osborn's procedure of Brainstorming

From explanations above, it can be concluded that there are 5 procedures of using brainstorming technique stated by Osborn. They are identifying the problem, preparing the group, explaining the ground rules, leading the brainstorming session, and evaluating the ideas. Then in brainstorming session, Osborn stated that the facilitator or the English teacher can use a suitable form of strategy or activity that helps in increasing student creativity. In figure 2.1 above, he suggests ice breaker as a warm up activity to expose novice participant to criticism free environment. Meanwhile in this research, the researcher used questioning in brainstorming session in order to help the students in expressing their ideas orally.

d. The Advantages and Disadvantages of Brainstorming Technique

1) The advantages of brainstorming technique

According to Roestiyah, the advantages of using brainstorming technique are the students think actively to express ideas or opinion, students are trained to think fast and logical, stimulate the students to always be ready to argue that relate to the problem given by the teacher, increase their participation in receiving the lesson, friends and teachers provide assistance for students who are less active, students feel happy and free when

issuing opinions, and can create an atmosphere of democracy and discipline.[36]

2) Disadvantages of brainstorming technique

There are some disadvantages of brainstorming technique, such as the teachers do not give the students time to think well, the students do not directly know whether their ideas or opinion is true or false, problems can develop in ways that are not expected, and sometimes the teacher only hold the opinion, but never said the conclusion.

From the statement above, the researcher conclude that brainstorming technique brings some benefits in speaking, such as it facilitates the students to generate ideas effectively by giving them opportunity to explore their prior knowledge about the material. Besides, it makes the students to always be ready to argue related to the problem given by the teacher, since they have captured their ideas or opinion before.

e. **Brainstorming Technique on Speaking Skill**

Brainstorming is a technique of generate ideas which helps to cover all problems in learning language, especially speaking and writing. Similarly, Maghsoudi and Haririan claimed that brainstorming is a technique which helps the students to transfer their thoughts from

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[36]Dewi Sundari, "The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement" (Skripsi, University of Muhammadiyah Sumatra Utara, Medan, 2017), 12.

the brain to tongue and helps members to share their information, especially in the form of speaking and writing.[37]

Moreover, reviewing previous research related to brainstorming technique on speaking skill, the researcher found that brainstorming is an important factor in improving speaking that activates background knowledge which students bring with them and helps them to perform the speaking test more successfully. This knowledge helps the learners to match new information with what they already know about the topic leading them to get more ideas, more confidence and thus willing to express these ideas orally. Besides, it helps students to speak fluently, since it can be an alarm word about the topic. It is in line with TutiSrihandayani, she explained on her study that brainstorming is conducted by making several groups. Afterwards, the teacher asks to the students to brainstorm the list of ideas by using main mapping. Then, the students can use that main mapping as the alarm word about the topic.

Along with these, Nicole in Ayodele state that brainstorming could be carried out using different activities, such as free writing, questioning, mapping and listing. The use of those activities in brainstorming is to remove some problem such as distraction, apprehension and production blocking.[38] The choice of the activity on

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[37]Maghsoudi, Haririan , *The Impact of Brainstorming Strategies Iranian EFL Learners' Writing Skill Regarding Their Social Class Status*, International Journal of Humanities and Social Science Vol. 3, 2013.

[38]Ayodele, *Effect of Freewrtting and Questioning Brainstorming Instructional Strategies on Junior Secondary School Students' Learning Outcome in Basic Science in Osun State.* University of Ibadan Nigeria, The Faculty of Education. Nigeria 2015.

brainstorming for a particular lesson depends on the objective of the lesson. In this study, the researcher used questioning on brainstorming session to help students in expressing their ideas orally.

Questioning is one of brainstorming activities that helps students in expressing ideas through answering questions. Then, the students can use that answers as the alarm word about the topic when they are performing their ideas. Using questioning has many benefits in teaching and learning activities as brown stated in his book. First, questioning helps teacher to follow up and elaborate on what a student has said. Second, student can openly express their ideas trough answering teacher questions. Third, questioning enhance students' interest and keep them actively involved.[39]

From those explanations, it can be concluded that brainstorming should be considered as one of the effective techniques that can be used in speaking activity. It can help students express and share their ideas freely without hesitation. Besides, it helps them to improve their fluency since it can be an alarm word about the topic.

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[39]Brown, *Teaching Speaking: Suggestion for the Classroom* (United States of America: San Francisco State University, 2004), 172.

CHAPTER III

RESEARCH METHOD

This chapter presents about research methodology. It consists of research design, research location, research procedure, research subject, technique of collecting data, technique of data analysis, validity of data and criteria of success.

A. Research Design

This research was categorized as classroom action research. Classroom action research can define as an action research done by teachers in order to improve and gather information about teaching and learning in the classroom. Similarly as cited by Creswell, "action research design are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular education setting operates, their teaching and their student learning.[40]

In addition, Arikunto stated that classroom action research aimed to solve a problem.[41] This action research aimed to solve students' problem in speaking skill. The researcher and the collaborator tried to improve students' speaking skill using brainstorming technique.

B. Research Setting

This research was conducted in MTS Annuriyyah with the students of class VIII A as the participants. They were the second semester students of 2019/2020 academic year. The research was carried out during the English class held twice a week in each class. For this class (VIII A), the scheduled

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[40] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research Second Edition* (New Jersey: Pearson Education, 2005), 549.
[41] Suharsimi Arikunto, *Penelitian Tindakan,* (Yogyakarta: Aditya Media, 2010), 1.

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classes were on Saturday and Monday. The actions lasted in 2x40 minutes per meeting from February 29th until March 8th, 2020.

MTS Annuriyyah is located on Jln. Dharmawangsa no. 142 Kaliwining, Rambipuji Jember. It is an Islamic Junior High School organized under PPP. Annuriyyah. Most of the students are *santri* or learners who stay in the boarding school. The researcher did her first internship at this school. It gave advantages for the researcher such as it made her easier to adapt with the school environment and made her well-informed about the situation and condition of the school. However, what the researcher considered at most was the issues about the poor ability of students in speaking that found in this school. This school was chosen to be the place of the research since the researcher concerned with the issues on teaching and learning of speaking. Besides, brainstorming had never been applied by English teacher of MTS Annuriyah and the headmaster of MTS Annuriyah had given permission to conduct this research. Then, the researcher decided to take a research in this school.

C. Research Procedure

The action research model that was applied in this research was a model designed by Kemmis and Mc Taggard that consists of some steps namely planning, acting, observing, and reflecting. Those steps can be explained as follows:

Preliminary Study : Finding the students difficulties from the scoring sheet given by the English teacher, it showed that 57 as the average score in their previous test.

Analyzing the student's performance in speaking and determining whether or not the action is success

CYCLE I

Determining the teaching technique used; brainstorming technique. Preparing lesson plan and instrument

Reflect

Plan

Observe

Action

Observing the action of teaching and learning process in speaking by applying brainstorming technique

Carrying out teaching learning process based on the lesson plan of brainstorming technique

Reflect

Revised plan

CYCLE II

Observe

Action

Analyzing the student's performance in speaking based on the revised action plan

Continuing the general procedures of brainstorming technique by revising the lesson plan and instrument

Observing the revised action plan

succeed

Carrying out the revised plan

Conclusion and report

Adopted from Kemmis and Taggart model[42]

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[42] Stephen Kemmis and Robin Mctaggart, *The Action Research Planner*, (London: Springer Science, 2014), 19.

1. Preliminary study

Preliminary study aims to analyze and identify the problem in teaching learning process. In this research, the preliminary included some steps. These are observing the class and interviewing the teacher.

2. Planning

In this step, the researcher focuses on who, what, when, where, and how the action is conducted. Also, the researcher have to prepare everything that will be needed in teaching and learning process, such as establishing research schedule, preparing a lesson plan, preparing strategy, materials, and media. Also, the researcher will be establishing criteria of success and analytical scoring rubric.

In this research, planning that was carried out by researcher were:

a. Establishing research schedule

Table 3.1
Research schedule

No	Activities	January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Pre-Research			■	■								
2	Treatment 1 (cycle 1)								■				
3	Treatment 2 (cycle 1)									■			
4	Test									■			
5	Treatment 3 (cycle 2)										■		
6	Treatment 4 (cycle 2)										■		
6	Test										■		
6	Report										■		

b. Selecting the situation and choose brainstorming as a technique

c. Determining the materials

d. Determining the media

e. Determining the number of the students

f. Making the lesson plan

3. Acting

Acting is the main stage in action research. The aim of this stage is to implement all planning that have been prepared. According to Arikunto, the acting phase should be implemented at least two cycles continuously; and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.[43]

In this phase, the researcher with the collaborator included some steps as follows:

a. The researcher and the collaborator explain about the material

b. The researcher and the students identifying the problems

c. The researcher and the students preparing the group

d. The researcher explaining the rule of brainstorming technique

e. The researcher leading the brainstorming session

f. The students discuss with their group, then practice to speak up in front of the class

g. The researcher and the students evaluating the ideas

4. Observing

After implementing the plan, the next stage is observing. Observing is the activity of collecting data about what happened in the previous stage.

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[43]Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2009), 21.

According to Kemmis and Mc Taggard state that observing aims to put together a narrative account of what happened. It is the time to start pulling your observations together, collating the evidence, and sifting through to see what the evidence reveals about whether things went as you had planned.[44]

The data that was collected in this observing stage was in form of quantitative and qualitative data. Quantitative data covers the students' progress or the students' score and the qualitative data comprises the students' interest and response.

5. Reflecting

According to Kemmis and Mc Taggard, reflecting is the time to reflect: to analyze, synthesis, interpret, explain and draw conclusions. Also, it is the time to begin thinking about implications for future action—what to do next.[45] Simply, in this stage the researcher reflects herself by seeing the results of the observation that have been collected, to determine the next action in the next cycle.

D. **Research Subject**

The Subject of this research was students at the eighth grade of MTS Annuriyah 2019/2020 academic year in VIII A class. Based on the interview with the English teacher, the eighth grade students in MTS Annuriyah divided into two classes, there were VIII A and VIII B class. The students who had a lowest achievement in speaking skill were the students of class VIII A. The

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[44]Stephen kemmis and Robin Mctaggard, *The Action Research Planner* (London: Springer Science, 2014), 107.
[45]Ibid., 108.

number of students consist of 27 (twenty seven) and the students who passed the score in speaking was still 37%. Thus, the researcher assumed that the students need something new in teaching and learning process to improve their speaking ability.

E. Technique of Collecting Data

To collected the data researcher used several technique as follows:

1. Observation

    Observation aimed to find out students' learning difficulties in the class especially in VIII A class and to obtain the real condition of the school. In this case, the researcher observed all activities in teaching and learning process, then she recorded it using observation sheet.

2. Interview

    Interview is used to get important data about students' speaking problem in the classroom. In this research, the researcher used interview before and after implementing brainstorming technique in each cycle. Before implementing brainstorming, the researcher asked a set of question orally with the English teacher who could give some information, such as students' difficulties in speaking skill, students' condition in speaking activity and kind of strategy that teacher used in teaching speaking. The researcher also interviewed the students to know the problem of speaking that make their score in speaking was still low. Beside, the researcher conducted the interview at the end of each cycle to know the students and the English teacher response.

3. Document review

The researcher used document review to collect data such as student's attendance list, the data of school profile which is include the background of the school, vision and missions, the number of teachers and the data related with the researcher need in this research.

4. Test

In this research, the researcher used intensive speaking task namely picture-cued task. The instrument of the test was printed pictures. The material was degree of comparison. Students should choose the pictures that were given by the researcher. They should express their ideas about the pictures by using brainstorming technique. Then, they should present it orally in front of the class.

In this speaking test, there was inter-rater to tolerance the score between the researcher and the collaborator. The tolerance score in this research is 5. It means that if the collaborator gives score 75 to the students, the researcher had to give maximum score for about 80 to the students. Meanwhile, if the collaborator gave score 75 to the student, it means that the researcher had to give minimum score for about 70 to the students.

In this test, the aspects of speaking that was evaluated were fluency, pronunciation and vocabulary. To evaluate these aspects, the researcher used scoring rubric for speaking skill adapted from Brown speaking rubric. It is illustrated as follows:

Table 3.2
Speaking Rubrics

Scale	Description		
	Vocabulary	**Pronunciation**	**Fluency**
1	Speaking vocabulary inadequate to express anything but the most elementary needs.	Errors in pronunciation are frequent but can be understood.	Speech is so halting (stop moving) and impossible to make conversation.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Accent is intelligible though often quite faulty.	Usually hesitant, but can handle with confidence.
3	Vocabulary is broad enough that he rarely has to grope for a word.	Errors never interfere with understanding and rarely disturb. Accent may be obviously foreign.	Rarely has to grope for words.
4	Use high degree of precision of vocabulary.	Errors in pronunciation are quite rare.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
5	Use of vocabulary and idioms like native speaker.	Equivalent to and fully accepted by educated native speakers.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

F. Technique of Analysis Data

In this research, the researcher applied the quantitative and qualitative data for analyzing the data. Qualitative data used to describe the situation during the teaching learning process. It was analyzed from the instrument. Meanwhile, the quantitative data used to analyze students' score. To find out the class mean score, the data were analyzed with a formula:

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

X   : mean

$\sum$x: individual score

N   : number of students

Then, in order to get the class percentages which passed the minimal mastery level criterion (KKM 70) which was adapted from the school agreement at MTS Annuriyyah Jember, the researcher used a formula:

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage

F: total percentage score

N: number of students

G. Validity of Data

According to Gregory, validity is the extent to which (a test) measures what it claims to measure.[46] A measure is valid if it measure what it is supposed to measure. The focus here is not necessarily on scores or items, but rather inferences made from instrument i.e. the behavioral inferences that one can extrapolate from test scores is of immediate focus. In order to be valid, the inferences made from scores need to be "appropriate", meaningful, and useful.[47] There are some types of validity, such as content validity, construct validity, criterion validity and consequential validity.

In this research, the researcher used content validity. Brown stated that if a test actually samples the subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it can claim content related evidence of validity, often popularly referred to as content validity.[48]Simply, content validity is talk about the content of test. The test that was given to the students were made by people who expert or understand about the test. And then the test should suitable with the curriculum. The content of the test should suitable with the material and also see the test according to the purpose.

H. Criterion of Success

Based on the agreement between the teacher and the researcher, classroom action research is able to called success if it can exceed the criteria

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[46] RJ Gregory, *psychological Testing: History, Principles and Application,* (Boston: Allyn and Bacon, 1992), 117.

[47]Ibid.,117.

[48] H. Dougles Brown, *Language Assessment Principle and Classroom Practices* (New York: Prentice Hall, 2001), 22-23.

that have been determined. In this study, the researcher successful when there is 75% could pass the minimum score.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

This chapter presents the research finding and discussion based on the result of the analysis of collected data and data description.

A. Research Finding

This research was conducted in two cycles, each cycle had two meetings and each meeting took 80 minutes. The first cycle was done on February 29th and March 01st, 2020. While the second cycle done on March07th and 08th, 2020. In this part, the finding of the research will be described in detail. It is presented as below:

1. Finding of the First Cycle

a. Plan

In this stage, the researcher worked with the English teacher to determine the action to solve the problem faced by students. In this case, the researcher chose brainstorming technique as the attempt to improve the students speaking ability. Therefore, the researcher and the English teacher designed the lesson plans based on syllabus including brainstorming activities that would be implemented. For the first meeting, the researcher and English teacher planned to explain about degree of comparison which aims to provide the students about the materials. They also planned to introduce brainstorming technique to the students. For the second meeting they planned to give a practice about degree of comparison by using brainstorming technique that was

done in pairs. Then, they planned to give the students speaking test. Beside, the researcher also prepared observation check list to observe the students performance.

b. Action

1) The first meeting

Picture 4.1 the teacher started the class

The picture above took when the researcher started the first meeting of the first cycle that was conducted on Saturday, February 29th, 2020. The class started at 10.00 am- 11.20 am. The researcher came to the class together with the English teacher. The researcher started the class by greeting the students, asked them to praying and checked their attendance.Then, she gave some interesting questions to the student related to the materials that would be discussed in order to attract students' attention. Afterward, she informed them about the topic they were going to learn and the objectives of the lesson. The topic was about degree of comparison.

Before the researcher explained the material, she asked to do pre brainstorming activity. She asked the students to look carefully some things that she was holding. There were pen, marker and ruler. Then, the researcher asked them some questions, such as what is this? Is pen smaller than marker? Is marker bigger than pen? Which one is taller between them? Which one is bigger between them? These questions are given to attract them get into the material that would be explained.

Then, the researcher gave some explanation about degree of comparison. She focused on some points, such as what is degree of comparison, the types and the use of degree of comparison. After giving some explanation of each point, the researcher introduced brainstorming to the students by leading them do every steps of brainstorming technique. Firstly, the researcher gave a topic to the students. She showed them a book, dictionary and textbook. Secondly, the researcher explained the rule of brainstorming. Thirdly, the teacher asked some questions to the students in order to lead them to express any idea that comes up in their mind about the topic. Then, researcher wrote anything she heard from the students on the whiteboard. In less than 5 minutes, the whiteboard full of their ideas about the topic. Then, the researcher leaded the students to elaborate their ideas that had written on the white board. So they could use those ideas as the alarm words when they

performing it orally. In this activity some students still hesitate to express their ideas orally. However, the first activity of brainstorming ran well. The students showed their enthusiasm in following all activities.

At the end of the lesson, the researcher asked students to tell what they had learned that day in the class and gave conclusion of the lesson.

2) **The second meeting**

The second meeting of the first cycle was conducted on Sunday, March 1st, 2020. The class started at 07.00 am – 08.20 am. The researcher entered the class together with the English teacher. Then, the researcher started the class by greeting students and checking the students' attendance. She also asked some questions about the lesson in the previous meeting in order to help students to remember it.

In this second meeting, the researcher and the English teacher gave a practice about degree of comparison by using brainstorming technique that was done in pairs. The students did this activity in pairs with their seatmate. Before they did brainstorming activity, the researcher gave the topic first. The topic was about comparing people. They should choose two people or more, it can be their family, public figure or their favorite idol. Then, the students started to do the brainstorming activity in

limited time. The researcher gave them 5 minutes to discuss with their partner. In this activity they should ask questions each other about the topic and listed any idea or answer that comes up in their on piece of paper. They enjoyed and did the activity seriously. After the time was up, the researcher asked each pairs to present the result of their brainstorming activity. After all pairs did their presentation and sat back to their own seat, the researcher made a review about the activity that they had just done. The researcher also asked if the student had difficulty when they did the activity.

In the next activity, the researcher and students discussed about all they have learned in the lesson. The researcher also opened a question and answer session.

At the end of lesson, the researcher conducted a test to know the improvement of students speaking skill. They would do this test individually. The researcher gave some pictures to the all students. These were pictures of things, people and animals (see appendix 8). After all students got the picture, the researcher asked them to do brainstorming activity. She gave 5 minutes for them wrote any idea that comes up in their mind about the pictures on a piece of paper. After the time was up, the researcher asked them one by one to present the result of their brainstorming activity in front of the class.

c. Observation

The observation was done to observe all activities in the classroom. It was obtained from observation checklist that was provided by the researcher to the English teacher in order to see what happened in the class during teaching learning process. The observation sheet result was presented below:

Table 4.1.
Observation Checklist of Students' Activity in Cycle I

NO	Aspects	Cycle I		Comment
		Yes	**No**	
1	The students comes on time to the class	√		The students already sit on their chair when the researcher comes to the class.
2.	Students responds the greetings given by the researcher	√		All students welcomethe researcher even in the first time they meet. When the she greets them "hello good morning", then all of them answer "good morning miss".
3.	Students listen to the topic and learning objectives conveyed by the researcher.	√		They pay attention when the researcher tells the topic and learning objectives.
4.	Students answer the questions asked by the researcher.	√		Only few of them who answer the questions asked by the researcher. Some of them still look hesitate to answer the question.
5.	Students read, analyze or discuss the examples of degree of comparison given by the researcher	√		Students discuss the examples of degree of comparison given by the researcher
6.	Students listen to the researcher's	√		The students listen to the researcher's explanation

	explanation carefully			but there still some students who did not gave attention in the lesson at first, because the teacher was a researcher not their English teacher.
7.	Students ask questions that do not understand	√		They ask but still look hesitate and shy to ask. Some of them still felt unconfident when they speak which make them have some pronunciation errors.
8.	Students do what is instructed by the researcher based on the allotted time	√		The students look excited to do the activities that have been instructed. But some of them still look hesitate in expressing their ideas because it is the first time they do brainstorming.
9.	Students and the researcher work together in correcting learning outcomes	√		At the end of class, the students and the researcher correct, discuss and review what they have been learned at that meeting together.
10.	The students do the test in group or individual seriously	√		The students sat on their own chair when did the test. All of them did the test seriously. They did not talk each other until they finished the test.
11.	The students interest and feel enthusiastic during the teaching learning process	√		The students interest and feel enthusiastic during the teaching learning process.
12.	The students listen and write what the researcher said for the next meeting	√		They listened and wrote down on their note book what the researcher said for the next meeting.

Based on the observation sheet, all students came to the class on time. They already sat on their chair when the researcher came to the class. It showed that they were ready to follow the lesson at that day. Besides, all students responded the greetings given by the researcher, such as when the she greets them "hello good morning" then all of them answered "good morning miss". Most of students listened to the learning objectives and materials explained by the researcher. However, there still few of them who did not give attention in the lesson at first, because the teacher was a researcher not their English teacher.

Moreover, some of students still looked hesitate and shy to answer the question or ask something when they did not understand about the material. Only few of them who were brave raise their hand to answer the questions asked by the researcher using English. Therefore, many of them still answered in *Bahasa*. Besides, some of them still felt unconfident when they speak which made them had some errors pronunciation. In brainstorming session, the students did the activities that have been instructed, but some of them still hesitate in expressing their ideas because it is the first time they do brainstorming. At the end of class, the students and the researcher evaluate, discuss and review what they have been learned at that meeting together. Overall the students interest and feel enthusiastic during the teaching learning process.

d. Reflection

In this stage, the researcher and the English teacher made some discussions to evaluate the actions in cycle I. They analyzed the observation checklist. From the observation checklist of the first cycle, it showed that there were some problems that needed to be solved in the next cycle. In the first meeting, there still some students who did not give attention in the lesson at first, because the teacher was a researcher not their English teacher. In the second meeting, the students had any difficulties in getting the concept of brainstorming techniques, because it was the first time for them did it. Therefore, some of students still hesitated in expressing their every single idea that comes in their mind. The researcher also found that some of them still felt unconfident in performing their ideas which made them had some pronunciation errors.

Moreover, the researcher took the students' speaking scores to see the students' improvement. The result of speaking test score in cycle one was presented below:

Table 4.2
Student's Score in Cycle I Test

No	Students' Code	Students' Score
1.	S-1	70
2.	S-2	65
3.	S-3	75
4.	S-4	70
5.	S-5	75
6.	S-6	60
7.	S-7	70
8.	S-8	60

9.	S-9	75
10.	S-10	70
11.	S-11	65
12.	S-12	70
13.	S-13	60
14.	S-14	75
15.	S-15	65
16.	S-16	70
17.	S-17	60
18.	S-18	65
19.	S-19	70
20.	S-20	75
21.	S-21	70
22.	S-22	70
23.	S-23	60
24.	S-24	65
25.	S-25	50
26.	S-26	75
27.	S-27	60
Total		1815
Average Score		67.2

The mean of students' score was as follow:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1815}{27}$$

$$= 67.2$$

Explanation:

X : mean

x : individual score

n : number of students

After knowing the students' average score, the researcher tried to get class percentage which passed the minimal mastery level criterion (KKM 70). The formula as follow:

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

$$P = \frac{15}{27} \text{ x } 100$$

$$= 55.5\%$$

Explanation:

P : the class percentage

F: total percentage score

N: number of students

Based on the table 4.2, it can be analyzed the average score of cycle one obtained 67.2. There were 15 students or 55.5% of the students who got the score above the Minimum Mastery Criterion, meanwhile the other 12 students were below that criterion. It can be concluded that the first cycle did not achieve the criteria of success.

From the observation checklist and students' score, it can be concluded that generally the students' fluency and pronunciation improved but still low. Therefore, some revisions are needed to increase the implementation of brainstorming technique in improving students' speaking skill in the next cycle. First, more explanation in brainstorming rules was needed. In the first cycle, some students still hesitated when they speak and express every single idea that comes in their mind because they fear of criticism and mistakes. Therefore, in the next cycle the researcher tried to give more explanation of brainstorming, especially the explanation of being nonjudgmental in

speaking up and writing down their ideas when doing brainstorming. Second, The English teacher and researcher revised the lesson plan and instrument. They applied brainstorming activities with clearer instruction than in the previous cycle. Third, brainstorming activity need to be done in a longer time in order to make sure that all of the students had enough time to express their ideas. The last, when the students did brainstorming activity, the researcher should do a spot check in order to assisted students who find difficulties.

2. Finding of the Second Cycle

a. Plan

Considering the problems that found in the first cycle, some revisions are needed to increase the implementing of brainstorming in improving the students' speaking skill. Therefore, the researcher and the English teacher discussed some plans about the actions that would be implemented in the second cycle. The actions were just the same as had implemented in the first cycle, but it was modified as a way to overcome the problems. Firstly, more explanation in brainstorming rules is needed, especially the explanation of being nonjudgmental in speaking up and writing down their ideas when doing brainstorming. Secondly, The English teacher and the researcher also revised the lesson plan and instrument. They applied brainstorming activities with clearer instruction than in the previous cycle. Thirdly, brainstorming activity need to be done in a longer time in order to make sure that all

of the students had enough time to express their ideas. The last, when the students did brainstorming activity, the researcher should do a spot check in order to assisted students who find difficulties.

b. **Action**

1) **The first meeting**

Picture 4.2 the researcher started the class

The picture above took when the researcher started the first meeting of the second cycle that was conducted on Saturday, March7th, 2020. The class started at 10.00 am- 11.20 am. The researcher started the class by greeting the students, asked them to praying and checked their attendance. Then, the researcher started the lesson by asking telling the topic that was going to learn that day.

Picture 4.3 the researcher are explaining the rule of brainstorming

The illustration above showed that the students listen carefully to the researcher's explanation. In previous meeting some students still hesitated when they speak and write down every single idea that comes in their mind because they fear of criticism or mistakes. Therefore, in this meeting the researcher tried to give more explanation about brainstorming, but she focused on its rules, especially the important of being nonjudgmental in speaking up and writing down their ideas when doing brainstorming. She explained that in brainstorming activity the students could express and share their ideas freely without hesitation, fear of mistakes and fear of negative evaluation because the evaluation postponed to the end of session. In this way, student can feel more confident to participate in speaking activities.

Then, the researcher continued to the next activity. She leaded the students to do brainstorming technique with clearer instructions than in the previous meeting. Firstly, the researcher and the students decided the topic that was going to be compared.

She also reminded the students that all ideas would not be criticized. So they would not be hesitated to express their ideas. Secondly, the researcher asked some questions to the students in order to help them in expressing any idea that comes up in their mind about the topic. The researcher wrote anything she heard from the students on the whiteboard. In less than 5 minutes, the whiteboard full of their ideas about the topic. Thirdly, the researcher leaded the students to elaborate their ideas that had written on the white board. Afterward, she asked one student come forward to present it. This brainstorming activity resulted more words than before which means it could help students to express more hidden ideas in their mind.

Picture 4.4 the students were doing brainstorming activity

Picture 4.5 the researcher did a spot check while the students were doing brainstorming activity

The pictures above described the next activities did by the students and researcher. The researcher asked the students to practice brainstorming in pairs. The researcher gave a worksheet to each pairs. The worksheet contained the topic and the instructions that they would do in this activity. While the students did the activity, the researcher did a spot check in order to help them who found difficulties. At the end of the lesson, the researcher asked if the student had difficulty when they did the activity. The researcher also asked students to tell what they had learned that day in the class and gave conclusion of the lesson.

2) **The second meeting**

The second meeting of the second cycle was conducted on Sunday, March 8th, 2020. The class started at 07.00 am - 08.20 am. The researcher started the class by greeting the students and checking the students' attendance. In the third meeting, the

researcher gave speaking test to the students to know the improvement of their speaking skill. They would do this test individually.

Before begin the test, the researcher asked the students did brainstorming together to review the lesson that was given in the previous meeting. She asked the students to pick two or more things in the class as the topic for practicing brainstorming together. Then, the she asked them to choose one student to lead the brainstorming activity. The leader of the class was volunteering herself to do it. All students looked surprise and excited. They actively participated in this activity. They also did not hesitate to speak up their ideas.

Picture 4.6 the students were doing speaking test

Picture 4.7 the students was performing their ideas

The illustration above showed that the students did speaking test individually. In those picture seen that all the students were not wearing their uniform when did the test, because they were commemorating *isra' miraj* that day. Besides, to collect the data, the researcher employed an instrument to measure the students' speaking ability. The instrument was in the form of speaking test including brainstorming process. The instrument consisted of a task to express their idea about the topic that provided by the researcher. She gave 10 minutes to the students for doing the test.

c. **Observation**

The observation was done to observe all activities in the classroom. It was obtained from observation checklist that was provided by the researcher to the English teacher in order to see what happened in the class during teaching learning process. The observation sheet result was presented below:

Table4.3.
Observation checklist of Students' Activity in Cycle II

NO	Aspects	Cycle II Yes	No	Comment
1	The students comes on time to the class	√		The students already sit on their chair when the researcher comes to the class.
2.	Students responds the greetings given by the researcher	√		All students responds the greeting excitedly. When the she greets them "hello good morning", then all of them answer "good morning miss".
3.	Students listen to the topic and learning objectives conveyed by the researcher	√		All students listen when the researcher tells the topic and learning objectives.
4.	Students answer the questions asked by the teacher	√		The students who answer the questions were more than the previous cycle. It proves that they did not hesitate to answer the question anymore.
5.	Students read, analyze or discus the examples of degree of comparison given by the researcher	√		Students discuss the examples of degree of comparison given by the researcher
6.	Students listen to the researcher's explanation carefully	√		They paid attention when the researcher explained the material
7.	Students ask questions that do not understand	√		They did not hesitate and shy when ask questions that did not understand.
8.	Students do what is instructed by the teacher based on the allotted time	√		The students did the activities that have been instructed excitedly. They are not confused anymore about brainstorming activity, especially about its rules, because the researcher explained it clearly.
9.	Students and the	√		At the end of class, the

	teacher work together in correcting learning outcomes			students and the researcher correct, discuss and review what they have been learned at that meeting together.
10.	The students do the test in group or individual seriously	√		The students sat on their own chair when did the test. All of them did the test seriously. They did not talk each other until they finished the test.
11.	The students interest and feel enthusiastic during the teaching learning process	√		They use English when ask and answer question. It proven that They more interest and feel enthusiastic than the previous meeting during the teaching learning process.
12.	The students listen and write what the teacher said for the next meeting		√	It was the last meeting the researcher taught them.

Based on the observation checklist, all students came on time to the class. They already sat on their chair when the researcher came to the class. It showed that they were ready to follow the lesson at that day. Besides, all students responded the greetings given by the researcher, such as when the she greets them "hello good morning" then all of them answered "good morning miss". Most of students listened to the learning objectives and materials explained by the researcher. They also listened to the researcher's explanation carefully.

In this cycle most of the students could speak English better than the previous cycle. They did not hesitate and shy anymore to answer the question or ask something when they did not understand

about the material. When they had problems in did brainstorming activity they raise their hand to ask it to the researcher. Not all of them asked using English. However, in this cycle students who use English were more than in the previous cycle. Besides, they spoke confidently than the previous cycle. They also did not go blank or forget what to say next. As a result in this cycle most of them can pronounce some words appropriately.

Moreover, students did what was instructed by the researcher, such as when the researcher gave instruction to do brainstorming, they did it excitedly. At the end of class, the students and the researcher corrected, discussed and reviewed what they have been learned at that meeting together. Overall the students interest and feel enthusiastic during the teaching learning process.

d. Reflection

As had been done in the previous cycle, the English teacher become the observer and noted the learning activities in the class. The English teacher stated that the researcher taught better than the previous cycle. The researcher conveyed learning objectives before starting the teaching learning. She also could control the students who made noisy. Besides, in this cycle the researcher explained the rules of brainstorming clearly. Therefore, the students did better in performing brainstorming activities, such as they did not hesitate when they speak and express every single idea that comes in their mind.

In addition, they did not hesitate and shy anymore to answer the question or ask something they did not understand about the material. When they had problems in did brainstorming activity they raise their hand to ask it to the researcher. They also spoke confidently which made their mind did not go blank and forget what to say next. As a result in this cycle most of them can pronounce some words appropriately.

Moreover, the researcher took the students' speaking scores to know the students' improvements. The result of speaking test score in cycle II was presented below:

Table 4.4
Student's Score in Cycle II Test

No	Students' Code	Students' Score
1.	S-1	75
2.	S-2	70
3.	S-3	80
4.	S-4	75
5.	S-5	80
6.	S-6	70
7.	S-7	75
8.	S-8	65
9.	S-9	80
10.	S-10	70
11.	S-11	65
12.	S-12	75
13.	S-13	65
14.	S-14	80
15.	S-15	65
16.	S-16	75
17.	S-17	70
18.	S-18	75
19.	S-19	70
20.	S-20	80
21.	S-21	70

22.	S-22	75
23.	S-23	65
24.	S-24	70
25.	S-25	60
26.	S-26	80
27.	S-27	70
Total		1950
Average Score		72.2

The mean of students' score was as follow:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1950}{27}$$

$$= 72.2$$

Explanation:

X : mean

x : individual score

n : number of students

After knowing the students' average score, the researcher tried to get class percentage which passed the minimal mastery level criterion (KKM 70). The formula as follow:

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

$$P = \frac{21}{27} \times 100$$

$$= 77.7\%$$

Explanation:

P : the class percentage

F: total percentage score

N: number of students

Based on the table 4.4, it can be analyzed the average score of cycle 2 obtained 72.2. There were 21 students or 77.7% of the students who got the score above the Minimum Mastery Criterion, meanwhile the other 6 students were below that criterion. It can be conclude that the second cycle had achieved the criteria of success.

B. Discussion

In this section, the researcher tried to answer the research question of this research. The research question is "how can the use of questioning on brainstorming technique improve students' speaking skill in expressing ideas at eighth grade students of MTS Annuriyah Jember?", and in answering this problem, the researcher conducted a classroom action research aimed to improve the students' speaking skill in expressing idea trough questioning on brainstorming technique.

Brainstorming is a thinking process technique in which can make people think creatively. It is in line with Brown, he states brainstorming is a technique which help someone initiate some sort of the thinking process.[49] In addition, Turkenik argues that one way to get ideas about a subject is focus your thoughts on it and then let your mind run free in all direction around it. Let your mind release a storm of ideas.[50] This technique helps the students to

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[49]H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 184.

[50]Turkenik, *Choices: Writing for Students of ESL (Cambridge: Cambridge University Press, 1998), 10.*

improve their fluency because there is space times to think first before speak up their mind.[51] Besides, it helps them to express and share their ideas freely without hesitation, fear of mistakes and fear of negative evaluation. It is in line with Nibal stated that brainstorming is a way of bringing ideas without consider about the evaluation.[52] This does not mean leaving the evaluation, but only postponing it to the end of session. In this way, student can feel more confident to participate in speaking activities.

The researcher implemented brainstorming technique in the action stage. Implementing this technique was easy enough. The first was identifying the problem. In this step the students and the English teacher should select a specific problem. It must be clear, not too general and captured in a specific question. The second step was preparing the group. After making a group, the teacher had to give the students a time limit to get ideas out. It was recommended 10 or 15 minutes. The third was explaining the ground rules, especially the important of being nonjudgmental in speaking up and writing down their ideas when doing brainstorming. In this way, the students could feel more confident to participate in speaking activities, because they felt free in expressing their ideas without consider about the evaluation. This did not mean leaving the evaluation, but only postponing it to the end of session. The fourth was leading the brainstorming session. In this step, the facilitator should lead the brainstorming session according to strategy or activity

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[51]Diwi ErlinEfendi, The *Speaking Abillity Taught By Using Brainstorming,* People: International Journal of Social SciencesVol. 1, No. 12015 ISSN 24545899.

[52]Nibal Abdel Karim Mousa Malkawi.*The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public School in Jordan*, Al Baqa' Applied University. Jordan 2017.

adopted. In this research, the researcher used questioning as the activity on brainstorming session in order to help students in expressing their ideas orally. The last, Evaluating the ideas. In this step, the facilitator conducted a discussion for evaluating the ideas.

In addition, in this study the researcher used questioning in brainstorming session in order to help students in expressing their ideas orally. Questioning is one of brainstorming activities that helps students in expressing ideas through answering questions. Then, the students can use that answers as the alarm word about the topic when they are performing their ideas. Using questioning has many benefits in teaching and learning activities as brown stated in his book. First, questioning helps teacher to follow up and elaborate on what a student has said. Second, student can openly express their ideas trough answering teacher questions. Third, questioning enhance students' interest and keep them actively involved.[53]

Moreover, in the last meeting in each cycle, the researcher asked students to do brainstorming individually. Then, she took the score of their performance which was considered as a test. The result in every test showed that students' speaking skill improved. In preliminary study, students had problem in expressing ideas orally. Some students admitted that they were stuck in the middle and did not know what to say next. Besides, they also had problem in pronunciation. They made some pronunciation error when they speak. The students said that it happened because they were fear of mistake,

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[53]Brown, *Teaching Speaking: Suggestion for the Classroom* (United States of America: San Francisco State University, 2004), 172.

negative evaluation, not very confident and tended to be shy which made their mind went blank or they would forget what to say. As a result they could not pronounce some words appropriately. However, after conducting the first and the second cycle, the result of the test increased. The result of all the tests answered the research question of this research. The implementation of brainstorming technique could improve students' speaking skill, especially in fluency and pronunciation. The improvement of speaking is explained as follows:

1. It could improve students' fluency

   Based on the interview with the English teacher, it is found that the speaking skill of the eighth grade of MTS Annuriyyah Jember was poor because they had difficulty in expressing ideas orally. However, it improved after the researcher implemented questioning in brainstorming technique. In brainstorming session, questioning helped students in expressing idea through answering questions. Then, the students can use that answers as the alarm word about the topic when they were performing their ideas. So they would not be stuck in the middle they spoke.

2. It could improve students' pronunciation

   Pronunciation error was another problem that the students faced in speaking. After given the treatment, their pronunciation was increased. They could pronounce some words appropriately. They were not fear of mistake and negative evaluation, because in brainstorming activity the evaluation was ruled out. This did not mean leaving the evaluation, but

only postpone it to the end of session. Besides, they were more confident, because they had an alarm word which helped them to prevent their mind go blank or forget what to say next. As a result they could pronounce appropriately.

Moreover, the improvement of students speaking skill also could be seen from the students speaking test score. The whole result of students' speaking score was as follow:

Table 4.5
The Result of Students' Speaking Score Preliminary Research Up to the Second Cycle

No	Students' Code	The previous daily test score	Cycle I	Cycle II
1	S-1	70	70	75
2	S-2	50	65	70
3	S-3	70	75	80
4	S-4	60	70	75
5	S-5	70	75	80
6	S-6	50	60	70
7	S-7	70	70	75
8	S-8	50	60	65
9	S-9	75	75	80
10	S-10	60	70	70
11	S-11	50	65	65
12	S-12	70	70	75
13	S-13	50	60	65
14	S-14	70	75	80
15	S-15	60	65	65
16	S-16	70	70	75
17	S-17	50	60	70
18	S-18	50	65	75
19	S-19	50	70	70
20	S-20	60	75	80
21	S-21	60	70	70
22	S-22	70	70	75
23	S-23	50	60	65
24	S-24	50	65	70
25	S-25	50	50	60

26	S-26	70	75	80
27	S-27	50	60	70
Total		1605	1815	1950
The Average Score		59.4	67.2	72.2

The table above showed that there were some progresses from the preliminary research until the last cycle. The students that had some speaking problems in preliminary research, then they improved their speaking skill in the first cycle and got better in the second cycle. In preliminary research, the average of students score was only 59.4 while the percentage of the students was 37%. It means that only 10 students who passed the Minimum Mastery Criterion, meanwhile the other 17 students were below that criterion. Besides, the average score of cycle one obtained 67.2. There were 15 students or 55.5% of the students who got the score above the Minimum Mastery Criterion, meanwhile the other 12 students were below that criterion. Then, from the students' speaking score in cycle 2, it can be seen that there were 21 students or 77.7% of the students who got the score above the Minimum Mastery Criterion with 72.2 as the average score. It could be seen that the average score increased from the first cycle and got better in the second cycle. So it could be concluded that the second cycle had achieved the criteria of success.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. They are conclusion and suggestion. In the conclusion, the researcher concludes the result of this research. In the suggestion, the researcher proposes suggestions to the English teacher, the students and the future researcher.

A. Conclusion

This research was classroom action research which was aimed to enhance students speaking skill in expressing ideas at the eighth grade of MTS Annuriyyah Jember by using questioning on brainstorming technique. This study involved the students of VIII A which consisted of 27 students. The research was carried out in the second semester of the academic year of 2019/2020. It began in February 29th 2020 and ended in March 8th 2020. This research was conducted in two cycles. For each cycle, the researcher implemented the brainstorming technique in speaking activities.

The researcher implemented brainstorming technique based on its procedure in the action stage including identifying the problem, preparing the group, explaining the ground rules, leading the brainstorming session and evaluating the ideas.

The researcher made a conclusion based on the data that had been discussed in the previous chapter. Based on the data, the implementation of brainstorming technique in the first cycle was not satisfying, because it did not achieve the criteria of success with 67.4 as the average score. Therefore, the

researcher conducted the second cycle and implemented brainstorming technique again. In this last cycle, the researcher felt satisfied because it had achieved the criteria of success with 72.5 as the average score. Based on those data, it could be concluded that the students' speaking ability had improved after using brainstorming technique. It could be seen from the students' average score. It improved from 59.4 in previous test to 67.4 in cycle I and became 72.5 in cycle II.

Moreover, observation checklist indicated that there was improvement in students speaking ability, especially in fluency and pronunciation. In fluency, based on the interview with the English teacher, it was found that the speaking skill of the eighth grade of MTS Annuriyyah Jember was poor because they had difficulty in expressing ideas orally. Therefore, their fluency could not improve well. However, it improved after the researcher implemented questioning on brainstorming technique. In brainstorming session, questioning helps students in expressing idea through answering questions. Then, the students could use that answers as the alarm word about the topic when they were performing their ideas. So they would not be stuck in the middle speaking. Moreover, they could pronounce some words appropriately. They were not affraid of making mistake and negative evaluation, because in brainstorming technique the criticism is ruled out. It means that judgment of ideas must be withheld until later. Besides, they more confident, because they had an alarm word which did not make their mind

went blank or forget what to say next. As a result they could pronounce the words appropriately.

B. Suggestions

After implementing and making evaluation of the research, there are several important things can be suggested in this paper and it is hopefully can be useful for the readers, especially:

1. For the English teacher

    It is suggested to the English teacher to use questioning on brainstorming technique in the teaching and learning process especially in speaking class. They also expected to use another activity in brainstorming session such as cubing, free writing, mapping and listing.

2. For the Students of MTS Annuriyyah

    The students are expected to be more confident in speaking. They have to practice more often in speaking without fear of mistake or negative evaluation.

3. For Further Researchers

    Further researchers are expected to have a better instrument than had been used by the researcher in this current research. Besides, they can use another activity in brainstorming session such as Cubing, free writing, mapping and listing.

    Finally, the researcher realizes that this thesis is far from being perfect. Hopefully, this thesis will be useful for the next researcher.

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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Firda Meilida Nuryudia
Place, date of birth	: Jember, 04 Mei 1998
Address	: Umbulsari, Jember
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled "Using Questioning on Brainstorming Technique to Improve Students' Speaking Skill in Expressing Ideas at Madrasah Tsanawiyah Annuriyah in Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 07th January 2021
Author

Firda Meilida Nuryudia
NIM. T20166038

Appendix 2

<u>SURAT KETERANGAN</u>
Nomor :014/MTs.13.32.557/PP.00.5/09/2020

Yang bertanda tangan di bawah ini :

N a m a	:	**Hj.Umi Hanik,S.H.**
J a b a t a n	:	Kepala Madrasah
Alamat Madrasah	:	Jl. Darmawangsa No. 142 Kaliwining - Rambipuji – Jember
		Kode Pos 68152

Dengan ini menerangkan bahwa :

N a m a	: Firda Meilida Nuryudia
Tempat Tanggal Lahir	: Jember, 04 Mei 1998
NIM	: T20166038
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa
Prodi	: Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian (research) di Madrasah Tsanawiyah Annuriyyah Kaliwining, terhitung tanggal 13 Januari s/d 08 Maret 2020 guna penulisan skripsi dengan judul **"The Implementation of Brainstorming Technique in Improving Students' Speaking Skill at Eight Grade Students of MTs. Annuriyyah Jember".**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 30 September 2020
Kepala Madrasah

Hj. Umi Hanik, SH.

Appendix 3

Tittle	Variable	Indicators	Source of data	Research Method	Problem

Using Questioning on Brainstorming Technique to Improve Students' Speaking Skill in Expressing Ideas at Madrasah Tsanawiyah Annuriyah in Jember	Brainstorming technique
	
	Speaking skill
		1. The use of Questioning on brainstorming technique
		
		1. fluency
		2. pronunciation
		3. vocabulary
			1. Students' speaking score.
			
			2. Informant : the English teacher of mts Annuriyah Jember.
				1. kind of research : Classroom Action Research
				
				2. Data collection method :
				
				  a. Observation
				  b. Interview
				  c. Documentation
				  d. test
				
				3. Data analysis technique :
				  a. qualitative data is analyzed from the instrument
				  b. quantitative data is analyzed with a formula :
				  $X = \frac{\sum X}{N}$
					1. How can the use of questioning on brainstorming technique to improve students' speaking skill in expressing ideas at eighth grade students of MTS Annuriyyah Jember?

Appendix 4

The Speaking Score of VIII A Students

In Their Previous Daily Test

No	Students' Code	Students' Score
1.	S-1	70
2.	S-2	50
3.	S-3	70
4.	S-4	60
5.	S-5	70
6.	S-6	50
7.	S-7	70
8.	S-8	50
9.	S-9	75
10.	S-10	60
11.	S-11	50
12.	S-12	70
13.	S-13	50
14.	S-14	70
15.	S-15	60
16.	S-16	70
17.	S-17	50
18.	S-18	50
19.	S-19	50

20.	S-20	60
21.	S-21	60
22.	S-22	70
23.	S-23	50
24.	S-24	50
25.	S-25	50
26.	S-26	70
27.	S-27	50
Total		1605
The Average Score		59.4

Appendix 5

Pre-test Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students were really fluent in expressing ideas orally	√					1
2.	Students were confidence in expressing ideas orally		√				2
3.	Students were capable to understand about grammar			√			3
4.	Students were capable to pronounce the words correctly	√					1
5.	Students were capable to master vocabularies			√			3
	Total						10

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the pre-test as follows:

$$p = \frac{S}{N} X \; 100\%$$

$$= \frac{10}{25} X \; 100\%$$

$$= 40\%$$

Appendix 6

INTERVIEW GUIDLINES FOR INTERVIEWING THE TEACHER (BEFORE THE IMPLEMENTATION)

1. Permasalahan apa yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris?
2. Bagaimana proses pembelajaran bahasa Inggris di kelas?
3. Skill apa yang anda anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
4. Bagaimana hasil belajar siswa dalam pelajaran speaking, apakah lebih rendah dibandingkan dengan hasil belajar skill dalam pelajaran bahasa Inggris lainnya?
5. Apa saja kendala yang dihadapi dalam kegiatan belajar speaking?
6. Aktivitas apa yang dilakukan dalam proses belajar mengajar speaking?
7. Apa saja media yang anda gunakan dalam mengajar speaking?
8. Apa saja teknik atau strategi yang pernah anda terapkan dalam mengajar speaking?
9. Bagaimana partisipasi siswa dalam kegiatan belajar mengajar speaking?
10. Apa yang anda ketahui tentang teknik brainstorming?
11. Menurut anda, apakah teknik brainstorming efektif jika diterapkan dalam kegiatan belajar mengajar speaking?
12. Menurut anda, apakah teknik brainstorming dapat meningkatkan kemampuan speaking siswa dalam pelajaran bahasa inggris?

INTERVIEW GUIDLINES FOR INTERVIEWING THE TEACHER (AFTER THE IMPLEMENTATION)

1. Bagaimana kondisi siswa ibu dalam pembelajaran speaking setelah menggunakan teknik brainstorming?
2. Bagaimana partisipasi siswa ketika pembelajaran speaking menggunakan teknik brainstorming berlangsung?
3. Menurut pendapat anda, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran speaking dengan menggunakan teknik brainstorming ?
4. Kendala apa yang terlihat ketika belajar speaking menggunakan teknik brainstorming?
5. Menurut anda, bagaimana cara mengatasi kendala itu?
6. Bagaimana kemampuan pemahaman speaking siswa ibu setelah menerapkan teknik brainstorming?
7. Apa pendapat anda, setelah melihat pembelajaran speaking menggunakan teknik brainstorming?
8. Apakah Anda merasa termotivasi setelah melihat penggunaan teknik brainstorming dalam pembelajaran speaking di kelas

9. Setelah mengobservasi pembelajaran speaking dengan menggunakan teknik brainstorming, apakah teknik tersebut efektif diterapkan pada proses belajar mengajar speaking?
10. Setelah menjadi observer, menurut anda, apakah teknik brainstorming dapat meningkatkan kemampuan speaking siswa dalam bahasa Inggris?

INTERVIEW GUIDLINES FOR INTERVIEWING THE STUDENTS (BEFORE THE IMPLEMENTATION)

1. Apakah anda menyukai pelajaran bahasa Inggris?
2. Dalam belajar bahasa Inggris, skill apa yang anda anggap paling sulit untuk dikuasai?
3. Apa kesulitan dalam mempelajari skill tersebut?
4. Bagamana pendapat anda tentang pelajaran speaking dalam kelas bahasa Inggris?
5. Apa saja kendala yang anda hadapi dalam belajar ketrampilan speaking dalam bahasa Inggris?
6. Bagaimana cara guru mengajarkan ketrampilan speaking dalam kelas bahasa Inggris?
7. Apakah ada strategi atau teknik tertentu yang digunakan guru dalam mengajarkan speaking?
8. Aktivitas seperti apa yang anda harapkan dalam proses belajar mengajar speaking?
9. Menurut anda, apakah penting menguasai ketrampilan speaking dalam bahasa Inggris?
10. Apakah anda termotivasi untuk menguasai ketrampilan speaking dalam bahasa Inggris?

INTERVIEW GUIDLINES FOR INTERVIEWING THE STUDENTS (AFTER THE IMPLEMENTATION)

1. Bagaimana sikap anda terhadap pelajaran speaking dalam kelas bahasa Inggris?
2. Setelah mempelajari teknik brainstorming, apakah ada perubahan dalam menilai tingkat kesulitan pelajaran speaking dalam bahasa Inggris?
3. Setelah mempelajari teknik brainstorming, menurut anda apakah teknik tersebut dapat membantu mengatasi kesulitan dalam speaking?
4. Bagaimana pendapat anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar speaking?
5. Apakah teknik brainstorming efektif diterapkan dalam proses belajar mengajar speaking?
6. Dengan menggunakan teknik brainstorming, apakah mempermudah anda dalam mengekspresikan ide?
7. Bagaimana teknik brainstorming membantu anda dalam speaking?
8. Setelah mempelajari teknik brainstorming, apakah anda merasa kemampuan speaking anda meningkat? Dan bagaimana pendapat anda tentang cara guru-peneliti mengajarkan speaking dengan teknik brainstorming?

Appendix 7

Interview Transcript 1 (Preliminary study interview)

Date   : 20th January 2020

Time   : 11:30 - 11:45

Setting   : Teacher room

Interviewer   : Researcher (R)

Respondent   : English Teacher (T)

R   : Selamat siang Bu.

T   : Iya mbak..

R   : Ini Bu.. saya mau mewawancarai Ibu dulu kalau tidak keberatan.

T   : Wawancara mengenai apa ya mbak?

R   : saya mau menanyakan beberapa pertanyaan terkait proses belajar mengajar bahasa Inggris bu.

T   : Oh, iya mbak silahkan. Direkam ya?

R   : Iya Bu, pembicaraannya saya rekam boleh ya bu?

T   : Iya, mbak boleh. silahkan.

R   : Kalau permasalahan yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris, yang Ibu ketahui apa saja Bu permasalahannya?

T   : Satu, yang mungkin perlu.. dimotivasi. Motivasi anak untuk mungkin belajar bahasa inggris kurang begitu, belajar bahasa inggris mungkin masih rendah ya. Masalahnya mungkin bahwa mereka menganggap bahwa bahasa inggris itu pelajaran yang sulit. Mereka sudah punya..punya apa ya..image seperti itu. Sekalipun tidak semua anak ya mbak ya. Tapi ada beberapa anak yang punya anggapan bahwa belajar bahasa inggris itu sulit. Jadi yang pertama mungkin kita lakukan adalah motivasi mereka untuk belajar

dulu, untuk menyenangi dulu, menyenangi belajar bahasa inggris dengan mungkin berbagai cara ya.. Jadi mungkin dengan cara membuat belajar itu tidak begitu tertekan, mereka enjoy melakukannya. Kemudian dengan mungkin dengan menggunakan game, bisa.. menggunakan quiz.. Tapi ini juga tidak selalu saya laksanakan ya mbak ya.. Cuma kadang kadang-kadang kala misalnya ada anak motivasinya mungkin agak low, itu mungkin dimotivasi. Dan mungkin menyanyi, ada game, seperti itu. Selain motivasi kemudian juga anak-anak kesulitan terutama dalam belajar grammar, itu anak anak memang merasa kesulitan, ya..karena memang tidak seperti dulu ya mbak. Kalau pembelajaran dulu grammar berdiri sendiri, kalau sekarang kan di integrated. Jadi kadang kadang bahwa tidak begitu fokus sekali untuk grammar, jadi kadang-kadang grammar hanya sambil lalu saja. Itu yang..yang merupakan kesulitan.

R   : Lalu Bu, bagaimana proses pembelajaran bahasa Inggris di kelas yang ibu ajar?

T   : Selama ini ya lancar, kemudian bisa dikatakan normal-normal saja. Katakanlah bahwa anak-anak juga melakukannya..mengikutinya dengan baik, dengan enjoy. Ini yang saya tau lho ya mbak..sepengetahuan yang saya tahu mereka juga masih dalam wajar, baik lah.. tidak ada yang begitu menyedihkan.

R   : Skill apa yang Ibu anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?

T   : setiap skill pasti ada kesulitannya masing-masing ya mbak. Tapi kalo di kelas saya, yang paling sulit itu speaking. Kebanyakan dari mereka kesulitan ketika saya minta mengekspresikan ide-ide mereka, soalnya mereka malu dan gak percaya diri. Jadi agak susah meningkatkan skill speaking mereka.

R   : Iya Bu.. Lalu Bu, bagaimana hasil belajar siswa dalam pelajaran speaking, apakah lebih rendah dibandingkan dengan hasil belajar skill dalam pelajaran bahasa Inggris lainnya?

T   : bisa di katakn seperti itu. Nanti saya tunjukan nilai speaking mereka di pelajaran yang kemaren ya mbak.

R : Kalau kendala yang dihadapi dalam kegiatan belajar speaking apa saja Bu?

T : Kendalanya.. seperti yang sudah saya katakan tadi mbak. Mereka kurang percaya diri. Karena bahasa inggris ini kan bukan first language nya mereka, jadi kalo disuruh ngomong bahasa inggris mereka malu. Pronunciationnya juga masih sering salah. Jadi mungkin nanti mbak coba memakai strategi atau technique yang bisa membuat mereka lebih percaya diri buat speaking.

R : Oh, baik Bu. Kalau aktivitasnya Bu, biasanya apa saja yang dilakukan dalam proses belajar mengajar speaking?

T : biasanya saya pakai role play. Jadi aktivitasnya ya mereka memperagakan dialog yang sudah saya beri, atau biasanya dialognya sudah ada di buku paket mereka. Tapi di kelas barusan, materi yang saya ajarkan itu temanya describing. Jadi gak pakai role play. Saya pakai picture yang ada di buku paket, lalu mereka saya minta buat mendeskripsikan gambar secara oral. Mereka agak kesulitan

R : Kalau media yang digunakan dalam mengajar speaking, Ibu menggunakan apa saja?

T : tergantung materinya mbak. Kalau tadi di kelas, saya menggunakan dialog.

R : Apa saja metode ,teknik atau strategi yang pernah Ibu terapkan dalam mengajar speaking?

T : Kalau metodenya..mungkin dengan kontekstual itu mbak, kontekstual teaching, jadi realitas. Kontekstual berdasarkan CTLnya. Kalau technique saya biasanya pakai role play mbak. Kalau menggunakan strategi khusus jarang. Jarang saya menggunakan. Intine yo seperti itu. Kan tadi saya menggunakan gambar to mbak. Mungkin nanti mbak bisa menambahkan mungkin dengan mengunakan apa media yang cocok ataupun strateginya apa, monggo..

R : Bagaimana partisipasi siswa dalam kegiatan belajar mengajar speaking?

T : sebagian dari mereka aktif, sebagian tidak terlalu.

R   : Apakah Ibu mengetahui tentang teknik brainstorming?

T   : Iya, pernah dengar.

R   : Apa yang Ibu ketahui tentang teknik brainstorming?

T   : Brainstorming.. Oh, iya.. itu jadi brainstorming itu, apa mbak.. lumbar gagasan ya?
        Lumbar gagasan.. jadi seperti mapping itu. Mapping sama dengan dengan brainstorming
        mbak itu? Hampir sama kayaknya, jadi lumbar gagasan oleh ide-ide.

R   : Kalau menurut penilaian Ibu, apakah teknik brainstorming efektif jika diterapkan dalam
        kegiatan belajar mengajar speaking?

T   : Efektif. Bisa.

R   : Apakah Ibu cukup optimis terhadap penggunaan teknik brainstorming ini untuk dapat
        meningkatkan kemampuan berbicara siswa dalam pelajaran bahasa inggris?

T   : InsyaAllah Bisa. Brainstorming ada beberapa macamnya kan mbak. nanti mbak
        sesuaikan saja dengan siswa-siswa.

R   : Hm, baik Bu.. itu dulu saja Bu yang saya tanyakan.

T   : Oh, sudah ya?

R   : Iya Bu, terima kasih banyak atas responnya.

Interview Transcript 2 (after test cycle 1)

Date : 01st March 2020

Time : 11:30 – 11:45

Setting : Teacher room

Interviewer : Researcher (R)

Respondent : English Teacher (T)

R : Selamat siang Bu.

T : Oh, ya.. silahkan mbak.

R : Terima kasih Bu.

T : Jadi ini ya, pertemuan kemaren sudah selesai siklus pertama ya..

R : Iya Bu

T : Hmm.. jadi ada 2 kali pertemuan ya di siklus pertama ya?

R : Iya. Hasil pengamatan untuk siklus pertama ini bagaimana Bu?

T : Ini ya, saya rasa untuk cara mengajar, pemilihan materi sudah bagus. Menggunakan media yang simple yang ada di sekitar siswa, jadi membuat siswa mudah memahami. Jenengan juga langsung fokus membimbing mereka brainstorming, tidak menjelaskan brainstorming bertele-tele sehingga tidak membingungkan siswa. sudah bagus.

R : kalau respon atau keadaan siswa ketika pembelajaran speaking menggunakan brainstorming bagaimana bu?

T : kalau di pertemuan pertama kemaren itu masih agak canggung ya mbak, karna kalian kan masih pertama kali bertemu. Kalau untuk pertemuan hari ini, ada beberapa siswa yang masih bingung sama brainstorming sepertinya mbak. Karena ini masih baru ya.. maksudnya.. siswa kan baru kali ini diajarkan pakai teknik ini, ada beberapa yang masih gak pede untuk menyampaikan idenya, ragu-ragu begitu. Ada beberapa yang

kelihatannya masih cenderung memilah-milah idenya waktu brainstorming, jadi hanya ide-ide yang dianggap aman saja yang disampaikan.

R : iya bu, itu kendalanya bu. Bagaimana ya mengatasinya bu? Apa di jelaskan brainstorming lagi bu?

T : di jelaskan rulesnya saja mbak. jangan di jelaskan yang terlalu panjang. Karna mereka kan masih SMP, kalau di jelaskan yang ruwet-ruwet mereka semakin bingung. Fokuskan saja pada rulesnya, selalu ingatkan mereka kalau ide-ide mereka tidak akan di judge. Biar mereka tidak ragu-ragu lagi mbak. Waktu practice juga kasih instruction yang jelas mbak. tadi siswa bingung itu karna instructionnya kurang. Waktunya juga di tambahi mbak, bisa 10 atau 15 menit mbak.

R : baik bu, jadi menurut ibu tehnik brainstorming ini efektif ata tidak bu untuk meningkatkana kemampuan speaking siswa?

T : efektif kok mbak. jadi siswa kalau mau berbicara di depan kelas itu ada persiapannya dulu. Jadinya mereka enggak ngeblank. Saya perlu menerapkan ini di kelas berikutnya sepeertinya mbak. Cuma nanti instruksinya di perjelas lagi ya mbak. karna mereka ini kan masih SMP, belum SMA. Jadi ya harus bombing dengan instruksi yang jelas. Apalagi ini kan kelas bahasa inggris.

R : Iya Bu. Terima kasih ya Bu atas waktunya.

T : Iya mbak.

Interview Transcript 3 (after test cycle 2)

Date : 08th March 2020

Time : 09:30 – 09:45

Setting : Teacher room

Interviewer : Researcher (R)

Respondent : English Teacher (T)

R : Selamat pagi Bu.

T : Iya mbak.. ini mau wawancara lagi ya?

R : Iya, boleh Bu?

T : Silahkan mbak.

R : Bagaimana kondisi siswa ibu dalam pembelajaran speking setelah diajarkan

menggunakan teknik brainstorming?

T : Dari hasil pengamatan saya, emm.. mungkin ini ya.. siswa jadi lebih percaya diri waktu

berbicara belajar.

R : Bagaimana partisipasi siswa ketika pembelajaran speaking menggunakan teknik

brainstorming berlangsung?

T : Bagus. Siswa menjadi lebih akti, antusias dan percaya diri. Soalnya mereka kan ga perlu

menghafal kata-kata yang akan mereka ucapkan.

R : Bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran speaking dengan

menggunakan teknik brainstorming ?

T : Bagus ya, jadi bisa memfasilitasi siswa dalam belajar speaking.

R : Kendala apa yang terlihat ketika belajar speaking menggunakan teknik brainstorming?

T : kendala yang di cycle pertama sudah tidak terjadi lagi sih mbak. instruksinya sudah

Sangat jelas. Mereka sudah percaya diri menyampikan idenya. Mungkin ada beberapa

yang masih ragu-ragu menyampaikan idenya, itu juga cuma siswa yang tidak masuk di pertemuan sebelumnya. Jadi belum terlalu paham rulesnya.

R   : Bagaimana kemampuan speaking siswa setelah menerapkan teknik brainstorming ini Bu?

T   : Dari sebelum penerapan.. kemudian di siklus pertama.. lalu siklus ke-dua.. progresif ya. Jadi lebih baik, ada peningkatan-peningkatan begitu.

R   : Bisa dijelaskan Bu, peningkatannya seperti apa?

T   : dari segi fluency, memang mereka berbicara lebih lancer dari sebelumnya. Karena mereka sudah paham rulesnya mbak kalau di tehnik ini ide-ide mereka tidak akan di kritik. Jadi mereka lebih merasa bebas mengeluarkan ide-ide mereka. intinya mereka lebih percaya diri tidak merasa tertekan lah karena di suruh hafalan. Seperti itu.

R   : ada peningkatan yang lain bu?

T   : hmm… saya liat tadi pronunciationnya mereka ada peningkatan sih mbak.

R   : Hmm.. begitu ya Bu peningkatannya. Kalau pendapat Ibu sendiri bagaimana, setelah melihat pembelajaran speaking menggunakan teknik brainstorming?

T   : Mungkin ini ya.. bagus ya.. dalam artian, saya melihatnya teknik tersebut memang bisa menjadi alternatif dalam mengajarkan speaking siswa.

R   : Apakah Ibu merasa termotivasi setelah melihat penggunaan teknik brainstorming dalam pembelajaran speaking di kelas?

T   : Ya saya sangat mengapresiasi penelitian yang anda lakukan, dan saya pribadi merasa sangat termotivasi untuk mencoba menggunakan teknik ini dalam proses pembelajaran speaking di kelas saya. Saya sudah pernah bilang seperti itu sepertinya mbak.

R   : Setelah mengobservasi pembelajaran speaking dengan menggunakan teknik brainstorming, apakah teknik tersebut efektif diterapkan pada proses belajar mengajar speaking?

T   : kalau melihat dari peningkatan siswa. Bisa dibilang teknik ini efektif.

R   : Setelah menjadi observer, menurut ibu, apakah teknik brainstorming dapat

meningkatkan kemampuan speaking siswa dalam bahasa Inggris?

T   : Iya, bisa, dari hasil nilainya kan bisa kelihatan mbak.

R   : Baik Bu, terima kasih atas waktunya.

T   : Sama-sama ya mbak.

Interview Transcript 4 (preliminary study)

Date   : 20th January 2020

Time   : 11:45 – 12:00

Setting   : Classroom VIII A

Interviewer   : Researcher (R)

Respondent   : Student (S1, S2, S3)

R   : Halo dik, ini kalian siswi kelas VIII A semua ya?

S1   : iya miss. Kami bertiga kelas VIII A.

R   : boleh wawancara sebentar?

S2   : Iya Miss.

S3   : Iya boleh miss.

R   : Nama kalian siapa dik?

S1   : Nayla

S2   : Saya Hanum miss.

S3   : kalau saya Dini.

R   : kalian suka bahasa Inggris?

S1   : Lumayan.

S2   : Kalau saya setengah-setengah mbak.

S3   : Saya juga lumayan suka. Tergantung materinya mbak. kalau materinya sulit enggak suka.

R   : Ada kesulitan dalam belajar bahasa Inggris?

S1   : ada mbak

R   : Apa kesulitannya?

S1   : kalau ngomong itu susah miss. Nggak terbiasa.

S2   : Iya bener sih. Saya juga nggak lancer ngomong bahasa inggris.

S3   : Kalau menurut saya sih semuanya sulit miss.

R   : Ok. Berarti menurut kalian berdua yang paling sulit itu speaking ya. Terus biasany

kalau guru ngajar speaking itu gimana? Kalian pernah disuruh ngomong satu persatu

begitu? Atau bagaimana?

S1   : kalau maju satu-satu sih jarang. Yang sering itu dikasih tugas ngehafal dialog.

S2   : iya bener, biasanya di buku paket itu kan ada dialog miss, terus nanti dialognya di

hafalin. Terus maju ke depan sama kelompoknya.

R   : hmmm.. begitu. Kalian kepengennya belajar speaking itu seperti apa?

S3   : Pengennya yang nggak usah pakai hafalan miss.

S2   : iya. Sama. Soalnya bosen miss.

R   : terus menurut kalian, bisa berbicara bahasa inggris dengan lancer itu penting nggak sih?

S3   : penting miss.

S1   : Iya penting miss.

R   : kenapa?

S3   : biar bisa ngomong sama bule miss.

S1   : biar nilai bahasa inggris saya bagus miss. Kan nanti kalau udah kelas 9, ada ujian

praktek bicara bahasa inggris miss.

R   : Oke. Terimakasih ya dik

S2   : Sama-sama miss.

Interview Transcript 5 (after test)

Date : 01st March 2020

Time : 11:45 – 12:00

Setting : Classroom VIII A

Interviewer : Researcher (R)

Respondent : Student (S4, S5, S6)

R : Halo Aini (S4), Deva (S5), Datin (S6) boleh minta waktunya sebentar?

S6 : Boleh miss.

S4 : Mau wawancara ya miss?

R : iya nih. Boleh ya?

S5 : iya boleh banget miss

R : Pendapat kalian tentang pelajaran speaking yang sudah saya ajarkan selama beberapa

pertemuan ini bagaimana?

S4 : menyenangkan miss.

S5 : baik-baik aja sih miss. Saya masih bisa mengikuti pelajarannya.

S6 : sama miss. Seru waktu yang membandingkan sama kelompoknya itu.

R : Sebelumnya pernah diajarin teknik brainstorming belum?

S6 : Belum miss. Ini yang pertama kali.

R : udah paham belum tentang teknik brainstorming ini?

S4 : Lumayan miss

S5 : sudah paham miss

R : Ada kesulitan nggak dalam melakukan brainstorming?

S6 : Sedikit miss.

S5 : kalau saya nggak kesulitan kok miss. Bisa mengikuti.

R   : apa kesulitannya?

S6   : Kan idenya kadang nggak tau bahasa inggrisnya miss, jadi masih harus nyari di kamus.

R   : tapi kamu ngerasa lebih lancer nggak berbicara bahasa inggrisnya? Merasa ada

           peningkatan nggak?

S4   : Iya miss, jadi lebih PD miss. Soalnya udah nulis poin-poin idenya. Jadi udah tau mau

           ngomong apa.

S5   : Iya sama miss. Gak perlu hafalan juga miss

R   : oke, terimakasih ya Aini, Deva, Datin.

S5   : sama-sama miss.

Appendix 8

PEMERINTAH KABUPATEN JEMBER
KEMENTERIAN AGAMA

YAYASAN PENDIDIKAN ANNNURIYYAH

MTs ANNURIYYAH
Jl. Darmawangsa 142 Telp. (0331) 712576 Jember

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs Annuriyyah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8 / Genap
Materi Pokok	: Degree of Comparison
Alokasi waktu	: 4 x 40' (2x pertemuan)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompentesi Dasar

KD 3 : 3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

KD 4 : 4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

3.9.1 Mengidentifikasi perbandingan sifat orang, binatang, dan benda.

3.9.2 Mengidentifikasi fungsi social ungkapan perbandingan sifat orang, binatang, dan benda.

3.9.3 Melafalkan ungkapan perbandingan jumlah, sifat orang, binatang dan benda dengan pelafalan dan intonasi yang benar.

4.9.1 Melakukan percakapan sederhana yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang dan benda.

D. Materi Pembelajaran

1. **Materi Reguler**
   - Fungsi sosial (Factual)
     - membandingkan
   - Struktur teks (Procedural)

- o Comparative Degree (…er)

  (-er) digunakan ketika kita membandingkan sifat dua orang, binatang, atau benda dan jika kata sifatnya memiliki 1 atau 2 suku kata.

  Contoh: tall ⟶   taller

       short ⟶   shorter

- o Superlative Degree (…est)

  (-est) digunakan ketika kita membandingkan sifat lebih dari dua orang, binatang, atau benda dan jika kata sifatnya memiliki 1 atau 2 suku kata.

  Contoh: tall ⟶   tallest

       short ⟶   shortest

- Unsur Kebahasaan (Conceptual)
  - o Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.
  - o Perbandingan sifat: *-er, -est.*
  - o Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik
  - o Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. Metode Pembelajaran

1. Pendekatan   : *Scientific*

2. Teknik   : *Brainstorming*

F. Media dan Sumber Belajar

1. Media pembelajaran   : Papan tulis, spidol, lembar kerja siswa

2. Sumber belajar   :

    a. Lastari. 2013. *Bahasa Inggris Kelas VIII SMP/MTs*. Surakarta : Putra Nugraha.

    b. Wachidah,Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.

G. Langkah – Langkah Pembelajaran

Pertemuan pertama (2 JP)

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam.	10 menit

<table>
<tr><td></td><td>2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.
3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.
4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.
5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</td><td></td></tr>
<tr><td colspan="3">B. Kegiatan Inti :</td></tr>
<tr><td></td><td>1. Mengamati
• Guru mengajak siswa melakukan brainstorming tentang topik yang akan diberikan, yaitu degree of comparison
• Guru menggunakan benda yang ada dikelas seperti spidol, pen, penggaris. Lalu memberikan pertanyaan terkait benda-benda tersebut, seperti:
  1. What is this?
  2. Is pen smaller than marker?
  3. Is marker bigger than pen?
  4. Which one is taller between them?
  5. Which one is bigger between them?</td><td>60 menit</td></tr>
<tr><td></td><td>2. Menanya
• Dengan bimbingan guru, siswa bertanya tentang cara membandingkan benda-benda tersebut.</td><td></td></tr>
<tr><td></td><td>3. Mengumpulkan Informasi
• Guru memberi penjelasan tentang Comparison of Degree
• Guru memberikan contoh tentang comparison of degree dengan menggunakan langkah-langkah brainstorming technique</td><td></td></tr>
<tr><td></td><td>4. Menalar/Mengasosiasi
• Guru meminta siswa untuk berkelompok dengan teman sebangkunya.
• Guru memberikan topik tentang "comparing people".</td><td></td></tr>
</table>

	• Selanjutnya siswa diminta untuk berdiskusi dengan teman sekelompok dengan menggunakan brainstorming technique.	
	5. Mengkomunikasikan • Siswa menampilkan hasil diskusi dengan teman sebangku secara lisan.	
	6. Generalisasi • Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil diskusi tersebut.	
C. Kegiatan Akhir :		
	1. Guru meminta siswa untuk mengkonfirmasi materi yang sudah diajarkan 2. Guru menanyakan kesulitan yang dihadapi siswa yang berhubungan dengan materi 3. Guru memberikan tugas pada siswa yang terkait dengan materi	10 menit

H.   Penilaian

1) Teknik Penilaian
  a. Sikap   : Observasi
  b. Pengetahuan   : Tes lisan
  c. Keterampilan   : Unjuk Kerja (berbicara)

2) Instrumen Penilaian
Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Fluency					

• Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	Has few tarce of foreign accent

	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems

	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silence by language problem
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 15

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{Nilai\ maksimal} \times 100$$

LAMPIRAN RPP

Choose two of your classmates. Discuss the differences of them with your partner

SPEAKING TEST 1

Choose 1 picture below and try to compare it

PEMERINTAH KABUPATEN JEMBER
KEMENTERIAN AGAMA

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MTs ANNURIYYAH

Jl. Darmawangsa 142 Telp. (0331) 712576 Jember

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs Annuriyyah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8 / Genap
Materi Pokok	: Degree of Comparison
Alokasi waktu	: 2 x 40 menit
Aspek/skill	: Speaking

H. Kompetensi Inti

KI 1   :   Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   :   Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena

dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. Kompentesi Dasar

KD 3 : 3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.

KD 4 : 4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

J. Indikator

3.9.1 Siswa dapat mengidentifikasi perbandingan sifat orang, binatang, dan benda.

3.9.2 Mengidentifikasi fungsi social ungkapan perbandingan sifat orang, binatang, dan benda.

3.9.3 Melafalkan ungkapan perbandingan jumlah, sifat orang, binatang dan benda dengan pelafalan dan intonasi yang benar.

4.9.1 Melakukan percakapan sederhana yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang dan benda.

4.9.2 siswa dapat membandingkan orang, binatang dan benda menggunakan brainstorming technique yang benar.

K. Materi Pembelajaran

2. **Materi Reguler**
   - Fungsi sosial (Factual)
     o membandingkan
   - Struktur teks (Procedural)

o Comparative Degree (…er)
(-er) digunakan ketika kita membandingkan sifat dua orang, binatang, atau benda dan jika kata sifatnya memiliki 1 atau 2 suku kata.
Contoh: tall ⟶ taller
short ⟶ shorter

o Superlative Degree (…est)
(-est) digunakan ketika kita membandingkan sifat lebih dari dua orang, binatang, atau benda dan jika kata sifatnya memiliki 1 atau 2 suku kata.
Contoh: tall ⟶ tallest
short ⟶ shortest

- Unsur Kebahasaan (Conceptual)
  o Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.
  o Perbandingan sifat: *-er, -est.*
  o Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik
  o Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

L. Metode Pembelajaran

3. Pendekatan : *Scientific*

4. Teknik : *Brainstorming*

M. Media dan Sumber Belajar

3. Media pembelajaran : Papan tulis, spidol, lembar kerja siswa

4. Sumber belajar :

c. Lastari. 2013. *Bahasa Inggris Kelas VIII SMP/MTs*. Surakarta : Putra Nugraha.

d. Wachidah,Siti. 2017. *When English Rings a Bell Kelas VII SMP/MTs*. Jakarta : Kemendikbud.

e.

N. Langkah – Langkah Pembelajaran

Pertemuan ke 3 dan ke 4 (2 JP)

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.	5 menit
B. Kegiatan Inti :	

1. Mengamati
• Untuk mengingat kembali materi di pertemuan sebelumnya, guru mengajak siswa mengamati gambar yang ada di buku paket siswa. Lalu memberikan pertanyaan terkait benda-benda tersebut, seperti:
   1. What picture are these?
   2. Is she taller than him?
   3. Which one is shorter between them?	

2. Menanya • Setelah mereview materi di pertemuan sebelumnya, dengan bimbingan dan arahan guru, siswa menanyakan antara lain tentang cara membandingkan jumlah dan sifat orang, binatang, benda dengan menggunakan brainstorming technique yang benar.	
3. Mengumpulkan Informasi • Guru menjelaskan singkat tentang rules brainstorming technique • Guru mengajak siswa untuk berlatih bersama-sama tentang comparison of degree dengan menggunakan langkah-langkah brainstorming technique, seperti:	

	1. Guru menetapkan topik. 2. Guru membimbing siswa untuk mengutarakan ide tentang topik dengan memberikan pertanyaan-pertanyaan kepada siswa 3. Semua ide yang masuk ditampung, ditulis dan tidak di kritik. 4. Selanjutnya dengan bimbingan guru, siswa memilih ide-ide yang sesuai dengan topik. 5. Guru menunjuk satu siswa untuk mempresentasikan ide-ide tersebut.	70 menit
	4. Menalar/Mengasosiasi • Guru menetapkan topik yang akan siswa bandingkan, yaitu *comparing things*. • Guru meminta siswa untuk berkelompok dengan teman sebangkunya • Guru memberikan waktu 10 menit kepada siswa untuk memberikan ide sebanyak-banyaknya tentang topik dengan menggunakan brainstorming • Semua ide yang masuk ditampung, ditulis dan tidak di kritik. • Selanjutnya siswa memilih ide-ide yang sesuai dengan topik..	
	5. Mengkomunikasikan • Siswa menampilkan hasil diskusi dengan teman sebangkunya secara lisan.	
	6. Generalisasi • Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil diskusi tersebut.	
C. Kegiatan Akhir :		
	1. Guru meminta siswa untuk mengkonfirmasi materi yang sudah diajarkan 2. Guru menanyakan kesulitan yang dihadapi siswa yang berhubungan dengan materi	5 menit

H.   Penilaian

1) **Teknik Penilaian**
   a. Sikap   : Observasi
   b. Pengetahuan   : Tes lisan
   c. Keterampilan   : Unjuk Kerja (berbicara)

2) **Instrumen Penilaian**
   Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Fluency					

- Analytical scoring rubric

Rated qualities	Points	Behavioral statements
Pronunciation	5	Has few tarce of foreign accent
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to missunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronuntiation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker

	4	Sometimes use inappropriate terms and or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silence by language problem
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Nilai maksimal = 15

Nilai = $\frac{\text{Nilai yang di dapat}}{\textit{Nilai maksimal}}$ x 100

LAMPIRAN RPP

Instructions :

1. **The topic is "comparing things"**
2. **Choose two or more things around you**
3. **Express all ideas that comes in your mind about the topic by using questioning brainstorming**
4. **Afterward, choose the ideas that suitable with the topic**
5. **Your time is 10 minutes**

SPEAKING TEST 2

Instructions:
1. Choose 1 picture below
2. Look carefully the picture you choose
3. Express all ideas that comes in your mind about the topic by using questioning brainstorming
4. Choose the ideas that suitable with the topic
5. Your time is 10 minutes

Picture 1

Picture 2

Appendix 9

The Result of Students' Speaking Score

No	Students' Code	The previous daily test score	Cycle I	Cycle II
1	S-1	70	70	75
2	S-2	50	65	70
3	S-3	70	75	80
4	S-4	60	70	75
5	S-5	70	75	80
6	S-6	50	60	70
7	S-7	70	70	75
8	S-8	50	60	65
9	S-9	75	75	80
10	S-10	60	70	70
11	S-11	50	65	65
12	S-12	70	70	75
13	S-13	50	60	65
14	S-14	70	75	80
15	S-15	60	65	65
16	S-16	70	70	75
17	S-17	50	60	70
18	S-18	50	65	75
19	S-19	50	70	70
20	S-20	60	75	80
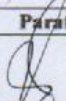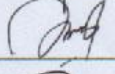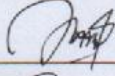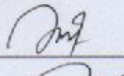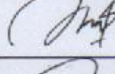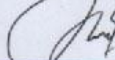
21	S-21	60	70	70
22	S-22	70	70	75
23	S-23	50	60	65
24	S-24	50	65	70
25	S-25	50	50	60
26	S-26	70	75	80
27	S-27	50	60	70
Total		1605	1815	1950
The Average Score		59.4	67.2	72.2

Appendix 10

JOURNAL OF RESARCH

No.	Time	Activity	Paraf
1.	13th Jan 2020	Observation	
2.	20th Jan 2020	Interview English Teacher and Students	
3.	29th Feb 2020	Treatment 1	
4.	01st March 2020	Treatment 2	
5.	01st March 2020	Test Cycle 1	
6.	07th March 2020	Treatment 3	
7.	08th March 2020	Treatment 4	
8.	08th March 2020	Test Cycle 2	

Jember, 08th March 2020

Headmaster of Madrasah ,

Hj. Umi Hanik, S.H.

Appendix 11

The Attendance list of VIII A Class

No	Name
1	Aini Humidatul Kh.
2	Amalia Faiqotul M.
3	Ayuk Dwi Agustin
4	Bernice Putri Micha M
5	Datin Sri Hindun
6	Denis Farindha
7	Deva Maulina Sari
8	Elvina Iqhnasia Dewi R
9	Hanum Najwa Fairuz
10	Ianatut Diniah
11	Iffadhatul Fahmi L.
12	Imroatul Hasanah
13	Meiva Putri Maulidia
14	Nabita Maulidatul F
15	Nayla Izza Afcarina
16	Nayla Latifa Zahra
17	Novita Salsabila
18	Nurul Azizah
19	P.A Maulidah Karimah
20	Putri Ifqoh Aulia R.
21	Risdatul Mufidah
22	Sefi Diana Putri
23	Sholihatut Diniah
24	Siti Nurhidayati
25	Umi Farhatul Adawiyah
26	Dwi Yunita Ratnasari
27	Hanum Isnaini R.

Appendix 12

INSTRUCTIONS

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised, please write in the column "catatan"

No	Aspek yang di nilai	Skala Penilaian				Catatan
		1	2	3	4	
A	**Isi**					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.9 dan 4.9				√	
	2. Indikator soal sesuai dengan materi				√	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				√	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan.				√	
B	**Konstruk**					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa				√	
	2. Soal disusun sesuai dengan teori degree of comparison				√	
	3. Soal speaking test disusun sesuai dengan teori speaking yang mana mengharuskan siswa untuk berbicara "speaking"				√	
	4. Penilaian kemampuan "speaking" siswa diadaptasi dari buku Douglas Brown				√	
C	**Bahasa**					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar				√	

	dan sesuai dengan grammatical					
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik.			✓		

Note:

4 = Sangat Baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

Jember, 29 - Februari 2020

Validator

(Nina Haguningtyas, M.Pd

Appendix 13

KISI - KISI SOAL SPEAKING

Sekolah	: MTS Annuriyah
Waktu	: 40 menit
Mata Pelajaran	: Bahasa Inggris
Skill	: Speaking
Kelas	: VIII A
Bentuk Soal	: Oral
Semester	: 2 (Genap)
Jumlah Soal	: 1

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.9 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks	Degree of Comparison	Pada speaking test (picture cued task), peserta didik ditunjukkan 2 gambar yang berbeda. Selanjutnya peserta didik diminta untuk menuliskan perbedaan 2 gambar tersebut menggunakan teknik brainstorming. Selanjutnya peserta didik menjelaskan perbedaan-perbedaan tersebut secara lisan di

	penggunaannya.		depan guru dengan menggunakan kalimat degree of comparison. Masing- masing peserta didik menjelaskan 1 gambar dalam waktu sekitar 1,5 menit dan dilarang membuka kamus.
4. Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		

Appendix 14

RESEARCHER'S BIODATA

Personal Information

Full Name   : Firda Meilida Nuryudia

NIM   : T20166038

Gender   : Female

Place, Date of Birth   : Jember, May 4th 1998

Address   : Paleran, Umbulsari-Jember

Religion   : Islam

Department/ Majors Courses : Language Education/ English Department

Email Address   : firdameilidanuryudia@gmail.com

Educational Background

1. TK Dewi Masyitoh Paleran
2. MI Bustanul Ulum 01 Paleran
3. MTs Hasanuddin Semboro
4. MA Maambaul Khoiriyatil Islamiyah Bangsalsari
5. IAIN Jember