

USING BRAINSTORMING TECHNIQUE TO PROMOTE SPEAKING ABILITY FOR THE FIRST YEAR OF SENIOR HIGH SCHOOL STUDENTS AT SMAN 4 PURWOKERTO

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Abstract: The aim of this research is to describe and explain the implementation of brainstorming in teaching English at the First Year of SMAN 4 Purwokerto. The title of this research is “Using Brainstorming Technique to Promote Speaking Ability for The First Year of Senior High School Students at SMAN 4 Purwokerto”. This research was held at the first year of Senior High School Students at SMAN 4 Purwokerto. The researcher collected the data from interview and observation. This research used qualitative data. This research has a result that showed the activities of English teachers in the implementation of brainstorming at the First Year of Senior High School 4 Purwokerto were varies. However the researcher found and identified some common ways in the implementation of brainstorming. The ways were in the beginning teachers explain the objective of brainstorming. Then, teachers use various activities to brainstorm students ideas for example: word map, making list of words. Teachers did not judge on students ideas in order to gain as many as students ideas. At the end , teachers announce the topic of the lesson.

Keywords: Brainstorming, implementation, ways, teachers, students, ideas, lesson

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan implementasi brainstorming dalam pembelajaran Bahasa Inggris di Tahun Pertama SMAN 4 Purwokerto. Judul penelitian ini adalah “Using Brainstorming Technique to Promote Speaking Ability for The First Year of Senior High School Students at SMAN 4 Purwokerto”. Penelitian ini dilakukan pada siswa tahun pertama Sekolah Menengah Atas di SMAN 4 Purwokerto. Peneliti mengumpulkan data dari wawancara dan observasi. Penelitian ini menggunakan data kualitatif. Hasil penelitian ini menunjukkan bahwa aktivitas guru bahasa Inggris dalam pelaksanaan brainstorming di kelas 1 SMA Negeri 4 Purwokerto bervariasi. Namun peneliti menemukan dan mengidentifikasi beberapa cara umum dalam implementasi brainstorming. Caranya adalah, pada awalnya guru menjelaskan tujuan brainstorming, kemudian guru menggunakan berbagai kegiatan untuk bertukar pikiran tentang ide-ide siswa misalnya: peta kata, membuat daftar kata. Guru tidak menilai ide siswa untuk mendapatkan ide sebanyak siswa. Di akhir pelajaran, guru mengumumkan topik pelajaran.

Kata kunci: Brainstorming, implementasi, cara, guru, siswa, ide, pembelajaran

INTRODUCTION

Brainstorming game is a way to improve students' idea. A group problem solving technique that involves the spontaneous contribution of ideas from all members of the group. In this research, speaking ability refers to the student to express their ideas to descriptive a picture. Many Senior High School students tend to have difficulties in speaking practice related to a recount text, such as no interest in speaking; lack of grammar and vocabulary; lack of background knowledge and do not know how to pronounce the word; inappropriate technique in teaching and learning process.

In addition, by doing brainstorming teachers can see what extent their and their students think alike about the topic of the lesson. In other words, brainstorming activity reviews what the students knew about a particular issue and to generate questions for further discussions. Because of its function, brainstorming activity is ofteneimplemented in the beginning of the lesson. Based on the background of the problem that could be further discussed in this research. That is:

- a. How is the implementation of brainstorming in teaching English at the first year of SMAN 4 Purwokerto?

The researcher has a reason for choosing the title, that is the title is appropriate for the researcher whi studies English in Department of English Education. This proceeding contains of Introduction, Literature Review, Research Methodology, Results and Discussion, Conclusion, and References. The teaching of English covers four skills, namely reading, writing, speaking and listening. Listening and reading are said to be receptive, while speaking and writing are said to be productive. Of four language skills above, the writer focuses on speaking and writing since they are productive skills which enable people to communicate skill which enable us to produce utterances, when genuinely to communicate, speaking is desire and purpose-driven. In other words, we genuinely want to communicate something to achieve a particular end. Since speaking is a skill which enables us to communicate, it is very important as Nunan (1991:39) states that most people mastering the art of speaking is single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

LITERARY REVIEW

Brainstorming is a structured process for having ideas. In other words, brainstorming is process of thinking about an object. It has some procedures which organized to produce several ideas. The ideas can be an opinion, feeling, purpose, or thought. Meanwhile, according to Claxton says brainstorming is a process of listing as many ideas that an individual or group can think of on a topic. Then, she adds that brainstorming is a quick respond-and-record exercise without judgment or discussion. From the experts' definitions, the researcher concludes that brainstorming is as a technique that can be used by the teacher to build their students' prior knowledge based on their own ideas about the topic that willbe discussed on the learning process. In brainstorming, there does not need therights or wrong ideas it is only to recall students experiences about the topic.

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knowledge based on their own ideas about the topic that will be discussed on the learning process. In brainstorming, there does not need the rights or wrong ideas it is only to recall students' experiences about the topic.

RESEARCH METHODOLOGY

This research was conducted through descriptive qualitative data. The subject of this research is the all of English teachers at the first Senior High School ho4 Purwokerto. There are three English teachers who teach English at the first year of the school. The object of this research is the implementation of brainstorming in teaching English at the first year of Senior High School 4 Purwokerto. The techniques had been used to get the data of this qualitative research are: Interview and Observation. The aim of interview is to collect the data on how is the implementation brainstorming I teaching English at the first year of Senior High School 4 Purwokerto from teachers own words. Meanwhile, for observation the researcher observed the English teachers at the first year of Senior High School 4 Purwokerto to the process of implementation of brainstorming in teaching English.

FINDINGS AND DISCUSSION

There were three English teachers who taught English subject for the first year students. The researcher interviewed the three teachers at different place and time. To support the data collected by interviewed, the researcher observed the interview activities in brainstorming.

Data of interview:

- Teacher A

Teacher A gave a good response when the researcher proposed a time for interview. He said that brainstorming is a very useful activity to introduce the topic of the lesson.

- Teacher B

Teacher B gave a good response as well. She said that brainstorming is a technique in the pre-activity that he usually does. In brainstorming, teacher makes a list of students' ideas related to on a lesson topic.

- Teacher C

Teacher C gave a good response also. She said that brainstorming is activity for generating students' ideas about topic.

The implementation of brainstorming in teaching English at the first year of SMAN 4 Purwokerto are: In the beginning, teachers explain the objective of learning, the teachers use various activities to brainstorm ideas, the teachers did not judge on students' idea in order to gain as many as students' idea. At the end, teachers announce the topic of the lesson.

CONCLUSION

Based on the research question "How is the implementation of brainstorming in teaching English at the first year of Senior High School 4 Purwokerto?" The researcher concluded that all teachers at the first year at SMAN 4 Purwokerto implemented brainstorming in teaching English. The English teachers have different ways and various activities to brainstorm students' ideas. The teacher did not judge on student's idea in order to gain as many as students' idea. At the end, teachers announced the topic of the lesson.

Regarding to the conclusion, there are some suggestions that need to be given attention as follows:

1. Brainstorming plays essential roles facilitating students' comprehension on new topics. Therefore, both teachers and students need to pay much more attention to the ways of developing various brainstorming activities with the students.
2. English teachers of other schools who do not yet use brainstorming or use it only a little are motivated and suggested to try its use.

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