A THESIS

**IMPROVING THE STUDENTS' SPEAKING BY USING
BRAINSTORMING TECHNIQUE
AT SMAN 4 SOPPENG**

BY

**IRMA RAHAYU
REG. NUM. 19.1300.073**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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IRMA RAHAYU
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements For the Degree of Sarjana Pendidikan(S.Pd.)

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SUBMISSION PAGE

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Parepare, 15th June 2023
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DECLARATION OF THE RESEARCH AUTHENTICITY
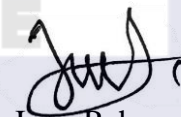
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ABSTRACT

IRMA RAHAYU, *Improving the Students' Speaking by Using Brainstorming Technique at SMAN 4 Soppeng*, (Supervised by Abdul Haris Sunubi and Nur Asiza)

In learning English, there are various methods needed to improve students' interest and motivation especially in learning speaking, teachers must be able to choose the best method to improve students' speaking skills. Teachers must be able to create a good atmosphere in learning. The chosen method can make students more enthusiastic about learning, play an active role during the learning process, and support students to take more opportunities to improve their speaking skills. Based on the problems statement above, researcher will overcome this by offering brainstorming techniques

This research design used experimental design with pre experimental method. The population of this study was 49 eleventh grade, it consist of 2 classes and the sample in this study was class XI IPS which consisted 25 students who were taken based on purposive sampling. This design of one grup pre-test and post-test research design. In this research there was three steps, namely pre-test, treatment and post-test. Analysis data by descriptive analysis. Instrument used for this research was speaking test .

The findings showed that before implemented brainstorming technique was category of fair, which mean pre-test showed for 60,36 and The students' speaking after implemented brainstorming technique was category of very good which mean post-test showed for 69,92. Brainstorming technique at Eleventh Grade Students' of SMAN 4 Soppeng showed the students the result data that obtained t value 4.5401>2.064, which means that there is a significant increase in using brainstorming technique to improving students' speaking at SMAN 4 Soppeng.

Keywords: Brainstorming Technique, Speaking, Improving

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CHAPTER I

INTRODUCTION

A.Background

In this world almost everyone needs to learn English, they need to learn English to communicate with other people or foreigners, as we know English is an international language, English is also used as the language of trade, international relations, culture and education, in the international field of English communication with other countries. English is also very necessary when someone wants to apply for a job. Almost all companies prioritize the ability to speak English as a requirement to be accepted as a worker in the company.

In this day, the whole world has turned global, everyone communicates using English. English is used all over the world and has changed its status to become an international language. The whole world uses English. It is the international language used for trade and commerce. Even in the IT field also, most of the programmes are written in English and even they communicate with their colleagues or other software professionals those who work around the world in English. Furthermore, most of the books related tohigher education are published in English.[1]

In this era of globalization, English is one of the most popular languages, almost everyone in this world uses English because English is an international language. In Indonesia, English is very well known because middle school, high school and college students are required to learn English at school. Language learning involves mastering four skills, namely listening, reading, writing, and speaking.

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[1]Tuti Srihandayani And Leni Marlina, "Using Brainstorming Technique In Speaking Activity For Senior High School Students," Journal Of English Language Teaching 8, No. 1 (2019).

When people master these four skills, they get many advantages in their environment, such as:Internet, literature, books, products, and they get a lot of information and contact with each other. One of the most important skills in English is speaking, because speaking is a productive skill. People can produce language by speaking and speaking is also very important for students in language learning. Students can express their feelings, thoughts and opinions through speaking.[2]

By speaking, students can express what is on their minds. They can convey their ideas, their thoughts, their opinions and exchange information with each other. They can also carry on conversations with other people because other people don't know what they are thinking if they don't express or speak. when someone can speak a language it means they can carry on a conversation quite competently. Therefore, speaking is needed. The main point in speaking is about how to deliver messeges to the listeners so that they can understand what the speakers mean.[3]

When learning speaking there are various kinds of problems encountered such as the lack of motivation of students to learn speaking and they are afraid of making mistakes when speaking English nd because of their lack of interest in learning English, they have less achievement in speaking so they find it difficult to express their opinions in English because they do not have the courage to speak English. This happens not because they have no knowledge of the material but because they lack grammar and they do not know the right words to say in English. So, they just keep silent because they made a mistake.

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[2]Muh. Aksan, By English Education Program Tarbiyah Faculty State Islamic Institute (Iain) Parepare By Muh . Aksan Tarbiyah Faculty State Islamic Institute (Iain) Parepare, 2021.

[3]Muhammad Eka Zuwanda and Ummi Umara, "The Effect Of Using Brainstorming Method On Students' Speaking Achievement Of The Eleventh Year Students Of Smk Negeri 1 Stabat," *Angewandte Chemie International Edition, 6(11), 951–952.*, 2021, 2013–15.

In addition, Ahmed Maher stated in his study that for some students learning to speak is not an easy thing because they will face several problems that make it difficult for them to speak. this happens for several reasons such as students are afraid of making mistakes, students who use the same mother tongue they tend to use it because they are used to it, they lack vocabulary to speak. To overcome this problem, there are several suggested solutions that can help overcome students' difficulties when speaking. First, to make students more competent when speaking English by practicing speaking English, both teachers must be able to encourage students not to use their mother tongue. Finally, the teacher is required to be more creative and innovative in dealing with students' speaking problems that they find in the learning process in class.[4]

In learning English, there are various methods needed to improve students' interest and motivation especially in learning speaking, teachers must be able to choose the best method to improve students' speaking skills. Teachers must be able to create a good atmosphere in learning. The chosen method can make students more enthusiastic about learning, play an active role during the learning process, and support students to take more opportunities to improve their speaking skills.

This research was carried out based on the problems experienced by class XI students at SMAN 4 Soppeng, they experienced difficulties when asked to speak English. based on the results of the interview with Miss Sry Rahayu she said that

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[4]Ahmed Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," International Journal of Humanities and Social Science Invention 5, no. 12 (2016): 96–101.

when teaching English especially speaking she often felt her students were lacked in speaking aspects, she felt students were not interested when asked to speak English[5].

The researcher also conducted interviews with several students of class XI IPS, they said that they prefer learning about reading, because they are only asked to read, whereas when they learned speaking they were not interested. When the researcher asked them what the reason they do not interest to learned speaking because they lacked vocabulary, they also felt confused and did not know what to say next, some of them said they were afraid of being wrong, and embarrassed if they were wrong when asked to speak.[6]

Based on the problems experienced by students, researcher will overcome this by offering brainstorming techniques. Brainstorming techniques will help overcome the problems experienced by class XI students of SMAN 4 Soppeng when speaking. Brainstorming techniques help students express their ideas freely without fear of being wrong.

Brainstorming began to be discovered and developed by Alex F Osborn. During World War in 1919, a New York who was ambitious and had a great interest in creative thinking founded an advertising agency named Batten, Barton, Dustin and Osborn (BBDO). Thirty year-old man who was so ambitious named Alex F. Osborn is the founder of the advertising company BBDO which developed until 1939 when the company experienced a decline in profits, causing the loss of one of its best employees. At that time Alex Osborn was looking for ways to keep his advertising agency company growing, Alex Osborn emphasized his love for creative thinking, he was looking for ways he could encourage his employees to think and generate creative ideas. in 1942 Alex Osborn introduced the concept of thinking in his work

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[5]Miss Sri Rahayu,S.Pd Interview of english teacher SMAN 4 Soppeng on date 20 march 2023

[6]Students class XI IPS 1 interview At SMAN 4 Soppeng on date 20 march 2023

"how to think up" which is called brainstorming Technique according to Alex F. Osborn brainstorming technique aims to solve a problem that occurs through one's opinions and creative ideas.[7]

According to Sinagatullin cited in Siti Aminah Hasibuan stated that brainstorming is the activity that make active participation as the key of the group, this activity helps to create a spirit of cooperation, and student's creativity both in think and speak.[8]

Ali Hamideh et al states that brainstorming technique is a helpful technique to cover all problems. Brainstorming technique are a suitable learning strategy to improve students' speaking skills. This technique involves students actively in expressing their opinions and stimulates them to think creatively. In the brainstorming process, students are trained to think quickly and organize their opinions logically.[9]

By using brainstorming technique, the researcher tries to make students speaking easily and the students will be more active speaking and students' free to express their opinions or ideas, by using brainstorming techniques students are trained to think critically and innovatively and students can generate creative ideas so as to increase student participation, especially speaking.

In short, brainstorming techniques can overcome students' difficulties when speaking and help students improve their speaking skills. because of that it is interesting to do research entitled "improving students' speaking by using brainstorming technique at SMAN 4 Soppeng"

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[7] https://id.m.wikipedia.org/wiki/Curah_pendapat

[8] Siti Aminah Hasibuan, "Improving Student'S Speaking Skill By Using Brainstorming Method of the Tenth Grade in Sma Unggulan Ummu Rahmah in 2020/2021," <i>Pedagogi: Jurnal Ilmiah Pendidikan</i> 7, no. 2 (2021)

[9] Ali Hamide, Rostampour, M., & Abdorahimzadeh, S. J. The Role Of Brainstorming in Enhancing Iranian EFL Learners'speaking Progress and Achievement. Modern Journal of Language Teaching Methods, 5(2) (2015).

B. Research Question

Considering the background above,the focus of this study is to answer the problem or question asked by researcher. The formulation of the problem in this study " is brainstorming technique able to improve students' speaking at the eleventh grade at SMAN 4 Soppeng?

C. Objective Of The Research

Based on the problem or question raised by the researcher above, the purpose of this study is to improve studens' speaking by using brainstorming technique at the eleventh grade at SMAN 4 Soppeng.

D. Significance of the Research

It is hoped that the research results can provide useful contributions for teachers, students and further research, which can be explained below:

1. Teacher

First, by understanding the results of this study, teachers can find solutions to problems experienced by students when learning English, especially in the speaking section. And also teachers can be smarter in choosing learning techniques or methods that are appropriate to the material being taught when learning English.

2. Students

Second,to knowing brainstorming technique in learning English, students' will be motivated to learn English, They also can enjoy studying and be more enegetic when they study Speaking

3. For other Researchers

   Third, this research is also expected to provide benefits as a reference for researchers who want to conduct research related to this field.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Previous Research Findings

In this section discusses some of the findings of previous research related to the research discussed.

The first research from Hapri Octarina, Syamsul Rizal and Fera Zasrianita, in this study was conducted to find out whether brainstorming strategies can improve students' speaking skills. The design of this research is classroom action research (CAR). The researcher evaluated students' speaking skills in five forms, namely pronunciation, grammar, fluency and vocabulary comprehension. The result of this study is that the researcher found that improving students' speaking skills through brainstorming strategies was effective for developing students' speaking skills.[10]

Ida Nuraida, Fitriah and Lia Amalia explain the use of Brainstorming Techniques in increasing students' confidence in speaking English skills. This research focuses on the use of Brainstorming Techniques and as a sub focus on improving English speaking skills. This research uses qualitative research with descriptive research methods. The instruments used were voice and video recorders and cameras from mobile phones as well as accurate documents, journals or books. Data collection techniques used three ways. namely interviews, observation and documentation. The results of the study, it can be concluded in general that the Brainstorming technique is considered capable of increasing students' confidence in speaking English skills.[11]

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[10]Hapri Octarina, Syamsul Rizal, and Fera Zasrianita, "The Use of Brainstorming Strategy to Improve Students' Speaking Ability," *Jadila: Journal of Development and Innovation in Language and Literature Education*2, no. 2 (2021): 212–23.

[11]Ida Nuraida and Lia Amalia, "The Use of Brainstorming Technique in Increasing Student Confidence in English Speaking Skills at SMAN 4 Kota Serang" 1, no. 2 (2022): 87–95.

This research explain one of the possible ways of increasing speaking ability is by implementing Round Robin Brainstorming strategy in research conducted by Herni Yanti Firteach Gea, Jontra Jusat Pangaribuan and Novalina Sembiring, which state thats using Round Robin Brainstorming Technique of teaching speaking especially in pronunciation and fluency is able to help the students improve their speaking skill. It is suggested that teachers use Round Robin Brainstorming Technique as an alternative technique in teaching speaking to the students in Senior High School in order to improve their speaking skill.[12]

Dwi Handayani Lukman, Nurdevi Bte Abdul, and Sujariati aim to determine how important the influence of brainstorming techniques is to improve the speaking ability of class VIII UPT SMPN 4 Pinrang. before being given treatment almost all students had difficulty speaking, they had difficulty expressing their opinions and after students were given treatment they were able to speak and express their opinions. Based on the accurate observations of researchers, it can be said that the effect of applying brainstorming techniques can make a positive contribution to learning speaking, especially to improve students' speaking fluency and skills so that researchers conclude that the effect of using brainstorming techniques is an appropriate learning technique to improve students' speaking skills in class VIII UPT SMPN 4 Pinrang.[13]

Siti Aminah Hasibuan, in this study conducted to find out whether the brainstorming method can improve students' speaking skills. The purpose of this research is to determine the effect of using the brainstorming method in learning to speak students and to find out whether students are interested in learning English using this method. based on the findings and data analysis it was stated that before and after the use of the brainstorming method there was an increase in students'

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[12]Gea, Pangaribuan, and Sembiring, "Improving Students' Speaking Skill By Using Round Robin Brainstorming Technique To the Eleventh Mia Grade Students of Sma Deli Murni Bandar Baru."

[13]Dwi Handayani Lukman, Nurdevi Bte Abdul, and Sujariati, "Effect of Brainstorming Technique in Promoting Students' Speaking Skill At Upt Smpn 4 Pinrang," *English Language Teaching Methodology* 2, no. 1 (2022): 44–53.

speaking skills so that the researchers concluded that the brainstorming method could improve students' speaking skills and was able to foster students' motivation to learn to use the brainstorming method.[14]

Table 2.1 Equation and Difference of Previous Reseacrh Findings

No	Research Name And Title	Equation	Difference
1	Hapri Octarina, Syamsul Rizal and Fera Zasrianita" the use of brainstorming strategy to improve students' speaking ability"	Located in the learning techniques applied namely brainstorming technique	The design of his research is classroom action research (CAR) while the design of this study using experimetal class.
2	Fitriah,Ida Nuraida and Lia Amalia" the use of brainstorming technique in incrasing student confidence in english speaking skill at sman 4 kota serang	Located in the learning techniques applied namely brainstorming technique	The purpose of the research conducted by Fitriah,Ida Nuraida and Lia Amalia is to find out wether the brainstorming technique can increasing students confidence in English speaking skill. While the goal in this study was to find out whether the brainstoming technique can improve students' speakingskill.
3	Herni Yanti Firteach Gea, Jontra Jusat Pangaribuan and Novalina Sembiring " Improving Students' Speaking Skill By Using Round Robin Brainstorming Technique To The Eleventh Mia	Located in the learning techniques applied namely brainstorming technique	In their research using Round Robin brainstorming technique to improve studets' speaking skill while in this study using brainstorming technique to improve students speaking skill.

[14]Siti Aminah Hasibuan, "Improving Student'S Speaking Skill By Using Brainstorming Method of the Tenth Grade in Sma Unggulan Ummu Rahmah in 2020/2021," *Pedagogi: Jurnal Ilmiah Pendidikan* 7, no. 2 (2021): 88–92.

	Grade Students Of Sma Deli Murni Bandar Baru "		
4	Dwi Handayani Lukman, Nurdevi Bte Abdul, and Sujariati "the effect of brainstorming technique in promoting students' speaking skill at upt smpn 4 pinrang "	Located in the learning techniques applied namely brainstorming technique	The focus of the research is to know the effect of brainstorming technique in fluency and accuracy of the students speaking skill.while in the focus in this research is to improve students' speaking skil
5	Siti Aminah Hasibuan " improving student's speaking skill by using brainstorming method of the tenth grade in sma unggulan ummu rahmah in 2020/2021	Located in the learning techniques applied namely brainstorming technique	The purpose of siti aminah hasibuan's research is to determine the effect of using the brainstorming method in students' speaking learning and to find out whether students are interested in learning with this method. While the purpose in this study is to improving students' speaking skill by using brainstorming technique.

From the previous research above, they serve various findings with the result of increasing value in speaking ability using quasi-experimental design. Within this research, The researcher attempt to conduct the research with thedifferent point of view. Moreover, The researcher will use pre-experimental design as a novelty throughout the entire process of the result.

B. Some Pertinent Ideas

1. Concept Of Speaking

a. Definition of Speaking

Speaking is an important factor in language learning, especially when learning a foreign language, along with listening, reading, and writing that students must master. Talking is a way of communicating (orally) with other people to achieve certain goals or express opinions.[15]

Speaking skill in the most important skill to acquire foreign or second language learning. among the four key of language skills, speaking is deemed to be most important skill in learning a foreign of second language. Among the four skills of English language, speaking seems to be difficult becaue the speaker have to produce sentences on the spur of the moment. it is quite difficult for foreign language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary.[16]

According to Ladouse cited in Dhea Saragih,Olina Putri Batubara, Vanessa Pritin Angel Halawa,Sabarni Rodearni Sipayungand Selviana Napitupuluspeaking is an activity to explain someone in a certain situation or activity to report something. Whereas according to Tarigan Speaking is a way to communicate that influences our daily life. This means that speaking is a way of communicating that can affect someone's life.[17]

Based on the explanation above the researcher conclude that speaking the way we express what we feel and then express it in spoken language, speaking is a person's skill when communicating in English. Speaking is one of the productive

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[15]Sri Wahyuni, Kurnia Febianti, and Laras Margaretha, "The Effect Of Round Robin Brainstorming Strategy In Solving Speaking Anxiety Of Tenth Grade Students Of SMK," 2023.

[16]Rao, Parupalli Srinivas. 'The Importance Of Speaking Skills In English Classrooms.' Alford Council Of International English & Literature Journal (Acielj) 2.2 (2019).P.4

[17]Dhea Saragih et al., "Strategies To Improve Speaking Skill for Tourism Students," *AKSELERASI: Jurnal Ilmiah Nasional* 4, no. 1 (2022): 1–7.

skills, meaning that in its development it is carried out after listening, where listening is one of the receptive skills. Therefore, speaking is one of the oral activities in productive skills, which is actually more than just expressing opinions and thoughts through words.

The ability to speak describes the ability to express oneself in life situations, or the ability to describe actions or situations with the right words, or the ability to speak or express thoughts fluently. These skills are used in communicative situations which are basically the normal pronunciation, intonation,grammatical structures, and vocabulary signal systems of a foreign language during normal learning for native speakers of that language.[18]

Harmer cited in Aidil Syah Putra defines that communication happens when the listener can give the response to the speaker after the listener understands the message given. As we know, there are four basic skills in english which should be mastered. One of them is speaking. However, in using English communicate speaking is widely considered to be a principal skills among other.

Nunan in Aidil Syah Putra states that to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Speaking ability as the ability to use in essentially normal communication, stress, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each others.[19]

Based on the explanation all experts above,it is conclude that speaking is an interaction between two or more people, communication occurs when the listener can respond to the speaker after understanding what the speaker is conveying. speaking is

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[18]Rica Umrina Lubis and Indra Kurniawan Siregar, "Improving Students' Speaking Skill Through Debate," *Journal of English Education and Linguistics* 2, no. 1 (2021): 1–8.

[19]Aidil Syah Putra et al., "The Correlation Between Motivation And," *Journal of English Language Education and Literature* II, no. 1 (2017): 36–57.

the most important ability to master when wanting to communicate in English, speaking is one of the four skills in English that are important to learn.

b. Components of Speaking

Brown cited in Lalu Bohari states that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation.

1) Vocabulary

One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.

2) Grammar

Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far.

3) Fluency

It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently. Someone can be said fluent if she can require some criteria or categories those are the students can say the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in the language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it does not use grammatical language.

4) Comprehension

In speaking the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it. But in this research, the researcher will call the comprehensibility.

5) Pronunciation

Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.[20]

c. Types of Speaking

Brown cited in Feni Cahyani said that divides the types of speaking skill into five types.

1) Imitative

Imitative Is someone's ability to imitate aword or phrase or possibly a sentence while this is a purely phonetic levelof oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive

The second type is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, and juncture).

3) Responsive

Responsive assessment tasks includeinteraction and test comprehension but at the somewhat limited level of very shortconversations, standard greetings and small talk, simple requests and comments,and the like. In the class activities, responsive is the students' short replies to theteachers or the

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[20]Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (2020): 68.

other students question. These responses are usually short and donot extend into a dialogue.

Responsive speaking is a type of speaking that emphasizes students' ability to speak English spontaneously, such as when asked to give opinions, ask questions and answer questions quickly.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. The aim of the interactive speaking is to convey or exchange information being more specific. In the other word, interactive speaking is an extended form of responsive speaking. Interview, discussion, games and role-play are some examples of interactive speaking.

5. Extensive (Monologue)

Extensive oral production is for the students at the intermediate to advance levels, when the students able to speak in a monologue form of oral report, summary, or short speech.[21]

d. Characteristics of Successful Speaking

According to Shojaee cited in Nurul Khiromahan effectives peaking activity has the following characteristics

1) Students speak a lot

Classroom activity has to be designed in such ways that provide chances for students to speak up a lot.

2) All have chance to speak.

Talkative students should not dominate the classroom discussion. Students' contribution must be fairly distributed. Classroom activity must be designed in such ways that help all students to take risk.

3) Students' motivation is high

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[21]Feni Cahyani, "The Use of Think Pair Share Technique to Improve Students' Speaking Performance," *Energies* 6, no. 1 (2018): 1–8.

Students are eager to speak because of interesting topic and teaching strategy, and then they want to achieve the goal of task.

4) Comprehensible language

Students express themselves in relevant utterances, comprehensible easily by the others, acceptable level of language accuracy. Teacher also should base the activity by easy language in order ease students to use language fluently without hesitancy.

5) Students speak target language

The teacher must inure and keep students to speak the foreign language during classroom activity and when they are outside of classroom.[22]

2. Concept of Brainstorming Technique

a. Definition of Brainstorming

Brainstorming is a structured process for generating opinions or in other words, brainstorming is a process for generating ideas for a particular object. And is composed of several procedures that aim to produce opinions or ideas. These ideas can be opinions, feelings, goals, or thoughts. According to Claxton cited in Novasa adiyani state that 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.[23]

From the opinion above the researcher concludes that brainstorming is a learning technique that can bring up students' creative ideas through a problem or object given by the teacher. Brainstorming technique is a technique that is suitable for use by teachers to come up with ideas and make students think creatively.

Abedianpour in Nengah Dwi Handayani,et al stated that Using the Brainstorming Technique in the teaching and learning process can generate new

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[22] NurulNurul Khiromah, "Improving Speaking Skill through Round Robin Brainstorming for the Eleventh Grade at Ma Darut Takwa Suci," *Ph.D. Thesis, Central-South University of Technology, China* 76, no. 3 (2016): 61–64.

[23]Novasa Adiyani, "Using Brainstorming Technique To Promote Speaking Ability for the First Year of Senior High School Students At Sman 4 Purwokerto" 1, no. 1 (2021): 122–25.

desires and interests, motivate and stimulate learning activities, and even influence students psychologically.[24]

It can be conclude that One of the innovative methods is the Brainstorming Technique. Using the Brainstorming Technique can lead to students' creativity in speaking.

Coffin in Kurnia Budiyanti, explains that in Brainstorming Technique student sparks ideas off each other after a discussion or reading. Ideally, students throw ideas into a non-judgmental forum, with the goal of generating multiple ideas on a topic without immediately evaluating their suitability for development.[25]

From the expert above it can be conclude that n discussing students are free to argue without criticizing each other. Brainstorming techniques aim to train students to think freely and also teach students not to be afraid to express their opinions when discussing.

On the other side, Fontaine cited in Nibal Abdelkarim,et al states that brainstorming is a way of bringing ideas without consideration of their evaluation. This does not mean leaving the evaluation, but only postponing it to the end of the session. The brainstormer should be aware that brainstorming is not guaranteed to get new ideas. And Hassanei state that Brainstorming is one of the most distinctive ways to develop creative thinking, so the nature of the brainstorming is characterized as working on the flow of ideas without criticism and try to speed thinking, break the deadlock, and challenge the minds.[26]

From the expert above the researcher conclude that Brainstorming techniques also help students to train their thinking speed and develop students' creative

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[24]Ida Ayu Made Sri Widiastuti, Ni Made Wersi Murtini, and Ruli Anto, "Brainstorming as an Effective Learning Strategy to Promote Students' Critical Thinking Skills," *Jurnal Pendidikan Progresif* 12, no. 2 (2022): 969–71.

[25]Kurnia Budiyanti, "Improving Student's Writing Skill of Narrative Text through Brainstorming Technique by the Second Year Students of State Islamic University Suska Riau," *Journal of Education and Islamic States* 5, no. June 2014 (2014): 65–79.

[26]Nibal Abdelkarim Mousa Malkawi and Mona Smadi, "The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public Schools in Jordan," *International Education Studies* 11, no. 3 (2018): 92.

thinking, brainstorming techniques teach students to work together and respect each other's opinions.

b. Procedure of using Brainstorming Teaching Technique

An expert, Hollingsworth in Dewi Sundariexplains that there are series of stepsthat should followed in setting up a brainstorming session:

1) Identifying the problem

In preparation for a brainstorming session you should select a specific, as opposed to a general problem. This is extremely important, because a badly designed challenge could lead to lots of ideas which fail to solve the problem. For example: the problem "How should we behave on a field trip?" is tto broad. To narrow the problem, two or three sub-problems might be formulated: How should we behave on the bus? How should we behave going to and from the bus? How should we behave at the water station?

When the problem has been reduced to its lowest common denominators, the selected sub-problems are posed as concise, definite question. Question of what, why, where, when, who and how serve to stimulate the creation of ideas. For example: Why is it needed? Where should it be done? Who should do it? How should it be done?

2) Preparing the group

Give yourself a time limit. It is recommended 25 minutes, but experience will show how much time is required. Large groups may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit. At minimum, he/she pushes for 50 ideas. But, 100 ideas are even better.

3) Leading the idention session

Explain and write out four basic rules that must be faithfully followed:

(a) Criticism is rules out: Judgment of ideas must be withheld until later.

(b) Freewheeling is welcomed. The wilder the idea the better, it easier to tame down than to think up.

(c) Quantity is wanted : greater the number of ideas, the greater the likelihood that the ideas of their own, participant should suggest how ideas of other can be returned into better ideas or how two or more ideas can be combined to form still another idea.

4) Utilizing after thought

Once the time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.

5) Processing Ideas

Write down about five criteria for judging which ideas best solves the problem. Criteria should start with the word "should", for example, "it should be cost effective", it should be legal", it should be possible to finish before the end of this month", etc.

6) Implementing ideas

Give each ideas a score of 0-5 points depending on how well it meets each criterion. Once all the ideas have been scored for each criterion he/she adds up the scores.

7) Deriving generalization

The idea with the highest score will be best to solve the problem. But you should keep a record of all your best and their scores in case best idea turns out not to be workable.[27]

c. Advantages of brainstorming technique

1) Brainstorming Techniques as an innovative solution and helping students to solve problems.

2) Brainstorming Techniques is an appropriate learning technique for generating ideas quickly and helping students think actively to express opinions.

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[27]Dewi Sundari, "Assisted By Spinner Board Game on the Students '," 2019, 106.

3) Brainstorming Techniques are easy to understand and train students to think quickly and systematically logically.

4) Brainstorming techniques stimulate students to always be ready to give opinions regarding problems given by the teacher.

5) Brainstorming Techniques increase student participation in speaking lessons.

d. Disadvantages of Brainstorming Technique

1) The teacher does not give students enough time to think well.

2) Students who lack ideas can miss the time.

3) Sometimes the conversation is only controlled by students who are good at arguing.

4) Students do not immediately know whether their opinion is right or wrong.

5) Problems can develop and not as expected.[28]

e. Brainstorming Technique on Teaching Speaking

Brainstorming is a technique that helps students to think and give their opinions freely in learning English, especially in speaking.In previous research on brainstorming techniques on speaking skills, researchers found that brainstorming techniques were an important factor for improving students' speaking skills with background knowledge brought by students and helping them carry out speaking tests more successfully. This knowledge helps learners to match new information with what they already know about a given topic and helps them to generate more ideas, be more confident and thus willing to express these ideas orally. In addition, the brainstorming technique helps students to speak fluently, because it can be a word of alarm about the topic.

Tuti Srihandayani, in her research, explained that the brainstorming technique was carried out by forming several group members in the class. After that, the teacher asks students to brainstorm a list of ideas using the main mapping strategy.

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[28]R Hijriyanti, "Implementation Of Brainstorming Technique To Improve Students' Writing In Recount Text," 2020.

Then, students can use the main mapping as keywords about the topic being discussed.[29]According to Brown cited in Firda Meilida Nuryudia state that First, questioning helps teacher to follow up and elaborate on what a student has said. Second, student can openly express their ideas trough answering teacherquestions. Third, questioning enhance students' interest and keep them actively involved.[30]

From this explanation it can be concluded that the brainstorming technique is an effective technique that can be used by teachers to improve students' speaking skills. this can help students to express their opinions and bright ideas freely. and also helps students to get used to speaking without fear of being wrong.

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[29] Tuti Srihandayani and Marlina, "Using Brainstorming Technique in Speaking Activity for Senior High School Students."2019

[30]Firda Meilida Nuryudia,"Using Questioning On Brainstorming Technique To Improve Students ' Speaking Skill In Expressing Ideas At Madrasah Tsanawiyah Annuriyah In Jember Presented to State Institute of Islamic Studies of Jember in Partial Fulfillment of the Requirements for Bache," 2021.

C. Conceptual Framework

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                    ┌─────────────────────────┐
                    │    Describing Topics     │
                    └────────────┬────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │  Brainstorming Technique │
                    └────────────┬────────────┘
            ┌────────────────────┼────────────────────┐
            ▼                    ▼                     ▼
┌─────────────────────┐ ┌──────────────┐ ┌─────────────────────┐
│ Identifying Problem │─│ Utilizing Idea│─│   Processing Idea    │
└──────────┬──────────┘ └──────────────┘ └──────────┬──────────┘
           │                                         │
┌──────────┴──────────┐                   ┌──────────┴──────────┐
│   Dividing Groups    │                   │ Implementing Ideas  │
└──────────┬──────────┘                   └──────────┬──────────┘
           │                                         │
┌──────────┴──────────┐                   ┌──────────┴──────────┐
│ Leading the Idention │                   │      Deriving       │
│       Session        │                   │   Generalisation    │
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                    │    Students' Speaking    │
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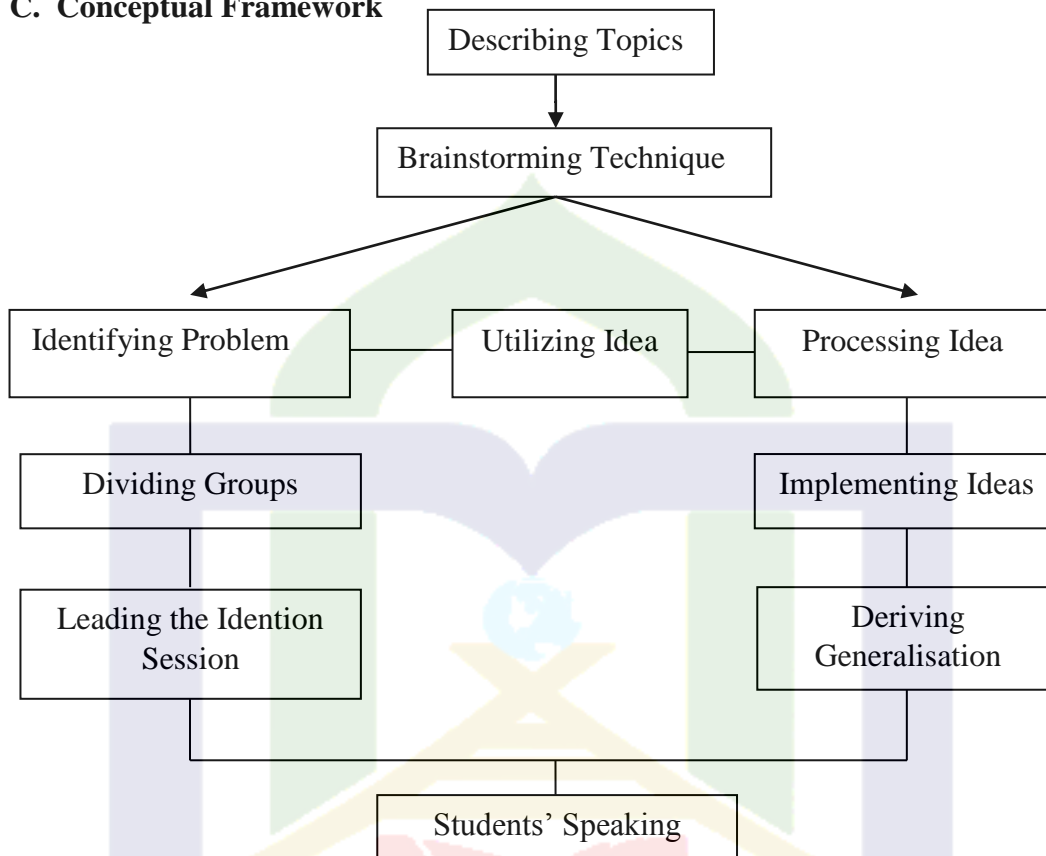
D. Hypotesis

The hypotesis of the research formulated as follow:

1. H_0 (Null Hypotesis): the brainstorming technique cannot improve students' speaking skill.

2. H_1 (Alternative Hypotesis): the brainstorming technique can improve students' speaking skill.

CHAPTER III

METODOLOGY OF THE RESEARCH

A. Research Design

This research was use pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The design is presented as follows:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O^1	X	O^2

Where:

O^1 : Pre-Test

X : Treatment

O^2 : Pre-test

B. Location

This research was conducted at SMAN 4 Soppeng , more precisely on jl. Neneurang No.178 Bila,Kec Lalabata,Soppeng. The study focus on eleveth grade.

C. Population And Sample

1. Population

The population of the research was the eleventh grade student of SMAN 4 Soppeng. There are two classes in class XI, consisting of IPS and IPA classes. The IPS class consisted of 25 students and IPA class consisted 24 students. So, the population in this study is 49 students. The detail data are as follow :

Table 3.2 Population

No.	Class XI	Total
1.	XI IPS	25
2.	XI IPA	24
TOTAL		49

2. Sample

      In this study,researcher was use a purposive sampling technique. The total of sample 25 students in class XI IPS. The reason researcher chosen this class because the student still have low mastery in english lesson expecially in speaking.

D. Procedure of Collecting Data

1. Pre-test

      To find out the speaking skill students before being given the treatment of brainstorming technique to improving speaking skill in the experimental class, the researcher was gave pre-test first. The form of the test that was be given is a speaking. The researcher gave problem to students and the researcher ask to student to gave their opinion or idea about the problem using English.

2. Treatment

      Researcher was gave treatment using brainstorming technique to improve students speaking,in experimental class the researcher was given a topic and ask students' to give their opinions or ideas about the topic had been given

    1. The first meeting

a).The researcher greets the students and prays together.(b)The researcher checks the students' attendance.(c)The researcher provide motivation regarding the benefits oflearning English before delivering the material.(d)The researcher explained about brainstorming techniques and technical brainstorming rules.(e)The researcher divided the students into several groups.(f)The researcher chooses a leader who will lead the discussion

2. The second meeting

a) The researcher greeted and prays together.(b)The researcher checks the students' attendance.(c)The researcher provides a vocabulary about the expression of opinion related to the topic to be discussed.(d)The researcher gives one topic" Bullying at School"(e)The researcher asked each group to gave their opinion based on the topic and asked the leader to write down every idea from the members.(f)The researcher asked each group to discuss the topic in front of the class.(g) Students will be given time to discuss for 15 minutes.(h)The researcher allows other groups to provide opinions or ideasrelated to the material being discussed.(i)At the end of the meeting, the researcher invites other groups to provide suggestions or ideas related to the topic being discussed.

3. The third meeting a)The researcher great and prays together.(b)The researcher checks the students' attendance.(c)The researcher provides a vocabulary about the expression of opinion related to the topic to be discussed.(d)The researcher gives one topic"Student who skip School sould be punished"(e)The researcher asked each group to gave their opinion based on the topic and asked the leader to write down every idea from the members.(f)The researcher asked each group to discuss the

topic in front of the class.(g) Students will be given time to discuss for 15 minutes.(h)The researcher allows other groups to provide opinions or ideas related to the material being discussed.(i)At the end of the meeting, the researcher invites other groups to provide suggestions or ideas related to the topic being discussed.

4. The fourth meeting

a) The researcher greeted and prays together.(b)The researcher checks the students' attendance.(c)The researcher provides a vocabulary about the expression of opinion related to the topic to be discussed.(d)The researcher gives one topic"what do you think about Covid- 19"(e)The researcher asked each group to gave their opinion based on the topic and asked the leader to write down every idea from the members.(f)The researcher asked each group to discuss the topic in front of the class.(g) Students will be given time to discuss for 15 minutes.(h)The researcher allows other groups to provide opinions or ideasrelated to the material being discussed.(i)At the end of the meeting, the the researcher invites other groups to provide suggestions or ideas related to the topic being discussed.

5. The fifth meeting

a) The researcher greeted and prays together.(b)The researcher checks the students' attendance.(c)The researcher provides a vocabulary about the expression of opinion related to the topic to be discussed.(d)The researcher gives one topic"Smoking is prohibited in School"(e)The researcher asked each group to gave their opinion based on the topic and asked the leader to write down every idea from the members.(f)The researcher asked each group to discuss the topic in front of the class.(g)Students will be given time to discuss for 15 minutes.(h)The

researcher allows other groups to provide opinions or ideasrelated to the material being discussed.(i)At the end of the meeting, the researcher invites other groups to provide suggestions or ideas related to the topic being discussed.

3. Post-test

After treatment, researchers was provide a post-test to measure the skill of students after treatment is given. It is also to find out whether the brainstorming technique is really effective to improve the students' speaking skill.

E. Operational Definiton of Variable

1. Student Speaking is the ability of students to convey information orally or verbally, the ability to express opinions or comments so that students are able to communicate effectively.

2. Brainstorming is a technique of gathering ideas or ideas with the aim of finding solutions to a particular problem. In words, having a meaning as a brain is the brain and storming means a combination so that the main purpose of brainstorming is to think logically and creativley through brain stimulation.

F. Instrument of the Research

In this research, the researcher was gave a speaking test to test students' abilities before and after given treatment. As for the assesment ofstudents speaking' the researcher was use assesment rubric.

G. Technique of Data Analysis

Data analysis techniques is the data which using to be analized and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

1.Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students speaking ability after using brainstorming technique at SMAN 4 Soppeng and some of any test before conducting infrential analysis.

a) Scoring the students' speaking ability in pre-test and post-test by followed   the rubric below:

Table 3.3 Classification of Score

Aspect	Score	Category	Description Score
Fluency	81-100	Excellent	The student general natural delivery, only occasional halting whem searching for appropriate
	70-80	Good	The students hesitates and repeat himself maintain a flow of speech, although she may need an occasional prompts.
	40-60	Fair	The speech is slow and hesitant. Maintain speech in a passive manner and needs regular prompts
	<30-3p	Poor	The students speak so little that no "fluent" speech can be said to

			occur.
Vocabulary	81-100	Excellent	Efective use of vocabulary for the task with few improprieties
	70-80	Good	Effective use of vocabulary for the task with some examples of inappropriate.
	40-60	Fair	Ommittted use vocabulary with frequent inappropriate.
	<30-39	Poor	Appropriate and madequate vocabulary.
Pronunciation	81-100	Excellent	Occasional errors of pronunciation a few inconsistenscies of rhythm, intonation and pronunciation but comprehension is not impeded.
	70-80	Good	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she may need and occasional prompts.

| | 40-60 | Fair | Speech is slow and hesitant maintains speech in a passive manner and needs regular prompts. |
| | <30-39 | Poor | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation[31] |

source :Brown,*Languange Assesment*,2018

b) Data Analysis

   After scoring students' speaking ability, the data analysis explained about descriptive data which follow some step below:

1) Mean score

$$\overline{x} = \frac{\sum x \, N}{}$$

Where :

$\overline{x}$: Mean Score
$\sum x$: The total number of the students score
N : The number of student

2) Percent

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

[31]Brown,H.Douglas,languange assesment : *principle and classroom practice*.(New York: person education 2018)

Where:

P : Percentage

F : Frequency

N : Total Number of Students

3) T test

The formula used in finding out the improving between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t	:Test of significance
$\bar{x}1$	:Mean score of Pre Test
$\bar{x}2$	:Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students
n_2	: Number of students
1	: Constant number
2	: Number of class

33

T test become very essential test for comparing the two result data which has different category of sample and average result. The interpretation of the data if the T test > T table, it sums that, the hypothesis Ho is accepted.[32]

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[32]Suharsimi Arikanto, Dasar Evaluasi Pendidikan, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about description of the findings including the data collected, data process and the result as well. Besides, it presents the process of testing hypothesis and the discussion of the findings including the explanation of the students' speaking skill improvement after being taught by applying brainstorming technique.

A. Finding

This research began with the observation phase, which served as the data collection process. The study was conducted at SMAN 4 Soppeng, which is vacational high school located in Soppeng Regency,South Sulawesi, Indonesia.The school is situated in the western part of Sulawesi Island. With geograpichal coordinates approximately 4°00′00.0."S latitude and 119°00′00.0"E longitude. The location of The location of SMAN 4 Soppeng is considered quite strategic. The surrounding environment near the school is natural and serene, dominated by rice fields and plantations, creating a green and soothing landscape. The average temperature in this area ranges from 24°C to 32°C throughout the year. Additionally, the accessibility to public facilities in the vicinity provides convenience for researchers to carry out their research activities.

This study was conducted from May 31, 2023 to June 14, 2023, with five treatment sessions. The data collection Phase started with observation to identify common problems students face when speaking. Based on these issues, the researcher introduces the Brainstorming Technique as a strategy to improve the speaking ability of eleventh grade students of SMAN 4 Soppeng. After the observation phase, the researcher gives a pre-test to measure students' speaking ability. The purpose of the pre-test was to obtain an initial understanding of

students' speaking ability before the intervention. Next, the researcher applied a brainstorming technique in teaching speaking, brainstorming techniques involve collaboration between students in small groups to discuss a topic that is given through discussion. exchange ideas, and put forward ideas and help each other so that the discussion goes well.

After given treatment, the researcher conducted a post-test to measure students' speaking ability after applying the brainstorming technique, by comparing the students' speaking ability with the students' speaking ability after the brainstorming technique. The results of the post-test with the pre-test, the researcher can observe the difference in students' speaking ability after applying the brainstorming technique.

Based on the explanation above which explain more about the history of SMAN 4 Soppeng as location of research,and also the explanation about process of collecting data, then the researcher explain the result of of research :

1. The Result of Pre-test And Post-test

The findings show that identify students' speaking ability before the treatment is given is by giving a speaking test, the test given is that the researcher gives a topic then asks students to explain their opinions about the topic, the researcher applies the speaking test to students to find out the students' speaking ability before applying brainstorming techniques in English language learning, especially speaking at SMAN 4 Soppeng

Table 4.1.result of pre-test

Name	Pronunciation	Vocabulary	Fluency	Value	Category
A	73	66	30	56	Fair
B	76	60	55	64	Fair
C	55	60	53	56	Fair

D	55	73	45	58	Fair
E	60	66	50	59	Fair
F	52	60	60	67	Fair
G	55	75	55	65	Fair
H	65	70	65	67	Fair
I	55	78	40	58	Fair
J	65	70	70	68	Fair
K	76	76	40	64	Fair
L	55	70	70	65	Fair
M	55	70	45	57	Fair
N	60	69	60	63	Fair
O	60	75	75	70	Good
P	55	60	50	55	Fair
Q	50	55	75	60	Fair
R	50	66	55	67	Fair
S	45	65	40	50	Fair
T	78	70	70	73	Good
U	77	75	70	74	Good
P	65	65	40	57	Fair
W	58	60	70	63	Fair
X	40	45	45	43	Fair
Y	45	45	60	50	Fair
TOTAL					25

According to pre-test data above, the findings show that there were no students who obtained the excellent category in speaking ability. However, there were 3 students who obtained the good category in speaking ability. Meanwhile, there were 22 students who obtained the fair category in speaking ability out of the total number of samples tested. Interestingly, there were no students who obtained the poor category in speaking ability. This shows that the majority of students showed a fairly good ability in speaking, although it has not reached the excellent level. It should be noted that these results are based on the pre-test and may change after further learning and assessment. Therefore, it is important to provide proper guidance and practice so that students can improve their speaking ability.

Table 4.2.the classification students' score and percentage of the frequency in pre-test.

No	Mastery Category	Pre-test result	
		Frequency	Percent
1	Excellent (81-100)	0	0
2	Good (70-80)	3	12,00%
3	Fair (40-60)	22	88,00%
4	Poor (<30)	0	0
TOTAL		25	100%

The data of the table above indicate that the classification students' score and percentage of the frequency in pre-test, the findings show that, students which get score in excellent was 0 students while category of good was 3 students or 12 % from total students, while category of fair was 22 students or 88% from total students, while category of poor was 0 students or 0% from total students.
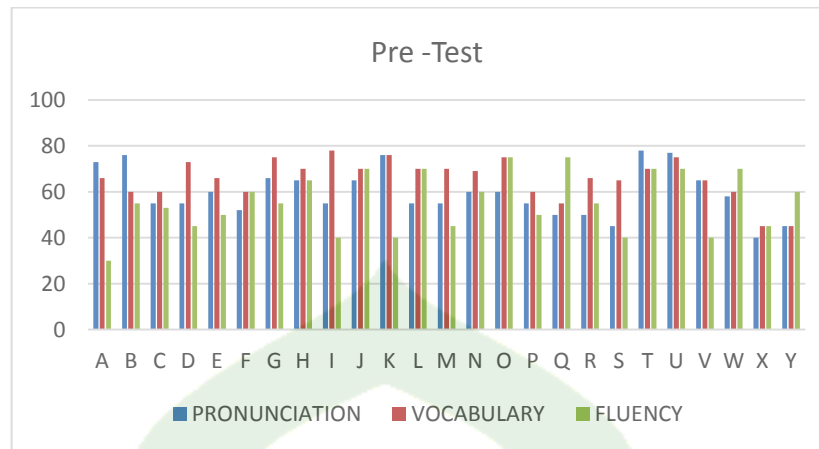
Pre -Test

Based on the data presented in the graph, the findings from the pre-test show an interesting pattern in the aspect of pronunciation. There were no students who achieved the excellent category in pronunciation. However, 5 students managed to achieve the good category in that aspect out of the whole sample tested. Furthermore, as many as 20 students obtained the fair category in pronunciation. Interestingly, there were no students who got the poor category in pronunciation. This indicates that the majority of students have an acceptable level in pronunciation, although there is still room for improvement. It is important to give special attention and additional practice to the pronunciation aspect to help students develop the skill.

Based on the pre-test results presented, it can be concluded that in the vocabulary aspect, there were no students who reached the excellent category. However, there were 11 students who managed to obtain the good category in vocabulary ability. Interestingly, the number of students who obtained the fair category was also 11, which is the same as the number of students in the "good" category. This shows that most students have an acceptable level of vocabulary ability, although it has not reached an excellent level. In addition, the pre-test results also showed that there were no students who obtained the poor category in the vocabulary aspect.

Based on the findings from the pre-test results on the fluency aspect, it can be concluded that there were no students who obtained the excellent category. However, there were 3 students who achieved the good category in fluency out of the total sample. Furthermore, there were 22 students who obtained the fair category in fluency. Interestingly, there were no students who obtained the poor category in fluency, indicating that all students had an acceptable ability in terms of speaking fluency. Although there is still room for improvement in fluency, the pre-test results give a positive indication that most students can already speak with adequate fluency. By providing proper guidance and practice, we can continue to improve students' fluency in the language they are learning especially in english leraning.

Based on all the explanations above, the use of brainstorming technique may impact to the students' speaking ability, many students showed their active performing and showed laugh activities. According to the result data, the students' speaking after implemented brainstorming technique in teaching english especially in speaking at SMAN 4 Soppeng can be explained below:

Table 4.3.result of post-test

Name	Pronunciation	Vocabulary	Fluency	Value	Category
A	65	80	70	72	Good
B	60	69	65	65	Fair
C	72	80	63	76	Good
D	55	70	65	63	Fair
E	65	70	70	67	Fair
F	66	75	73	70	Good
G	72	75	65	73	Good
H	60	70	60	65	Fair

I	78	76	60	71	Good
J	70	77	70	72	Good
K	76	80	75	77	Good
L	60	70	70	67	Fair
M	70	70	65	68	Fair
N	75	70	60	68	Fair
O	75	85	80	82	Excellent
P	75	88	50	78	Good
Q	73	55	75	68	Fair
R	72	50	55	59	Fair
S	85	80	85	83	Excellent
T	83	79	85	82	Excellent
U	70	70	70	70	Good
P	70	75	60	62	Fair
W	60	50	65	60	Fair
X	70	77	70	72	Good
Y	75	80	60	72	Good
TOTAL					25

Based on the data contained in the post-test table, the findings show that after the implementation of brainstorming technique in English learning, especially in speaking, there was a significant increase in students' speaking scores. Previously, in the pre-test, there were no students who obtained the excellent category. However, after the implementation of the brainstorming technique, as many as 3 students managed to achieve the excellent category. This shows a very positive improvement

in students' speaking ability after the treatment. In addition, there were 11 students who obtained the good category, which is equal to the number of students in the fair category. This shows consistency in the improvement of students' speaking ability after the brainstorming technique was applied.

Interestingly, there were no students who obtained the poor category in this post-test. This shows that the treatment given, namely the application of brainstorming techniques, was effective in improving students' overall speaking ability. This finding shows that there is a good improvement in students' speaking ability after going through the learning process involving brainstorming technique. In this context, brainstorming technique can be considered as an effective approach in improving students' speaking ability in English.

Table 4.4.the classification students' score and percentage of the frequency in post-test.

No	Mastery Category	Post-test result	
		Frequency	Percent
1	Excellent (81-100)	3	12,00%
2	Good (70-80)	11	44,00%
3	Fair (40-60)	11	44,00%
4	Poor (<30)	0	0
TOTAL		25	100%

The data of the table above indicate that the classification students' score and percentage of the frequency in post-test above, the finding show that, students which get score in excellent was 3 students which presentation of 12 % from 100%, while category of good was 11 students or 22 % from total students, while category of fair was 11 students or 22% from total students, while category of poor was 0 students or 0% from total students. It means that the percentage in post-test got a very good score

was higher that the percentage in pre-test. It showed that the students were able to improve speaking ability after treatment by using brainstorming technique
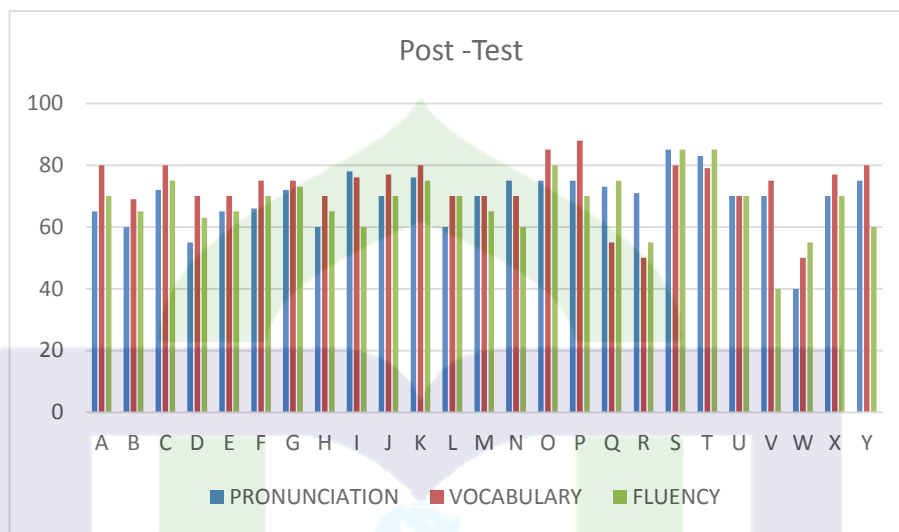
Based on the data graph above, the findings show a very good improvement after the application of brainstorming technique in learning speaking, especially in the aspect of pronunciation. Previously, in the pre-test, there were no students who obtained the   excellent category. However, after the implementation of brainstorming techniques, there were 2 students who managed to achieve the excellent category in the pronunciation aspect. This shows a significant improvement in students' pronunciation skills after the treatment. In addition, there were 15 students who obtained the good category. Furthermore, there were 8 students who obtained the fair category, this shows that most students showed progress in pronunciation aspect after being given treatment. Interestingly, there were no students who obtained the poor category in this post-test, so it can be concluded that the application of brainstorming techniques in learning speaking has a positive impact in improving students' pronunciation skills.

In vocabulary aspect, there is a good improvement after the implementation of brainstorming technique in speaking learning. There are 7 students who managed to reach the excellent category which shows significant progress compared to before.

In addition, there were 14 students who obtained the good category, Furthermore, there were 4 students who obtained the fair category and there were no students who obtained the poor category in this post-test. Thus, it can be concluded that the implementation of brainstorming technique in learning speaking has a significant positive impact in improving students' vocabulary skills. This technique helps students to develop their vocabulary understanding and use it more effectively.

in the fluency aspect there are 3 students who get the excellent category and 9 students who get the good category while 13 students get the fair category, and 0 students who get the poor category. Thusit can be conclude that the implementation of brainstorming techniques in learning speaking has a positive influence on improving student fluency

.Based on the result pre-test and post-test above, the researcher is going to presented the descriptive statistic for the students speaking ability after and before implemented brainstorming technique in teaching english especially in speaking at SMAN 4 Soppeng can be explained below:

Table 4.5. descriptive of pre-test and post-test

Descriptive Statistics					
Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Result	25	43	74	60,36	7,262
Post -Test Result	25	48	83	69,92	7,599
Valid N (listwise)	25				

Based on the table above it can be describe that for the Pre-test result,were 25 The minimum value recorded was 43, indicating the lowest score obtained in the pre-test. The maximum value recorded was 74, representing the highest score obtained. The mean (average) score for the pre-test was 60.36, indicating the central tendency or typical value of the data. The standard deviation of 7.262 measures the dispersion or variability of the scores around the mean.

For the variable Post-test result there were also 25 observations. The minimum value recorded was 48, representing the lowest score obtained in the post-

test. The maximum value recorded was 83, indicating the highest score obtained. The mean score for the post-test was 69.92, providing an estimate of the central tendency of the data. The standard deviation of 7.599 measures the extent to which individual scores vary from the mean in the post-test data.

After getting the result of data,the researcher can answer the research questions which will be sorted and explain as follows :

1. The improvement of student's speaking after implementing brainstorming tehcnique at Eleventh Grade Students' of SMAN 4 Soppeng.

a. Test Of Normality

To find the significance or the pre-test and post-test, the researcher use to paired sample T-test, but before that it must be ensured data the data is normal with the normality test. The result of normality test can be seen in the spss table below:

Table 4.6. test of normality

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Students	Pre-test Result	,114	25	,200[*]	,972	25	,004
Speaking Result	Post-test Result	,112	25	,200[*]	,954	25	,003

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table presented, there is a significance for the Shapiro-Wilk for the pre-test of 0.004 and for the post-test of 0.003. The figure shows the results of the normality test for both data.

When performing a normality test, the commonly used significance limit is 0.05. If the p-value obtained is less than the significance limit, in this case less than 0.05, it can be concluded that the data has a normal distribution. In this case, the results of the normality test show that both the pre-test and post-test data have a value that is less than 0.05.

Therefore, it can be concluded that the two data meet the normality requirements. This shows that the distribution of pre-test and post-test data is normally distributed

There by enabling the use of statistical methods that require an assumption of normality, such as parametric tests.

Keep in mind that data normality is an important assumption in some statistical methods. With normally distributed data, more valid statistical analysis can be performed and the results obtained will be reliable. Therefore, with the conclusion that the two data are normal, it can continue further analysis with the appropriate parametric method.

The improvement of the students' can be explained for the answered according to the score which students get in pre-test and post-test, it can be explained below:

b. T Test

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.7.T Test Independent

		Paired Differences							
					95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test and Post-test result	-9,560	10,528	2,106	-13,906	-5,214	-4,540	24	,000

Paired Samples Test

Based on the results of the analysis, the calculated t value is 4.540. To determine whether the calculated t value is significant at the 95% confidence level or 0.05, it is necessary to compare it with the value in the t table. The values used in the t table are based on degrees of freedom (df), which in this case is n-1. With a sample size of 25, the degrees of freedom are 25-1 = 24. If we refer to the t table, with 24

degrees of freedom and a significance level of 0.05, a t table value of 2.064 is obtained.

In the comparison between the calculated t value (4.540) and the t table value (2.064), it can be seen that the calculated t value is greater than the t table value. This shows that there is a significant difference between the pre- test and post- test results being compared.

Based on these results, the null hypothesis was rejected (H_0) which stated that brainstorming techniques could not improve students' speaking ability. In contrast, the alternative hypothesis (H_1) which states that brainstorming techniques can improve students' speaking ability is accepted. That is, there is significant evidence that the brainstorming technique has a positive effect on improving students' speaking ability

B. Discussion

Before applying the brainstorming technique, the speaking ability of eleventh grade IPS students at SMAN 4 Soppeng was very low based on the pra observations made by the researcher. In these pra observations, these students showed a significant lack of speaking ability. For example, when the researcher gave a certain topic and asked for their opinion on that topic, the students were silent without giving any response. When the researchers asked the reason behind their silence, they revealed that they felt scared and confused about what they should say.

This shows that students experience obstacles in expressing their opinions and difficulties in communicating verbally. This low speaking ability can affect their learning process and limit their ability to actively participate in class discussions.

Therefore, researchers feel the need to apply brainstorming techniques as a strategy to improve students' speaking ability. This technique is expected to help students overcome their fear and confusion, and encourage them to be more confident and express their ideas more effectively. By applying brainstorming techniques,

students are expected to be able to develop their speaking ability and feel more comfortable communicating in class.

The findings that identify students' reading comprehension before the treatment is given is by giving a speaking test, the test given is that the researcher gives a topic then asks students to explain their opinions about the topic, the researcher applies the speaking test to students to find out the students' speaking ability before applying brainstorming techniques in English language learning, especially speaking at SMAN 4 Soppeng.

The findings show that there were no students who obtained the excellent category in speaking ability. However, there were 3 students who obtained the good category in speaking ability. Meanwhile, there were 22 students who obtained the fair category in speaking ability out of the total number of samples tested. Interestingly, there were no students who obtained the poor category in speaking ability.

After given treatment, the researcher conducted a post-test to measure students' speaking ability after applying the brainstorming technique, by comparing the students' speaking ability with the students' speaking ability after the brainstorming technique. The results of the post-test with the pre-test, the researcher can observe the difference in students' speaking ability after applying the brainstorming technique

Based on the pre-test result the findings show that, students which get score in excellent was 0 students while category of good was 3 students from total students, while category of fair was 22 students from total students, while category of poor was 0 students from total students.

Based on the post-test result, the findings reveal that among the students, only 3 of them achieved an excellent score, from the total student population, students who get excellent scores are students who get the highest scores in the three categories that have been set, namely pronunciation, vocabulary and fluency. Students who get the excellent are students were very active when following the speaking learning process by implementing brainstorming technique, they actively

gave their ideas during the brainstorming session and also enthusiastically gave their opinions during the discussion. Similar to expert opinion Richards in Zarghan Ghabanchi et al recognized that brainstorming effectively achieving student interaction in developing the cognitive skills for the purpose of generating ideas.[33]He found that students trained in brainstorming techniques were active in generating their bright ideas. Based on the expert above it can be concluded that the application of brainstoming techniques in English language learning, especially speaking, is able to bring out students' bright ideas and encourage students to be more enthusiastic in discussing speaking learning.

The category of good, on the other hand, consisted of 11 students from total students. Students who received the good category had a good mastery of the three categories that had been set, namely pronunciation, vocabulary and fluency. Students who get the good category are students have activeness during the discussion process, they are able to present their best ideas and are able to answer questions given by other groups appropriately. In line expert opinion Borich in tuti sri handayani et al mentions that there are some other purposes, including to help people understand more about character, to make students interested and motivated learning in class, to encourage students expressing what's on their mind, and to help evaluate students' development and comprehension about the materials. These functions can encourage students to speak English more fluently.[34] From the expert above it can be conclude that The brainstorming technique is able to help students to express what is in their minds and is able to encourage students to actively participate in learning English, especially speaking. Similarly, the fair category also comprised 11 students from total student population However, there were no students classified under the poor category from the total students.

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[33] Zargham Ghabanchi and Saeedeh Behrooznia, "The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners," *Procedia - Social and Behavioral Sciences* 98 (2014)

[34] Tuti Srihandayani and Marlina, "Using Brainstorming Technique in Speaking Activity for Senior High School Students."2019

In the comparison between the calculated t value (4.540) and the t table value (2.064), it can be seen that the calculated t value is greater than the t table value. This shows that there is a significant difference between the pre- test and post- test results being compared. Based on these results brainstorming techniques can improve students' speaking ability is accepted. That is, there is significant evidence that the brainstorming technique has a positive effect on improving students' speaking ability SMAN 4 Soppeng.

According to Sinagatullin in Siti Aminah Hasibuan stated that brainstorming is the activity that make active participation as the key of the group, this activity helps to create a spirit of cooperation, and student's creativity both in think and speak[35]

Ali Hamideh et al states that brainstorming technique is a helpful technique to cover all problems. Brainstorming technique are a suitable learning strategy to improve students' speaking skills. This technique involves students actively in expressing their opinions and stimulates them to think creatively. In the brainstorming process, students are trained to think quickly and organize their opinions logically.[36]

In addition, brainstorming techniques can also stimulate students to always be ready to give opinions regarding problems given by the teacher. With this technique, student participation in learning can increase. In fact, students who are usually less active can also get help from their smarter friends or from the teacher.

During the brainstorming session, there is healthy competition among students. They complete to provide the best ideas and contribute to group discussions. This can create a free and happy atmosphere, where students feel they have the freedom to express their opinions without fear or negative judgment. Brainstorming

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[35]Siti Aminah Hasibuan, "Improving Student'S Speaking Skill By Using Brainstorming Method of the Tenth Grade in Sma Unggulan Ummu Rahmah in 2020/2021," *Pedagogi: Jurnal Ilmiah Pendidikan* 7, no. 2 (2021)

[36]Ali Hamide, Rostampour, M., & Abdorahimzadeh, S. J. The Role Of Brainstorming in Enhancing Iranian EFL Learners'speaking Progress and Achievement. Modern Journal of Language Teaching Methods, 5(2) (2015).

technique can also help foster an atmosphere of democracy and discipline in the classroom. Every student is given the same opportunity to participate, so as to create equality in giving ideas and opinions. In the process, students are also taught to listen with respect to the opinions of others, maintain discipline, and respect differences of opinion.

Thus, it can be concluded that the brainstorming technique has various benefits in improving students' speaking skills. In the context of learning, this technique can train students to think creatively, argue quickly and logically, increase participation, and create a happy democratic atmosphere and discipline in the classroom

If connected with previous research such as research conducted by The first study conducted by Hapri Octarina, Syamsul Rizal, and Fera Zasrianita which the title "The Use of Brainstorming Strategy to Improve Students' Speaking Ability " aims to explore whether brainstorming strategies are effective in improving students' speaking skills. This study used a classroom action research (CAR) design, which allowed researchers to observe changes and developments in students' speaking skills. In this study, the researcher evaluated students' speaking skills in five aspects, namely pronunciation, grammar, fluency, and vocabulary comprehension. The goal is to see the changes that occur after implementing the strategy brainstorming in learning. The results of this study indicate that the brainstorming strategy is effective in develop students' speaking skills. Researchers found an increase significant in students' speaking skills after implementing the strategy. The students showed progress in clearer pronunciation, use of grammar more precise language, fluency in speaking, and better understanding of vocabulary. The findings show that through implementing brainstorming strategies, students can develop their speaking ability effectively.The comparison between the previous research findings mentioned above and this research is as follows:

The second research from Ida Nuraida,Fitriah, and Lia Amalia which the title"The Use of Brainstorming Technique in Increasing Student Confidence in

English Speaking Skills at SMAN 4 Kota Serang" the study reveals that the use of Brainstorming Techniques in increasing students' confidence in speaking English. The main focus of this research is to test the effectiveness of Brainstorming Techniques in improving English speaking ability, with a sub- focus on increasing students' self- confidence. The research method used in this research is qualitative research with a descriptive approach. Researchers use several instruments to collect data, including voice recorders and cameras from cellphones, as well as documents, journals, or books that are relevant to the research topic. Data collection was carried out in three ways, namely interviews with students, observation of student interactions in using brainstorming techniques, and documentation of brainstorming activities carried out in class. The collected data is then analyzed using the stages of data reduction, data display, and data inference. The results of the analysis are presented through the delivery of descriptive data which describes changes in students' self- confidence after using the Brainstorming Technique. Based on the results of the study, it can be concluded that the use of the Brainstorming Strategy in improving students' speaking ability is considered effective in increasing students' self- confidence in speaking English.

The third research fromHerni Yanti Firteach Gea, Jontra Jusat Pangaribuan ang Novalina Sembiring which the title "Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to The Eleventh Mia Grade Students of SMA Deli Murni Bandar Baru"In this study, the researchers observed students participating in learning sessions using the Round Robin Brainstorming Technique. This technique involves the active participation of students in speaking in turn in small groups, where each student contributes their ideas, ideas or opinions regarding a given topic. The teacher acts as a facilitator in guiding and providing feedback to students. The results showed that the use of the Round Robin Brainstorming Technique could significantly improve students' speaking skills. Students who engage in this brainstorming process experience improvements in clearer pronunciation,

more fluent use of language, and higher confidence in expressing their opinions. In addition, they are also more accustomed to social interaction and cooperation in groups.

The fourth research from Dwi Handayani Lukman, Nurdevi Bte Abdul, and Sujariati which the title" The Effect of Brainstorming Technique In Promoting Students' Speaking Skill at Upt SMPN 4 Pinrang" which state that before being given treatment, almost all students had difficulty speaking, they had difficulty expressing their opinions. However, after being given treatment using brainstorming techniques, students were able to speak and express their opinions better. This study involved accurate observation by the researcher to observe changes in the students' speaking ability after applying the brainstorming technique. The observation results show that the application of brainstorming techniques makes a positive contribution to learning to speak. In particular, this technique is able to improve students' fluency and speaking skills. Based on this finding, the researcher concluded that the use of the brainstorming technique was an appropriate learning technique to improve the speaking skills of the VIIgrade students at UPT SMPN 4 Pinrang.

The fifth research from Siti Aminah Hasibuan which the title "Improving Student's Speaking Ability by Using Brainstorming Method of The Tenth Grade In SMA Unggulan Ummu Rahmah In 2020/2021"in this study conducted to find out whether the brainstorming method can improve students' speaking skills. The purpose of this research is to determine the effect of using the brainstorming method in learning to speak students and to find out whether students are interested in learning English using this method. based on the findings and data analysis it was stated that before and after the use of the brainstorming method there was an increase in students' speaking skills so that the researchers concluded that the brainstorming method could improve students' speaking skills and was able to foster students' motivation to learn to use the brainstorming method.

The implementation of brainstorming technique in teaching speaking at SMAN 4 Soppeng is supported by various theories thathighlight the importance of

brainstorming technique and its impact of speaking skills. According to teori brainstorming technique state that that brainstorming is often used very well in preparing students to prepare ideas for discussing complex problems, and encouraging students to be more active in speaking during discussion.

The creativity theory by Alex Osborn also support brainstorming technique in teaching speaking, according to this theory, Brainstorming technique is one of the strategies used to provoke someone's creativity by thinking creatively spontaneously to issue new ideas and solve problems in the fields of education, commerce, industry and politics.

In summary, improving students' speaking by using brainstorming technique at SMAN 4 soppeng supported by creative theory, students can improve their speaking skills. This helps generate bright ideas during discussions, which in turn encourages students to speak more confidently.
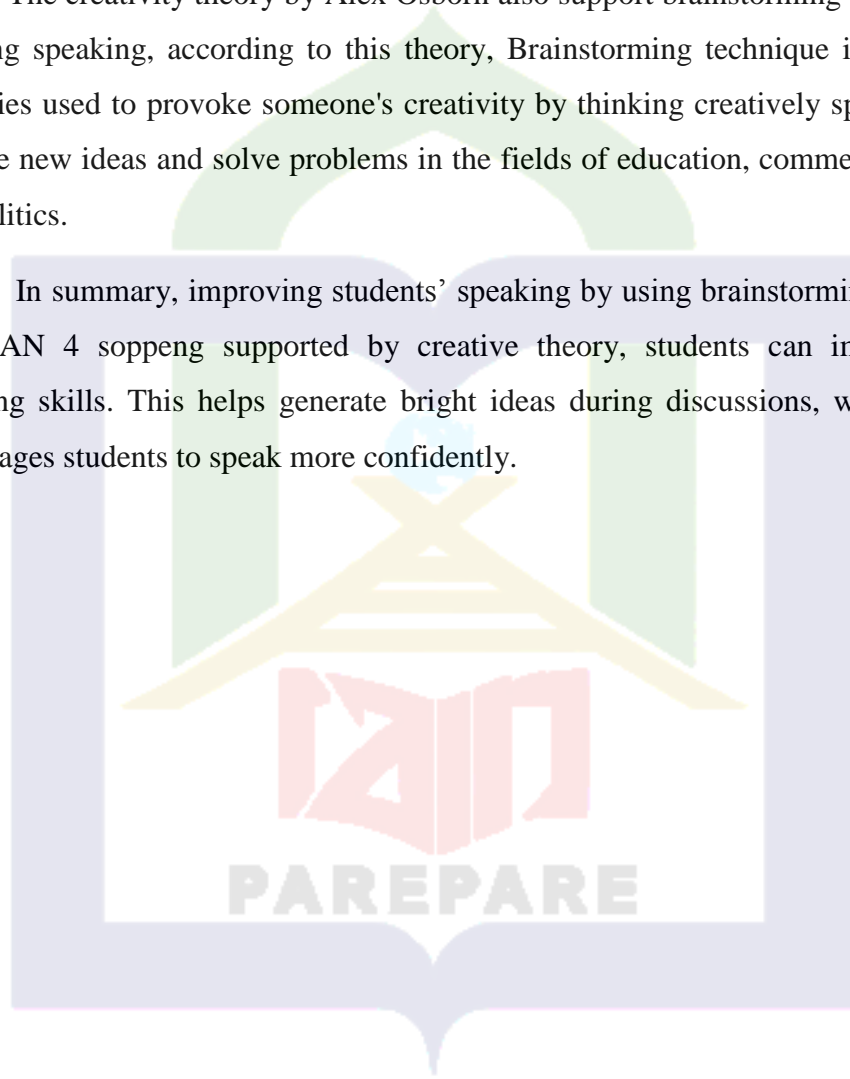
CHAPTER V

CLOSING

A. Conclusion

The improvement of student's speaking after implementing braintorming tehcnique at Eleventh Grade Students' of SMAN 4 Soppeng showed the students' the result data that obtained t value $4.540 > 2.064$, this shows a significant increase in the use of brainstorming techniques to improve students' speaking at SMAN 4 Soppeng. By applying brainstorming techniques, students at SMAN 4 Soppeng have experienced positive developments in their speaking abilities. This technique allows students to actively participate in the learning process, encourages them to think creatively, generate new ideas, and share ideas with confidently and effectively.

B. Suggestion

Based on the research, the reseacher gives some suggestions as follows:

1. The Teacher, teachers must remain active in increasing their creativity and choosing the right learning methods in carrying out the teaching and learning process, especially in learning English, teachers must be more creative and innovative in choosing the right teaching techniques so that students do not feel bored and more enthusiastic when learning English, with a sense of high enthusiasm can make students more enthusiastic about learning English, especially speaking.

2. For future researcher,hopefully this research can also be one of the references for further research related to speaking learning techniques using brainstorming techniques.

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APPENDICES

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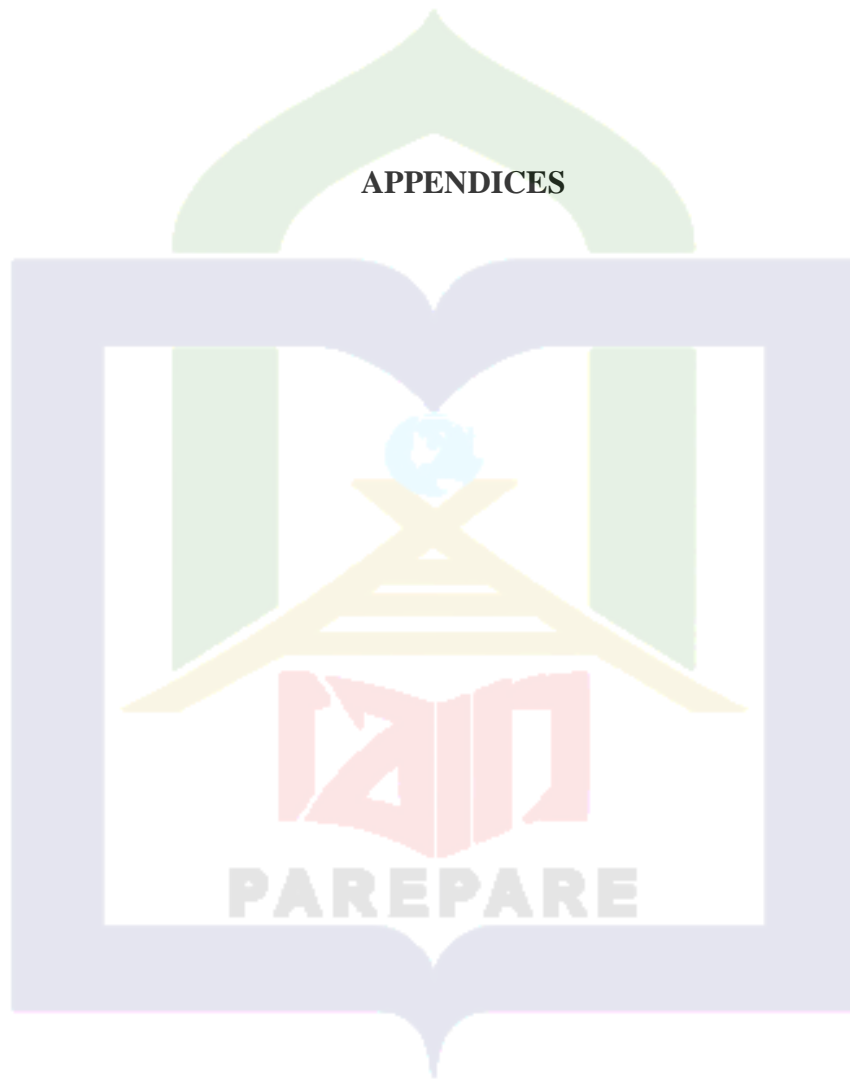
Appendix 1 : SK Consultant

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1248 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor. SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
Kesatu	:	Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
		2. Nur Asiza, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Irma Rahayu
NIM	:	19.1300.073
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving The Students Speaking Ability By Using Brainstorming Technique At SMAN 2 Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 14 Maret 2023
Dekan

Dra. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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II

Appendix 2 : Instrument

	KEMENTERIAN AGAMA
	KEMENTERIAN AGAMA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** **Jl.Amal Bakti No. 8 Soreang, Kota Parepare 91132** **Telepon (0421) 21307**
	VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI

Nama Mahasiswa   : Irma Rahayu

NIM   : 19.1300.073

Fakultas   : Tarbiyah

Judul   : Improving Students' Speaking Skill by Using Brainstorming Technique at SMAN 4 Soppeng

PRE-TEST

Topic   : What do you think about "Mental health" give your opinion !

Instruction ;

Each of studetns will be given 1-2 minutes to explain their opinion about related topics
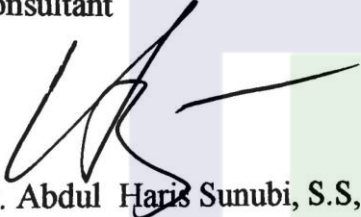
POST-TEST

Topic : What do you think about"feeling insecure"give your opinion!

Instruction ;

Each of studetns will be given 1-2 minutes to explain their opinion about related topics

III

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul diatas,maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 5 April 2023

Approved by
Consultant Commissions

Consultant

Dr. Abdul Haris Sunubi, S.S, M.Pd

NIP. 197503082006041001

Co-Consultant

Nur Asiza M.Pd

NIDN. 2016096801

Appendix 3: Transcrip Students' Speaking

The Topic is "Covid-19"

Student A (leader)	:	Okay guys, our topic today is " Covid-19" so, what do you think about Covid-19?
Student B	:	I think about covid-19 so scarry.
Student C	:	Yes,i think so.
Student D	:	Yes because Covid-19 is so dangerous for our health and Covid-19 can kill someone.
Student A (leader)	:	so, the second question, give your opinion about Covid-19! What is your opinion guys?
Student B	:	So, my opinion is Covid-19 is virus dangerous because can kill someone.
Student C	:	I think Covid-19 make someone difficult for work, people have to work from home and study at home.
Student D	:	Of course we have to social distancing and wearing mask if we want to go outside.
Student A (leader)	:	The third question, have you ever infected Covid-19?
Student B	:	Never! Because iam healty and i eat vegetable everyday.
Student C	:	We are strong
Student A (leader)	:	The four question what do you do if your family infected Covid-19?
Student B	:	I cry
Student C	:	iam gonna let you go and iam sad but i gonna let you go
Student A (leader)	:	The last question, in your opinion what the goverment overcome Covid-19?
Student B	:	We should wearing mask if we aregoing outside
Student C	:	And wash your hand
Student D	:	wash my hand, socail distancing

Appendix 4: Students' Speaking Pre-test and Post-test

Student's Speaking Pre-Test

Name	Pronunciation	Vocabulary	Fluency	Value	Category
A	73	66	30	56	Fair
B	76	60	55	64	Fair
C	55	60	53	56	Fair
D	55	73	45	58	Fair
E	60	66	50	59	Fair
F	52	60	60	67	Fair
G	55	75	55	65	Fair
H	65	70	65	67	Fair
I	55	78	40	58	Fair
J	65	70	70	68	Fair
K	76	76	40	64	Fair
L	55	70	70	65	Fair
M	55	70	45	57	Fair
N	60	69	60	63	Fair
O	60	75	75	70	Good
P	55	60	50	55	Fair
Q	50	55	75	60	Fair
R	50	66	55	67	Fair
S	45	65	40	50	Fair
T	78	70	70	73	Good
U	77	75	70	74	Good

Name	Pronunciation	Vocabulary	Fluency	Value	Category
P	65	65	40	57	Fair
W	58	60	70	63	Fair
X	40	45	45	43	Fair
Y	45	45	60	50	Fair
TOTAL				25	

Student's Speaking Post-Test

Name	Pronunciation	Vocabulary	Fluency	Value	Category
A	65	80	70	72	Good
B	60	69	65	65	Fair
C	72	80	63	76	Good
D	55	70	65	63	Fair
E	65	70	70	67	Fair
F	66	75	73	70	Good
G	72	75	65	73	Good
H	60	70	60	65	Fair
I	78	76	60	71	Good
J	70	77	70	72	Good
K	76	80	75	77	Good
L	60	70	70	67	Fair
M	70	70	65	68	Fair
N	75	70	60	68	Fair
O	75	85	80	82	Excellent
P	75	88	50	78	Good

Q	73	55	75	68	Fair
R	72	50	55	59	Fair
S	85	80	85	83	Excellent
T	83	79	85	82	Excellent
U	70	70	70	70	Good
P	70	75	60	62	Fair
W	60	50	65	60	Fair
X	70	77	70	72	Good
Y	75	80	60	72	Good
TOTAL					25

Appendix 5: Recomendation Letter From IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2150/In.39/FTAR.01/PP.00.9/05/2023   29 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
     Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Irma Rahayu
Tempat/Tgl. Lahir	: Lamogo, 29 Juli 1999
NIM	: 19.1300.073
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Umpungeng, Kec. Lalabata, Kab. Soppeng

Bermaksud akan mengadakan penelitian di wilayah Kab. Soppeng dalam rangka penyusunan skripsi yang berjudul **"Improving The Students' Speaking By Using Brainstorming Technique At SMAN 4 Soppeng"**. Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                       Dekan

                       Dra Zulfah, M.Pd.
                       NIP 19830420 200801 2 010

Tembusan:
1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

Appendix 6 : Recomendation Letter From Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 18316/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.2150/IN.39/FTAR.01/PP.00.9/05/2023 tanggal 29 Mei 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: **IRMA RAHAYU**
Nomor Pokok	: 19.1300.073
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" **IMPROVING THE STUDENTS' SPEAKING BY USING BRAINSTORMING TECHNIQUE AT SMAN 4 SOPPENG** "

Yang akan dilaksanakan dari : Tgl. *05 Juni s/d 05 Juli 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 05 Juni 2023

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

Drs. MUH SALEH, M.SI.
Pangkat : PEMBINA UTAMA MUDA
Nip : 19690717 199112 1002

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare
2. *Pertinggal.*

X

Appendix 7 : Letter of Research Completing

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 SOPPENG
NPSN 40303664, Jln. Neneurang No. 178 Watansoppeng 90814
Email : sman4soppeng@gmail.com, Website : www.sman4soppeng.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 070/65-UPT SMAN.4/SOP/DISDIK

Yang bertanda tangan di bawah ini, Plt.Kepala UPT SMA Negeri 4 Soppeng Kabupaten Soppeng Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: **IRMA RAHAYU**
NIM	: 19.1300.073
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Umpungeng, Kecamatan Lalabata, Kabupaten Soppeng

Yang bersangkutan diatas benar telah melakukan penelitian di SMA Negeri 4 Soppeng dalam rangka Penyusunan Skripsi pada bulan Mei sampai dengan bulan Juni Tahun 2023 dengan judul **"IMPROVING THE STUDENTS' SPEAKING BY USING BRAINSTORMING TECHNIQUE AT SMAN 4 SOPPENG".**

Demikian surat keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Watansoppeng, 8 Juni 2023
Plt.Kepala UPT SMA Negeri 4 Soppeng,

SRI RAHAYU, S.Pd.,M.Pd.
Pangkat Pembina Tk.I
NIP.19810424 200502 2 011

#BerAKHLAK #CERDASKI'
#SIPAKATAU

SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA
MENCERDASKAN SULAWESI SELATAN

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XI

Appendix 8 : Documentation

Appendix 09 : Curriculum Vitae

Irma Rahayu, the author was born on July 29,1999, Lamogo. She is the first child in her family. She has one brother. Her father's name is Nasir Abbas and her mother's name is Rohani Tarebeng. He began her studies in 2006 at SDN 14 Pangempange and graduated in 2012. In the same year continued her studies at SMP Negeri 4 Soppeng and graduated in 2015.

In the same year continued her studies at SMA Negeri 4 Soppeng, and graduated in 2018. After graduating, he decided to continue her studies at the State Islamic Institute (IAIN) Parepare in 2019. She took the Faculty of Tarbiyah and focused on the English Education Program. She completed her thesis in 2023 with the title "Improving the Students'speaking by Using Brainstorming Technique at SMAN 4 Soppeng."