

**THE USE OF BRAINSTORMING GAME TO IMPROVE STUDENTS'
SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP
NEGERI SUMBERWRINGIN- SUKOWONO-JEMBER
IN 2015/2016 ACADEMIC YEAR**

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Abstract : Speaking is important skill. But many students find speaking as one of the most difficult skills. In teaching and learning process, the students were not active in expressing their thoughts and ideas through speaking English. When they were asked by teacher to speak in front of the class. Most of them afraid and unconfident to speak English in front of the class. Therefore, the researcher wants to improve the students' speaking ability through the suitable teaching technique, in this case is brainstorming game.

The design of this research is classroom action research (CAR). In this research, the problem which is investigated is "How can the use of brainstorming game to improve the Eight grade students' speaking ability at 2015 – 2016 Academic Year?". And the purpose of this research is to find out how the use of brainstorming game can improve the students' speaking ability in Eight grade students of SMPN Sumberwringin Jember at 2015 – 2016 Academic Year.

The subject of the research is the Eight grade students of SMPN Sumberwringin Jember in 2015-2016 Academic Year which consists of 15 students. This research was conducted in two cycles by following the procedure of the action research: preliminary study, planning, acting, observing, and reflecting. The data was analyzed using formula $E = \frac{n}{N} \times 100\%$.

Brainstorming game technique improves the students' speaking ability in two cycles. The percentage is 40% of students who got score 60. in Cycle 1 to (E=73.33%) in Cycle 2. Based on the above data, there is impact of Cycle 2 and the result can achieve the criteria of success. Brainstorming game held by group of students, and the students choose one picture of the animals. The students describe the characteristic of the animal picture which they choose. It can be concluded that the use of brainstorming game can improve the Eight grade students at SMP Negeri Sumberwringin Jember at 2015/2016 Academic year.

Key Words: Students' Speaking Ability, Brainstorming Game

1.1 Background of the Research

Speaking is one of the four basic competences that the students should gain well. It has an important role in communication. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find

the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Based on the form of interview with the English teacher of SMP Negeri Sumberwringin Jember, it showed that the students were lack of speaking mastery. They feel embarrassed to speak in front of class and to improve their ideas. Students in the class were likely to only be a good listener, or it was said that less active students to respond and reading text. Students just agreed the provision of teachers without regard to material.

It will be tried to overcome the situation by offering the application of learning strategies with brainstorming game. Brainstorming game is a technique to get creative ideas as possible in the group. It can be interpreted as a way to get many various ideas of a group of people in a short time. Based on the ideas above, it is clear this method has many advantages for teaching English language especially speaking (Roestiyah 2001: 73). In reality, the teacher usually still use drilling method in class without using any kind of media or technique. So the students cannot get much information from the material especially because they always feel bored when they learn speaking.

1.2 Problem of the Research

Based on the research above, the problem of the research is formulated as follow: How can brainstorming game improve the eight grade students' speaking ability at SMP Negeri Sumberwringin-Sukowono Jember in the 2015/2016 Academic Year?

1.2 The purpose of the research

Based on the problem above the research objective is to know whether or not brainstorming game can improve speaking ability of the eight grade students of SMP Negeri Sumberwringin Sukowono Jember in 2015/2016 Academic year.

1.3 The Operational Definition

Operational definition functions as guidance to the readers to understand the concept used. In this research, there were two variables namely: independent and dependent variables. Those variables were explained operationally namely Brainstorming game as independent variable and speaking ability as dependent variable.

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a) Brainstorming game

Brainstorming game is a way to improve students' idea. A group problem solving technique that involves the spontaneous contribution of ideas from all members of the group.

b) Speaking Ability

In this research, speaking ability refers to the student to express their ideas to descriptive a picture. Their speaking ability is demonstrated by the score of the speak in front of class. In speaking here the teacher will see about how far they

can be a good speaker based on fluency, grammar, vocabulary and pronunciation.

1.5 The Significance of the Research

The result of this research are expected to be useful for the researcher, the English teacher and the students.

a) For the English teachers

The result of this research is expected to be used as an inspiration for the English teacher to enrich his media of teaching English especially in teaching speaking and promote the students' interest in learning speaking.

b) For the students

This research is conducted to create some results which are hopefully very useful for the students' speaking ability through Brainstorming game. It can also motivate the students' to practice their ability in learning English.

1.5 The Scope of the Research

The scope of the research is concern in using brainstorming game as teaching media to improve students' speaking ability. This research will be implemented to the eight grade students' of SMP Negeri Sumberwringin, Sukowono Jember in 2015/2016 Academic Year.

2.1. Review of Related Literature

2.1.1 Speaking ability

2.1.1.1 Definition of speaking

Speaking is one of language skill that should be master by the students.

Speaking is the important skill in English to communicate to other. Many experts propose some explanation about speaking. According to Hadfield and Jill (2001: 3), speaking means practice to use language in the classroom to communicate in real life. Thornbury (2005:1) adds speaking is so much a part of daily life that we take it for granted.

2.1.1.2 Components of Speaking Ability

There are two major components generally recognized in the analysis of speech process, namely: fluency and accuracy of pronunciation, vocabulary and grammar. Therefore the speaker should know well those major components of speaking.

a. Fluency

Based on Oxford Advanced Learner's dictionary (2010: 596), fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. Richards (2008:2) add fluency became a goal for speaking courses and this could be developed through the use of information-gap and other task that required learners to attempt real communication, despite limited proficiency in English.

The fluency of the students in speaking ability is not only focused on how students produced the language fluently, but it is also necessary to consider the appropriateness of what they want to talk, or in other words its accuracy.

b. Accuracy

Accuracy in speaking in the target language concerns with the language system which include pronunciation rules, grammar patterns and knowledge of vocabulary. They will be discussed clearly on the following section:.

1. Pronunciation

Pronunciation is the biggest thing that people notice when we speak English. Based on Oxford Advanced Learner's Dictionary (2010: 1217), pronunciation is the way in which a language or a particular word or sound is pronounced. It means that every word that we pronounce or express when we are speaking. Pollard (2008:65) adds pronunciation is an essential aspect of learning to speak a foreign language. Pronunciation becomes a very important component in teaching spoken language. The students are required to discriminate the sounds or words spoken in isolation. Besides, the students should know and identify the stress or intonation of each vocabulary.

2. Vocabularies

Vocabulary is another language element in speaking. According to Wilkins (1972:111) in Walter (1997:5) "the fact is, that without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed). Based on Oxford Advanced Learner's dictionary (2010: 1722), vocabulary is all the words that a person knows or uses. It means that people use word when they talk. To make an effective communication, the students need to know a large number of vocabularies and also the ability of using it. If the students have a limited vocabulary, they will face problems to communicate.

3. Grammar

Based on Oxford Advanced Learner's dictionary (2010: 675), grammar is the rule in a language for changing the form of words and joining them into sentences. Harmer (2001:12) adds the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. In speaking, grammar is the language system that indicates whether or not the students use the correct form of English. If the speakers master the grammar, they will use the correct form in speaking, and then the listener will understand what they are talking. The purpose of speaking is achieved; the speaker and the listener can communicate with each other.

2.1.2 Brainstorming game

Brainstorming game is a technique to get creative ideas as possible in the group. It can be interpreted as a way to get many various ideas of a group of people in a short time (Roestiyah 2001: 73). In brainstorming, we generate our own ideas and details by asking as many question as we can think about the subject. Brainstorming can also be used to guide speakers in a certain direction if they already have a topic or idea that they wish to explore. This exercise helps speakers to gather their thoughts and ideas Brainstorming techniques has some basic rules, they are focus on quantity, no criticism, and improve the ideas.

The steps of brainstorming game

1. The teacher divide the students into groups, every group consist of four students.
2. The teacher provides some animals picture to the students which hold it up on the table.
3. The teacher reads the instruction that the students should do.
4. The leader of group choose one of the animals picture.
5. Every group have one animal picture to describe.

The students describe the animals picture in front of the class with their group

2.1.3 Brainstorming game on speaking ability

As a teaching strategy, Brainstorming game are useful techniques that can help students learn the language in a good atmosphere in order to achieve their learning goals. The use of brainstorming games in teaching speaking can make the students interest to the lesson and they will not feel bored during teaching and learning process. Because the students do not solve the problem by itself.

Brainstorming game can be used in teaching speaking. This research uses brainstorming game to make the students more interested to speak English when the teacher asks them to speak English

2.2 Hypothesis

Based on the discussion of the review of the literature above, the hypothesis of this research is: Brainstorming game can improve the eight grade students' speaking ability at SMPN Sumberwringin, Sukowono, Jember in the 2015/2016 academic year.

3.1 Kind of the Research

The kind of this research is classroom action research because the objective of the research is to know how brainstorming game can improve the speaking ability. Arikunto (2006:96) states that Classroom Action Research (CAR) is a research that is conducted by teacher in the classroom related to complete and improve teaching learning process

3.2 Research Design

This research is intended to improve the eight grade students speaking ability after being taught speaking by using brainstorming game. Therefore, the research design used is the classroom action research using cycle model covering: planning, action, observation, and reflection.

3.3 Research Area

In this classroom action research, SMPN Sumberwringin, Jember was chosen as the place to conduct this research.

3.4 Research Procedure

Based on the research design, the actions of the research are implemented in five stages, in which explained by by Kemmis & Taggart in arikunto, 2006 : 97, they are the preliminary study, the planning of the action, the implementation of the action, class observation and evaluation, and reflection the actions.

3.4.1 Preliminary study

In the preliminary study, the researcher and the English teacher discuss and carry out some actions to find an appropriate technique in teaching speaking. Then the researcher gives some questions about speaking.

3.4.2 Planning of the action

The planning of the action means any activities prepared to all of the steps that will be done by researcher before implementing the action of the research. The activities done before the actions were as follows:

- a. Selecting the theme and the sub-theme that were taught in the 2015 / 2016 academic year.
- b. Preparing the teaching method and strategy that will be used to teach speaking by using brainstorming game. They were chosen based on the themes and sub themes chosen from the curriculum used.
- c. Constructing the lesson plans for the first cycle (Lesson Plans I and II).
- d. Preparing the guide of observation in the form of checklist containing the indicators observed.
- e. Preparing the way to score the students' speaking test.

3.4.4 The Observing of the Action

Observation is very important step to control the activities of brainstorming game in speaking ability. The observation will be done in each meeting. Speaking test will be used to measure the students' speaking ability as primary data. There are four aspects of evaluation; fluency, pronunciation, grammar, and vocabulary.

3.4.5 Reflecting of the action

Reflection is conducted as the last step of action research to analyze the results of observation and test to know how far the development of the strategy's succes to solve the problem or on the contrary what kind of factors can make failure.

After doing the reflection, the researcher discusses the problem with the English teacher to find another solution to solve the problem that appears. Then, the result of reflection is used as a guide to revise the action in the first cycle to be used in the next cycle. In this research to analyzing the data, the reseacher use the formula of data analyzing method:

$$E = \frac{n}{N} \times 100\%$$

Where:

E : The percentage of students scored ≥ 60 in speaking ability

n : The number of the students achieving the minimum standard scores.

N : The total number of the students

3.5 The criteria of Succes

The criteria of success is used to find out whether the goal of the action is achieved. The score target of vocabulary mastery is 60 based on the minimum standard score requirement of SMPN Sumberwringin.

3.6 Instruments of The Research

Test is a set of questions or other instruments used to measure skill, aptitude, knowledge, intelligence of individual or groups (Arikunto, 2010: 193). Further, Arikunto (2010: 193-194) divides test into seven categories based on the object that will be evaluated, they are, personality test, aptitude test, intelligence test, attitude test, projective test, interest test, and achievement test

The students' speaking test will be scored based on the Hughes' rating score of speaking test which was adapted in the following table.

Name	Aspects of Evaluation				Total	Final Score
	F	P	G	V		

Where :

F : Fluency

G : Grammar

P : Pronunciation

V : Vocabulary

3.6.3 Developing of the Research Instrument

The researcher gave the test to the students to know whether or not the test is valid and reliable. This first step is scoring the students answers by validity of the test and the second is reliability of the test

3. 6. 3. 1 Validity of the Test

A test is called valid if it can be measure what should be measure (Arikunto, 2006:169). An instruments is valid depends on the number of the tasks has been made.

3. 6. 3. 2 Reliability of the test

The research instrument should also be reliable. According to Ary, Jacobs and Surensen, (2010: 224) reliability indicates how consistently a test measures whatever it does measure. Arikunto (2010: 221) stated that a reliable instrument will produce a reliable data and consistent result of the test. This research uses alpha formula to know the reliability of the speaking test. Alpha formula is used to know the reliability of the instrument which the score is not 1 and 0 or subjective test.s

The formula is as follow:

$$r_{11} = \frac{K}{K-1} \frac{(1 - \sum \dagger b^2)}{\dagger^2 \dagger}$$

Notes:

- r_{11} : Reliability of the instrument
- K : Number of Questionnaire item
- $\sum \dagger b^2$: Variant item
- $\dagger^2 \dagger$: Total variant

According to Purwanto (1985:143) the criteria of coefficient of reliability are as follows:

- 0. 00 – 0. 20 : Very Low correlation
- 0. 21 – 0. 40 : Low correlation
- 0. 41 – 0.70 : Enough correlation
- 0. 71- 0. 90 : High correlation
- 0. 91 – 1. 00 : Very High correlation

Based on the calculation of try out test, the reliability of the try out is 0. 724. It means that coefficient of try out reliability is high correlation. It can be concluded that the try out test is reliable.

4.2 Research Result

4.2.1 The Result of speaking ability Cycle 1

This part will discuss about analysis of the implementation of the action during the research. It is covering the result of class observation and the result of the test in this analysis.

Table 4.1 The Result of Speaking Test in Cycle 1

The Data Results	Percentage (%)
The students who got score 60	40%
The students who got score <60	60%

4.2.2 The Result of speaking ability Cycle 2

Based on the result of observation checklist in cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1. In the Cycle 2 they could speak more fluently and express their opinion orally without reading notes.

Table 4.3 The Result of Speaking Test in Cycle 2

The Data Results	Percentage (%)
The students who got score ≥ 60	73.33%
The students who got score <60	26.67%

Based on the result of the speaking test, it was found that percentage score of the students achievement by using brainstorming game in cycle 2 who got ≥ 60 was 80% it means that the target percentage requirement in this research had already achieved. It concluded that the result in cycle 2 was successful.

Based on the research result of speaking test and observation checklist in Chapter IV, it was found that there was a gradual improvement on the students' speaking ability that could be described as follows. In the preliminary study, it showed that the students' speaking ability before being given the action by teaching speaking using brainstorming game technique was unsatisfactory yet. It was found that the result of mean score was 40% who get scores ≥ 60 . It can be concluded that the students' speaking ability was still low. The students were not active in expressing their thoughts, opinions and ideas through speaking English. When they were asked by teacher to speak in front of the class, most of them were still too shy, afraid and unconfident to speak English in front of the class.

In the first cycle, the action was carried out by teaching speaking through brainstorming game to improve the students' speaking ability. The researcher divided the students into group, gave each group a picture of animals, explained vocabulary of noun, verb and adjective, explained the procedures how to play brainstorming game, the students to work in-group to describe the animals pictures. In the first cycle, the students' speaking ability after being given the action by teaching speaking through brainstorming game technique have improved but still unsatisfactory yet. The result of the speaking test in the Cycle 1 showed that the percentage of the students' speaking scores ≥ 60 was 40%.

In Cycle 1 of this research had not been achieved. From the data above, it can be concluded that Cycle 1 was not successful.

Therefore, the researcher investigated the cause of this matter. In the first cycle, a lot of students were passive because brainstorming game is quick method, the students needed a lot of time in preparation to give short information about animals, they are not interested to playing this game because there is no conclusion, speaking needs a lot of practice, and the students did not have enough vocabulary, so it's difficult for them to know the meaning of word.

From the reasons above, the action in the second cycle needs to be modified by giving more practice, giving more explanation about the way to use brainstorming game, more familiar pictures were given to the students, ask the students to read the instruction carefully, and ask them to perform the task in front of the class. In the second cycle, the students were given more opportunity to give short information about animal picture through brainstorming game technique.

In this cycle, the students divided in group and pair to make them become more confident to describe the picture. It makes the students were actively involved in teaching and learning process. By grouping them, they can share their ideas with their friends. They can speak more and learn from each other. So, the students' fluency, accuracy covering grammar, vocabulary and pronunciation can be improved. They also performed the tasks individually to check their understanding about the material.

Based on the test result of cycle 2, the percentage of students who scored 60 was 73,33%. It means that the level class score requirement of the mean score of the student in speaking subject had already been achieved. The action can be stopped in Cycle 2.

From the above explanation and the theory, the brainstorming game can be applied in teaching speaking. The brainstorming game is the appropriate technique that was able to improve the students' speaking ability

6.1 Conclusion

The use of brainstorming game technique is able to improve the Eight grade students of SMPN sumberwringin Jember in 2014/2015 academic year by giving more practice, more explanation about the way to use brainstorming game, more familiar pictures were given to the students, and ask them to perform the task in front of the class. The researcher was grouping them in order to make them become more confident to describe the picture they can share their ideas with their friends. They can speak more and learn from each other. It makes the students active to be involved in teaching and learning process. By grouping them, they can share their idea. So, the students' fluency, accuracy covering grammar, vocabulary and pronunciation can be improved.

6.2 Suggestion

The result of the research shows that the use brainstorming game can improve the students' speaking ability, considering the result some suggestion are given to the English teacher, the students, and the other researcher.

- **The English Teacher**

The English teacher is suggested to use brainstorming game as an alternative strategy in teaching speaking to improve the students' speaking ability because it is interesting and motivating students to speak English.

- **The Students**

The students are suggested to be accustomed to speak English because it could improve their speaking skill. Improving students' speaking ability could help the students to know the meaning of words. It also can improve the students score in English.

- **The Other Researcher**

This research applies Classroom Action Research in conducting the brainstorming game technique, and it can improve the students' speaking ability. Other researchers are suggested to:

1. conduct this research in different school.
2. conduct be more careful in a research especially on speaking ability
3. conduct the brainstorming game technique to improve the other skill, not only in speaking.

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