



**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
BRAINSTORMING TECHNIQUE AT GRADE XI MAN SIABU**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirements for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by:

ERNA SANNI DALIMUNTHER

Reg. No. 10 340 0049

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015

Term : Thesis
a.n. Erna Sanni Dalimunthe

Item : 7 (sevent) Exemplars

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to Erna Sanni Dalimunthe, entitled *"Improving Students' Speaking Ability Through Brainstorming Technique at grade XI MAN Siabu"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Padangsidempuan, 02 April 2015

To:
Dean Tarbiyah and Teacher
Training Faculty

In-
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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Brainstorming Technique at grade XI MAN
Siabu.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 05 February 2015

Declaration Maker



Erna Sanni Dalimunthe
Reg. No. 10 340 0049

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of State Institute for Islamic Studies Padangsidempuan, the name who signed here:

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Kinds : Thesis

A development of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidempuan **Non-exclusive Royalty Right** on my thesis entitled:

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Date : March 2015

Signed



(ERNA SANNI DALIMUNTHE)

EXAMINERS
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Name : ERNA SANNI DALIMUNTHE
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Thesis : **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH
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Date : February, 23rd 2015
Time : 13.30 until finish
Result/Mark : 72.5 (B)
IPK : 3.22
Predicate : **"Very Good"**



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LEGALIZATION

Title of thesis : **IMPROVING STUDENTS' SPEAKING ABILITY
THROUGH BRAINSTORMING TECHNIQUE AT
GRADE XI MAN SIABU**

Name : ERNA SANNI DALIMUNTHE

Reg. Number : 10 340 0049

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The Thesis had been accepted as a partial fulfillment of the requirements for the
degree of Islamic Education Scholar (S.Pd.I)



Padangsidempuan, 17 April 2015

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. Eka Sustris Harida, M.Pd., as the first advisor who has given suggestions and helps in writing this thesis. May God bless her.
2. Mr. Zainuddin, SS., M.Hum., as the second advisor who has helped, supported and suggested me to finish this thesis.
3. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.
5. All lecturers of IAIN Padangsidempuan who have given the knowledge during my studying in this campus.
6. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., S. S., M.Hum) and the staffs for their cooperative and permission to use their books.
7. My beloved parent, (Parulian Munthe and Masdinar harahap) who taught me how to be patient to face this life, my beloved borthers and sisters (Andi Saputra Dlt and wilda Maharani Ritonga, S.Pd, Risman Dlt and Eriyanti Ritonga, S.Pd.I,

Suardi Dlt, Damenra Sakti Dlt, and Nur Sani Dlt), and all my beloved family especially to My Aunts and uncles (Manta Sari, Nurmawan, Janner Sinaga and Damanik), that always give their praying, motivation, and moral encouragement to finish my studying, and especially for Hasan Sinaga thank for love, help, attention, and motivation.

8. My beloved friends, Emma Sari Nasution, Nurhapsana, Nurhanisah,S.Pd.I, Juliana,S.Pd.I, Efri, Safitri, Khoridah,S.Pd.I, Irfan Hsb, thanks for love, friendship, and supporting.
9. Headmaster, English teacher and also students of MAN SIABU Especially to the eleven grades who had allowed me to the research establishment, giving information, and data collection admittance of the thesis.
10. All my friends in IAIN Padangsidimpuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 05 February 2015

The Researcher,



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ABSTRACT

Name : ERNA SANNNI DALIMUNTHER
Reg. No : 10 340 0049
Faculty/Program : Tarbiyah and Teacher Training Faculty/ TBI-2
Academic : 2014-2015
Title : Improving Students' Speaking Ability through Brainstorming Technique at Grade XI MAN Siabu.

This study discussed about improving students speaking ability through brainstorming technique at grade XI MAN Siabu. Most of students couldn't speak English well. Students were afraid and feeling ashamed to speak English and English Teacher didn't use speaking technique in learning speaking subject. Based on the general problem above the formulation in this research was "to what extent does brainstorming technique can improve the students speaking ability at grade XI MAN Siabu?". This research aimed to know whether Brainstorming Technique can improve students' speaking ability or not.

This research was done by using classroom action research by using brainstorming technique to improve students' speaking ability. The action in this research was done into two cycles. Each cycle consisted two meeting and four steps. They were planning, action, observation and reflection. The subject was the grade XI MAN SIABU that consisted of 30 students. The instruments were: test, observation and interview.

The researcher found in the first cycle students' speaking ability mean score 57.6. It was indicated students low in speaking ability. The second cycle improvement of students' speaking ability meant score 79.5. It was indicated the improvement of students' speaking ability. So, based on the result of the classroom action research, it was concluded the Brainstorming Technique improves students' speaking ability in MAN SIABU. It based on the mean score in which students' speaking ability in cycle 1 57.6 become 79.5.

Appendix 1

LESSON PLAN (Cycle 1)

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Educational level	: MAN Siabu
Lesson	: English
Grade/level	: XI
Instructional unit	: Speaking
Time allotment	: 2 x 45 minutes
Meeting	: 1

A. Standard Competency

Comprehend meaning and function of words in daily life context.

B. Basic Competency

Comprehend the meaning and function of words in daily life context.

C. Indicators

1. Increasing the vocabularies
2. Students are be able to spell the words correctly
3. Understanding the meaning of the word
4. Students are able to speak a good rule in speaking

D. Teaching Learning Technique : Brainstorming Technique

E. Teaching Learning Material

Meeting 1: Animation Films "Marsha and the Bear"

F. Teaching learning media: Text book

G. Teaching Learning Activities

First Meeting

- a) Opening
 - 1) Greeting and introduction
 - 2) Explain the aims of the research
 - 3) Absented

- 4) Motivated
 - 5) Brainstorming
- b) Main activities
- 1) Explained the aim of the research.
 - 2) The researcher used brainstorming to the students and the researcher ordered the students to give the responses from brainstorming with individually
 - 3) Gave of motivation and information, teacher gave the topic about animation film “Marsha and the Bear”, and invited students to give their ideas.
 - 4) Identifying, the teacher entered all suggestion to be written and do not be criticized.
 - 5) Classification, the teacher classifies all ideas of the students answered about the theme animation film “Marsha and the Bear”.
 - 6) Verification, collectively the students’ ideas and made the conclusion of students’ ideas.
 - 7) Monitored every step that has been planning.
 - 8) Prepared the solution if have problem when the action is done.
- c) closing
- 1) Concluding the lesson
 - 2) Reminding the students to learnt at home.

H. Evaluation

The evaluation will be done by conducting students speaking ability to answer the question.

I. The Instrumentation Test

The students are expected to answer the question as below:

-What do you know about Marsha and the Bear?

J. the indicator of value

Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10
2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10
3	Vocabulary	
	a. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	b. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	c. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
	b. Speech is frequently hesitant and jerky	15
	c. Speech is very slow and uneven	10
5	Comprehension	
	a. Understanding everything in normal educated conversation	20
	b. Understand quite well normal educated speech directed to him or her	15

	c. Understand too little for the simples and rephrasing	10
--	---	----

K. Value Guidance

- For number of each tests is given score 20
- Maximal value $5 \times 20 = 100$
- Student value = $\frac{\text{SkorPerolehan} \times 100}{\text{SkorMaksimal}}$
- Students value average

$$M = \frac{\sum fX}{N}$$

Where:

M : mean of the Students

$\sum fX$: the frequency of students times total of scores

N : Total of students

Siabu, Oktober 2014

Researcher

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Erna SanniDIT
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TutiAlawiyahLbs
NIP.

Headmaster of MAN Siabu
Deputy of Head Master (The Part of Curriculum)

SABARUDDIN
NIP.

Appendix 2

LESSON PLAN (Cycle 1)

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Educational level	: MAN Siabu
Lesson	: English
Grade/level	: XI
Instructional unit	: Speaking
Time allotment	: 2 x 45 minutes
Meeting	: 2

A. Standard Competency

Comprehend meaning and function of words in daily life context.

B. Basic Competency

Comprehend the meaning and function of words in daily life context.

C. Indicators

1. Increasing the vocabularies
2. Students are be able to spell the words correctly
3. Understanding the meaning of the word
4. Students are able to speak a good rule in speaking

D. Teaching Learning Technique : Brainstorming Technique

E. Teaching Learning Material

Meeting 2: Profession “Jokowidodo”

F. Teaching learning media: Text book

G. Teaching Learning Activities

Second Meeting

- a) Opening
 - 1) Greeting
 - 2) Absented
 - 3) Motivation

b) Main activities

- 1) The researcher changed the seat formation of the students with made the students in two groups, each group's fifth teen students.
- 2) The researcher gave the topic about Pro Kontra "kenaikan BBM".
- 3) The researcher ordered the students to debate about the topic.
- 4) The researcher entered all suggestion to be written and do not be criticized.
- 5) The researcher classifies all ideas of students.
- 6) The researcher gave scores to the students' answer.
- 7) Collectively the students' ideas and researcher made the conclusion of students' ideas.

c) Closing

- 1) Concluding the lesson
- 2) Reminding the students to learn at home.

H. Evaluation

The evaluation will be done by conducting students speaking ability to answer the question.

Instrumentation Test

The students are expected to answer the question.

- What do you think about Jokowi?

I. the indicator of value

Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10

2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10
3	Vocabulary	
	a. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	b. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	c. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
	b. Speech is frequently hesitant and jerky	15
	c. Speech is very slow and uneven	10
5	Comprehension	
	a. Understanding everything in normal educated conversation	20
	b. Understand quite well normal educated speech directed to him or her	15
	c. Understand too little for the simples and rephrasing	10

J. Value Guidance

a. For number of each tests is given score 20

b. Maximal value $5 \times 20 = 100$

c. Student value = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$

d. Students value average

$$M = \frac{\sum fX}{N}$$

Where:

M : mean of the Students

$\sum fX$: the frequency of students times total of scores

N : Total of students

Siabu, Oktober 2014

Researcher

Collaborator

Erna SanniDlt

NIM. 10 340 0049

TutiAlawiyahLubis

NIP.

Headmaster of MAN Siabu

Deputy of Head Master (The Part of Curriculum)

SABARUDDIN

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Appendix 2

THE INSTRUMENT OF STUDENTS SPEAKING ABILITY THROUGH BRAINSTORMING TECHNIQUE

A. Pengantar

1. Instrument ini bertujuan menjangkau data siswa tentang meningkatkan kemampuan siswa dalam reading comprehension dengan strategi DRTA, oleh karena itu jawaban sesuai dengan kemampuan anda.
2. Jawaban tidak akan mempengaruhi kedudukan anda di sekolah.
3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

1. Bacalah pertanyaan dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung kepada pengawas.
3. Waktu yang tersedianya 90 menit.

C. The question of topics

1. What do you think about "Jokowidodo"?
2. What do you mind about "Facebook"?

Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10
2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10
3	Vocabulary	

	a. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	a. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	b. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
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	c. Speech is very slow and uneven	10
5	Comprehension	
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	b. Understand quite well normal educated speech directed to him or her	15
	c. Understand too little for the simples and rephrasing	10

g. Value Guidance

- For number of each tests is given score 20
- Maximal value $5 \times 20 = 100$
- Student value = $\frac{\text{SkorPerolehan} \times 100}{\text{SkorMaksimal}}$
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Researcher

Erna SanniDlt

NIM. 10 340 0049

Siabu, Oktober 2014

Collaborator

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Headmaster of MAN Siabu

Deputy of Head Master (The Part of Curriculum)

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Appendix 3

LESSON PLAN (Cycle 2) RENCANA PELAKSANAAN PEMBELAJARAN RPP

Educational level	: MAN Siabu
Lesson	: English
Grade/level	: XI
Instructional unit	: Speaking
Time allotment	: 2 x 45 minutes
Meeting	: 3

A. Standard Competency

Comprehend meaning and function of words in daily life context.

B. Basic Competency

Comprehend the meaning and function of words in daily life context.

C. Indicators

- 1) Increasing the vocabularies
- 2) Students are be able to spell the words correctly
- 3) Understanding the meaning of the word
- 4) Students are able to speak a good rule in speaking

D. Teaching Learning Technique : Brainstorming Technique

E. Teaching Learning Material

Meeting 3: profession "Maher Zain"

F. Teaching learning media: Text book,

G. Teaching Learning Activities

Third meeting

- a) Opening
 - 1) Greeting
 - 2) Absented
- b) Main activities

- 1) The researcher organized the students in 4 groups, for two groups consist of 7 students and to other groups 8 students.
 - 2) The researcher gave the topic for all groups.
 - 3) The researcher ordered one group to present the students topic.
 - 4) The other group gave the responses, critics and suggestion from the presenter.
 - 5) The researcher entered all suggestion to be written and do not be criticized.
 - 6) The researcher classifies all ideas of students.
 - 7) Collectively the students' ideas and make the conclusion of students' ideas.
- c) closing
- 1) Concluding the lesson
 - 2) Reminding the students to learnt at home.

H. Evaluation

The evaluation will be done by conducting students speaking ability to answer the question.

I. The instrumentation test

The students are expected to answer the question below:

-What do you know about Maher Zain?

J. The indicator of value

Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10
2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10

3	Vocabulary	
	a. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	b. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	c. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
	b. Speech is frequently hesitant and jerky	15
	c. Speech is very slow and uneven	10
5	Comprehension	
	a. Understanding everything in normal educated conversation	20
	b. Understand quite well normal educated speech directed to him or her	15
	c. Understand too little for the simples and rephrasing	10

K. Value Guidance

- For number of each tests is given score 20
- Maximal value $5 \times 20 = 100$
- Student value = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$
- Students value average

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Where:

M : mean of the Students

$\sum fX$: the frequency of students times total of scores

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Researcher

Erna SanniDlt

NIM. 10 340 0049

Siabu, Oktober 2014

Collaborator

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NIP.

Headmaster of MAN Siabu
Deputy of Head Master (The Part of Curriculum)

SABARUDDIN
NIP.

Appendix 4

LESSON PLAN (Cycle 1)
RENCANA PELAKSANAAN PEMBELAJARAN
RPP

Educational level : MAN Siabu
Lesson : English
Grade/level : XI
Instructional unit : Speaking
Time allotment : 2 x 45 minutes
Meeting : 4

A. Standard Competency

Comprehend meaning and function of words in daily life context.

B. Basic Competency

Comprehend the meaning and function of words in daily life context.

C. Indicators

1. Increasing the vocabularies
 2. Students are able to spell the words correctly
 3. Understanding the meaning of the word
- Students are able to speak a good rule in speaking

5. Teaching Learning Technique : Brainstorming Technique

6. Teaching Learning Material

Meeting 4: Social Media "Facebook"

7. Teaching learning media: Text book

3) Fourth meeting

- a) Opening
 - 1) Greeted
 - 2) Absented
 - 3) Motivated

b) Main activities

- 1) In the last meeting, the researcher gave the topic about social media “Face book”, and invited students to answer the question from the researcher.
- 2) The students answer the question from researcher one by one.
- 3) The researcher entered all suggestion to be written and do not be criticized.
- 4) The researcher gave scores to the students answer.
- 5) The researcher classified all ideas of students.
- 6) Collectively the students ideas and made the conclusion of students ideas.

c) closing

- 1) Concluding the lesson
- 2) Reminding the students to learn at home.

8. Evaluation

The evaluation will be done by conducting students speaking ability to answer the question.

9. Instrumentation Test

- What do you mind about Facebook?

The indicator of value

Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10
2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10
3	Vocabulary	

	c. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	d. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	e. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
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Where:

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N : Total of students

Researcher

Erna SanniDlt

NIM. 10 340 0049

Siabu, Oktober 2014

Collaborator

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NIP.

Headmaster of MAN Siabu
Deputy of Head Master (The Part of Curriculum)

SABARUDDIN
NIP.

Appendix 4

LIST OF INTERVIEW

A. Interviews to the Students

Name :

Class :

1. Do you like learning English?

ApakahkamusukabelajarBahasaInggris?

Answer:

.....

Why?

.....

Answer:

.....

2. How is the situation and condition of learning English?

BagaimanasituasidankondisidalambelajarBahasaInggris?

Answer:

.....

.....

3. How do you feel when you are in English learning process especially when you are ordered your teacher to speak?

BagaimanaperasaanmuketikabelajarBahasaInggriskhususnyaketikakamudiperintahkanguru muuntukberbicara?

Answer:

.....

.....

4. What do you think when you are asked to speak English?

Apa yangadadipikirankamuketikakamudisuruhuntukberbicarabahasainggris?

Answer:

.....
.....

5. Where are the difficulties that you found when you speak?

Apakah kesulitan yang kamu peroleh ketika kamu berbicara?

Answer:

.....
.....

6. How do you think about your English teacher?

Bagaimana pendapatmu tentang guru bahasa Inggrismu?

Answer:

.....
.....

7. Are they enjoyed for learning?

Apakah mereka cukup menyenangkan dalam pembelajaran?

Answer:

.....
.....

8. How do you think about the Media of learning like library, book, etc?

Bagaimana dengan media pendukung pembelajaran seperti perpustakaan, buku-buku dll?

Answer:

.....
.....

9. Do they help you in English learning?

Apakah media tersebut cukup membantu mu dalam belajar Bahasa Inggris?

Answer:

.....
.....

10. What do you do to overcome your problem?

Apa yang kamu lakukan untuk mengatasi masalahmu?

Answer:

.....
.....

11. What do you hope for developing your English ability especially speaking ability?

Apa yang kamu harapkan untuk membantudalammeningkatkan kemampuan bahasa Inggris khususnya kemampuan berbicara?

Answer:

.....
.....

Students

()

B. Interviews to the English Teacher

1. What do you think about the students in learning English?

Bagaimana menurut Bapak/ Ibu siswa-siswi dalam proses pembelajaran Bahasa Inggris?

Answer:

.....
.....

2. What do you think about their abilities in speaking?

Bagaimana pendapat Bapak/ Ibu tentang kemampuan mereka dalam berbicara?

Answer:

.....
.....

3. What do you know about their difficulties in speaking?

Menurut Bapak/ Ibu, dimana letak kesulitan siswa-siswi dalam berbicara?

4. What are the important things for helping them in speaking?

Apa yang paling penting untuk membantu mereka dalam meningkatkan kemampuan berbicara?

Answer:

.....
.....

5. What have you done to overcoming the students' problem in speaking ability?

Apa tindakan yang dilakukan Bapak/ Ibu dalam mengatasi masalah siswa-siswi dalam kemampuan berbicara?

Answer:

.....
.....

English Teacher

()

APPENDIXES 3

THE STUDENTS' SCORE IN SPEAKING ABILITY FOR THE FIRST CYCLE

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	IK	10	10	15	10	15	60
2	SP	10	10	15	10	10	55
3	HS	10	10	10	15	15	60
4	NS	10	10	10	10	10	50
5	NC	15	15	10	10	10	60
6	RY	10	15	10	10	10	55
7	RLN	10	15	10	10	10	55
8	UA	10	10	15	10	15	60
9	AH	10	10	10	10	10	50
10	PAR	10	10	10	10	10	50
11	WK	10	15	15	10	15	70
12	DA	10	10	10	15	10	55
13	NN	10	10	10	15	10	50
14	NK	15	10	10	10	10	55
15	AS	15	15	15	10	15	70
16	RA	10	15	15	10	15	65
17	NS	10	10	10	10	15	55
18	P	10	10	10	10	10	50
19	E	10	15	10	15	15	65
20	NH	10	15	10	15	10	60
21	RR	10	10	10	10	10	50
22	MH	10	10	10	10	10	50
23	HRS	10	10	10	10	15	55
24	MM	10	10	10	10	15	55
25	IJ	10	10	10	10	10	50
26	AS	15	15	15	15	15	75
27	JM	10	10	10	10	10	50
28	EK	10	15	10	10	15	60
29	AA	10	10	15	10	15	60
30	TA	15	15	15	15	15	75
	TOTAL						1730
	$\text{Mean} = \bar{x} = \frac{\sum x}{N} = \frac{1730}{30}$						$X = 57.6$

THE STUDENTS' SCORE IN SPEAKING ABILITY FOR THE SECOND CYCLE

NO	Students Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score	
1	IK	15	20	20	15	20	90	
2	SP	15	15	10	15	15	70	
3	HS	15	15	15	15	15	75	
4	NS	15	15	15	15	15	75	
5	NC	15	20	20	20	20	95	
6	RY	15	15	10	15	15	70	
7	RLN	15	15	10	15	15	70	
8	UA	15	15	15	15	20	80	
9	AH	15	10	15	15	15	80	
10	PAR	15	15	15	15	15	75	
11	WK	15	20	20	15	20	90	
12	DA	15	15	15	15	15	75	
13	NN	15	15	20	15	20	80	
14	NK	15	15	15	15	15	75	
15	AS	20	20	20	20	20	100	
16	RA	15	15	15	15	15	75	
17	NS	15	10	15	15	15	70	
18	P	15	10	15	15	15	70	
19	E	15	20	20	15	20	90	
20	NH	15	10	15	15	15	70	
21	RR	15	10	15	15	15	70	
22	MH	15	15	20	15	20	85	
23	HRS	15	10	15	15	15	70	
24	MM	15	10	15	15	15	70	
25	IJ	15	10	15	15	15	70	
26	AS	20	20	20	20	20	100	
27	JM	15	15	15	15	15	75	
28	EK	15	15	15	15	15	75	
29	AA	20	20	20	20	20	100	
30	TA	20	20	20	20	20	100	
Mean= $x = \frac{\sum x}{N} = \frac{2385}{30}$		X= 79.5					2385	

Appendix 4

The Account of Students' Means in Cycle 1 up to Cycle 2

A. The first cycle

1. Accent

Score (f)	Students (x)	F(x)
10	25	250
15	5	75
20	-	-
Total	N= 30	F(x) = 325
Mean= $X = \frac{\sum X}{N} = \frac{325}{30} = 10.83$		

2. Grammar

Score (f)	Students (x)	F (x)
10	19	190
15	11	165
20	-	-
Total	N= 30	F (x) = 355
Mean= $X = \frac{\sum X}{N} = \frac{355}{30} = 11.83$		

3. Vocabulary

Score (f)	Students (x)	F(x)
10	21	210
15	9	135
20	-	-
Total	N= 30	F(x) = 345
Mean= $X = \frac{\sum X}{N} = \frac{345}{30} = 11.5$		

4. Fluency

Score (f)	Students (x)	F(x)
10	23	230
15	7	105
20	-	-
Total	N= 30	F(x) = 335
Mean= $X = \frac{\sum X}{N} = \frac{335}{30} = 11.16$		

5. Comprehension

Score (f)	Students (x)	F(x)
-----------	--------------	------

10	16	160
15	14	210
20	-	-
Total	N= 30	F(x) = 370
Mean= $X = \frac{\sum X}{N} = \frac{370}{30} = 12.33$		

B. The Second Cycle

1. Accent

Score (f)	Students (x)	F(x)
10	-	-
15	26	390
20	4	80
Total	N= 30	F(x) = 470
Mean= $X = \frac{\sum X}{N} = \frac{470}{30} = 15.66$		

2. Grammar

Score (f)	Students (x)	F (x)
10	8	80
15	14	210
20	8	160
Total	N= 30	F (x) = 450
Mean= $X = \frac{\sum X}{N} = \frac{450}{30} = 15$		

3. Vocabulary

Score (f)	Students (x)	F(x)
10	3	30
15	17	255
20	10	30
Total	N= 30	F(x) = 315
Mean= $X = \frac{\sum X}{N} = \frac{315}{30} = 10.5$		

4. Fluency

Score (f)	Students (x)	F(x)
10	-	-
15	25	375
20	5	100
Total	N= 30	F(x) = 475
Mean= $X = \frac{\sum X}{N} = \frac{475}{30} = 15.83$		

5. Comprehension

Score (f)	Students (x)	F(x)
10	-	-
15	19	285
20	11	220
Total	N= 30	F(x) = 505
Mean= $\bar{X} = \frac{\sum X}{N} = \frac{505}{30} = 16.83$		

6. The percentage of students that complete in study at cycle 1 up to cycle 2.

1. Cycle 1

There are four students who get 70 from 30 students.

$$P = \frac{R}{T} \times 100\% = \frac{4}{30} = 13.33.$$

$$\frac{4}{30}$$

2. Cycle 2

There are 25 students who get the points up 70, 25 total students do the best.

The total number of students do the test = 30 students

$$p = \frac{R}{T} \times 100\% = \frac{25}{30} = 83.33.$$

$$\frac{25}{30}$$

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester :
Days/ Date of :
Cycles/ Meeting : Cycle 1/ the First Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher done greeting	√	
	2. Teacher checks the students' present list	√	
B. Content			
	1. The teacher explains about brainstorming technique that be applied.		
	9) Explained the aim of the research.	√	
	10) The researcher used brainstorming to the students and the researcher ordered the students to give the responses from brainstorming with individually	√	
	11) Gave of motivation and information, teacher gave the topic about profession "Marsha and the Bear", and invited students to give their ideas.	√	
	12) Identifying, the teacher entered all suggestion	√	

	<p>to be written and do not be criticized.</p> <p>13) Classification, the teacher classifies all ideas of the students answered about the theme animation film “Marsha and the Bear”.</p> <p>14) Verification, collectively the students’ ideas and made the conclusion of students’ ideas.</p> <p>15) Monitored every step that has been planning.</p> <p>16) Prepared the solution if have problem when the action is done.</p>	<p>√</p> <p>√</p> <p>√</p>	
C. Closing	1. Teacher gives conclusion the lesson.	√	
	2. Teacher reminding the students to learn at home.	√	

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester :
Days/ Date of :
Cycles/ Meeting : Cycle 1/ the Second Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher done greeting	√	
	2. Teacher checks the students' present list	√	
B. Content	1. The researcher asked the students the difficulties of the first meeting.	√	
	2. The researchers reviewed again about the brainstorming technique and give the different topic.	√	
	3. The researcher changed the seat formation of the students with made the students in two groups, each group's fifth teen students.	√	
	4. The researcher gave the topic about Pro Kontra "kenaikan BBM".	√	
	5. The researcher ordered the students to debate about	√	

	the topic.		
	6. The researcher entered all suggestion to be written and do not be criticized.	√	
	7. The researcher classifies all ideas of students.	√	
	8. The researcher gave scores to the students' answer.	√	
	9. Collectively the students' ideas and researcher made the conclusion of students' ideas.	√	
C. Closing	1. The teacher gave conclusion the lesson.	√	
	2. The teacher reminded the students to learn at home.	√	

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester :
Days/ Date of :
Cycles/ Meeting : Cycle 2/ the First Meeting

No	Activities	Yes	No
A. Introduction	1. The teacher done greeting	√	
	2. The teacher checked the students' present list	√	
B. Content	1. The researcher organized the students in 4 groups, for two groups consist of 7 students and to other groups 8 students.	√	
	2. The researcher gave the topic for all groups	√	
	3. The researcher ordered one group to present the students topic.	√	
	4. The other group gave the responses, critics and suggestion from the presenter.	√	
	5. The researcher entered all suggestion to be written and do not be criticized.	√	
	6. The researcher classifies all ideas of students.	√	
	7. Collectively the students' ideas and make the conclusion of students' ideas	√	

C. Closing	1.The teacher gave conclusion the lesson.	√	
	2. The teacher reminded the students to learn at home.	√	

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester :
Days/ Date of :
Cycles/ Meeting : Cycle 2/ the Second Meeting

No	Activities	Yes	No
A. Introduction	1. Teacher done greeting	√	
	2. Teacher checks the students' present list	√	
B. Content	1. Gave motivation and information, the researche rgave the topic was about social Media "Facebook", and invited students to give their idea based question from the researcher.	√	
	2. The students answered the question one by one.	√	
	3. The researcher entered all suggestion to be written and do not be criticized.	√	
	4. Researcher gave the score to students' answer	√	
	5. Researcher classifies all ideas of students.		
C. Closing	1.The teacher gave conclusion the lesson.	√	
	2. The teacher reminded the students to learn at home.	√	

CURRICULUM VITAE

A. Identify

Name : Erna Sanni Dalimunthe
Registration Number : 10 340 0049
Sex : Female
Address : Lambou Darul Ikhsan
Religion : Moslem
Place/Date of Birth : Janjimatogu, February 4th 1992

B. Parents

Father's Name : PARULIAN DALIMUNTHER
Mather's Name : MASDINAR HARAHAPE

C. Educational Background

1. Elementary School at SD Negeri 147549 Janjimatogu 1998-2004.
2. Junior High School at MTSN Huraba 2004-2007.
3. Senior High School at SMA N 1 Siabu 2007-2010.
4. Padangsidempuan State Institute For Islamic Studies (IAIN) student.

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Speaking is one of the important skill in language learning besides listening, writing, and reading. Speaking is the act, utterance or discourse of one who speak. It also can be defined as an activity in giving and asking information as if dialog by two or more people. In English teaching, speaking is one of the language skills in which students' function the target language as communication tool. Context of this teaching determines the importance of speaking to be learnt. English in Indonesia is a foreign language where societies do not use English to communicate. Therefore, it is hopeful teachers today have to focus on teaching speaking because there is no other place in society provide a free use of English regularly either informal or formal situation except school.

Speaking is an interactive process of constructing meaning that involves producing and processing information. Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific point of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what way to produce language (sociolinguistic competence).

One of teacher at grade XI MAN Siabu¹ stated that many students have less speaking ability, students felt boring in studying speaking subject by one technique, there was some students said that they are afraid and feeling ashamed to speak,² students score ability in speaking was low, and they need another technique which was more suitable in teaching speaking.

In addition, in learning process, the teacher did not use speaking technique in learning speaking subject, speech is the teaching method is used usually there. The speech method is the teacher more active than students; the students just accepted the teacher explanation.

Furthermore, the problem above must be solved in order to students can speak well. There are many kinds of technique in teaching speaking, they are: discussion, role play, debate, game, think-pair-share and concept mapping. The researcher suggested the effective technique to improve students speaking ability. So, the researcher chooses brainstorming technique to improve speaking ability.

Based on the explained in Oxford learner's pocket dictionary brainstorming is the way of making a group of people all think about something at the same time, especially in order to solve a problem or to create good ideas.³

In other hand brainstorming can create students creativity in thinking, make

¹TutiAlawiyah, Teacher at Grade XI MAN Siabu, *Private Interview* (MAN Siabu, Mei 20, 2014 at 10.00 a.m).

²AnniAulia, Students at Grade XI MAN SIABU, *Private Interview* (MAN Siabu, November 9, 2014 at 10.30 a.m).

³A.S. Hornby. *Oxford Learner's Pocket Dictionary*, (New York:Oxford University Press, 2000), p. 45.

students' more spirit and active. Then, the students are easy, are enjoyed and are fluency when speaking. Brainstorming technique also can develop students speaking ability, to help students more responsibility in study, to increase motivation and stimulus thinking. So, the aim of English Teaching Learning is gotten.

From above explanation, the researcher conducted the research on the title **“IMPROVING STUDENTS’ SPEAKING ABILITY THROUGH BRAINSTORMING TECHNIQUE AT GRADE XI MAN SIABU.”**

B. The Identification of the Problems

Based on the background above there are some problems that may come from students and teacher: students felt boring in studying speaking subject by one technique, they was afraid and shamed to speak, the teacher did not use speaking technique in learning speaking subject.

C. The Limitation of the Problems

Based on the identification of the described problems in the previous section, this research was limited to improvestudents' speaking ability through brainstorming technique. This research is conducted by classroom action research at grade XI MAN Siabu, especially XI IPA-2 2014-2015.

D. The Definition of Terminologies

1. Students

Students are a person who learns on the elementary, junior, and senior high school for both formal and informal education.

2. Speaking

Speaking is one of the important language skills that have to be mastered by language learners. Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.⁴ Based explanation above speaking is the act, utterance or discourse of one who speak. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In this research, speaking is the subject will be learn and improve by student.

3. Ability

Ability is the mental or physical capacity, power or skill required to do.⁵ Means that we do somethingg consistphysical and mental achievement. In this research, ability is the power to improve speaking.

⁴Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco State University: 2004), p. 140.

⁵*Ibid*, p. 2.

4. Brainstorming Technique

Brainstorming is a technique that's a purpose is to initiate some sort of thinking process.⁶ Technique is the way of doing something, especially one that needs special skills, or using skill with which somebody able to do something practical.⁷ So brainstorming technique is to think of many ideas, think of different ideas and to suspend judgment until students' have produced many different ideas.

E. The Formulation of the Problem

Based on the limitation of the problem above, the researcher can formulated the problems follows: To what extent does brainstorming technique improve the students' speaking ability at grade XI MAN Siabu?

F. The Aims of the Research

Based on the above research question, the aims of the research is to know the result of students' speaking ability by using brainstorming technique at grade XI MAN Siabu.

G. The Significances of the Research

The significances of research are:

1. Headmaster, to develop and encourage English best toward MAN Siabu.

⁶Douglas Brown, *Teaching by Principles*, (San Francisco State University: 1994), p.181.

⁷Hornby, *Op. Cit.*, p.443.

2. English teacher of MAN Siabu, to add the references in teaching and learning speaking that are more enjoyable and interesting for students.
3. Other researcher, to help the other researcher who will conduct further research.

H. The Indicator of Action

Action research was any systematic inquiry conducted by teachers' researcher, principles, school counselor, or other stakeholders in the teaching learning environment to gather information about the ways that their particular school operate how they taught, and how well their students' learned. This information is gathered with the goals of gaining insight developing reflective practice, effecting positives changes in the school environment outcomes and the lives of those involved.⁸

Action means that the activities that had been done. The researcher would make the teaching program, Lesson plan that use to teach speaking to the students, in the end of the action that have been done. In this research, the researcher collaborated with teacher to become a teamwork who work together to solve the students' problem in increasing speaking ability through brainstorming technique.

The researcher prepared some question had been given to the students. In the first cycle, the teacher asked to students to give their idea based on the

⁸Geoffery E. Mills, *Action ResearchAQuide for the Teacher Researcher* (New Jersey: Prentice Hall, 2000), p.6.

question, the question about profession and social media then teacher gave question to brainstorm their mind. The second cycle teacher showed the question about social media. Then, through brainstorming technique the students can be done daily conversation with well vocabulary and the structure.

I. The Outline of the Theses

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of the background of the problems, the identification of the problems, the limitation of the problems, the definition of terminologies, the formulation of the problems, the aims of the research, the significances of the research, the indicator of action.

Chapter two is the theoretical description, which explains about speaking ability, brainstorming technique, conceptual framework, and hypothesis of action.

Chapter three discuss about methodology of research consist of: place and schedule of the research, research design, the participants, instrument of collecting data, procedure of the research; cycle 1 up to cycle 2, and technique of data analyzing.

Chapter four is the result of the research and data analyzing consist of description of data, the comparative result of the action, discussion of the research findings, and the threats of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

Review of related literature involved the systematic identification; location and analysis of documents containing information related to the research problems. It proposed to determine what has already been done that related to the topic of the research and provided the understanding and insights necessary to develop a logical framework in to the topic. This research reviewed the theories of speaking ability using brainstorming technique as in the following.

1. Description of Speaking

a. Speaking

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out of conversation in the language. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expression,

and so on may accompany speech or convey message directly without any accompanying speech.

Many people feel that speaking in a new language is harder than reading or writing, speaking happens in a real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written).

David Nunan states speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaker talks in order to have some effect on their listener.¹ They ask them question to get them to do things for them. Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Dossou says that speaking is the informal interchange of thought information by spoken words. They defined speaking as using voice to say something and being able to use a language.² So, the researcher

¹David Nunan, *Practical English Language Teaching*, (McGraw Hill: 2003), p.48.

²University of Oxford, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2009), p. 414.

can conclude the speaking is the use of language to talk an exchange something to somebody in conversation orally.

b. Principles Designing Speaking Techniques

According to Clark “speaking divided into two type of activities that are planning and execution.”³ Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

How is speech planned and executed? The process looks like this:⁴

- 1) Discourse plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
- 2) Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speaker must select one that will do this.
- 3) Constituent plans. The speaker must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
- 4) Articulator program. As specific words are chosen, they are formed into an “articulator program”. It consist a representation of the actual

³Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1911), p. 224.

⁴*Ibid*, p.298.

phonetic segments, stresses, and intonation pattern that can be executed at the next step.

- 5) Articulation. The final step is to execute the contents of the articulator program. This done by mechanism that adds sequence and timing to the articulator program. This step result in audible sounds, the speech the speaker intended to produce.

There are a number of ways or technique to use as guide the students' speaking, some principles to design these techniques, namely:⁵

- a) Technique should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, plays a game; he must make sure that his task includes techniques design to help students to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

- b) Techniques should be intrinsically motivating.

Motivation is commonly thought of as an inner drive, impulses', emotion, or desire that moves one to a particular action. It is probably the most often catch-all for explaining the success of

⁵H. Douglas Brown, *Teaching By Principle, Op. Cit*, p. 254.

failure of virtually any complex task, for countless studies and experiments in human learning have shown that motivation is a key to learning, so that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

- c) Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic context and meaningful interaction, it can be structured to provide a sense of authenticity.

- d) Provide appropriate feedback and correction.

English as foreign language (EFL) the use of language is not available in the society such us in our country Indonesian. In this situation, students' are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can show how well their class is doing and what language problems they are having; students can see

how easy they find a particular kind of speaking and what they need to do improve.⁶

e) Capitalize on natural link between speaking and listening

Many interactive techniques involve speaking and listening. Do not lose on opportunities to integrate their skill. Skill in producing language is often initiated through comprehension.

f) Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow students to initiate language.

g) Encourage the development of speaking strategies.

The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes.

For example:

- (1) Asking for clarification (What?)
- (2) Asking someone to repeat something (Huh? Excuse me?).
- (3) Moreover, getting someone attention (Hey, Say, So).

⁶Jeremy Harmer, *How to Teach English*(London: Longman, 1998), p. 88.

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set, up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

c. The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Based on Brown and Yule (1983) as quoted by Richards, the function of speaking are classified into three kinds, they are: 1) talk as interaction, 2) talk as transaction, 3)talk as performance.⁷

Each of these activities is quite distinct in term of form and function and requires different teaching approaches, below is some explanation.

1)Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function when people meet, they exchanges greetings, engage in small talk, recount, recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

⁷Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*(Cambridge University, 2008), p. 21.

The focus is more on the speaker and how they wish to present themselves to each other than on the message. Some of the skills involved in using teaching as interaction is the following things:⁸

- a) Opening and closing conversation
- b) Choosing topic
- c) Making small talk
- d) Joking
- e) Recounting personal incidents and experiences
- f) Turn talking
- g) Using adjacency pairs
- h) Interrupting
- i) Reacting
- j) Using an appropriate style of speaking

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skill and find them lacking report that they sometimes feel awkward at a loss for words when they find themselves in situations that require talk for interaction.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and

⁸*Ibid*, p. 23.

accurately is the central focus, rather than the participants and how they interact socially with each other. Some of skill involved in using talk as transaction is:⁹

- a) Explaining a need or interaction
- b) Describing something
- c) Asking question
- d) Asking for clarification
- e) Confirming information
- f) Justifying an opinion
- g) Making suggestion
- h) Clarifying understanding
- i) Making comparison
- j) Agreeing and disagreeing

3) Talk as performance

This refers to public talk, that is, talk that transmits information before audience, such as classroom presentation, public *announcement*, and *speeches*. Some of the skill involved in using talk as performance is:¹⁰

- a) Using an appropriate format
- b) Presenting information in an appropriate sequences

⁹*Ibid*, p. 25.

¹⁰*Ibid*, p. 28.

- c) Using correct pronunciation and grammar
- d) Creating an effect on the audience
- e) Using appropriate vocabulary
- f) Using an appropriate opening and closing.

d. The Purpose of Teaching Speaking

Teaching is a profession. Thus, teacher should pursue professional development to sharpen their teaching skill and maintain the quality of profession. Teaching speaking is a very important part of first foreign language learning. McDonough says that “with the recent growth of English as an international language of communication”. There is clearly a need for many learners to speak and interact in multiplicity of situation through the language, be it for foreign travel, business or other professional reason.¹¹

However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance. To teach speaking is necessary to understand the process involved in speech. Through speech one can express emotion, communicates intentions, react, to other persons and situation influence other human being.

¹¹Jo McDonough and Christopher Shaw, *Material and Method in ELT*(UK: Backwell and Cambridge, 1993), p. 151.

Based on Bullock Report in Jon Davinson and Jane Dowson “the teacher’s role should be one of planned intervention and his hence, it is essential that language teachers’ pay great attention to teaching speaking”. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Teacher also must create the best situation for real communication in the classroom.

e. What Makes Speaking Difficult?

These same characteristic must be taken into account in the productive generation of speech but with a slight twist, in that the learner is now the producer. Bear in mind that characteristics of spoken language can make oral performance easy as well as, in some cases difficult, they are:¹²

1) Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

¹²H. Douglas Brown, *Teaching by Principle.Op.Cit*, p. 256.

3) Reduced forms

This is the special problems in speaking, they are; Contraction, elisions, reduced, vowels. Student who does not learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variable

One of the advantages of spoken languages is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. You can actually teach learners how to pause and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

Stress, rhythm, and intonation are the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component; the creativity of conversational negotiations.

From the above cases, it can be seen there are some factors why the students difficult to speak. So, we must increase accent, grammar, vocabulary, fluency, and comprehensionspeaking ability on students, and then students do not difficult to speak.

f. The Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as:¹³

1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.¹⁴ Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.¹⁵

The accent can be identified looks like this:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult.

¹³Arthur Hughes, *Testing for language Teachers* (USA: Cambridge University Press, 1990), p. 111.

¹⁴NirmalaSari, *an Introduction to Linguistic*(Jakarta: DepartemenPendidikandanKebudayaan, 1998), p. 138.

¹⁵Victoria Neufeldt, *Webster New World Collage Dictionary-3rd*(New York: Simon & Schuster Inc, 1995), p. 7.

- c) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d) Marked “Foreign with Accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of “foreign language”.

2) Grammar

Grammar is the part of the study of language, which deals with the form, and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantic).¹⁶ Grammar is necessary for communication; it gives us to the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication.

¹⁶*Ibid*, p. 286.

- c) Frequent errors showing some major patterns uncontrolled and causing occasional Irritation misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.

3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols sign, gesture.¹⁷ It uses for communication or expression, in particular art and skill. Vocabulary is more than a list of target language of words.¹⁸ A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified look like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportations, and family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

¹⁷*Ibid*, p. 1494.

¹⁸David Nunan, *Op. Cit*, p. 258.

- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with someone circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
- f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false start, word searches.¹⁹

Fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

¹⁹*Ibid*, p. 55.

- e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
- f) Speech on all professional and general topics as effortless and smooth as a native speaker.

5) Comprehension

Hornby states that: “comprehension is the mind’s act or power of understanding”.²⁰ Comprehension is the capacity for understanding ideas, fact.²¹ A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can identified looks like this:

- a) Understand to little for the simplest types of conversation.
- b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

²⁰A.S Hornby, *Op.Cit*, p.234.

²¹Victoria Neufeltd, *Op.Cit*, p. 286.

f) After the test, these elements are marked and entered into left-hand column and totaled from the weighting table.

2. Brainstorming Technique

a. Definition of Brainstorming Technique

Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.²² Brainstorming can help to unlock quickly and easily the hidden creative powers that all human beings possesses. Brainstorming not only helps the students to step outside the norm and generate innovative ideas, but also creates an atmosphere that is highly productive and enjoyable.

According to Salem SalehKhalafIbnian brainstorming is a technique used to encourage individuals to generate ideas and come up in a list of possible solution to a certain problem.²³ Thus it can be concluded that brainstorming is a method use in groups in order to support creative problem solving, the generation of new ideas and greater acceptance of proposed solution.

²²Wikipedia, "Brains Storming" *Http.Wikipedia.Org.Wiki.Brain-Storming*, accessed at May 21, 2014 retrieved on 02 pm.

²³Salem SalehKhalafIbnian, *Brainstorming and Essay Writing in EFL Class* (Finland Academic Publisher, 2011), p. 264.

b. Principles of Brainstorming Technique

The following principles for brainstorming session, they are:

- 1) No criticism or judgment, other people ideas or our own ideas should not be criticized however foolish or outlandish they may seem, judgment stops the creative process, causes tension in the group and arrest the generation of ideas.
- 2) During brainstorming, participants are completely free to express themselves. They are not bound by their company position or by their boss or colleague; nothing is unwanted and nothing is wrong.
- 3) The quantity and not the quality of ideas is what matters, the world's most creative people suggest that is not that each of their ideas is bright, clear and new but that some of their many ideas is very good.
- 4) All ideas are recorded on the flip chart. When a page of the flip chart is full, it is posted on the wall so that all participants can see it and a new page are started. The ideas produced for the second page may even be the same or similar. In this way, the participants are not forced to register all the ideas and can create more freely. However, the formulations may be condensed in order to maintain the pace of the session.
- 5) The result of evaluated after a lapse of time. In order to ensure that no idea is promoted or eliminated prior to proper consideration, the result

isevaluated several days later, the following day, or at a minimum, after several hours have elapsed.

c. Typical of Brainstorming Session

The typical brainstorming session consist of three phases, as follows:²⁴

1) Idea generation;

- a) The team leader presents the topic to be brainstormed. The topic should be stated specific, precise term and should be visible to all participants.
- b) The team leader makes sure the team understand the problems, the object of session and the method of brainstorming to be used.
- c) A team record writes the ideas on a flip chart. Only one-person talks a time ensure that the recorder is able to effectively record the ideas presented.
- d) Team members begin generating ideas using method selected for the session.

2) Idea Clarification

- a) Review the list for understanding and eliminate duplication.
- b) Do not discuss the idea now. Evaluation and discussion will occur in later stages in conjunction with the use of the other tool.

²⁴Arthur B. Vangundy, *101 Activities for Teaching Creativity and Problem Solving* (San Francisco; Copyright Inc, 2005), p.65.

- c) Clarification or modification of an ideas in only done with the approval of the ideas originator.
- 3) Idea evaluation
- a) Review the list to eliminate or issue that is not related to the predetermined purpose of the session.
 - b) Idea evaluation is often performed in conjunction with other analytical tools such as multi voting and discussion and discussion matrix and it may take place outside the team meeting itself.

d. Step of Brainstorming Techniques

The teacher task in the technique is to give problem capable to stimulate students mind, so that they answer too, and teacher may not comment that opinion of students is correctness or wrong, nor require to be concluded, teacher only accommodating all statement of opinion of students, so that all student in class get inning, comment or needn't evaluation. There are step of brainstorming technique as follows:²⁵

1) Giving of motivation and information

Teacher explain the problem of faced along with its background and invite active educative participant to render its idea.

²⁵Christiawan Dwi, "Brainstorming Technique", *Http:En.Wikipedia. Op. Cit*, p.12.

2) Identifying

At this phase of invited educative to be participant to give idea brainstorming as much as possible. All suggestion enter to be accommodated, to be written and do not be criticized.

3) Classification

All participant input and suggestion written, step here in after classify pursuant to made criterion and agreed on by group. Classification can pursuant to structure other factors.

4) Verification

Group collectively together refer back brainstorming which have been classified. Every idea tested with it problems. If there are brainstorming which is same to be taken one of them and irrelevant brainstorming can be scored out.

e. Excellence and Weakness of Brainstorming Techniques

Brainstorming in Indonesia language is conceived of to pour the opinion. In course of brainstorming, someone will be claimed to release all idea as according to knowledge capacities and is psychological of him. Brainstorming technique is to use agenerate a number of ideas to help solve a particular problem. Even thought, brainstorming is good way to solving the problem it has excellent and weakness, as below: ²⁶

²⁶Soetopo, "Brainstorming Technique", *Http.Wikipedia.Org.Wiki. Brain-Storming*, Retrieved on May 15th 2013.

Excellence of techniques of brainstorming techniques that is:

- 1) Children think to express opinion.
- 2) Train student think swiftly and lapped over is logical.
- 3) Stimulate student to always ready to have a nation related to problem of given by teacher.
- 4) Improving student's participation in accepting lesson.
- 5) Less active students get aid of its friend which have clever or from teacher.
- 6) Happened healthy emulation.
- 7) Child feels free and is happy.
- 8) Democratic atmosphere and discipline can be grown.

While is things required overcoming in usage of techniques of brainstorming that is:

- 1) Teacher less giving time which enough to student to think better.
- 2) Less clever child always under developed.
- 3) Learn only accommodating opinion have never formulated conclusion.
- 4) Student do not immediately known whether its opinion wrong or correct.
- 5) Do not guarantee result of trouble-shooting.
- 6) Problem can expand up at which do not be expected.

Based on various the insufficiency above can overcome if a head or teacher in class can read situation and master class better to look

forsolution. Teacher should be able to become mediator and arrange situation in class as good as possible. Its way that is over boringly, really items to be submitted and make planning of process learn to teach riply.

B. Review of Related Findings

Beside of theory study above, the writer found some researches in studying speaking. That was a researcher that has done a research has it with the writer. First, Dewi Rosida Marpaung, in her script: "Improving Students' Speaking Skill through Communication Language Teaching." She is succeed tried this method with gave his students two cycles with higher score.²⁷

Secondly, a thesis by Rica Umrina in State Collage for Islamic Studies Padangsidimpuan 2011, her thesis about improving the students' speaking skill through Debate at SMA 1 Padangsidimpuan. She found that debate can improve the speaking skill. Researcher suggested teacher to accomplish teaching more interactive.²⁸

Rezki Juli Hartati in her thesis: Improving Student's Speaking Skill by Using Role Play at Grade XI SMA Negeri Angkola Timur. She found that the result indicated that there was an improvement on the students' speaking skill through role-play. It consisted of two cycle consisted of two meeting.²⁹

²⁷Dewi Rosida Marpaung, "Improving Students' Speaking Skill through Communication Language Teaching", (*Unpublished thesis*: Unimed Medan, 2010).

²⁸Richa Umrina, "Improving the Students' Speaking Skill through Debate", (*unpublished thesis*: STAIN Padangsidimpuan, 2011).

²⁹Rizki Juli Hartati, "Improving Student's Speaking Skill by Using Role Play at Grade XI SMA Negeri I Angkola Timur" (*Unpublished Thesis*).

The last, a theory and practice in language studies of Salem SalehKhalafIbnian, “Brainstorming and Essay Writing in EFL Class”. The kind of the research is quantitative research. Researcher found that the brainstorming had a positive effect on developing essay-writing skill of experimental group students. The total value of students is 9.9.³⁰

Based on the research above, they found that communication language teaching (CLT), debate, role play, and brainstorming technique can improve and develop speaking and writing ability, nevertheless, the researcher had been found that brainstorming technique improve speaking ability, although the researcher used same technique with one of the research above, but on review of related finding brainstorming use in writing. The researcher makes brainstorming technique more easy and fun to students. In using instrument is test, the researcher gives essay test, the kind of the test is answering question, so from the question the students answer the question.

C. Conceptual Framework

In speaking there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinion, perception, Having good fluently in speaking make students and teacher work together in the class.

³⁰SalehKhalafIbnian, Brainstorming and Essay Writing In EFL Class (Theory and Practical English Study: Academic Publisher In Finland, 2011.

Brainstorming technique is one of many ways in improving students' speaking ability. Brainstorming is considered to be effective way of teaching speaking because enables the students to communicate effectively and give those many chances to practice target language. It needs the students to be more active, because this technique asks the students to express their idea into speaking, the teacher as facilitator facilities students to find something new topic in teaching learning process. The teaching learning process is focused on the students. So students must be active.

So, brainstorming technique chances to the students to use the target language creatively without ashamed. Brainstorming technique is expected brings better result in order to improve student's speaking ability.

So the researcher plans to do research based on the framework bellows:

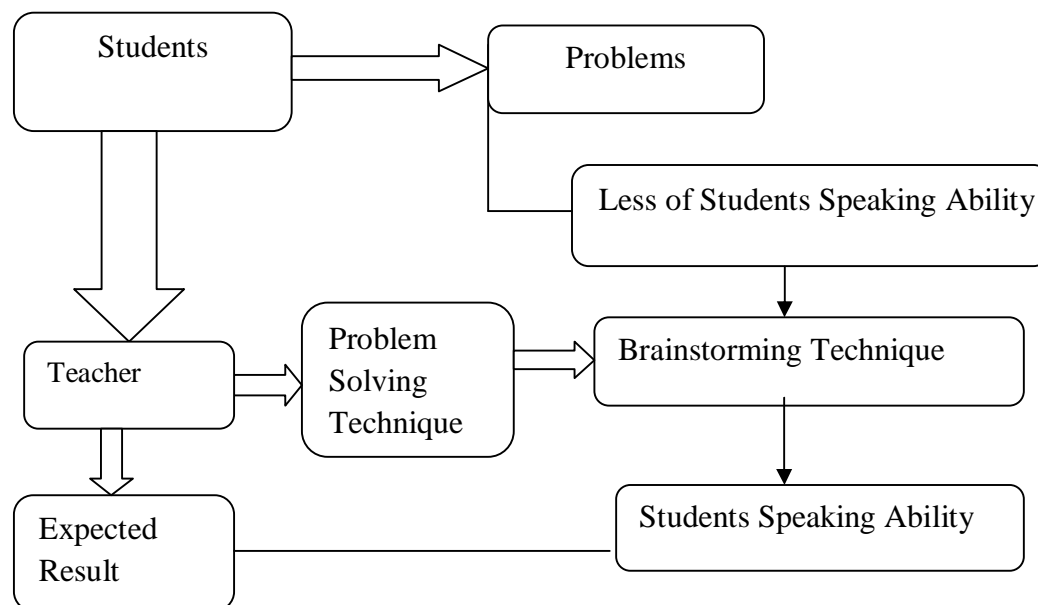


Figure1. Research Conceptual Framework.

D. Hypothesis of the action

The hypothesis is needed to show the researcher thinking and expectation about outcomes of the research related to this study. In this research researcher have formulated that “by using brainstorming technique can improve students’ speaking ability at grade XI MAN Siabu”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Place and Schedule of the Research

The place of the research had been done at MAN Siabu. It is located on JL. Medan Padang km 53. Kec. Siabu, Kab. Mandailing Natal. It had been taken from May 2014 until finished.

2. Research Design

In this research conducted Classroom Action Research (CAR). Based on Gay and Airasian Action Research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.¹ Action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instrument. This research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve them. The purpose of this research is to find problems and conduct them. This research is conducted to improve the teachers' practice in the classroom for speaking ability applied brainstorming technique.

¹L.R Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

3. The Participants

The participants of this research were the students of MAN Siabuat Grade XI IPA-2 2014-2015 academic year consist of 30 students, because the researcher found the problems about speaking ability in this class. Another participant is an English teacher of MAN Siabu, the researcher asked the teacher as collaborator in this research. It's mean that the teacher and the researcher collaborated to do teaching learning process applied brainstorming technique.

4. Instrument of Collecting Data

There were three the instrumentation in the research. They were:

a. Test: The instrument of collecting data in this research is essay test. The kind of the test in this research is answering question. So, from the question the students answer the question. When the students were speaking to answer the question, the researcher made the record to know the speaking ability of students.

Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension².

²Arthur Hughes, *Loc. Cit.*

These specific criteria are described in following table:

Table I. Criteria of Table Speaking

No	CRITERIA OF SPEAKING	SCORE
1	Accent	
	a. Pronunciation efficient and intelligible	20
	b. Pronunciation inefficient, but intelligible.	15
	c. Pronunciation inefficient and intelligible.	10
2	Grammar	
	a. Few errors with no pattern	20
	b. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	15
	c. Grammar most entirely inaccurate phrases.	10
3	Vocabulary	
	a. Vocabulary adequate to cope with complex practical problems and varied social situation.	20
	b. Vocabulary limited to basic personal and survival areas (time, food, family)	15
	c. Vocabulary inadequate to discuss special in bulary inadequate for even the simple conversation.	10
4	Fluency	
	a. Speech is effortless and smooth	20
	b. Speech is frequently hesitant and jerky	15
	c. Speech is very slow and uneven	10
5	Comprehension	
	a. Understanding everything in normal educated conversation	20

	b. Understand quite well normal educated speech directed to him or her	15
	c. Understand too little for the simples and rephrasing	10

b.Observation: researcher used observation type field notes. Gay and Airasian pointed out field notes are the observer's record of what she/he will have been seen, heard, experienced, and thought about during an observation session.³The researcher observed the teacher, the students, and classroom process. The researcher observed the teachers' teaching and learning process, in addition, the researcher observed the classroom process by observing the procedures of brainstorming technique.

c.Interview. The researcher used the interview to know the condition of the students. Hornby states that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.⁴This interview is one of techniques of collecting data by doing oral interview in individual meeting. Interview given for grade XI MAN Siabu. The questions were appropriate with the list of interview. Interview was done for getting the data about the factors that increased the students speaking ability.

³Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144.

⁴Hornby, *Op.Cit*, p. 788.

5. Procedure of the Research

This action research follows the model that is developed by Kemmis and Robin in Ortrun. It is a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting.

The model is described in the following figure:

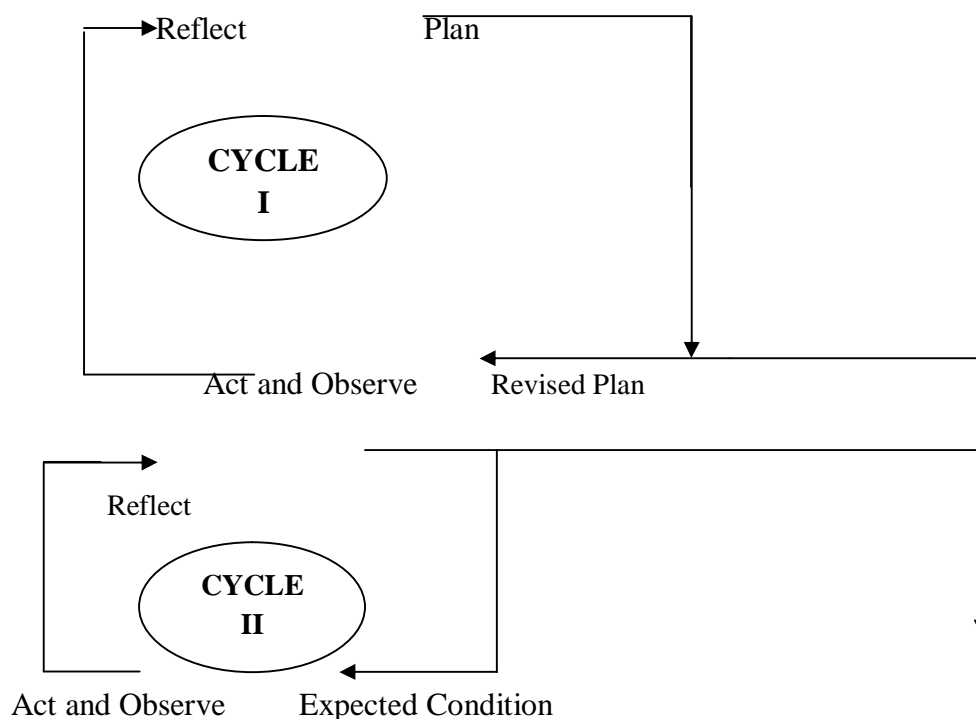


Figure 2: Action Research Spiral⁵

In this research the researcher applied two cycles. Each cycle consisted of two meetings. Each meeting consisted of 90 minutes. So, there are four meetings during research procesed.Each cycle consistedof four steps;

⁵OrtrunZuber-Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

planning, action, observation and reflection. The classroom action research based on the following assumption: for the first cycle, the students' speaking ability was measure and their problems speaking ability was analysis. The second cycle, students' become active and interested in learning process. It was seen from the students' activities in the class.

First Cycle

The first cycle the researcher conducted for two meetings, every meeting done ninety minutes. The researcher observed all the activities in the classroom.

1. First meeting

This meeting the researcher prepares all needed in this meeting as below:

a. Planning

- 1) Made lesson plan that was consist of the step of the action.
- 2) Made learning planning approach that using brainstorming technique.
- 3) Prepared the topic to do brainstorming along with the first test speaking to be giventothe students and made an instrument as a tool to see the students speaking ability improvement.
- 4) Discussed how the brainstorming to be done in teaching learning.
- 5) Prepared all material that will be needed in the teaching learning process, as lesson plan, and value criteria.

b. Action

- 1) Explained the aim of the research.
- 2) The researcher used brainstorming to the students and the researcher ordered the students to give the responses from brainstorming with individually
- 3) Gave of motivation and information, teacher gave the topic about profession “Marsha and the Bear”, and invited students to give their ideas.
- 4) Identifying, the teacher entered all suggestion to be written and do not be criticized.
- 5) Classification, the teacher classifies all ideas of the students answered about the theme animation film “Marsha and the Bear”.
- 6) Verification, collectively the students’ ideas and made the conclusion of students’ ideas.
- 7) Monitored every step that has been planning.
- 8) Prepared the solution if have problem when the action was done.

c. Observation

- 1) Discussed with the English teacher to observe planning.
- 2) Monitored brainstorming technique was done.
- 3) Made note every activity and the differents when the technique brainstorming used in learning process was done.

- 4) Discussed with English Teacher about the weakness or found activity during observation was done.

d.Reflection

- 1) Analyzed the finding during the observation was done.
- 2) Analyzed the weakness and the teacher progress that using brainstorming techniques determines the follow up of activity.
- 3) Discussed with the English Teacher about the weakness or the finding activity during observation was done. Reflecting of Brainstorming Technique used.
- 4) Reflected on the teacher learning activity.
- 5) Reflected on the students learning activity.
- 6) Evaluated or interpreted the data gotten from the class and made any decisions for the next meeting.

Second meeting

In these meeting researchers expend to repair the problem in the meeting before:

a.Planning

- 1) Made lesson plan that was consisted of the step of the action.
- 2) Made learning planning approach that used brainstorming technique.
- 3) Prepared all material that will be needed in the teaching learning process, as lesson plan, and value criteria.

b. Action

Based on the result in meeting before, the students still shy and afraid to give the arguments about the topic, the action that used in second meeting should be focused about the topic profession “Jokowidodo”.

- 1) The researcher asked the students the difficulties of the first meeting.
- 2) The researchers reviewed again about the brainstorming technique and give the different topic.
- 3) The researcher changed the seat formation of the students with made the students in two groups, each group's fifth teen students.
- 4) The researcher gave the topic about Pro Kontra “kenaikan BBM”.
- 5) The researcher ordered the students to debate about the topic.
- 6) The researcher entered all suggestion to be written and do not be criticized.
- 7) The researcher classifies all ideas of students.
- 8) The researcher gave scores to the students' answer.
- 9) Collectively the students' ideas and researcher made the conclusion of students' ideas.

c. Observation

- 1) Discussed with the English teacher to observe planning.
- 2) Monitored brainstorming technique was done.
- 3) Made note every activity and the different when the technique brainstorming used in learning process was done.

- 4) Discussed with English Teacher about the weakness or the finding activity during observation was done.

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- 1) Analyzed the finding during the observation is done.
- 2) Analyzed the weakness and the teacher progress that using brainstorming techniques determines the follow up of activity.
- 3) Discussed with the English Teacher about the weakness or the finding activity during observation is done. Reflecting of Brainstorming Technique is used.
- 4) Reflected on the teacher learning activity.
- 5) Reflected on the students learning activity.
- 6) Evaluated or interpreted the data gotten from the class and made any decisions for the next meeting.

Second Cycle

These cycle the researcher evaluated all the activity in cycle before and repaired the problem, conducted two meeting and every meeting will do ninety minutes.

1. Third meeting

a. Planning

- 1) Prepared all material that would be needed in the teaching learning process, as lesson plan, and value criteria.
- 2) Encoded the problems and progressed on the learning process.

b. Action

- 1) Eliminated find problems in cycle 1 by motivated, encouraged, controlled and managed the class.
- 2) Then, the researcher organized the students in 4 groups, for two groups consisted of 7 students and to other groups 8 students.
- 3) The researcher gave the topic for all groups.
- 4) The researcher ordered one group to present the students topic.
- 5) The other group gave the responses, critics and suggestion from the presenter.
- 6) The researcher entered all suggestion to be written and do not be criticized.
- 7) The researcher classifies all ideas of students.
- 8) Collectively the students' ideas and made the conclusion of students' ideas.

c. Observation

- 1) Teacher monitored the teaching learning by using the brainstorming technique in teaching learning.
- 2) Recorded the different is being.
- 3) Discussed the problem in process learning and gave solution.

d. Reflection

- 1) Analyzed the weakness and the teacher progress when Brainstorming Technique was done determine the next activity planning.
- 2) Reflected of teaching activity and students learning result that used Brainstorming Technique.
- 3) Evaluated or interpreted the data gotten from the class and made any decisions for the next cycle.

2.Fourth meeting

a. Planning

- 1.Prepared all material that would be needed in the teaching learning process, as lesson plan, and value criteria
- 2.Encoded the problem and progress on the learning process.

b. Action

- 1) Gave motivation and information, the researchergave the topic wasabout social Media “Facebook”, and invited students to give their idea based question fromthe researcher.
- 2) The students answered the question one by one.
- 3) The researcher entered all suggestion to be written and do not be criticized.
- 4) Researcher gave the score to students’ answer.
- 5) Researcher classified all ideas of students.

6) Collectively the students' ideas and made the conclusion of students' ideas.

c. Observation

1) Teacher monitored the teaching learning by using the brainstorming technique in teaching learning.

2) Recorded the different is being.

d. Discussed the problems in process learning and gave solution.

e. Reflection

1) Analyzed the weakness and the teacher progress when Brainstorming Technique was done determine the next activity planning.

2) Reflected of teaching activity and students learning result that used Brainstorming Technique.

3) Evaluated or interpreted the data gotten from the class and made any decisions for the next cycle.

6. Technique of Data Analyzing

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an

interpretation of the larger meaning of the data.⁶ The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of students' achievement by using the reading test.

To know the means of students' score for each cycle, the researcher will apply the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

X : the mean of the students

$\sum x$: the total score

N : the number of the students

The percentages of students' achievement in reading through Brainstorming Technique are calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P: the percentage of student

R: the number of students

T: the total number of students

⁶David J. Schwartz. *The Magic of Thinking Big* (Batam: BinarupaAksara, 2007), p. 190.

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following:⁷

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting

⁷John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p . 190.

themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the data description by setting of the research, acting, the finding of the actions and discussion.

A. The Description of Data

This research was done on November 2014 in MAN Siabu. Researcher meet with head master and English teacher to take promise about the research will be done firstly. After that, talked the research aim and taken the English teacher helping about students' information. Then, the research plan was discussed with the English teacher before doing the action. In this research analysis was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was also done with observation and interview.

1. Cycle 1

The first cycle applied in two meetings. The participants of this research were the eleventh grade of MAN Siabu. The research participants were the students of grade XI IPA-2 2014-2015. It consists of 30 students. The first cycle was conducted for two meetings. Then, every meeting was done for 2x45 minutes or 95 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. This class was chosen because the researcher found the problems of speaking in this class.

For the first, the researcher would make lesson plan that would be done in each meeting. The researcher made lesson plan and material which suitable with indicator of this research. Also, prepared the topic to applicant of brainstorming technique to be given to the students and made an instrument as a tool to see the students' speaking ability improvement, also discussing how the brainstorming to be done in teaching learning. This action research has been done with the English teacher at grade XI MAN Siabu. In this research English teacher was as a collaborator. Co-teacher would observe the research when the researcher done action in each cycle.

In this research, the researcher used field note as observation or observation sheet 'Students activity in teaching learning process' in each meeting, and observation sheet for the researcher as a teacher in teaching learning process. The observation has been done by researcher when the lesson plan was done and when the researcher gave the test in second meeting. It means that, the researcher observed the teacher when done the action research, and the researcher with teacher were together to observe the students when teaching learning process in this research was done.

The first cycle applied in two meetings. The first meeting was conducted on Monday, 24 November 2014. It was done in grade XI MAN Siabu, consisted of 30 students. Firstly, the researcher gave greeting to open the class, and to make relationship between students and researcher better, the researcher explained the purpose of the research into their class. The researcher also gave

motivation, and gave material about animation films “Marsha and the Bear”. After this, in this cycle, the researcher introduced Brainstorming Technique in teaching speaking. In the first meeting in cycle 1 acted some action; explained the aim of the research. The researcher used brainstorming to the students and the researcher ordered the students to give the responses from brainstorming with individually, Gave of motivation and information, teacher gave the topic about profession “Marsha and the Bear”, and invited students to give their ideas, Identifying, the teacher entered all suggestion to be written and do not be criticized, classification, the teacher classifies all ideas of the students answered about the theme animation film “Marsha and the Bear”, Verification, collectively the students’ ideas and made the conclusion of students’ ideas, monitored every step that has been planning, prepared the solution if have problems when the action was done.

In observing the action, this observation that has been done by researcher and teacher. The researcher observed the students and classroom process, and researcher observed the teacher when done the action. In observing the action¹, researcher used observation sheet to observe the students and the teaching learning process. The observation result from the observation sheet, it has found that most of students enthusiastic in teaching learning process still made noisy in the class, like NurSakiyah said students were not bravery in speaking ability

¹English Teacher and Students at Grade XI MAN SIABU, Observation, (MAN SIABU: November 24th & 28th at 08.00-11.00 & 10.15-11.45a.m).

and some students were still uninterested yet.² Also, some students still had low motivation in participating in learning speaking. Based on the result of the observation, the researcher realized that the results of activities that had been done were not so successful in solving the student's achievement problem in speaking ability. It could be concluded that the activities should be changed, improved, and completed. Therefore, the researcher made lesson plan again for the second meeting this cycle.

The second meeting in cycle 1 was done on Thursday, 28 November 2014, in this meeting, the researcher continued the first meeting, before researcher was going to continue material, and the researcher gave greetings to open the class and remembering the students about material last meeting. Based on the result in meeting before, the students still shy and afraid to give the arguments about the topic, the action that used in second meeting should be focused about the topic profession "Jokowidodo". The researcher review again about the brainstorming technique and give the different topic, the researcher changed the seat formation of the students with made the students in two groups, each group's fifth teen students, the researcher gave the topic about Pro Kontra "Increasing BBM", the researcher ordered the students to debate about the topic, the researcher entered all suggestion to be written and do not be criticized, the researcher classified all ideas of students, the researcher gave

²NurSakiyah, Students at Grade XI MAN SIABU ,Observation, (MAN SIABU: November 19 at 10.00).

scores to the students' answer, Collectively the students' ideas and researcher made the conclusion of students' ideas. Observation that had been done by researcher and co-teacher purposed to find out the problems when the action or teaching learning process was done and made conclusion.

Finally, based on the result of the first cycle, the researcher found that there were 17 students got score 60-65, there were 8 students got score 60-65, there were 4 students got score 70-75. From the student so, the researcher gave the interviewed to the students, one of them said that they like English subject. The students also said that they dislike learned English subject, and there were student gotten low scores, so, the researcher gave the students an oral interview to know the difficulties of the students. They were said that they were shy and afraid to speech.

Also, the researcher got the students' result of test in speaking ability based on indicator of speaking ability. The result illustrated in the table below:

TABLE 2
The Students' Result of the First Test in Speaking Ability Based On the
Indicator of
Speaking Ability

Indicators	Mean Score
Accent	10.83
Grammar	11.83
Vocabulary	11.5
Fluency	11.6
Comprehension	12.33

Then, the average mean score of students' speaking ability in the first test was 57.6, which percentage of students got above score 70 was 13.33 %, most of students did not pass on the minimum mastery criteria on MAN Siabu. There were 87 % of students did not pass the minimum mastery criterion, moreover, most of students still afraid and ashamed to speak. Also most of students still low motivation.

From the data above, the researcher realized that the first cycle was less or the result of the first cycle was not success to improve the students speaking again. The researcher should changes the material and strategy in teaching learning process for next cycle.

2. Cycle 2

The second cycle was conducted for two meetings, the meetings was done for 95 minutes, the researcher observed all the activities in the classroom, repaired the planning to improve students speaking ability in cycle 1, the first made lesson plan and prepared that would be used and the test in this cycle, the second, motivated students to improve their speaking ability. In the third meeting was conducted on Monday, 1 December 2014. For this meeting in cycle 2, then, the researcher organized the students in 4 groups, for two groups consist of 7 students and to other groups 8 students, the researcher gave the topic for all groups, the researcher ordered one group to present the students topic, the other group gave the responses, critics and suggestion from

the presenter, the researcher entered all suggestion to be written and do not be criticized, the researcher classified all ideas of students, collectively the students' ideas and made the conclusion of students' ideas.

In observing the items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet,³ there was an improvement on students speaking ability. The researcher came to the class on time, greeted the students. The researcher could improve their ability in taught the class. In the opening the class, the researcher gave good motivation to the students so they had sprit in teaching learning process, they also improved their speaking ability. The researcher could organized the class well. The students were more active in the group. Although still there were some students made noisy in their groups to talk their answer.

The next, for the fourth meeting was conducted on Thursday, 4 December 2014. This meeting was continuity of the third meeting. As like as usually, the researcher gave greeting and gave review about the material last meeting, the researcher also gave motivation to make students more interested and enjoyed in learning process.

Last meeting, the researcher gave material "Face book" to brainstorming the students in speaking ability, researcher gave the question to students based the topic, then, researcher ordered students to answer the

³English Teacher and Students at Grade XI MAN SIABU, Observation, (MAN SIABU: December 1th & 4th at 08.00-11.00 & 10.15-11.45a.m).

question one by one and researcher recorded their answer. Next researcher gave the score to students' answer. The students seen happy and enjoy to answer the question and next researcher collected the students result. The result speaking ability of fourth meeting was improved. It can be seen the students result of the second test below:

TABLE 3
The Students' Result of the second Test in Speaking Ability Based on the Indicator of Speaking Ability

Indicators	Mean Score
Accent	15.66
Grammar	15
Vocabulary	10.5
Fluency	15.83
Comprehension	16.83

In addition, from the observation before, the students were more and more active and enthusiastic in doing teaching learning process in the last meeting, they are did not afraid and ashamed to speak.

A. The Comparative Result of the Action

The students score improved from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students' score kept improved from the first test to the last test. By

application brainstorming technique the students score was significantly improved. There was difference in lowest and highest of students' speaking score in each speaking test which was given during the researcher. The differences showed that there was a significant improvement of students' speaking. The improvement students' score in each speaking test can be seen in the following table:

Table3. Comparison Score of Students' Speaking Test

Type of Score	Test I	Test II
	Meeting 2	Meeting 4
	Cycle I	Cycle 2
Lowest Score	50	70
Highest Score	75	100
N	30	30

From the table, it was seen that students' score kept improved. In speaking test, the lowest score was 50 and highest score was 75. In speaking test II, the lowest score was 70 and the highest score was 100. It showed the significant improvement in students' speaking ability.

In the first cycle, the researcher applied two meetings. After doing an action in the first cycle in second meeting, the researcher found the test result of speaking test through brainstorming technique. It could be seen

from the mean score of students in this cycle. The mean score in the first meeting was 57,6.

In the second cycle the researcher applied two meetings. After doing an action in second cycle test result of the speaking test through brainstorming technique could also be seen from the mean score of the students in the second cycle, in the second cycle in the last meeting, the mean score of students in fourth meeting was 79.5.

After doing an action in cycle 2, the researcher found the result of speaking test through brainstorming technique improved. It could be seen from the mean score of the students. The mean of the students' score in the second cycle was higher than first cycle. So it can be said that the students' speaking ability through brainstorming technique increased from 57,6 up to 79.5 it can be seen in following table. The improvement of students' score in speaking ability through brainstorming technique also can be seen from the mean of the students' score every speaking test. The score improvement can be seen in the following table:

Table 4 Students Mean Score in all Cycles

Meeting	Total Score	Mean Score	Ideal Mean Sore	%
Cycle I	1730	57,6	100	57,6%
Cycle 2	2385	79.6	100	79.6%

Based on the test and observation of field notes findings on students' speaking ability in the first cycle had shown, after conducting brainstorming technique students' speaking ability improved becoming 57.6%. It had been found that discussion speaking ability in brainstorming technique. The second cycle had shown conducting brainstorming technique students' speaking ability improved higher than before to become 79.6%. There had 87% improvement for mean score of students' speaking ability.

In this research, there were two cycles and two tests. The first test was done in the last meeting of the first cycle, and the second cycle was done in the last meeting.

1. The First Test

The first test was done in the last meeting in the first cycle; the first test in the last cycle was about profession "Jokowidodo". In this test, the students still fewer to get above the minimum mastery criterion or KKM, because just there were 4 students that passed on minimum mastery or KKM, there were 17 students got score 50-55, there were 7 students got score 60, there were 2 students got score 65. Based on the students that passed on minimum mastery criterion were 13.33% students from 30 students in class of IPA-2. This was effect of the some problem in the first cycle. They still low in speaking ability especially in accent, grammar, vocabulary, fluency, and comprehension. So, the researcher made the second cycle to increase students speaking ability through

brainstorming technique again with other material in teaching learning process.

2. The Second Test

The second test of the second cycle, the score of students increased. Many students got score above minimum mastery criterion or KKM, there were 30 students got score in above minimum mastery criteria KKM. There were 10 students got score 70, there were 8 students got score 75, and there were 4 students got score 80-85, 4 students got score 90-95 and the last 4 students got score 100. To make different score of the first cycle and the second cycle, below the table of students speaking ability score in the first cycle up to second cycle:

Table 5 Students Speaking Ability Sore in the First Test Up To Second Test

	The Initial of the Students	Score Test 1	Score Test 2
1	IK	60	90
2	SP	55	70
3	HS	60	75
4	NS	50	75
5	NC	60	95

6	RY	55	70
7	RLN	55	70
8	UA	60	80
9	AH	50	80
10	PAR	50	75
11	WA	70	90
12	DK	55	75
13	NN	50	80
14	NK	55	75
15	AS	70	100
16	RA	65	75
17	NS	55	70
18	P	50	70
19	E	65	90
20	NH	60	70

21	RR	50	70
22	MH	50	85
23	HRS	55	70
24	MM	55	70
25	IJ	50	70
26	AS	75	100
27	JM	50	75
28	EK	60	75
29	AA	60	100
30	TA	75	100

Based on the table above, it could be concluded that all of the students got improve on their score. There was high improvement. In the cycle 1 in the second meeting were 4 students (13.33%) got 70 points. In cycle 2 in the last meeting were 30 students (100%) got 70 points.

The percentage of the improvement students' speaking ability could be seen in the table below:

Table 5
The Percentage of Students' Speaking Ability through Brainstorming Technique

Meeting	The students got point up 70	The total number of students	Percentage
Cycle 1	4	30	13.33%
Cycle 2	30	30	100 %

The result indicated that there was an improvement was an improvement on students' speaking ability through brainstorming technique at grade IPA-2 MAN Siabu. So, the result of the first cycle and second cycle showed that there was improve from the first cycle up to second cycle.

The value observation of students improved from first cycle up to second cycle, the researcher observed in second and fourth meeting, in second meeting the researcher found that the value of observation kept improve from the first observation up to the last observation.

Table 6
The result of students' observation from second meeting up to fourth meeting

No	Activities	STUDENTS	
		Second meeting	Fourth meeting
1	Students' active to write learning material	15	30
2	Students' have motivation when learning speaking by using brainstorming technique.	13	30
3	Students' have full attention when learning speaking subject by brainstorming technique.	18	28
4	Students' enthusiasm when learning by brainstorming technique.	16	28
5	Students' active to ask some question if they have not understood yet during learning by brainstorming technique.	16	25
6	Students' active answer some question from teacher.	22	29
7	Students' doing all the task	24	29
8	Students' collect the task appropriate the time.	20	27
9	Students' doing task as like instruction	24	26
10	Students' are noisy	13	5
11	Students' want to permit	11	4

Based on the table above, the students of observation value improved from the second meeting and fourth meeting.

B. Discussion of the Research Findings

With brainstorming technique in learning speaking, it made opportunity students more active. When the researcher gave the question to brainstorm the students, they were more active, then, they were not afraid and ashamed to speak. Brainstorming was a technique that was given to students a motivation to speak, so it made the students more active.

Furthermore, the teacher could give different material, so that it made students did not feel boring. It means that, students were brought to enjoyable condition but did not lose concentration. By using brainstorming technique could improve student's speaking ability.

Furthermore, based on related findings in this research, the first was in DewiRosidaMarpaung thesis that used improving students' skill through Communication Language Teaching. The second in Salem SalehKhalafIbnian thesis that used Brainstorming and Essay Writing in EFL Class. This strategy was one tool to make students easy to speak, so, that it made students did not ashamed and afraid to speak.

Finally, the researcher found of this research was students' speaking ability through brainstorming technique could improve. It means that students' speaking ability through brainstorming technique at grade XI MAN Siabu was satisfactory. It can be seen from the result of data analyzed was increase of each cycle that had been gotten, and the result of students speaking ability from cycle 1 up to cycle 2, in the cycle 1 in second meeting mean score students speaking

ability was 57.6 and in the second cycle fourth meeting was 79.6 and the result of students' observation improved from cycle 1 up to cycle 2, it can be seen in the table 6. Based on the students' interviewed, the researcher had been concluded, many students at grade XI IPA-2 dislike in speaking subject. Students afraid and shamed to speak, after researcher applied brainstorming technique students more interested to study speaking subject, students more activated, brave to speak, and enjoyable.

C. The Threats of the Research

When done the research, the researcher found that some threats in this research. The researcher found the students' weakness in the class when the speaking class happened. It could be seen some students did not have motivation in speaking because they were ashamed and afraid to speak and the students never try to speak. So, that is why the researcher done the action in the research. In this case, the researcher tried to give high motivation which have relationship with their life and made it in amusing case, so that the students more interested, felt happy, and also enjoyed in teaching English learning process without missing the lesson.

Then, when the action research was done, still there were some students become trouble maker. It made another students didn't have concentration. The researcher felt difficult for this time, because they didn't hear the researcher as a teacher when explained the material. In this case, the

researcher made one way or solution. The students as trouble maker should be more pay attention. They asked to answer the question, or asked them about where was the material didn't understand yet.

The last, the researcher was a teacher in this research. She was also as an observant, although English teacher was as a collaborator. The co-teacher observed the researcher when the researcher done the action, but when observe the students, the researcher was as observant firstly although co-teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan should be objective, and all the activities of this research should be presented in the real situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

The teaching learning about Brainstorming Technique the researcher presented the conclusion that from the first cycle still many students did not have motivation and also the students still ashamed and afraid when the teaching learning process, after that, in the second cycle the students has brave to answer and gave their idea.

Based on the accounting result of the research so, the hypothesis that was “Brainstorming technique could improved students speaking ability at grade eleven MAN Siabu could be accepted”. After analyzed the data, it was found out that the students’ score increased from the first cycle to the second cycle. It means there was an improvement on the students speaking ability by using brainstorming technique. It could be seen from the improvement of the mean students score cycle 1 was 57.6 and became 79.5.

B. The Suggestion

Had been described the Brainstorming Technique increased the students’ speaking ability and implication of the result goes to English teacher high school. The English teacher can apply brainstorming technique in learning and teaching learning. By brainstorming technique students will feel confidence, more

compact than before, good when work together and contextual learning. The researcher on this occasion hoped that other researcher would conduct a research related to the topic of this study, further, especially to find out other strategy in improving students' speaking ability.

The result of this study showed that the brainstorming technique improve students' speaking ability. Therefore, the following suggestions are offered:

1. Brainstorming technique could be used as an alternative way of teaching in teaching speaking.
2. For the teacher, it is very wise to used brainstorming technique in teaching speaking because this technique can motivation the students especially in speaking.
3. For the students, it is hope that by using the students would get more interested in studying speaks English.
4. For the writer, brainstorming technique as a reference to further or other classroom action research more paying attention in the efficiency of time.

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