


## THE EFFECT OF BRAINSTORMING TECHNIQUE IN PROMOTING STUDENTS' SPEAKING SKILL AT UPT SMPN 4 PINRANG

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: March 15, 2022 Revised: March 20, 2022 Accepted: April 5, 2022 Published: April 30, 2022</p> <p><b>Keywords:</b> Brainstorming Technique Fluency (Pronunciation) Accuracy (Smoothness) Speaking Skill</p>	<p>This research aimed to know the effect of brainstorming technique in fluency and accuracy of the students' speaking skill. The population for research was the eighth grade (VIII.6) of UPT SMPN 4 Pinrang that consist of 32 student. This research used quantitative method, with pre-experimental research. The instrument that used to collecting the data was test for students speaking in descriptive text. For results of the information; it appears that the understudies cruel score of pre-test in familiarity is 63.59. While the post-test is higher than mean score of pre-test, it is 80.31. With this improvement, it means that there is a significant difference. The means score of the learners pre-test in exactness is 65.31, whereas the post-test was high than 83.12. It implies that there is significance diverse. The results of advancement speaking from pre-test to post-test talking fluency is 26.29% and speaking accuracy is 27.26%. Therefore, Brainstorming Technique gives effect on students' speaking skill.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

Speaking is very important. Without speaking, we will face lot of difficulties to interact with another person. We can have good interaction when use speaking in our life. With speaking, we can express our feeling, ideas, and information. Talking as the skill to precise oneself within the circumstance, the action that report act, or status in exact words or the capacity to talk or communicate a grouping of thoughts smoothly. It means that people may express what they want or need in a specific way. But speaking is simple to do. For casual used and not for academic purpose it will kind of easy to do, because they only speak

by them self or with someone.

In learning speaking, especially at UPT SMPN 4 Pinrang, the students are learning, training and challenge to express what inside their head in the learning process. They are afraid to speak, shy, and sometimes they choose to be silent when the teacher asks, especially when the teacher gives oral questions to the students. This is what makes the students stuck in learn speaking. But in some case the students can be braver to speak with their friends because they are free to express their opinion. That is the reason why the researcher chose brainstorming techniques in UPT SMPN 4 Pinrang because researcher want to know the creativity of the students convey their opinion. To achieve that, the researcher wants to apply brainstorming techniques in the learning process and know the effect of brainstorming technique.

According to Sinagatullin (2009:98), brainstorming is the activity that make active participation as the key of the group, this activity helps to create a spirit of cooperation, and student's creativity both in think and speak. It means that using Brainstorming Technique makes students more creative and critical in speaking activity. The students can encourage their communication with brainstorming their ideas. The communication happens when they brainstorm their ideas about the past event such as experience. From the benefit of Brainstorming Technique, the researcher will know the effect of using Brainstorming Technique in UPT SMPN 4 Pinrang.

Because of that, the researcher would like to describe The Effect of Brainstorming Technique in Promoting Learner's Speaking Skill. Based on the phenomena that researcher saw, the researcher is interested in conduct a study on describing the Impact of Brainstorming Technique on Promoting Learners Speaking Skill at Junior High School in Pinrang. Thus, the title of this research is "The Effect of Brainstorming Technique in Promoting Students' Speaking Skills at UPT SMPN 4 Pinrang".

Based on the background, the researcher formulated the following research questions:

1. Does the use of Brainstorming Technique give effect in students' speaking fluency at UPT SMPN 4 Pinrang?
2. Does the use of Brainstorming Technique give effect on students' speaking accuracy at UPT SMPN 4 Pinrang?

## RESEARCH METHOD

In this research, the analyst used pre-experiment investigate to know the student's speaking skill by used it in Brainstorming Techniques at 8 grade students of UPT Junior high School 4 Pinrang. The analyst did pre-test to know the basic and the students speaking habit. After that the researcher use Brainstorming as the technique. Within the conclusion of investigate, there was a post-test. By got students score in pre-test and post-test, the significant both them was shown.

Research instrument was test. The collected data in this research used SPSS application.

## RESULT AND DISCUSSION

### Result

#### The effect of brainstorming technique to students' speaking fluency in term of smoothness

Table 1 frequency and rate percentage of the students' fluency in term of smoothness in pre-test

		Pre Fluency			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	50.00	6	18.8	18.8	18.8
	55.00	2	6.3	6.3	25.0
	60.00	4	12.5	12.5	37.5
	65.00	3	9.4	9.4	46.9
	70.00	17	53.1	53.1	100.0
	Total	32	100.0	100.0	

Table above appears a recurrence and rate of the learner's talking pre-test for 32 understudies. As clearly displayed, the most elevated rate of the learners (53.1%) is in normal classify . In the mean time, a few of the students got destitute expertise rate in talking.

In conclusion, some time recently the treatments, the learners at the 8 review of UPT Junior High School 4 Pinrang had reasonable abilities in talking expertise particularly in clear content.

Table 2 frequently and rate of the students' fluency in term of smoothness in post-test

		Post Fluency			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	70.00	2	6.3	6.3	6.3
	75.00	8	25.0	25.0	31.3
	80.00	11	34.4	34.4	65.6

85.00	8	25.0	25.0	90.6
90.00	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Table 3 the students' improvement speaking in fluency in term of smoothness

Indicator	Pre-test	Post-test	Improvement %
Fluency in term of smoothness	63.59	80.31	26.29%

Table above appeared the recurrence and rates of the learner's talking within the post-test for 32 learners, as displayed within the tables nearly all of the understudies were in great category or have great talking. Other than, there were exceptionally little rate that got pixie great category fair 3 understudies or 9.4%. there was no understudies were in poor category. It implies that students talking expertise within the school was altogether progressed after the treatment.

Derived from the scale on the related 4.2 pre-test it was establish that there was not understudies who got amazing, 12 (37.6%) understudies got destitute, 20 (62.5%) understudies got normal. At that point, in post-test on related 4.4 there was noteworthy enhancement of learner's talking expertise. There were 22 (68.8%) understudies got exceptionally great, 21 (65.7%) understudies got great. There are not amazing, normal and destitute.

Derived from the related Table appears that the cruel aggregate of pre-test was 63.59 and post-test was 80.31. The amelioration from pre-test to post-test was 26.29%. Derived from the sequence, it conclude that the impact of utilizing conceptualizing strategy was able to donate more noteworthy commitment in educating and learning talking.

## The effect for using brainstorming technique to students' speaking accuracy in term of pronunciation

Table 4 frequency and rate percentage of the students' accuracy in term of pronunciation in pre-test

		Pre Accuracy			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	50.00	2	6.3	6.3	6.3
	55.00	3	9.4	9.4	15.6
	60.00	3	9.4	9.4	25.0
	65.00	10	31.3	31.3	56.3
	70.00	11	34.4	34.4	90.6
	75.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

The related table above shown the recurrence and rate of the learner's precision in term of elocution pre-test from 32 understudies. As clearly displayed, the most noteworthy rate of the students' (34.4%) is in normal classification. In the interim, three of the understudies gets great classification. In expansion, there is no students' get fabulous classification. In decision, recently the outcome from the understudies at the 8 review of UPT Junior High School 4 Pinrang has great expertise in talking particularly in precision in term of elocution.

Table 5 recurrence and rate of students' precision in term of elocution post-test

		Post Accuracy			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	75.00	3	9.4	9.4	9.4
	80.00	15	46.9	46.9	56.3
	85.00	8	25.0	25.0	81.3
	90.00	3	9.4	9.4	90.6
	95.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Base on the rate on the 4.7 the noteworthy enhancement of students' precision in term of articulation. There are 3 (9.4%) understudies amazing, 11 (34.4%) understudies got exceptionally great, and 18 (56.3%) got good.

Table 6 the students' improvement speaking in accuracy in term of pronunciation

Indicator	Pre-test	Post-test	Improvement %
Accuracy in term of pronunciation	65.31	83.12	27.26%

The related above shown that the scale of pre-test is 65.31 and post-test 83.12. The amelioration is 27.26%. Derived from the result, it concluded that the effect of using brainstorming technique is able to give positive contribution in teaching and learning speaking especially to improve students accuracy and fluency in speaking skill.

## Hypothesis Testing

Table 7 T-test calculation/value

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Fluency	-	5.47861	.9684	-	-	-	31	.000
	- Post	16.7187		9	18.6940	14.7435	17.263		
	Fluency	5			0	0			
Pair 2	Pre	-	5.22671	.9239	-	-	-	31	.000
	Accuracy -	17.8125		6	19.6969	15.9280	19.278		
	Post	0			3	7			
	Accuracy								

Table 8 the t-test value of students' speaking skill

Variable	T-test	T-table	comprehension	Classification
Fluency (smoothness)	17.263	1.695	t-test > t-table	Significantly different
Accuracy (pronunciation)	19.278	1.695	t-test > t-table	Significantly different

Show that t-test values speaking skill focus on fluency (smoothness) t-test values was  $17.263 > 1.695$  & accuracy (pronunciation) with t - test  $19.278 > 1.695$ . It shows that the result of t-test was higher than t-table value. It mean that there was amelioration on learners speaking skill dealing with fluency (smoothness) and accuracy (pronunciation) by using brainstorming technique.

### Discussion

Through the results of pre-test and post-test, the results of t-test esteem of degree noteworthy ( $p = 0.05$ ) with degree of opportunity in familiarity in term of smoothness ( $df = 31$ ); in exactness in term of articulation ( $df = 31$ ). Shown t-table esteem is 1.695 and t-table familiarity in term of smoothness is 17.263; in exactness in term of elocution 19.278. From the discussion above, it can be concluded that the effect using brainstorming technique is one of teaching technique that can improve students' speaking skill at the Eighth grade UPT SMPN 4 Pinrang.

### CONCLUSION

Based on discussion proposed in previous chapter, it can be concluded that:

1. The impact of using brainstorming technique is this technique are able to improve students' talking familiarity in term of smoothness at the Eighth review of UPT Junior High School 4 Pinrang. It this shows by the learner's scale that taken from per-test to post-test. The learner's scale of pre-test in familiarity in term of smoothness is 63.59. Meanwhile the post-test is high from the scale of pre-test. The post-test in familiarity in term of smoothness is 80.31. In addition, based on the information investigation, t-test esteem is higher than the t-test table ( $17.263 > 1.695$ ). It implies that there's a critical contrast. In this manner  $H_0$  is reject and  $H_1$  is accept.

2. The impact of using brainstorming technique is this technique are able to improve the students' talking exactness in term of articulation at the Eighth review of UPT Junior High School 4 Pinrang. It this shows by the learner's scale that taken from pre-test to post-test. The learner's cruel score of pre-test in precision in term of articulation is 65.31. Whereas the post-test is higher than cruel score of pre-test, the post-test in precision in term of articulation is 83.12. Besides, based on the information examination, T-test esteem is higher than the t-test table values ( $19.278 > 1.695$ ). It implies that there's a noteworthy. Hence  $H_0$  rejected and  $H_1$  is acknowledged

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