

***IMPROVING STUDENTS' SPEAKING SKILL THROUGH BRAINSTORMING
TECHNIQUE AT THE TENTH GRADE STUDENTS OF MADRASAH
ALIYAH NEGERI (MAN) PALOPO***



IAIN PALOPO

A THESIS

**Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program**

Written by,

**AL RISDA YANTI
REG. NUMBER: 15.0202.0037**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Supervisor by,

- 1. Dr. Muhaemin, M.A**
- 2. Dewi Furwana, S.Pd.I, M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

THESIS APPROVAL

This thesis, entitled "Improving Students' Speaking Skill at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo" written by Al Rida Yanti, Reg. Number 15.0202.0037, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, September 17th 2019 M, coincided with Muharram 17th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 17th, 2019 M
Muharram 17th 1441 H

COMMITTEE OF EXAMINATION

| | | |
|---------------------------------|---------------|---------|
| 1. Dr. Muhaemin, M.A. | Chairman | (.....) |
| 2. Dewi Furwana, S.Pd.I., M.Pd. | Secretary | (.....) |
| 3. Amalia Yahya, S.E., M.Hum. | Examiner I | (.....) |
| 4. Muhammad Iksan, S.Pd., M.Pd. | Examiner II | (.....) |
| 5. Dr. Muhaemin, M.A. | Consultant I | (.....) |
| 6. Dewi Furwana, S.Pd.I., M.Pd. | Consultant II | (.....) |

Approved by:



The Dean of Tarbiyah and
Teacher Training Faculty
Dr. Nurdin K. M.Pd.
NIP. 19681231 199903 1 014

CONSULTANT APPROVAL

Thesis Entitled : **Improving Students' Speaking Skill Through
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Madrasah Aliyah Negeri (MAN) Palopo**

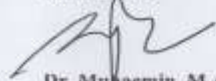
Written By :

Name : Al Risda Yanti
Reg. Number : 15.0202.0037
Faculty : Tarbiyah and Teacher Training
Study Program : English

Has been corrected and approved to be examined.

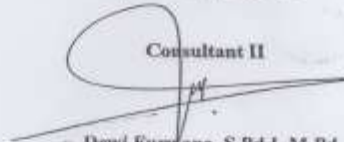
Palopo, 23rd August 2019

Consultant I



Dr. Muhaemin, M.A
NIP. 19790203 20050 1 00 6

Consultant II



Dewi Furwana, S.Pd.I, M.Pd
NIP. 19870831 201503 2006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

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Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

| | |
|---------------|--|
| Nama | : Al Risda Yanti |
| NIM | : 15 0202 0037 |
| Program Studi | : Tarbiyah Dan Ilmu Keguruan |
| Judul Skripsi | : Improving Students' Speaking Skill Through Brainstorming Technique at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo |

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Wassalamu Alaikum Wr. Wb.

Palopo, August 23rd August 2019

Pembimbing I



Dr. Muhaemin, M.A
NIP. 19790203 20051 1 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Al Risa Yanti

NIM : 15 0202 0037

Program Studi : Tarbiyah Dan Ilmu Keguruan

Judul Skripsi : **Improving Students' Speaking Skill Through
Brainstorming Tehnicque at The Tenth Grade
of Madrasah Aliyah Negeri (MAN) Palopo**

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Pembimbing II



Dewi Faryana, S.Pd.I, M.Pd
NIP. 19870831 201503 2006

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I have been signature below:

Name : Al Risda Yanti
Reg. Number : 15 0202 0037
Study program : English Language Teaching
Faculty : Tarbiyah and Teacher Training

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Reg. Num: 15 0202 0037

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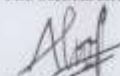
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Palopo, 23 Agustus 2019
The Researcher



Al Rida Yanti
Reg. Num. 15.0202.0037

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ABSTRACT

Al Risda Yanti, 2019. Improving Students, Speaking Skill Through Brainstorming Technique at the Tenth Grade of Madrasah Aliyah Negeri (MAN) Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under the supervisors (1) Dr. Muhaemin, M.A (2) Dewi Furwana, S.Pd.I, M.Pd

Key Word: Brainstorming, Improving, Speaking, English teaching at MAN Palopo.

This thesis about with using brainstorming to improving students speaking skill at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo. The problem statement of this thesis: Is the use of brainstorming technique effective to improve students' speaking skill at the tenth grade of Madrasah Aliyah Negeri (MAN) Palopo.

The research used quasi-experimental. The research was carried out in two classes, experimental class and control class. The population of this research was the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo. The number of population was 40 students. The sample of the research was class X MIA 1 consisted of 20 students as experimental class and class X MIA 2 consisted of 20 students as control class. The sampling technique in this research was purposive sampling. The instrument of the research was speaking test. The research gave pretest and posttest to the students. The data analyzed by using SPSS 20.

The result of this research showed that the use of brainstorming is effective to improve students speaking skill. It could be seen from the result of calculation that the students' score in experimental class was higher than students' score in control class. Based on the data analysis it can conclude that teaching speaking skill by using brainstorming technique is effective at the tenth grade students Madrasah Aliyah Negeri (MAN) Palopo. The implementation of this research for those who are interested to conduct research on problem statement, it is suggested to apply it to the students who have basic speaking language skill and the researcher hoped that the result of this research could be useful for the readers.

CHAPTER I

INTRODUCTION

A. Background

Speaking is a way to communicate with others. It takes place everywhere and should become part of our daily activity. When someone speaks, he or she interacts and uses the language to express their ideas, feelings and thoughts. He or she also shares information with others through communication. Speaking is one of the skills that have to be mastered by students in learning English. We can master it if we always practice. Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. The research stated that oral practice speaking becomes meaningful to students when they have to pay attention to what they are saying. Thus, students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabulary and good or acceptable pronunciation.

Based on the observation of the research, in Madrasah Aliyah Negeri (MAN) Palopo. It found that the students lack of practicing English speaking because, the students were afraid of making mistakes, they were afraid of being laughed by his or her friends. It was difficult for them to understand the subject matter and lazy to practice. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English.

There are many techniques and ways can be done by the students to develop their ability in speaking English. The teachers have to think about how to make students easier to understand and enjoy the materials. However, the research wants to find another way to the ability to develop the students' speaking namely Brainstorming technique.

Based on Rizky Ayu Mardhikaningrum Brainstorming activities could encourage students to create as many ideas as possible, and the researcher interested in teaching speaking by using Brainstorming technique because it can make students easier to learn the speaking and motivate them in the learning process. This technique is reasonable to be applied to the students of Senior High School especially in Madrasah Aliyah Negeri (MAN) Palopo because many students less understand and mastered speaking English. They meet as a fact we never heard that they are practicing their speaking when they meet each other.

Based on the explanation above, the research interest to do the research about improve students' speaking through brainstorming technique at the tenth-grade students of Madrasah Aliya Negri (MAN) Palopo.

B. Problem Statement

Based on the background that has been explained above, the researcher formulates research question as follow: Is the use of Brainstorming Technique effective to improve students' speaking skill at the tenth-grade students of Madrasah Aliyah Negeri (MAN) Palopo?

C. Objective of the Research

Based on the research question set about, the researcher state the objective of this research as follows: to find out the whether or not the use of brainstorming technique effective to improve students' speaking skill at the tenth-grade students of Madrasah Aliyah Negeri (MAN) Palopo.

D. Scope of the Research

By discipline, this research is under apply English Language Teaching. By activity, this research used Brainstorming Technique in teaching speaking skill at the tenth-grade students of Madrasah Aliyah Negeri (MAN) Palopo. By content, this research focused on speaking skill that consists of fluency, accuracy, and comprehensibility. Based on the material this research use about describe thing.

E. Significance of the Research

In this research, the researchers expected that this research has benefits both theory and practices. Theoretically, this research will be a useful reference for the use of Brainstorming technique for others who want to write about this issue. Therefore, it is expected that the findings of this study may give contribution to further understanding of the use of the Brainstorming technique to improve students' speaking ability especially in senior high school.

Practically, the finding of the research may give benefits to the headmaster of Madrasah Aliyah Negeri (MAN) Palopo, the English teachers and the researcher. For the English teachers, the result of the research is expected to be an input to make policy in improving the quality of the process of teaching and learning English. For students, the findings of the research provide such

information to improve the quality of the teaching and learning process of speaking and improve students' learning achievements.

F. Operational Definition

Speaking skill one of the English skills that are used by the students to express what they have in their minds orally.

Brainstorming technique is one part of the debate model that can force students to speak their idea about the topic they choose. The researcher gives a topic then the students choose one of the topic given by the students can generate ideas in a limited time. The Researcher allows students to explain the results of the topics they choose and then the other students respond.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, conceptual framework, and hypotheses. It covers speaking, teaching speaking and brainstorming.

A. Previous of Related Research

The research finds some researches related which makes them eager for the research.

1. Rizky Ayu Mardhikaningrum (2016) entitled "Using the Brainstorming Technique to Improve the Students' Speaking Ability at the Eighth Grade of SMPN 1 NANGGULAN KULON PROGO" the result of the study Brainstorming technique are expected to be able to overcome speaking problem including ideas, grammatical features. Moreover, the brainstorming technique is also expected to be able to increase students' speaking skills.¹
2. Diah Fifin Budiarti (2016) entitled "The Use of Brainstorming Game to Improve Students' Speaking Ability at the Tenth Grade Students of SMAN SUMBERWRINGIN SUKOWONO JEMBER" in this research, the problem which is investigated is how can the use brainstorming game improve the students speaking ability. Brainstorming games held by a group of students and the

¹ Rizky Ayu Mardhikaningrum "Using the Brainstorming Technique to Improve the students' Speaking Ability at the Eighth Grade of SMPN 1 NANGGULAN KULON PROGO" (Thesis: Yogyakarta State University), 2016, p.7

students choose one picture of the animals. The students describe the characteristic of the animal picture which they choose.²

3. Al-khatib (2012) conducted a study entitled “The Effect of Using Brainstorming Strategy in Improving speaking Skills among Female Students at Princess Alia University Collage”. The research findings showed that there were statistically significant differences at the level $\alpha = 0.05$ between the experimental group and the control group in the total score of the creative thinking in the favor of the experimental group. The research study indicated that the use of a brainstorming strategy was effective in improving students’ speaking skills.³

From the previous related research above, it can be seen that they have similarities and differences with this research. The similarities are all researchers used brainstorming techniques. The differences are the first researcher focused on Improve the students’ Speaking Ability at the Eighth Grade of SMPN 1 NANGGULAN KULON PROGO the second researcher observed a focus on The Use of Brainstorming Game to Improve Students’ Speaking Ability at the Tenth Grade Students of SMAN Sumberwringin Jember. The third research Improving speaking Skills among Female Students in Princess Alia University College, and the fourth research focus on Improve Students’ Speaking Skill in Describe Picture A Classroom Action Research of the Tenth Grade Students of SMA BAE Kudus

²Diah Fifi Budiarti, *The Use of Brainstorming Game to Improve Students’ Speaking Ability at the Tenth Grade Students of SMAN SUMBERWRINGIN JEMBER*, Jember: Thesis, 2016.

³Rizky Ayu Mardhikaningrum ” *Using the Brainstorming Technique to Improve the students’ Speaking Ability at the Eighth Grade of SMPN 1 NANGGULAN KULON PROGO*”(Thesis: Yogyakarta State University),2016,p.33

in the Academic Year. In this research is improving students' speaking skill through brainstorming technique and this research use quasi experimental.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

According to Hornby, speaking is also one of the language arts that is most frequently used by people all over the world".⁴

Another definition also stated by Harmer, Speaking is oral communication in expressing ideas or information to others.⁵

Brown defines speaking a productive skill that can be directly and empirically observed, that observation is variably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test.⁶

Based on some explanation above, the researcher can conclude that speaking is the way of delivering someone's idea, feeling, thought, knowledge and information to somebody else orally. Speaking is also one of the language arts that is most frequently used by people all over the world.

⁴ Hornby. Oxford Advanced Learners' Dictionary of Current Language. Oxford. (Oxford University Press.1995.

⁵ Risma wardi, *Teaching the Eleventh Years Students English Speaking Skill Self Talk Strategi at SMA Negeri 4 palopo*, Thesis : STAIN Polopo:2010,p.7

⁶ Sri Endang Kusmaryati . *Improving English Speaking Ability Through Classroom Discussion For Students of MA NU Banat Kudus* ,Thesis : Universitas Muria Kudus:2008/2009,p.4

b. Teaching Speaking

In teaching language or English, firstly we have to know the concept of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.⁷

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the language accurately. It is continued then to guide students to a point where they can begin to judge whether their sound production are correct or not. At this point, the teacher is no longer primary to correct, but he or she is supposed to encourage students to practice speaking the target language.

Meanwhile, the teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.⁸

They encourage students to do a speaking task is a good idea which provokes the students to use all and any language at their command.

There are some causes why the English of high school graduation is not satisfying, as follows:⁹

1. In some high schools in Indonesia, in English class, the more frequent attention for the teaching process emphasized on the mastery of grammar and reading comprehension than communication competence. It shows that teachers are not allowing the students to upgrade creativity in speaking.

⁷ H. Douglas Brown, *Principle of Language Learning & Teaching* (5th edition, San Francisco State University, 2007, p.8.

⁸ Richa rubiati, *Improving Students' speaking Skill Through Debate Technique*, Semarang: Thesis, 2010

⁹ Jodih rusmajadi, *terampil berbahasa inggris*, Jakarta: indeks, 2010, p.52

While the teacher is only acting as a preacher, then the students being passive.

2. Mostly teaching process and English practice takes place in a classroom, where the teacher act as the only one input of language source. Rarely or never take an outdoor class or send their students to English competition.
3. The learning objective is national examination-oriented. So, all the efforts are directed to get the maximal examination result. The examination materials do not cover the fluency of language. The accuracy becomes the most priority and the mastery of standard grammar. If the speaking practice is applied, it is only making sentences grammatically. The activities in the class dominated by doing essays and reading comprehension activity, explaining grammar or vocabulary.
4. The failure is considered from the teachers' factor. There are still teachers who cannot communicate orally. If there some "able to communicate orally", but they are still unwell and clumsy in the pronunciation, that is why it does not sound well. Do not forget, that a language must be spoken out and must be well sounded. The beauty of speaking English is the pronunciation words by words and sentence by sentences well and furthermore, has good intonation and the stressing as well.
5. Teaching speaking at junior high school in Indonesia is one of the main focuses of English teaching. The principle of teaching English is all processes of teaching should be communicative because graduates of the students of junior high school are directed to have life skills for the

communication to meet the need for the job opportunity, besides they can continue their study to the higher level. Therefore the English teacher should find out effort on searching and creating a new model in presenting materials, to increase the students' ability to speak English.¹⁰

c. Principles For Teaching Speaking

Before teaching speaking in the classroom, it is very important to know the principles for teaching speaking. Because it will help us as guiding to know what the teaching speaking looks like. It also can make the instructor easier in managing the students and the learning process in speaking class, and also make easier to get the goal of teaching speaking itself.¹¹

Speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction. There are principles for teaching speaking:

1. Be aware of the differences between second language and foreign language learning contexts.

A foreign language context is one where the target language is not the language of communication in society. Learning speaking skills is very challenging for students in foreign language contexts because they have very few opportunities to use the target language outside the classroom. A

¹⁰Darwis susmedi.improving the students'ability to speak English using their Own pictures through pair work <http://www.Ipmpsulsel.net/v2/index.2010>. Accessed on October, 26th2012.

¹¹Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008, p. 19.

second language context is one where the target language is the language of communication in society.¹²

2. Give students practice with both fluency and accuracy

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, word searches, etc. In language lessons, especially at the beginning and intermediate levels, learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.¹³

3. Provide opportunities for students to talk and limiting teacher talk

One of the ways to make students' speaking improve is practice. Hence, the teacher has to give emphasizing to the students to practice their speaking, especially in the class. So, the teacher has to provide opportunities for students to talk to not only the active students but also all of the students who have to speak.

4. Plan speaking tasks that involve negotiation for meaning

Negotiating for meaning involves checking to see if the students understood what someone has said, clarifying their understanding, and confirming that someone has understood the meaning. By asking for

¹² Balley Khatleen M, "Practical English Language Teaching," David Nunan (ED), *Speaking* International Editor, USA, p. 54.

¹³ Balley Khatleen M, "Practical English Language Teaching," David Nunan (ED), *Speaking* International Editor, USA, p. 55.

clarification, repetition, or explanations during conversations, students get the people they are speaking with to address them with language at a level they can learn from and understand.¹⁴

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Speaking activities inside the classroom need to embody both interactional and transactional purposes since language learners will have to speak the target language in both transaction and interactional settings.¹⁵

d. Assessing Speaking

The theory with a book written by J.B. Heaton, rating scale to value the digress of speaking learners' ability the rating scale includes accuracy, fluency, and comprehensibility.¹⁶ Base on the statement, the writer divide speaking skill into three main components, as follows:

¹⁴ Balley Khatleen M, "Practical English Language Teaching," David Nunan (ED), *Speaking* International Editor, USA, p. 55.

¹⁵ Balley Khatleen M, "Practical English Language Teaching," David Nunan (ED), *Speaking* International Editor, USA, p. 56.

¹⁶ J.B. Heaton, *Writing English Language Tests*, United Kingdom: Longman Group, 1991, p. 100.

a Accuracy

Accuracy is the ability to use target language intelligible pronunciation, particular grammatical and lexical and accuracy Brown says that achieved to some extent by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

b Fluency

Fluency is the ability to produce one wish to say smoothly and without undue hesitation. Speaking without too great an effort with a fairly wide range of expression in the past researches Tasyid and Nur found that in the student speaking skills there were fairly fluent in interaction with speak of 75 – 89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

c Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is an exercise to improve one understanding.

Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assessment which focuses on how far are the speakers can understand what their interlocutor means when performing speaking.

After knowing some criteria of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.

e. The Problem of Speaking

Sometimes the learners unmotivated to learn English as the second language because some of the problems that make them uninteresting to learn. There are some characteristics can make speaking difficult demonstrator some characteristic of spoken language can make oral performance easy as well as in easier difficult:¹⁷

1) Clustering

Fluent speech is phrasal-not words. The learner can organize their output both cognitively and physically (in-breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language

3) Reduce Form

Contraction, elision, reduce vowel, etc. all forms, especially problems in teaching spoke English.

4) Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses backtracking and correction.

¹⁷Brown H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, New York: Prentice Hall, 2001, p.270-271.

5) Colloquial Language

Make sure your students reasonably well acquainted with the word, idioms, and phrases of colloquial language and that they get practice reducing these forms.

6) Rate of Delivery

Another silent characteristic of fluency is the rate of delivery. How to help learner achieves acceptable speed along with another attribute of fluency.

7) Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey an important message.

Another statement of the problem in speaking also stated by Ur, there are some, factors that may affect speaking problem; some of those factors are:¹⁸

a) Inhabitation

Unlike reading, writing and listening activities, speaking requires some degree or real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract.

¹⁸Brown H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, New York: Prentice Hall, 2001, p.270-271.

b) Nothing to Say

Even if they are not inhibited you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or Uneven Participation

Only one participant can talk at a time if he or she is to be heard and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother-tongue Use

Some of the learners share the same mother tongue, they may tend to use it: because it is easier, they feel unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

Based on the explanation by two experts above, it can be concluded that both of them have a different point of view on the problem of speaking. The first expert mentions seven problems in speaking they are; clustering, redundancy, reduce form, performance variable, colloquial language, rate of delivery, and stress, rhythm, and intonation. Meanwhile, the second expert mentions four different factors, they are inhibition, nothing to say, low or uneven participation and mother tongue use.

f. Techniques in Teaching Speaking

All of the four skills (listening, speaking, reading and writing) speaking seem inchoately the most important. States some problems that may prohibit the students to develop their speaking skills, which is inhibition, lack of ideas shy, low participation, and student's preference to use their mother language.¹⁹ Based on the statement above speaking is an important skill that should be mastered by students to communicate in English fluently.

The teachers' techniques have to make all of the students have the same opportunities to speak in the classroom. So the students can practice their speaking in the class. The language teacher needs to be aware of how much they are talking in class so they do not take up all the time that the students can be talking.

g. The Roles of Teacher in Speaking Class

Three have particular relevance if the teacher is trying to get students to speak fluently:²⁰

➤ Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, the teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "dead end" of language or ideas.

¹⁹Penny Ur, *A Course in Language Teaching* Cet. I. United Kingdom: University Press, 1996, p. 121.

²⁰Jeremy Harmer, op. cit, p. 348.

- Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiastically. At other times, however, teachers may want to participate in discussions or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
- Feedback provider: The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, the helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriateness of the feedback the teacher gives in particular situations.

2. Concept of Brainstorming Technique

a. Definition of Brainstorming Technique

Brainstorming can be defined as a technique of thinking process. Brown states brainstorming as a technique that helps someone initiate some sort of thinking process. Brainstorming is often put to excellent use in preparing students to read a text, discuss a complex issue, or write on a topic.

Brainstorming involves students in a rapid-fire association listing of concepts or ideas or facts or feeling relevant to some topic or context.²¹

Besides, Carroll and Wilson define Brainstorming as a collaborative prewriting strategy that works the way the brain works. Its purpose is to unfetter the brain and to get the ideas down.²²

Moreover, brainstorming helps a speaker especially a student to start choosing, narrowing, and gathering ideas. Littell argues that brainstorming helps students find topics. In addition, Kendall and Khuon say that brainstorming gives students the power to develop their ideas before speaking. Musle argues brainstorming as a strategy to identify, expand and develop ideas for speaking.²³

However, brainstorming is not simply a technique for generating ideas, but also a technique for organizing ideas. Little states that brainstorming facilitates students to organize the whole ideas along with the information into good speaking. In addition Clark affirms that brainstorming is aimed to compose speaking ideas to produce good speak.²⁴

Based on some definition above, the researcher can conclude that the brainstorming technique is a technique debate in which participants are

²¹Brown, H. Douglas., *Principles of Language Learning and Teaching*, 4th ed. White Plains, NY: Longman, 2000.

²²Carroll, J.A., and Wilson, E.E. *Acts of Teaching: How to Teach Writing*. Denver, CO: Teacher Ideas Press:1993.

²³ Kendall, J., and Khuon, O. *Writing Sense: Integrated Reading and Writing Lesson for English Language Learners*. United States of America: Stenhouse Publishers:2006.

²⁴Clark, Irene. L., et al. *Concepts in Composition: Theory and Practice in the Teaching of Speaking*. New Jersey: Lawrence Erlbaum Associates Publisher:2003.

encouraged to express ideas, opinions, information, knowledge, experience, and ideas about a topic without the assessment of students.

b. Teaching Speaking by Using Brainstorming Technique

Based on Roestiyah (2001) brainstorming is a technique to get creative ideas as possible in the group. It can be interpreted as a way to get many various ideas of a group of people in a short time. In brainstorming, we generate our ideas and details by asking as many questions as we can think about the subject. Brainstorming can also be used to guide speakers in a certain direction if they already have a topic or idea that they wish to explore. This exercise helps the speaker to gather their thoughts and ideas. Brainstorming technique has some basic rules, they are focus improve the ideas.

One of the best ways to generate several ideas in a short amount of time is through the brainstorming technique. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members, brainstorming includes the following:

1. Select a topic and react to quickly
2. Designate one person in the group as the recorder of ideas
3. Build on other people's ideas

c. Advantages and Disadvantages of Using Brainstorming Technique in Teaching Speaking

1. Advantages

- a. Many ideas can be generated in a short time
- b. Requires a few material resources
- c. The results can be used immediately or for possible use in other project
- d. The concept of brainstorming is easy to understand

2. Disadvantages

- a. It requires and experienced and sensitive facilitator who understand the social psychology of small groups
- b. It requires dedication to quantity rather than quality.²⁵

C. Conceptual Framework

In this research the researcher give treatment in teaching speaking skill by using brainstorming technique. There are many advantages of brainstorming technique such as: many ideas can be generate in a short time, requires few material resources, the results can be used immediately or possible use in other project and the concept of brainstorming is easy understand.

²⁵Diah Fifin Budiarti, *The Use of Brainstorming Game to Improve Students' Speaking Ability at the Tenth Grade Students of SMAN SUMBERWRINGIN JEMBER*, Jember: Thesis, 2016.

The conceptual framework in this research which is served in the following diagram:

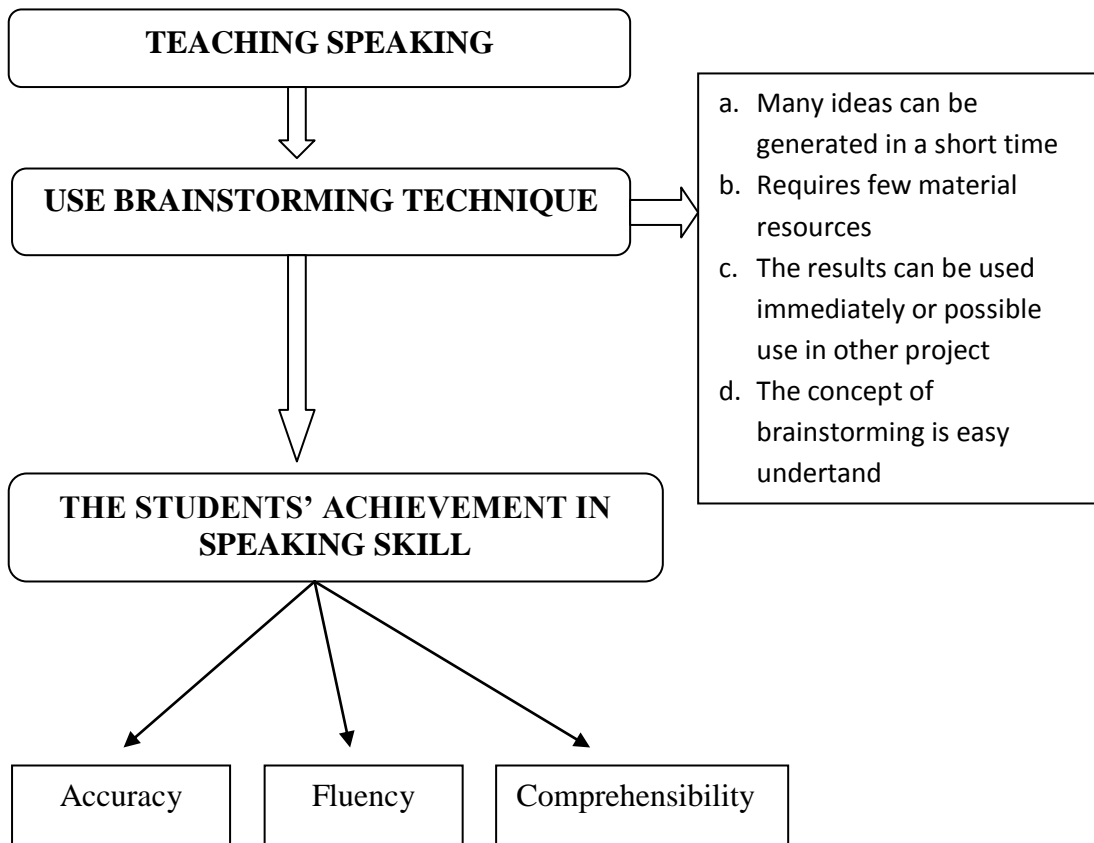


Figure 2. **Conceptual Framework**

The main component above will be described as follows:

Input : It refers to students' ability in speaking

Process : The students' will be given treatment in speaking by using brainstorming.

Output : The output is students can speak English by using brainstorming.

CHAPTER III
RESEARCH METHOD

A. Research design

The research apply a quasi experimental research design. Quasi experimental is incriminate two groups of students with pre-test and post-test design.

Group Pretest-Posttest Design

| Group | Pre test | Treatment | Post test |
|-------|----------------|-----------|----------------|
| E | O ₁ | X | O ₂ |
| C | O ₁ | | O ₂ |

E = Experimental Class

C = Controlled Class

X = Treatment that will be gives for experimental class through
Brainstorming technique

O₁ =Result of Post-test

O₂ =Result of Pre-test

B. Variable of research

This research consisted of two variables namely Independent Variable and Dependent Variable; independent variable is Brainstorming Technique and dependent variable is students' ability in speaking.

C. Location and Time

The location in Palopo at Madrasah Aliyah Negeri (MAN) Palopo. The researcher conducted this research from July 27 until August 19. The researcher conducted this research every Tuesday and Thursday experimental class, Monday and Saturday in control class.

D. Population and Sample

1. Population

The population of this research is tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo in 2018/2019 academic year. The total population of 40 students from 2 classes, there are class MIA 1 and MIA 2

2. Sample

The researcher will apply a purposive sampling technique. In this case, the researcher takes two classes, namely class MIA 1 and MIA 2 of the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo as the sample. This research takes two classes namely class MIA 1 and MIA 2 because this class are almost comparable compared to other classes. Class MIA 1 for experiment class and class MIA 2 for control class that consist of 20 students for each class. I consist at the 20 students so that learning can be more effective and students can also understand lesson more quickly.

E. Instrument of the Research

The instrument that used in collecting data of this research is :

Speaking test

The researcher give the topic for the students and the students describe the topic.

F. Procedure of Research

The procedures used in collecting the data are:

1. Pre-test

To know students' ability before giving treatment the researcher does pre-test. In this pre-test, the researcher gives one topic about phone and the students choose a preferred telephone brand then they describe the topic. It is to know the basic ability of the students in speaking.

2. Treatment

1. Experimental Class

After giving a pre-test, the researcher given treatment to the students.

It is expected to improve the students' accuracy, fluency, and comprehensibility speaking. The steps us follows:

- a The researcher explain about language pattern to make a sentence.
- b The researcher explain for students about the rules of study by using brainstorming technique.
- c The research give the students a topic to explain it.
- d The students begin explain after the researcher give a topic for them.

e The students closed their speaking after accepting clue from the researcher that time is over.

The treatment are carried out in sixth meetings.

- a. In the first meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researches divide students 4-5 students one group. Then the research give the topic about handphone and the research asked what do you think about handphone. Then the researcher asked again the one group to explain about the topic and the other goups respond and criticize about their statement.
- b. In the second meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researcher divide students 4-5 students one group. Then the researcher give one topic about University and the researcher asked what do you think about university. Then the researcher asked again the one group to explain about the topic and the other groups respond and criticize their statement.
- c. In the third meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researcher divide students 4-5 students one group. Then the researcher give one topic about laptop and the researcher asked what do you think about laptop. Then the researcher asked again the one group to explain

about the topic and the other groups respond and criticize their statement.

d. In the fourth meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researcher give one topic about channel. Then the researcher asked what do you think about channel. Then the researcher asked again the one grup to explain about the topic and the other groups criticize their statement.

e. In the fifth meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researcher give one topic about car. Then the researcher asked what do you think about car. Then the researcher asked again the one group to explain about the topic and the other groups criticize their statement.

f. In the sixth meeting, the researcher explain about descriptive text (describe thing) and explain brainstorming technique. Then the researcher give one topic about motorcycle. Then the research asked what do you think about motorcycle. Then the researcher asked again the one group to explain about the topic and the other groups criticize their statement

2. Control Class

a In the first meeting, the research give the topic about handphone and the researcher asked to the students one by one to explain the topic.

- b In the second meeting, the research give one topic about University. Then the researcher asked the students one by one to explain the topic.
- c In third meeting, the reseach give one topic about laptop. Then the researcher asked to the students one by one to explain the topic.
- d In the fourth meeting, the research give the topic about channel. Then the researcher asked to the students one by one to explain the topic
- e In the fifth meeting, the research give topic about car. Then the researcher asked to the students one by one to explain t the topic.
- f In the sixth meeting, the research give topic about motorcycle. Then the researcher asked to the students one by one to explain about the topic.

3. Posttest

The post-test was done after treatment has conducted. The form of post test is the same as the pre test. After giving treatment, the researcher give them topic about laptop. The topic aimed to know students' responses toward using brainstorming to teach speaking skill.

G. Technique of Analyzing Data

In this research, the data of the test was analyzed by using the following techniques:

To analyze the students speaking test, there would be some criteria used by the researcher for the students' score. The criteria were as follows:

- Accuracy
- Fluency
- Comprehensibility

These all evaluated using the scoring rubric as follow:

Scoring student's speaking test

To analyze the data, the research determined the scoring classification uses profile J.B Heaton which includes of Accuracy, Fluency and comprehensibility.

Those assesment criteria as follows²⁶:

Table 3.1 The Accuracy Criteria

| Rating | Accuracy |
|--------|--|
| 6 | Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors. |
| 5 | Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct. |
| 4 | Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. |
| 3 | Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion. |

²⁶ J.B Heaton, *Writing English Language Test* (Ed. 1: New York Inc, 1998), p. 100.

| | |
|---|---|
| 2 | Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors. |
| 1 | Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. |

Table 3.2 The Fluency criteria

| Rating | Fluency |
|--------|---|
| 6 | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses. |
| 5 | Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. |
| 4 | Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. |
| 3 | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. |
| 2 | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at the time. Limited range of expression. |
| 1 | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. |

Table 3.3 The Comprehensibility criteria

| Rating | Comprehensibility |
|--------|--|
| 6 | Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification required. |
| 5 | The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Most of what the speaker says in easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification |
| 3 | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence. |
| 2 | Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker |
| 1 | Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said. |

Beside the technical of scoring through six scales above, the researcher also makes rating classification to measure the student`s speaking ability. The following is rating scale classification²⁷:

²⁷ Daryanto, *Evaluasi Pendidikan* (Jakarta PT. Rineka Cipta, 2007).p. 211

Table 3.4 Rating scale classification

| Classification | Scale | Rating |
|----------------|--------|--------|
| Excellent | 86-100 | 6 |
| Very good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Fairly good | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very poor | 25 | 1 |

The data collection analyzed by using analysis quantitative by using *Statistical Produce and Service Solution* (SPSS) ver. 20 for windows. SPSS 20 is computer software/program for processing, calculating or analysis data of statistics.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. Students Score of Experimental Class

a. Students' Pretest Result

Table 4.1 The Score of Students' Pretest Result in Experimental Class

| Respondents | The Aspects of Speaking Skill | | | Rata-rata |
|-------------|-------------------------------|---------|-------------------|-----------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 2 | 2 | 2 | 2 |
| R2 | 1 | 2 | 2 | 2 |
| R3 | 1 | 2 | 1 | 2 |
| R4 | 2 | 1 | 2 | 2 |
| R5 | 1 | 2 | 2 | 2 |
| R6 | 3 | 2 | 3 | 3 |
| R7 | 2 | 1 | 1 | 1 |
| R8 | 2 | 1 | 2 | 2 |
| R9 | 1 | 2 | 2 | 2 |
| R10 | 2 | 2 | 2 | 2 |
| R11 | 2 | 2 | 2 | 2 |
| R12 | 1 | 2 | 2 | 2 |
| R13 | 1 | 2 | 2 | 2 |
| R14 | 2 | 1 | 2 | 2 |

| | | | | |
|-----|---|---|---|---|
| R15 | 1 | 2 | 3 | 2 |
| R16 | 1 | 2 | 2 | 2 |
| R17 | 2 | 1 | 1 | 1 |
| R18 | 2 | 1 | 2 | 2 |
| R19 | 1 | 2 | 1 | 1 |
| R20 | 1 | 1 | 1 | 1 |

Speaking skill consisted of three aspects; namely accuracy, fluency and comprehensibility. The researcher would present and tabulated the mean score of the students speaking ability one by one. All of those would explain by the following tables:

Table 4.2 The Mean Score of Students' Accuracy Pretest in Experimental Class

| Descriptive Statistics | | | | | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | N | Range | Minimum | Maximum | Sum | Mean | |
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Accuracy | 20 | 2 | 1 | 3 | 29 | 1.45 | .135 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.2 illustrates the mean score of accuracy got by the students in the pretest. It can be seen clearly from that table the mean score is 1.4 and it indicates that the speaking ability of students of the students.

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pretest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 1 | 5% |
| Poor | 2 | 9 | 45% |

| | | | |
|-----------|---|----|------|
| Very poor | 1 | 10 | 50% |
| Total | | 20 | 100% |

Table 4.3 shows that experiment class students' speaking skill in pre-test especially in accuracy of speech most of students got fair to poor score. There were 10 students (50%) got fair to very poor score. There were 9 students (45%) got poor score and was one student (5%) got average.

Table 4.4 The Mean Score of Students' Fluency Pretest in Experimental Class
Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Fluency | 20 | 1 | 1 | 2 | 30 | 1.50 | .115 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.4 can be seen that the highest score of students was 2 and the lowest score was 1. It also indicate that the mean score of students accuracy in pretest was 1.5 and standard deviation error was .115.

Table 4.5 The Rate Percentage Score of Students' Fluency in Pretest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | - | 0% |
| Poor | 2 | 13 | 65% |
| Very poor | 1 | 7 | 45% |
| Total | | 20 | 100% |

Table 4.5 illustrates the rate percentage of the students' speaking fluency score in pre-test. It can be seen clearly from the table that can the most score got by the students is 2 which is categorized into poor category and it is followed by score 1 but unfortunately there is no students gets score 3, 4 and 5. It proves that students' ability in fluency is in the poor category.

Table 4.6 The Mean Score of Students' Comprehensibility Pretest in Experimental Class

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Comprehensibility | 20 | 2 | 1 | 3 | 31 | 1.55 | .135 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.6 can be seen that the highest score of students was 2 and the lowest score was 1. It also indicate that the mean score of students' comprehensibility in pretest was 155 and standard deviation error is .135.

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pretest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 2 | 10% |
| Poor | 2 | 13 | 65% |
| Very poor | 1 | 5 | 25% |
| Total | | 20 | 100% |

Table 4.7 describe the percentage of the students' speaking comprehensibility in the pre-test in experimental class. It can be seen from the table it most of the students got poor score, that is 2 and none of them get score in excellent, very good and good category.

b. Students' Posttest Result

After knowing the students' score in pre-test, the researcher gave them treatment by using brainstorming technique. The result of the students' score in posttest presented in the following table by dividing them into three aspects, they are accuracy, fluency and comprehensibility.

Table 4.8 The Score of Students' Posttest Result in Experimental Class

| Respondents | The Aspects of Speaking Skill | | | Rata-rata |
|-------------|-------------------------------|---------|-------------------|-----------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 4 | 3 | 4 | 3 |
| R2 | 3 | 3 | 3 | 3 |
| R3 | 3 | 3 | 3 | 3 |
| R4 | 3 | 3 | 4 | 3 |
| R5 | 3 | 4 | 3 | 3 |
| R6 | 4 | 5 | 5 | 3 |
| R7 | 4 | 3 | 4 | 4 |
| R8 | 3 | 3 | 2 | 2 |
| R9 | 3 | 4 | 4 | 3 |
| R10 | 3 | 4 | 3 | 3 |
| R11 | 3 | 2 | 3 | 3 |
| R12 | 2 | 3 | 2 | 3 |
| R13 | 3 | 2 | 4 | 3 |
| R14 | 3 | 3 | 3 | 3 |
| R15 | 3 | 3 | 3 | 3 |
| R16 | 3 | 3 | 2 | 3 |
| R17 | 2 | 4 | 3 | 3 |
| R18 | 4 | 3 | 4 | 4 |

| | | | | |
|-----|---|---|---|---|
| R19 | 2 | 3 | 4 | 3 |
| R20 | 2 | 2 | 2 | 2 |

in other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through table distribution frequency and percentage

Table 4.9 The Mean Score of Students' Accuracy Post-test in Experimental Class

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Accuracy | 20 | 2 | 2 | 4 | 63 | 3.15 | .150 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.9 it can be seen that highest score of students' accuracy were 4 and lowest score were 2. It also indicates that mean score of students' accuracy in post-test were 3.15 and the standard error.150.

Table 4.10 The Rate Percentage Score of Students' Accuracy in Posttest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | 5 | 25% |
| Average | 3 | 12 | 560% |
| Poor | 2 | 3 | 15% |
| Very poor | 1 | - | 0% |
| Total | | 20 | 100% |

This table 4.10 describes the percentage of the students' speaking accuracy score after having treatment. Based on the table 4.10, it the highest percentage of the students' score get improved after the treatment but even so, there is still no student is classified into very good and excellent score.

Table 4.11 The Mean Score of Students' Fluency Post-test in Experimental Class

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Fluency | 20 | 3 | 2 | 5 | 65 | 3.25 | .160 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.11 can be seen that the highest score of students' were 5 and the lowest score were 2. It also indicate that the mean score of students' fluency in the post-test is 3.25 and the standard error was .160.

Table 4.12 The Rate Percentage Score of Students' Fluency in Posttest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | 1 | 5% |
| Good | 4 | 5 | 25% |
| Average | 3 | 11 | 55% |
| Poor | 2 | 3 | 15% |
| Very poor | 1 | - | 0% |
| Total | | 20 | 100% |

Table 4.12 illustrates the percentage students' speaking fluency score after having treatment. It can be seen that the highest percentage of the score got by the students is in average level. That is score 3 than it followed by score 2 and 4. There is only one student got score 5 and no one got score 1.

Table 4.13 The Mean Score of Students' Comprehensibility Post-test in Experimental Class

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | Mean | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error |
| Comprehensibility | 20 | 3 | 2 | 5 | 74 | 3.70 | .219 |
| Valid N (listwise) | 20 | | | | | | |

Table 4.13 can be seen that the highest score of students' were 5 and the lowest were 2. It also indicate that the mean score of students' comprehensibility in post-test is 3.70 and standard deviation error . 219.

Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Posttest Result in Experimental Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | 1 | 20% |
| Good | 4 | 7 | 35% |
| Average | 3 | 9 | 45% |
| Poor | 2 | 3 | 15% |
| Very poor | 1 | - | 0% |
| Total | | 20 | 100% |

Table 4.14 show that describe the percentage of the speaking comprehensibility score got by the students in posttest result. It is clearly illustrated that the highest percentage of the score got by the students in average category, then it is followed by good category.

c. The Mean Score of Students' Pretest and Posttest in Experimental Class

Table 4.15 The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---------------------------|----|---------|---------|-----|------|----------------|
| Pre-test Experiment Class | 20 | 3 | 7 | 90 | 4.50 | 1.277 |
| Valid N (listwise) | 20 | | | | | |

Table 4.15 show that the highest score of experimental students in pre-test was 7 and the lowest score was 3. Besides, it also indicated that the mean score of experimental class in pre-test was 4.50 and the standard deviation was 1.277

Table 4.16 The Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|----------------------------|----|---------|---------|-----|-------|----------------|
| Post-test Experiment class | 20 | 7 | 14 | 202 | 10.10 | 1.619 |
| Valid N (listwise) | 20 | | | | | |

Table 4.16 shows that, the highest score of experimental students in post-test was 14 and the lowest score was 7. Besides, it also indicated that the mean

score of experiment class in pre-test was 10.10 and the standard deviation was 1.619.

2. Students Score of Control Class

a Students' Pretest Result

Table 4.17 The Score of Students' Pretest Result in Control Class

| Respondents | The Aspects of Speaking Skill | | | Rata-rata |
|-------------|-------------------------------|---------|-------------------|-----------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 2 | 2 | 2 | 2 |
| R2 | 2 | 1 | 2 | 2 |
| R3 | 1 | 1 | 1 | 1 |
| R4 | 1 | 1 | 1 | 1 |
| R5 | 2 | 1 | 2 | 2 |
| R6 | 1 | 2 | 1 | 1 |
| R7 | 2 | 3 | 2 | 2 |
| R8 | 1 | 1 | 1 | 1 |
| R9 | 2 | 1 | 2 | 2 |
| R10 | 2 | 2 | 2 | 2 |
| R11 | 2 | 2 | 2 | 2 |
| R12 | 1 | 1 | 1 | 1 |
| R13 | 2 | 1 | 2 | 2 |
| R14 | 1 | 2 | 1 | 1 |
| R15 | 3 | 1 | 2 | 2 |
| R16 | 2 | 1 | 2 | 2 |
| R17 | 1 | 2 | 1 | 1 |
| R18 | 1 | 2 | 1 | 1 |
| R19 | 1 | 1 | 1 | 1 |
| R20 | 1 | 1 | 1 | 1 |

Table 4.17 show that speaking skill consisted three aspects; namely: accuracy, fluency and comprehensibility. There were 20 students observed in control class before teaching without using brainstorming technique. There was 10 students who got very poor score, 10 students who got poor.

Table 4.18 The Rate Percentage Score of Students' Accuracy in Pretest Result in Control Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 1 | 5% |
| Poor | 2 | 9 | 45% |
| Very poor | 1 | 10 | 50% |
| Total | | 20 | 100% |

Table 4.18 shows that in accuracy result, most of students got very poor score. There were 10 students (50%) got very poor score. There were 9 students (45%) got poor score and there were one student (5%) got average score.

Table 4.19 The Rate Percentage Score of Students' Fluency in Pretest Result in Control Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 1 | 5% |
| Poor | 2 | 7 | 35% |
| Very poor | 1 | 12 | 60% |
| Total | | 20 | 100% |

Table 4.19 shows that in accuracy result, most of students got very poor score. There were 12 students (60%) got very poor score. There were 7 students (35%) got poor score and there were one student (5%) got average score.

**Table 4.20 The Rate Percentage Score of Students' Comprehensibility
in Pretest Result in Control Class**

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | - | % |
| Poor | 2 | 10 | 50% |
| Very poor | 1 | 10 | 50% |
| Total | | 20 | 100% |

Table 4.20 shows that in accuracy result, most of students got very poor score. There were 10 students (50%) got very poor score. There were 10 students (50%) got poor score and there is no one student got average score.

b Students' Post-test Result

Table 4.21 The Score of Students' Posttest Result in Control Class

| Respondents | The Aspects of Speaking Skill | | | Rata-rata |
|-------------|-------------------------------|---------|-------------------|-----------|
| | Accuracy | Fluency | Comprehensibility | |
| R1 | 2 | 2 | 2 | 2 |
| R2 | 2 | 1 | 3 | 2 |
| R3 | 3 | 2 | 1 | 2 |
| R4 | 1 | 1 | 3 | 2 |
| R5 | 2 | 2 | 2 | 2 |
| R6 | 1 | 2 | 1 | 1 |
| R7 | 2 | 2 | 2 | 2 |
| R8 | 1 | 1 | 1 | 1 |
| R9 | 2 | 1 | 2 | 2 |
| R10 | 3 | 2 | 3 | 3 |
| R11 | 2 | 2 | 2 | 2 |
| R12 | 1 | 1 | 1 | 1 |
| R13 | 2 | 2 | 2 | 2 |
| R14 | 1 | 2 | 1 | 1 |
| R15 | 3 | 1 | 2 | 2 |

| | | | | |
|-----|---|---|---|---|
| R16 | 2 | 3 | 2 | 2 |
| R17 | 2 | 2 | 2 | 2 |
| R18 | 1 | 2 | 2 | 2 |
| R19 | 3 | 1 | 1 | 2 |
| R20 | 1 | 3 | 2 | 2 |

Table 4.21 shows that, there were 20 students observed in control class after teaching by using conventional method. There were 4 students who got very poor score, 15 students who got poor score, and one student who got average score.

Table 4.22 The Rate Percentage Score of Students' Accuracy in Posttest Result in Control Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 4 | 20% |
| Poor | 2 | 9 | 45% |
| Very poor | 1 | 7 | 35% |
| Total | | 20 | 100% |

Table 4.22 shows that in accuracy result, most of students got score poor score. There were 7 students (35%) got very poor score. There were 9 students (45%) got poor score and 4 students (20%) got average score.

Table 4.23 The Rate Percentage Score of Students' Fluency in Posttest Result in Control Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 3 | 15% |
| Poor | 2 | 10 | 50% |

| | | | |
|-----------|---|----|------|
| Very poor | 1 | 7 | 35% |
| Total | | 20 | 100% |

Table 4.23 shows that in fluency result, most of students got score poor score. There were 7 students (35%) got very poor score. There were 10 students (50%) got poor score and 3 students (15%) got average score.

Table 4.24 The Rate Percentage Score of Students' Comprehensibility in Posttest Result in Control Class

| Classification | Rating | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 6 | - | 0% |
| Very good | 5 | - | 0% |
| Good | 4 | - | 0% |
| Average | 3 | 4 | 20% |
| Poor | 2 | 10 | 50% |
| Very poor | 1 | 6 | 30% |
| Total | | 20 | 100% |

Table 4.24 shows that in comprehensibility result, most of students got score poor score. There were 6 students (30%) got very poor score. There were 10 students (50%) got poor score and 4 students (20%) got average score.

c Students' Mean Score of pretest and posttest in Control Class

Table 4.25. Mean Score of Students' Pretest in Control Class

Descriptive Statistics

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-----|------|----------------|
| Pretest | 20 | 3 | 7 | 90 | 4.50 | 1.277 |
| Valid N (listwise) | 20 | | | | | |

Table 4.25 shows that the highest score of students was 7 and the lowest score was 3. Besides, it also indicated that the mean score of control class students in pre-test was 4.50 and the standard deviation was 1.277.

Table 4.26 Mean score of Students' Posttest in Control Class

Descriptive Statistics

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-----|------|----------------|
| Posttest | 20 | 3 | 8 | 111 | 5.55 | 1.317 |
| Valid N (listwise) | 20 | | | | | |

Table 4.26 shows that the highest score of students was 8 and the lowest score was 3. Besides, it also indicated that the mean score of control class students in pre-test was 5.55 and the standard deviation was 1.317.

3. Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class

Table 4.27 Mean Score and Standard Deviation of Students' Pretest and Posttest in Experimental Class

Descriptive Statistics

| | N | Minimum | Maximum | Mean | | Std. Deviation |
|--------------------|-----------|-----------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| Pretest | 20 | 3.00 | 7.00 | 4.5000 | .28562 | 1.27733 |
| posttest | 20 | 7.00 | 14.00 | 10.1000 | .36201 | 1.61897 |
| Valid N (listwise) | 20 | | | | | |

Table 4.28. Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics

| | N | Minimum | Maximum | Mean | | Std. Deviation |
|--------------------|-----------|-----------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| Pretest | 20 | 3.00 | 7.00 | 4.5000 | .28562 | 1.27733 |
| Posttest | 20 | 3.00 | 8.00 | 5.5500 | .29447 | 1.31689 |
| Valid N (listwise) | 20 | | | | | |

Table 4.27 and Table 4.38 shows that the distinction between the pretest and posttest mean score and standard deviation. The scores of control class after giving treatment (teaching use conventional method) showed good progress from 3.00 becomes 8.00 and the scores of experimental class after giving treatment (use brainstorming technique) showed very good progress from 3.00 becomes 14.00. The standard deviation of control class students in pretest and posttest was 1.27 and the standard deviation of experimental class in pretest and posttest was 1.61.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

4. The Calculation of t-test Pretest and Posttest in Experimental and Control Classes

Table 4.29 Students' Result of t-test from Pre-Test score of Experiment and Control Classes

Group Statistics

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|-------|------------|----|--------|----------------|-----------------|
| Score | Experiment | 20 | 4.5000 | 1.27733 | .28562 |
| | Control | 20 | 4.5000 | 1.27733 | .28562 |

Table 4.29 shows that the output of group statistics in the pre-test mean of the experimental class was 4.50 and the pre-test mean score of control class was 4.50, the N (number of the case) was 20 for experimental class and 20 for control class. The standard deviation for experimental class was 1.277 control class was 1.277. The standard error mean for experimental class was 285 and standard error mean for control class was 275.

Table 4.30 The Probability Value of t-test of Pretest in Experimental and Control Classes

| Independent Samples Test | | | | | | | | | |
|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .000 | 1.000 | .000 | 38 | 1.000 | .00000 | .40393 | -.81771 | .81771 |
| Equal variances not assumed | | | .000 | 38.000 | 1.000 | .00000 | .40393 | -.81771 | .81771 |

Table 4.30 shows that the mean score of difference between control class and experimental class did not have significant difference.

Table 4.31. Students' Mean Score in Post-test of Experiment and Control Class

| Group Statistics | | | | | |
|------------------|------------|----|---------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Score | experiment | 20 | 10.1000 | 1.61897 | .36201 |
| | Control | 20 | 5.5500 | 1.31689 | .29447 |

Table 4.31 shows that the posttest mean of the experimental class was 10.10 and the post-test mean of the control class was 5.55, the N (number of the case) was 20 for experimental class and 20 for control class. The standard deviation for experimental class was 1.61 and the standard deviation for control class was 1.31. The standard error mean for experimental class was .362 and the standard error

mean for control class was .294 The description of t-test was described by the following table.

Table 4.32 The Probability Value of T-Test of Posttest in Experimental and Control Classes

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .940 | .338 | 9.750 | 38 | .000 | 4.55000 | .46665 | 3.60531 | 5.49469 |
| Equal variances not assumed | | | 9.750 | 36.487 | .000 | 4.55000 | .46665 | 3.60403 | 5.49597 |

Table 4.32 shows that the Probability Value is lower than alpha (α) ($0.000 < 0.05$) and the degree of freedom 94 which means that there is significant difference in posttest. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected. It showed that the use of brainstorming as an authentic material significantly improve the students' speaking and give significantly greater contribution to the students' speaking skill.

B. Discussion

Based on the finding of the research the data analysis above shows that use brainstorming technique is effective to improve students' speaking skill. In posttest, it can be seen on the table before after giving treatments continually by using brainstorming technique the mean score students' experimental class while students' control class was teaching without using brainstorming technique. Risky Ayu Mardhikaningrum says the result of the study brainstorming technique is expected to be able to overcome speaking problem including ideas, grammatical futures. It means that brainstorming technique is also effective to improve students' speaking skill.

In this part, the researcher takes 3 students as the representation who has different ability they are students R6, R9, and R20. From these three students' was different comparison on speaking skill of brainstorming technique are height, medium and low in experimental class.

The first student is student (R6), the research found the students can describe the topic in pretest. Because he is good fluency and comprehensibility in describe topic. Beside that, after the researcher give treatment about brainstorming technique even more the student excited to learn to describe something. Before the researcher give treatment he was 3 score in pretest and after give treatment the student got 5 score in posttest.

The second student is student (R9) the student has a medium ability to describe a topic. After the research give treatment about brainstorming these student have a motivation to learn speaking especially describe something. After

that, before the researcher give treatment he was 2 score in pretest and after give treatment the student got 3 score in posttest

The third student is student (R20) these students had a different comparison between the two students above. Because he has very low from the students A and student B. After the researcher give treatment about brainstorming the student lazy to describe a topic. Before the researcher give treatment he was get 1 score in pretest and after give treatment the student got 2 score in posttest.

In control class the researcher found different from the experimental class. Were class controlled has a low speaking. Beside that after the researcher teaching speaking without brainstorming the students cannot to describe the topic well.

In this research, there were previous researchers; the first Rizky Ayu Mardhikaningrum entitled "*Using the Brainstorming Technique to Improve the students' Speaking Ability at the Eighth Grade* In academic year (2016). The different between Rizky Ayu Mardhikaningrum research and this research were in instrument of research. The instrument of Rizky Ayu Mardhikaningrum the researcher use class action research method (CAR). The similarities between Rizky Ayu Mardhikaningrum's research and this research is improving students' speaking ability.

The second research is Diah Fifin Budiarti entitled "*The Use of Brainstorming Game to Improve Students' Speaking Ability at the Tenth Grade Students of SMAN SUMBERWRINGIN SUKOWONO JEMBER*" in academic year (2016). The different between Diah Fifin Budiarti's research use brainstorming

game. The similarities between Diah Fifin Budiarti's research improve students speaking ability.

The third research is Al-khatib conducted a study entitled "*The Effect of Using Brainstorming Strategy in Improving speaking Skills among Female Students in Princess Alia University Collage*" in academic year (2012). The different between Al-khatib's is the research focus in female students. The similarities between Al-khatib's research and this research is using quasi experimental method in improving students' speaking skill. .

Based on explanation, teaching speaking skill by using brainstorming technique at Madrasah Aliya Negeri (MAN) Palopo, the students got significant improvement in their score speaking skill. Therefore, it could be stated that brainstorming in teaching learning of speaking have solved the students' speaking problem and increase the students' speaking skill for the tenth grade students of Madrasah Aliya Negeri (MAN) Palopo. So, the hypothesis proposed in this research which says "the use of brainstorming technique is effective to teach speaking skill" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the finding the research it is can be conclude that the use of brainstorming technique is effective to improve students' speaking ability at Madrasah Aliya Negeri (MAN) Palopo. In other word it can be prove that there is significant differences in learning outcomes of the students who learned speaking through brainstorming technique with the students who took the learning without brainstorming technique. Based on the data analyses in experimental class, the mean score of post-test was higher than the mean score of pre-test ($10.1000 > 4.5000$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($5.5500 > 4.4000$). Based on the data analysis it can conclude that teaching speaking skill by using brainstorming technique is effective at the Madrasah Aliya Negeri (MAN) Palopo. It can be proved that the students score in experimental class higher than students in control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For the Teacher, it is suggested to teacher in other to use brainstorming technique in teaching speaking as an effective to improve students' speaking skill.
2. For students, they can use brainstorming technique to improve their speaking skill

3. For researchers, in this thesis the researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using suggestopedia method. In this research the future researcher is expected to conduct a research to find another significant of suggestopedia method in other English language skills.

SEX-DZPPA



1 2 0 1 5 1 8 0 0 9 1 0 3 5

**PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat: Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 325048

ASLI

IZIN PENELITIAN
NOMOR : 1035/MP/DPMP/PTSP/II/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Nomor 84 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendalaman Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

| | |
|---------------|-----------------------|
| Nama | : AL RISDA YANTI |
| Jenis Kelamin | : Perempuan |
| Alamat | : Balandi Kota Palopo |
| Pekerjaan | : Mahasiswa |
| NIM | : 15.0202.0037 |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul:

IMPROVING STUDENTS' SPEAKING SKILL THROUGH BRAINSTORMING TECHNIQUE AT THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI (MAN) PALOPO

| | |
|--------------------|---------------------------------------|
| Lokasi Penelitian | : MADRASAH ALIYAH NEGERI (MAN) PALOPO |
| Lamanya Penelitian | : 25 Juli 2019 s.d 25 September 2019 |

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 25 Juli 2019

di n. Kepala Dinas Penanaman Modal dan PTSP
Sekretaris



MUSLIMIN HASYIM, SE
Pangkat : Pembina
NIP : 19731206 200003 1 004

Tembusan

1. Kepala Seksi Hubungan Pim. SU-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kelembagaan Kota Palopo



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN

Nomor : ~~SK~~ /Ma.21.14.01/TL.00/VIII/2019

Yang bertanda tangan dibawah ini :

N a m a : Dra. Maida Hawa, M.Pd.I
NIP. : 196708131993032001
Pangkat/Gol. : Pembina Tk. I IV/b
Jabatan : Kepala MAN Kota Palopo.

Dengan ini menerangkan bahwa :

N a m a : Al Risda Yanti
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
NIM. : 15.0202.0037
Alamat : Balandai Kota Palopo

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "Improving Students Speaking Skill Through Brainstorming Technique at The Tenth Grade Students Of Madrasah Aliyah Negeri Kota Palopo."

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 28 Agustus 2019
Kepala Madrasah,

Dra. Maida Hawa, M.Pd.I
NIP. 196708131993032001

SIX-DZAPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | Handphone |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 1 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topic.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa Inggris.

What do you think about mobile phone?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkahnya.
 - Guru memberikan topik dan masing-masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok untuk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topik tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | University |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 2 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa inggris.

What do you think about University?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkah.nya
 - Guru memberikan topik dan masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok unduk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topick tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | Laptop |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 3 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa Inggris.

What do you think about laptop?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkahnya
 - Guru memberikan topik dan masing-masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok untuk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topik tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | Channel |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 4 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topic
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa inggris.

What do you think about Channel?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkah.nya
 - Guru memberikan topik dan masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok unduk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topick tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | Car |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 5 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa inggris.

What do you think about car?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkah.nya
 - Guru memberikan topik dan masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok unduk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topick tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 1 |
| Topik Pembelajaran | : | Motorcycle |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 6 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Memperkenalkan brainstorming technique dalam pembelajaran bahasa inggris.

What do you think about motorcycle?

F. Metode Pembelajaran

1. Brainstorming Technique
2. Debat

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru meminta siswa untuk membentuk kelompok yang terdiri dari 4-5 orang setiap kelompok.
 - Guru menjelaskan tentang Brainstorming Technique beserta langkah-langkah.nya
 - Guru memberikan topik dan masing kelompok memilih topik yang akan di jelaskan.
 - Guru memberikan kesempatan kepada tiap kelompok unduk mendiskusikan topik mereka masing-masing.
 - Setiap anggota kelompok menjelaskan pendapatnya tentang topick tersebut kemudian kelompok lain memberikan sanggahan pada kelompok yang menjelaskan.
 - Siswa berdiskusi dan bergantian memberikan argumen dan sanggahan pada kelompok lain.
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | Handphone |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 1 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

E. Materi Pembelajaran : (HANDPHONE)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru memberikan topic kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | University |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 2 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : (UNIVERSITY)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
4. Kegiatan inti (60 menit)
 - Guru memberikan topik kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | Laptop |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 3 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : (LAPTOP)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru memberikan topik kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | Channel |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 4 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : (CHANNEL)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru memberikan topik kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
4. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | Car |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 5 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : (CAR)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru memberikan topik kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

| | | |
|--------------------|---|-------------------------------------|
| Nama Sekolah | : | Madrasah Aliyah Negeri (MAN) Palopo |
| Mata Pelajaran | : | Bahasa Inggris |
| Tahun Ajar | : | 2019/2020 |
| Kelas | : | X MIA 2 |
| Topik Pembelajaran | : | Motorcycle |
| Alokasi Waktu | : | 2 x 45 menit |
| Pertemuan | : | 6 |

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topic
3. Merespon argumen pada topic
4. Mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : (MOTORCYCLE)

F. Metode Pembelajaran

1. Descriptive text

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru memberikan topik kepada setiap anggota kelompok.
 - Guru meminta siswa membuat poin-poin pada topik
 - Setiap siswa kelompok menjelaskan pendapatnya pada topik tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Internet
- Kamus

I. Penilaian

Rubrik Penilaian

| Element | Score |
|-------------------|--------------|
| Accuracy | 100 |
| Fluency | 100 |
| Comprehensibility | 100 |

Standard

| Classification | Scale | Rating |
|-----------------------|--------------|---------------|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Average | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | 25 | 1 |

PRE-TEST

Describe based on the following picture! What do you think about Mobile Phone?



POST TEST

Describe the following picture! What do you think about Laptop?



Menampaikannya maksuddantujuanpeneliti



PRETEST



POSTTEST



**FOTO-FOTO
KEGIATAN**










CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Al Risda Yanti
NIM : 15 0202 0037
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal : Kamis / 05 September 2019
Judul Skripsi : Improving Students Speaking Skill Through Braistroming
Technique at the Grade Students of Madrasah Aliyah Negeri

1. Do proof reading! Revise the orthography, lexicon, and Grammatical Errors.
2. Be sure that the data is valid!
3. Analyze the transcription carefully!
5. ~~have~~ your Synthesize your research findings with your
conclusion and suggestion!

Pembimbing/Penguji,


Mahanmad Kozan, S.Pd.
NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Al Rida Yanti
NIM : 15 0202 0037
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal : Kamis / 05 September 2019
Judul Skripsi : Improving Students Speaking Skill Through Brainstorming
Technique at the Grade Students of Madrasah Aliyah Negeri

Revise the following items :

1. Misspelling words, ungrammatical errors, Writing technique
2. Problem statement → Research Question
3. Objective of the research
4. Scope of the research
5. Significance of the research
6. Operational definition
7. Conceptual framework
8. Treatment
9. Discussion
10. Photographs need some notes

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Al Risda Yanti
NIM : 15 0202 0037
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Selasa / 17 September 2019
Judul Skripsi : Improving Students' Speaking Skill Through Brainstorming
Technique at the Tenth Grade Students of Madrasah
Aliyah Negeri (MAN) Palopo

1. Misspelling words and ungrammatical sentences

Writing technique

2. Operational definition

3. Treatment

Pembimbing/Penguji,

NIP. _____

Transcription pretest of the students' speaking in experimental class

1. Respondent 1 : I want to explain about hanphone oppo, handphone oppo is beautiful design eee... kameranya bagus
2. Respondent 2 : I will describe my favorite phone, I have favorite phone is xiaomi because good camera
3. Respondent 3 : So, jadi my favorite phone is redmi f1, redmi is real mi eluler telephon, redmi price is apa one tidak ku tau bahasa Inggrisnya itu angka kak, hehe..
4. Respondent 4 : I will dessed the I-phone telephone. Ok, telephone I-phone is good and handphone is important for everyone
5. Respondent 5 : Redmi is handphone contractor, redmi my favorite phone
6. Respondent 6 :I want to describe this picture, my favorite phone is vivo V15 because camera handphone vivo is good na buat ki cantik
7. Respondent 7 : Ehhh mulai mi le kak, I choose oppo telephone to explain because oppo telephone good camera
8. Respondent 8 : My favorite phone is asus and ee.. my phone good to play game
9. Respondent 9 : I will explain in this picture m m m this picture about phone my favorite phone is asus because e e apalagi it bagus, ehh iya good to play game
10. Respondent 10 : I like oppo telephone because good camera
11. Respondent 11 : I will describe this picture. My favorite phone is xiaomi , eee.:. because xiaomi e god camera and processor, itu ji
12. Respondent 12 : I will explain e ee.. oppo phone a m m m tidak ku tau mi kak malu kak hehe..
13. Respondent 13 : My favorite phone is Samsung e e sambung is a camera is good and lama baru lobet
14. Respondent 14 : assalamualaikum, I think my favorite phone is vivo 15 tapi tidak bisa kag beli I kah mahal, hehe..
15. Respondent 15 : I stand up here ee.. will describe phone. This is phone is beautiful and tidak ku tw mi kak hehe..

16. Respondent 16 : apa bahasa inggrisnya saya akan menjelaskan, I will explain in picture. Eee... mmm.. my favorite phone ee is Samsung because camera is good
17. Respondent 17 : I will describe the picture. My favorite phone mmm,,, is realmi because realmi is kalau baru apa kak ee new phone
18. Respondent 18 : I want to describe this phone. This phone is beautiful and eee,, apa pi lagi ee
19. Respondent 19 : I will explain in picture. My favorite phone is asus because asus memiliki ram yang tinggi and good camera
20. Respondent 20 : I will ee.. mmm.. explain in this phone this phone is good and beautiful.

Transcription posttest of the students' speaking in experimental class

1. Respondent 1 : I want to explain about laptop. I choose eee.. laptop Asus because my laptop is Asus. It is a nice laptop with black color, laptop most important for things that I can typing using it. I really like this my laptop, hehe..
2. Respondent 2 : I will describe this picture. I choose laptop acer my laptop the color is black. The screen it 14 inch wide, itu ji kak. Makasih
3. Respondent 3 : I choose Lenovo laptop because it is my laptop, mmm... my laptop the color is black. I can do a lot of of things with my laptop. Layarnya laptopku 14 inci hehe.. itu ji kak
4. Respondent 4 : I apa kalau pilih kak choose Aser. For me laptop laptop is usefull and has many functions. Ee.. a a the size my laptop is 14 inci. The color my laptop white, that's all my explain about laptop
5. Respondent 5 : I wan to explain this laptop I have a laptop the brand is asus. It has 14 inch screen. The color is blue, laptop is very important for everyone
6. Respondent 6 : Assalamualaikum Wr. Wb. Hello hello gays, but be correct I want to introduce my name. my name is Mufli I am from MAN Palopo. I stand here I want to explain about description a laptop. The laptop is cammic laptop

but before was her like to play game in laptop. Ok, ok, you to like play game as visior laptop the best laptop is Asus Predator. Because laptop have many advantages, karena laptop ini mempunyai banyak kelebihan, such as have thirty one size screen mempunyai lebar layar 21 inci have four cell memory dan have 5 kipas pendingin and last the laptop is windows ten. So thank you

7. Respondent 7 : I want to describe this this laptop. Laptopku ku pilih le kak my laptop is axio ee,, my laptop the color is black and eee thank you
8. Respondent 8 : I will describe my favorite laptop e e, my favorite laptop is Asus because the laptop Asus beautiful e e and bagus di pake, itu ji kak hehe
9. Respondent 9 : Bismillah in this moment I will describe about laptop. Laptop is an electronic evice that has many uses the the of laptop is twer usually the color of laptop is black and you can use laptop for gaming and your homework and thanks my my describe our laptop thank you your attention assalamualaikum
10. Respondent 10 : I choose laptop Acer because my laptop is Acer and good dipake play game because layarnya lebar
11. Respondent 11 : I will explain apa kalau ini kak, oh iya this laptop. I choose laptop Apple because modifikasinya bagus and banyak data bisa na simpan and if you want to have this laptop you must e e e have many eh salah much money. Ok
12. Respondent 12 : I want to describe about this picture. I choose Asus laptop e e because my laptop Asus. It is a nice laptop and the color is black. This laptop very important for everything
13. Respondent 13 : I will describe this picture. Laptop Lenovo saya, because my laptop is Lenovo and e e apalagi my laptop the color is blue and my laptop is 14 inci
14. Respondent 14 : I choose Asus because many people pakai laptop asus so pasti laptop asus very good laptop
15. Respondent 15 : I will describe about laptop. I choose laptop Apple because this is laptop yang sangat terkenal and the price this laptop so

expensive because e e the brand is good and e e modelnya so good and many people will memiliki in laptop. Ok thankyou

16. Respondent 16 : I will describe about laptop e e. laptop is very important for semua orang because e e setiap pekerjaan in office always use laptop.
17. Respondent 17 : assalamualaikum Wr. Wb. My favorite laptop is Asus because e e many people have e laptop Asus and I like the white color. I choose laptop Asus because tidak cepat rusak hehe,, tidak ku tau mi apa pi lagi kak hehe
18. Respondent 18 : I will explain about laptop, e e I choose laptop Axio because my laptop is Axio and my laptop the color is black and e e emy screen laptop is 10 inci ok thank you
19. Respondent 19 : I want to explain about laptop and saya pilih ehh.. I choose laptop Acer because laptop acer is good laptop and my laptop is Acer
20. Respondent 20 : I will explain about laptop. I choose laptop Asus because beautiful brand and good processor. Ok thank you

Transcription pretest of the students' speaking in control class

1. Respondent 1 : I will describe about handphone ee... handphone is very important for everyone. My phone is vivo e e mm,, the color is white
2. Respondent 2 : Ok, I will explain about handphone mmm... I have handphone mereknya oppo
3. Respondent 3 : I wanna to describe about handphone. Handphone is very important we can use for talking with someone eee... kalau jauh dari kita
4. Respondent 4 : I want to describe about handphone. I choose hp i-phone because eee..apa kalau bagus the beautiful phone
5. Respondent 5 : I choose hp Asus because eee...dapat meyimpan banyak foto hehe..
6. Respondent 6 : I will explain about my handphone. My handphone is oppo and I pilih oppo because bisa ki na kasih cantik kameranya hehe...
7. Respondent 7 : I stand up here aa.. I will describe about handphone. Eee.. I choose hp oppo because beautiful camera eee bagus juga di pake
8. Respondent 8 : I will describe about handphone. Handphone is important for semua orang because eee..can di pake hubungi orang yang jauh
9. Respondent 9 : I will apa kalau menjelaskan explain about handphone eee... mmm... ai tidak ku tau mi kak
10. Respondent 10 : ok, my favorite phone is xiaomi, xiaomi is good camera eee... dan eh, salah bagus di pakai main game
11. Respondent 11 : I choose oppo, because oppo is handphone good camera eee.. and I like because, eee..
12. Respondent 12 : My favorite handphone is samsung karena tidak cepat lobet eee.. and bagus di pakai main game hehehe..
13. Respondent 13 : I will explain about handphone. My favorite handphone is Asus karena tinggi ramnya and good to play game haha...
14. Respondent 14 : I want to describe about handphone. I choose handphone oppo because eee... kameranya bagus apa pi lagi itu..

15. Respondent 15 : langsung bang mi le kak, I have favorite phone the handphone is xiaomi I really like xiaomi because camera is goog
16. Respondent 16 : I will describe this icture. My favorite phone is xiaomi because eee.. camera is very good na kasih cantik muka ta hehe...
17. Respondent 17 : my favorite handphone is vivo v15 because eee.. itu sekarang handphone yang trend and good camera
18. Respondent 18 : I will explain about handphone oppo, oppo is my favorite phone because eee... tidak cepat lobet and ku suka warnanya hehe..
19. Respondent 19 : I choose handphone realmi because eee.. mmmm... apa kalau baru kak ee.. new produk itu ji kak hehe..
20. Respondent 20 : I like hp oppo because good camera and tinggi ramnya, apa pi lagi, itu ji kayaknya kak hehe..

Transcription posttest of students speaking in control class

1. Respondent 1 : I choose laptop Asus because my laptop is Asus and bagus di pakai kerja tugas
2. Respondent 2 : I will describe my favorite laptop eee... my favorite laptop is Acer because eee.. mmm... the laptop is beautiful it ji kak hehe..
3. Responden 3: I want to explain about laptop. I choose eee... laptop Lenovo because itu laptopku dari dulu and lama baru lobet hehe..
4. Respondent 4 : I want to explain this laptop I have a laptop the laptop brand is Asus the color is white and it has a 14 inci layarnya
5. Respondent 5 : I choose laptop Hp because eee... it is my laptop and no ehh... tidak gampang dia rusak
6. Respondent 6 : I will explain about laptop. I choose laptop Axio becaue limited edition hehe.. and good laptop
7. Respondent 7 : I want to describe laptop my favorite laptop is Apple because laptop termahal sekarang and I will buy the laptop
8. Respondent 8 : I will describe this picture, eee... laptop is a salah satu alat elektronik can use in every work and I choose laptop Apple

9. Respondent 9 : Assalamualaikum Wr. Wrb. I will describe my favorite laptop. My favorite laptop is Asus because eee... tidak gampang rusak and banyak yang suka i
10. Respondent 10 : I want to explain in laptop ehh this laptop. I choose laptop Acer because my laptop is Acer and good laptop and eee...itu ji kak
11. Respondent 11 : I will explain about my favorite laptop. My favorite laptop is Asus predator because this is laptop yang trend sekarang and I will buy this laptop
12. Respondent 12 : I choose laptop Dell because my laptop is Dell and this is eee... a good laptop karena sudah lama mi ku pake and selalu ji bagus
13. Respondent 13 : I want to describe about laptop. I choose laptop Acer because itu laptop yang bagus and baterainya tahan
14. Respondent 14 : I will explain about laptop my favorite laptop is Toshiba because lama baru lobet and the aplikasi is good.
15. Respondent 15 : I choose laptop Apple because eee.... It is laptop is very expensive and cita-citaku ee.. mmm...apa kalau membeli I will buy this laptop
16. Respondent 16 : I will describe about my favorite laptop is Asus because eee..a.ee..Acer is good laptop and the modelnya bagus
17. Respondent 17 : I will describe about laptop. I choose laptop Asus because the laptop tidak gampang rusak hehhe.. and bisa banyak data na simpan
18. Respondent 18 : Assalamualaikum Wr. Wb. My favorite laptop is Acer because my laptop is Acer and ee.. laptop Acer tidak cepat rusak and my laptop the color is black
19. Respondent 19 : I want to describe this picture. I choose laptop Appe because it is a good laptop, but eee the price is expensive eee.. and eee... apa pi lagi
20. Respondent 20 : eee.. I can explain eehh. I will explain about my favorite laptop. My favorite laptop is Lenovo because my laptop is Lenovo and bagus desainnya eee... pokoknya bagus dia hehe..

CURRICULUM VITAE



Al Rinda Yanti, was born on 06th June 1997, as the one child from the happy and simple family. Her father's name is Alimuddin and her mother's name is Nurafianti Andi'. She has one brother (Aswan Priyadi) and two sisters (Al Rinda Lestari) who always give support and continue her studying.

She was starting her studying at the Elementary School (SD) Num. 291 Inpres Buntudatu in 2003 and graduated in 2009 and continued in Junior High School in Buntudatu, and graduated in 2012 and then continued her studying in Junior High School 2 Mengkendek and she graduated in 2015. After that, she continued her studying at the State College for Islamic Studies (IAIN) Palopo and taking English Department because English was her favorite subject. She finished her studying at the State Collage for Islamic Studies (IAIN) in 2019.