



USING BRAINSTORMING TECHNIQUE IN SPEAKING ACTIVITY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Many EFL students tend to have difficulties in speaking practice related to a recount text, such as no interest in speaking; lack of grammar and vocabulary; lack of background knowledge and do not know how to pronounce the word; inappropriate technique in teaching and learning process. Considering such problems, an appropriate teaching technique is needed to help students improve their ability in speaking practice related to a recount text. Brainstorming technique is the technique that makes students active to convey the idea about the topic spontaneously in learning classroom. This paper aims to explain how to implement a brainstorming technique in speaking activity especially in recount text (personal recount). It also aims to encourage and motivate students' speaking activity in front of the class. Brainstorming technique is conducted by making several groups to be four students. After that, the teacher asks the students to brainstorm the list of ideas in a small group by using mind mapping and story mapping. The students use mind mapping as an alarm word about the topic that happened in the past by finding the keyword in small group. After that, the students use story mapping to develop the word into story by creating the main idea. Finally, the students present the recount text (personal recount) in front of the class. Furthermore, brainstorming technique can be an alternative technique in speaking activity related to a recount text.

Key words: *Brainstorming Technique, Mind Mapping, Story Mapping, Speaking, Recount Text.*

A. INTRODUCTION

All people need to speak English in every day. They need English because English is known as the International language. it is used to trade or ship, international relationships, economy, culture, and education. Internationally, English in education is used for giving and sharing information, communicating, and getting a new knowledge. English is also as a link to communicate with the other countries. English is very useful especially in seeking employment. Most of the company needs English skill as qualify for seeking a new member.

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English is also useful in education. There are many people to speak English in everytime. Since English is very crucial in Education, the teacher gives the best way to learn English. The students feel enjoy to learn English. According to Yulianti (2014:2), people are considered to have mastered English when they have four skills consisting of receptive skills (listening and reading) and productive skill (speaking and writing). Those skills must be mastered by the students to be a good speaker.

In Curriculum 2013, there are many texts that are taught for Senior High School students. The text includes of introducing yourself, complimenting someone, showing care, stating and asking about intention, saying and responding congratulation, describing, and telling the experience or holiday. The students feel hard to speak English in front of the class about their experience or holiday. Telling the experience or holiday uses the simple past and it is known as recount text.

According to Bryne (1998:8), speaking is a process where speaker and listener are involved in the productive skill of speaking and the respective skill of understanding. In the same aspect, Nunan (2003:48) agrees with Bryne that in speaking, people produce systematic oral utterance to communicate meaning with productive skill. Also, Mackey and Gass (2005:9) summarize oral expressions as the expressions which involve not only how right sounds are used, but also the choice of words in the right order to communicate the right meaning. In addition, Andryani (2012:2) mentions that speaking skill is the ability to communicate with the target language consisting of accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension. In addition, speaking makes students to make an interaction and get some information, when they communicate with each other.

A recount is a piece of text that retells events, usually in the order in which they happened in past. Kumala Dewi (2017:11) says that Recount is a type of narrating genre, but it is not complicated as narrative text should be, which there is no complication part between the character and the events, it just tells the events chronologically. It means that recount text tells about how the event or activity happened in the past. On the other hand, recount text gives the meaning about how the event or activity ended such as being an unforgettable experience or not. Recounts can be a personal recount, factual recount, imaginative recount, and literary recount.

Furthermore, recount text has a general structure such as Orientation, events, and Re-orientation. The orientation Part was consists of the background of the story. Events can be a sequence of activities included in the story. It can be told by using connectives conjunction, such as: before, after, next, then, first, etc. Re-orientation was the part consists of optional-closure of events or ending. It usually rounds off the series of events or summaries the result. It generally refers to some of the information in the orientation paragraph and sometimes the writer adds personal comment or opinion on the last sentences. Recount text has to use the simple past tense.

In recount text, the students tell about their experience on vacation, holiday and doing the activity. They tell the story that happened in the past. They mention what they do on their holiday. They tell the story that is unforgettable or

forgettable in their life. The forgettable story is about the bad story that is not hoped by them. Meanwhile, the unforgettable story is about the wonderful story that has not ever happened in their life.

Based on Curriculum 2013, the learning study focuses on student center. The students should be active in the learning process and cooperative with the others. So, the teacher must prepare a good technique for learning speaking practice related to a recount text. A good technique in speaking is Brainstorming which ask the students discuss the topic freely, think and give the ideas about the topic given by the teacher. The students can brainstorm the topic in a small group. Also, they can share the idea each other about the topic.

However, there are some problems that may occur in speaking practice related to a recount text. The students lack the vocabulary, grammar, and knowledge. They are also shy to perform in front of the class because of the bad pronunciation, intention, and fluency. According to Diane in Irtatik (2009:11), teachers should provide the opportunity for students to communicate in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication. So, the students need the appropriate technique that make students enjoy in learning classroom.

The teacher uses brainstorming techniques in teaching recount text speaking activity. According to Lince and Defriyanti (2013:2) say that Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. By using brainstorming technique, the students can speak easily, because of the students free to think and give information about the topic. And then, the students can be responsible for recording the thoughts and ideas which are simply written up on their mapping. According to Oxford dictionary, Brainstorming literally means using the term *brain* to *storm* a problem. It is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members.

The Brainstorming technique uses Mind Mapping and Story Mapping as the tools in speaking activity related to a recount text. By using this technique, the learning goals can be fulfilled. In addition, Borich (2004) mentions that there are some other purposes, including to help people understand more about character, to make students interested and motivated learning in class, to encourage students expressing what's on their mind, and to help evaluate students' development and comprehension about the materials. These functions can encourage students to speak English more fluently.

The teacher uses Mind Mapping in Brainstorming technique because it can help the students' comprehension in learning the generic structure of the text. According to Buzan (2005:4), Mind mapping is a way to note effectively and creatively and it will map the ideas literally. This technique can improve students' creativity and make them happy in the learning because it consists of colors, pictures, and some keywords that can also make them find it easy to learn English. It means that mind mapping can encourage students to write the ideas of past event and they can elaborate it easily after they brainstorm with their friends. This

is used to help students to increase creativity, memory and specifically the recall of information.

Buzan (2006:8) cited by Maier, Mind-mapping is designed to use both sides to increase memory retention and productivity. It is because the brain works in different ways; different people think in different ways. However, while students thinking and reasoning follow a structure that is personal to themselves, they still use a number of techniques that apply to most people. On the other side, Pamungkas (2012) define that Mind mapping is a method to make the students find it easy to absorb information into their brain and take it out from their brain. According to Buzan (2005:4), Mind mapping is a way to note effectively and creatively and it will map the ideas literally.

After using Mind Mapping, the teacher explains to the students how to develop the keyword into a story. The teacher uses the Story Mapping to encourage students' ideas. Khalaf (2010) defines that story mapping could be used as a visual graphic organizer that draws six elements in the text such as setting, characters, the sequence of major events and actions of story characters so that students enable to connect story events and to perceive structure in a story. The story mapping is the strategy that is also involved in brainstorming. It uses the paper mapping that tells the setting, character, and the activity. The story mapping will be easy if the students make the mind mapping first as an alarm word in brainstorming.

There are several strengths of using brainstorming technique. First, it makes students more creative and critical in speaking activity. The students can encourage their communication with brainstorming their ideas. The communication happens when they brainstorm their ideas about the past event such as experience. This is compatible with the goal of classroom management. Fahrurazzy (2002) mentions that classroom management is conducted to make the classroom atmosphere conducive for students to interact with English in meaningful ways. So, if the students brainstorm the ideas with their friends by using mind mapping and story mapping strategy in English, the goal of classroom management has been reached.

The Second strength of brainstorming technique is about the brain to storm their ideas with others. It means that it allows students to express their ideas freely. They give their ideas about past events and elaborate their ideas after they give the codes or color. They also can define the characters by using mind mapping and develop it by using story mapping. So, they make something interesting such as drawing the interesting shape and giving codes or color. Brainstorming technique makes students being creative.

The last strength of brainstorming technique is, helps students improve their cognitive development. Brainstorming technique is educational creative and critical technique. It means that the students brainstorm their thought about the past events and can recall the story that happened in the past by using mind mapping and story mapping strategy as a Brainstorming technique. They will remember what happened in the past because they brainstorm and use the mind mapping as an alarm word and story mapping to strengthen the characters and develop the story. The students will be enjoyed in learning because they can

interact with others. Baker and Westrup (2005) state that when students are having fun learning, they will take a more active part in the lesson with a variety of interesting and guided learning. In other words, if students feel fun, enjoy and comfortable during the teaching-learning process, they can catch the maximum comprehension of the lesson material. When students comprehend the lesson, they can improve their cognitive development.

Another thing that should be considered is that the students have to use the Voki application for students that are shy to perform speaking in front of the class. According to Yona siska (2014), Voki is a program that allows someone to record their voice with the animated character. It seems like dubbing video. The students can also use Voki at home as another thing in Speaking activity.



B. DISCUSSION

A teacher has to prepare well everything that is needed in the learning and teaching process. The Material is the first thing that the teacher must has. Before the teacher prepares the material, the teacher should read the syllabus as the guidance in learning. The Teacher also has to prepare the tool that is needed in whilst teaching because it is an important point of the material. it is prepared before the teacher is coming into the classroom so the teacher is ready and enjoy to teach the students. The teacher also prepares the appropriate technique for students in the learning process. It is the crucial thing because the appropriate strategy or technique can define the understanding of students in the learning process. If the teacher wants to teach the recount text, the teacher should choose the material that is related to the recount text.

The next preparation is the lesson plan. The teacher makes the lesson plan as a guide in learning. It is also as reference learning so the teacher can be discipline in teaching the material. The next is preparing the media that is needed in the technique. Media should be appropriate with teaching the recount text. The media of teaching recount text is paper mapping, LCD, pencil, and crayon. After that, the teacher arranges the students into Cluster Arrangement. The students make a group that consists of 4 people.

There are some steps of brainstorming technique in recount text. First, the teacher shows the topic that is discussed. After the teacher gives the Topic, the teacher shows how to make the Mind Mapping. It is used for finding a keyword or symbol about the activities that are done on holiday. Next, the students must discuss or brainstorm the ideas to develop the keyword of the topic. After the students discuss the ideas of a keyword, the teacher shows the students how to make the story mapping by asking 5W + 1H questions to the group of students.




Picture	The Example of Dialogue between teacher and student
	Teacher : What a picture is it ? Students : The beach.

 <p>Source is from https://www.tripadvisor.co.id/LocationPhotoDirectLink-g297726-d2435181-i73207759-Air_Manis_Beach-Padang_West_Sumatra_Sumatra.html</p>	<p>Teacher : Have you ever gone to the beach ? Students : Yes, Ma'am. Teacher : With whom did you go ? Students : With my family.</p>
 <p>Source is from http://takaitu.com/mengenal-keunikan-pantai-air-manis-dan-sepenggal-kisah-tragis-yang-tersisa/</p>	<p>Teacher : Have you ever seen the stone in the beach? Students : Yes, Ma'am. It looks like Malin Kundang Stone, Ma'am. Teacher : All right.</p>

From the two of pictures that I give to you, you can see what beach it is?
 And Where the beach is located?
 Teacher : What is the name of the beach ?
 Students : Air Manis Beach, Ma'am.
 Teacher : That's right. Where is located on ?
 Students : On Padang, Ma'am.
 Teacher : Excellent.

In the Air manis beach, you can do some activities. I show you some pictures about activities that are done in Air Manis Beach. After that, I tell you my holiday in Air Manis Beach

Picture	The example of dialogue between
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	teacher and student
 <p>Source is from http://news.klikpositif.com/baca/5132/hari-terakhir-liburan--motor-atv-jadi-primadona-di-pantai-air-manis-padang</p>	<p>Teacher : What did they do ? Students : Surfing, Ma'am. Teacher : Very good. They did surfing in the beach</p>
 <p>Source is from http://news.klikpositif.com/baca/5132/hari-terakhir-liburan--motor-atv-jadi-primadona-di-pantai-air-manis-padang</p>	<p>Teacher : What did they do ? Students : Playing the motorcycle, Ma'am. Teacher : Great. They played the motorcycle</p>
 <p>Source is from http://www.gosumatra.com/pantai-air-manis-dan-batu-malin-kundang/</p>	<p>Teacher : Have you ever gone to the small island on the Air ManisBeach ? Students : No, Ma'am. Teacher : It's okay. I told you later. There was a small island called Pisang Island. You could go there if the beach receded</p>

The main idea of keyword is given with bold writing

Students brainstorm their ideas from the picture. They get the keyword of activity from the picture that is shown. The keyword or picture is called by Mind Mapping. After that, students develop the keyword into main idea. The students

get the main idea from the keyword of picture. So, they can develop into story. The story is called by Story mapping.

The Example of Story Mapping :



(Source of Story Mapping is adapted from Thesis Journal of GalihIndra (2013:91))

Teacher tells the story after showing the Story Mapping of the topic.

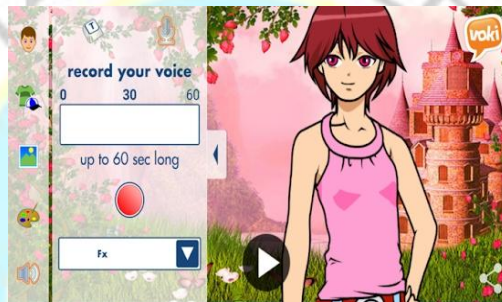
My holiday in Air Manis Beach

On last Sunday, I went to air Manis Beach. I went there with my friends. I heard that Air Manis Beach was one of the recreation place that was visited by the tourism.

First, I went to Malin Kundang stone. The stone was interesting because it was about the legend story of Minang. The view in the beach was so beautiful so I took some photos there. I tried to drive the big motorbike there with my friend. I was so curious to drive it. I thought that it was so interesting. I drove it quickly until I was confused on how to stop it. My Friend felt surprised because I stopped it hurry up. After that, we were so tired and we needed to consume something like food or drink. We ate some foods there and we came back to our house after we were full. It was the best experience that I ever got on this weekend.

After The teacher shows how to make the Mind Mapping and Story Mapping, the teacher must see the students' comprehension by giving the other topic and the students brainstorm their ideas in a small group about the topic. To make students are easy to develop the ideas of topic. Students should make the Mind Mapping and Story Mapping as the tools for brainstorming the idea.

The students discuss the topic that is given by the teacher using Brainstorming technique. Each student decides different topic in small group. The group consists of four students. They brainstorm their ideas in a small group. They make the Mind Mapping as a keyword for each activity that is done on the topic. After they discuss the keyword, they develop the keyword into simple story by using story mapping. It can help them to understand and develop the story well. Last, they relate the ideas to the text in a small group. So, they understand well about the recount text especially personal recount text. After they do Brainstorming, they are ready to speak the recount text in front of the class. If they are shy and hard to speak in front of the class, the teacher asks the students to use Voki Application as a Recording Animated. It can help the students to see the ability to speak the recount text. The application is so interesting for students so that the students are not bored. The Voki application Picture is the following :



<https://www.apkfollow.com/app/id/voki-for-education/com.oddcast.android.voki/>

The Voki application can help the students to speak the Recount text after they do Brainstorming. It is great Application because there is picture there. The Students only record their voice in this Application. It is for students that is hard to speak in front of the class.

There are some advantages from brainstorming technique in speaking activity related to a recount text. The first advantage of implementing brainstorming technique makes students more creative and critical in speaking activity. The students can encourage their communication with brainstorming their ideas. Second, the students can clarify and develop their ideas with others. It means that it allows students to express their ideas freely. The third advantage of implementing brainstorming technique is it helps students to increase their knowledge. Furthermore, brainstorming technique can be an alternative technique in speaking activity related to a recount text.

After the teaching is running well, the teacher and students conclude the learning material. They can conclude about the definition, social function, generic structures and language features of recount text. They can also conclude the activities that have been conducted and how to tell experience orally. It can help students resume what they have learned. After that, students reflect on the activities that have been carried out. If some students have something they do not understand about, they can ask the teacher. Then, he/she will give the explanation

about it. After all the material is clear, it is important for teachers to give homework to the students. The students check the pronunciation, grammar, intention, and fluency when the students speaking in front of the class or recording in Voki Application at home. So, the teacher can evaluate the recount text that is spoken by the students. The teacher also asks the students to fill the self-assessment rubric. Then, the teacher can also see the attitude of the students in the classroom. The teacher assesses the attitude because, in Curriculum 2013, Attitude is so important in education. the teacher assesses the attitude by using rubric attitude. The last thing to do is close. The teacher can close the class by praying together.

C. CONCLUSION AND SUGGESTION

Speaking is a skill that can be used to interact and communicate with others. In almost any setting, speaking is the most frequently used language skill. However, based on the writer's experience in Senior High School Number 1 Painan, the problem faced by most students are speaking. Many of them find it hard to speak monologue texts, especially recount text. Considering the problem, an alternative teaching technique is Brainstorming technique that uses Mind Mapping and Story Mapping. It is used to make students creative and critical thinking. They discuss the experience in a small group. In Brainstorming technique, There are several advantages found from implementing this technique to teach a recount text in senior high school. First, it encourages communication. Second, it allows students to express their ideas freely. Third, it helps students improve their cognitive development.

In order to be successful in teaching recount text speaking activity, the writer suggests some points :

1. The teacher is suggested to use Mind Mapping and Story Mapping to create the simple story of recount text.
2. The teacher is suggested to brainstorm the idea to make them easily creating the simple story of recount text.
3. The teacher suggests the students to use Voki application if the students are shy or difficult to speak in front of the class.
4. The teacher suggests the students to create the another kinds of recount text as homework at home.

Note: This article is written based on the Tuti Srihandayani's paper under the supervision of Leni Marlina, S.S, M.A.

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