

The Use of Brainstorming Technique in Increasing Student Confidence in English Speaking Skills at SMAN 4 Kota Serang

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Abstract: The objective of the research to describe and analyze the use of Brainstorming technique in increasing students' confidence in English speaking skills in class X IPS 4 SMAN 4 Kota Serang. In this research, focus on the use of Brainstorming Technique and as sub focuses on improving Self-confidence in English speaking skills the writer. This research uses qualitative research with this type of research method is descriptive. The instrument used voice and video recording devices and cameras from cellphones as well as accurate documents, journal, or books that are considered relevant based on records from various sources, observation and interview guidelines. Technique of collecting data using three ways, namely interviews, observations and documentation. The data analysis technique is to perform data reduction stages, display data, and conclude data. The results of the analysis are conveyed through the delivery of descriptive data. The results of the study, it can be concluded in general that the Brainstorming technique is considered capable of increasing students' confidence in English speaking skills in class X IPS 4 SMAN 4 Kota Serang in the 2021/2022 school year. Although the effect is not significant when used in distance learning. This can be proven based on the results of research conducted in non-test with the informants. Brainstorming can be used both as a teaching technique and as a teaching strategy. It is very useful for students to develop their reasoning skills, creative problem-solving skills, fluency in English language, self- motivation, and self-confidence.



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INTRODUCTION

Speaking is one of the goals of language learning that students have. Speaking cover three learning objectives, such as cognitive, psychomotor, and affective, of course through careful learning planning and always innovating. Speaking is the main goal of some teachers because speaking is a form of communication. Thus, the main task of a language teacher is to encourage students to use English not only in the classroom but also in their daily interactions with their classmates, with the teacher, or other English-speaking people, if possible.

However, there are still many factors that cause students to experience difficulties in learning to speak English and that also causes students to find it difficult to express their opinions. One of the factors is less confident. Self-confidence has been defined in a number of ways throughout the literature. These definitions generally involve belief in one's own abilities to perform (Bandura, 1977; Chemers, et al., 2000;

Clark et al., 2008). The more generalized form of self-confidence, where there is a generalized belief in one's ability, is theoretically distinct from the specific form of self-confidence, general self-confidence is better defined as self-esteem. Self-esteem is an emotions-based assessment about one's self-worth or value (Erol and Orth, 2011). This makes students anxiety, stressed, and nervous which hinders the learning process. Psychological factors must be identified early on before reducing and controlling them to overcome mental barriers. not only that, based on the writer's interview on January 2021 with Mrs. Tita Herawati S.Pd, an English teacher at SMAN 4 Kota Serang, the factors that cause less confident and insecurity in speaking were also identified, namely, lack of vocabulary, grammar, and teachers. Besides, the majority of students come from the area itself, namely around the Kasemen - Karangantu because the registration has implemented a zoning system. And the language used in everyday life is very thick with the Javanese accent of attack. So, pronunciation in English is still difficult to understand and that is what causes some students to be anxious and not confident because they are not familiar with foreign languages.

Teaching and learning activities can be said to be alive, so there is reciprocity between teachers and students, because the teaching and learning process is a process of transferring knowledge from teachers to students. When students are allowed to ask, answer, provide feedback or rebuttal to the material, there are only one to three people who actively give opinions and ask questions, while other students just stay silent and pay attention, some only open textbooks on the table. some are even indifferent. Of course, this problem makes the learning process a bit disrupted, especially when there is no student activity in the classroom, learning also continues to use the Teacher Center approach which is only teacher-centered because students do not provide good feedback and make students play. passive role that causes students to quickly get bored of learning because at the time of learning it feels interesting by positioning them only as recipients of knowledge.

These problems can be overcome by using innovative learning techniques. Teachers must be able to determine and use techniques for delivering content or learning content correctly. This technique is used to achieve predetermined learning objectives. The technique that is considered capable of overcoming the above problems is the Brainstorming technique. Brainstorming technique itself is a problem solving technique. This is the creative power of a group of people which is a form of group productivity. Used to find or get many ideas in a shorter time to solve a problem. It is accepted as one of the tools in quality management. Useful for generating some ideas or opinions on an issue. Brainstorming provides free space for criticism for creative exploration and free from options and ideas for solving problems without justifying right or wrong. Usually students feel inferior when they have to present or debate in class, but based on the definition of Brainstorming itself, the author considers this method suitable to be used if it is done correctly and continuously, because indirectly and inevitably students are asked to speak and express their opinions. in simple English and over time students get used to it. This increases the students' confidence in expressing their opinion, especially in speaking English, moreover they do not need to be afraid of being wrong or right, the most important thing is that they dare to speak.

Based on the explanation above, the writer is interested in knowing the use of the Brainstorming Technique in increasing student confidence and English speaking skills in expressing their opinions. With this, the writer decided to research the title "The Use of Brainstorming Technique in Increasing Student Confidence in English Speaking Skills at SMAN 4 Kota Serang". Objective of the research is to describe and analyze of using

the Brainstorming Technique in increasing students' confidence in English speaking skills in class X IPS 4 at SMAN 4 Kota Serang.

THEORETICAL SUPPORT

Definition of Speaking

There are many definitions of speaking that have been proposed by experts. Speaking is the transmission of language through the mouth. When we speak, we use many parts of the body to make sounds, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Based on the competency-based curriculum, speaking is one of the four basic skills that students must acquire. It plays an important role in communication. Spoken language can be found in the spoken language cycle, especially in the text joint construction phase (Departmen Pendidikan Nasional, 2004). Speaking is a productive skill. He cannot be separated from listening. When we speak, we create text, and that has to meaningful or make sense. Just like communication, we can find speakers, listeners, information and feedback. Spoken language is inseparable from developing pronunciation, because it encourages students to learn the pronunciation of English. The main purpose of speaking is to communicate. Speech is an important tool to communicate or convey thoughts about what the speaker is going to say in his society. This is why talking is very important. The three important speech objectives (Tarigan, 2008: 30-36) are the following: *a). To Inform*, it describes the media by which the speaker wants to inform and share ideas, information, process the listener's feelings or opinions, and bring him knowledge, as well as specific purposes (Tarigan, 2008: 30). In this case, the speaker specifies only one fact. *b). To Entertainment*, that the speaker wants the listener to feel happy with the material, which is selected primarily according to its entertainment value (Tarigan, 2008: 32). For example, when the teacher told a story to the students, the parents told their children this interesting story. By doing this, your speech will be more interesting and will allow the audience to hear you. *c). To persuade*. it means that the speaker tries to confirm that the listener did something in certain activities (Tarigan, 2008: 35). Teachers must give examples in the materials provided by to teach students well. From this example, students can understand the mindset for course and actively participate in the course. Activity requires actions to get the listener interested in performing the actions desired by the speaker. *c). To discuss*. It means that the speaker wants to discuss something because the purpose of talking is to make some decisions and plans (Tarigan, 2008: 36). I believe that the discussion activities will attract more the students' attention, because they have to solve the tasks that the teacher gave them. From the above statement, it can be concluded that by speaking with, someone can convey their feelings, and by asking him in your communication and making some decisions to understand someone's feelings.

The Components of Speaking

In the analysis of the speech process, it is generally recognized that there are two main components, namely: the fluency and accuracy of pronunciation, vocabulary and grammar. Therefore, the speaker must have a good understanding of these main components of speech. **a). Fluency**, According to the Oxford Advanced Learner's Dictionary (2010: 596), fluency is the ability to speak or write a language easily, especially the quality of a foreign language. Richards (2008: 2) Increasing fluency becomes the goal of oral English courses, which can be developed through the use of information gaps and other tasks that require students to try real communication, despite limited English proficiency. The oral fluency of students not only depends on how the students use the language fluently, but also needs to consider whether the content they want to express is appropriate, that is,

accuracy .b). **Accuracy** The accuracy of speaking in the target language refers to the language system, including pronunciation rules, grammatical patterns and vocabulary knowledge. c). **Pronunciation**. According to the Oxford Advanced Learner's Dictionary (2010: 1217), pronunciation is a way to pronounce a language or specific words or sounds. It means every word we say when we speak. Pollard (2008: 65) added that pronunciation is an important aspect of learning to speak a foreign language. Pronunciation has become a very important part of oral teaching. Students need to distinguish between sounds or words spoken separately. In addition, students must know and recognize the stress or intonation of each vocabulary. d). **Vocabulary**. According to the Oxford Advanced Learner's Dictionary (2010) : 1722), vocabulary is all the words that a person knows or uses. This means that people use words when they speak. In order to communicate effectively, students need to know a lot of vocabulary and the ability to use them. If students have limited vocabulary, they will face communication difficulties. e). **Grammar**. According to the Oxford Advanced Learner's Dictionary (2010: 675), grammar is the rules in the language that change the form of words and connect them to sentences. Harmer (2001: 12) added that the grammar of a language is a description of the way words change their form in the language and are combined into sentences. When speaking, grammar is a language system that instructs students whether to use the correct form of English. If the speaker has mastered the grammar, they will use the correct form when speaking, and then the listener will understand what they are saying. The purpose of speaking is achieved; the speaker and the listener can communicate with each other.

Confidence

Confidence is a quality needed to make someone believe and responsible for himself. Confidence is an important skill for students in facing challenges and solving problems in everyday life. Confidence itself is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions. Self-confidence also has an important role in meeting basic human needs such (Tuncel, 2015) and Kruidenier (2015) stated that self important element in communication. Self-confidence is internal, very relative, and dynamic, and is largely determined by the ability to start, carry out, and complete a job. Confident people have the ability to complete work in a systematic, detailed, planned, effective, and efficient manner. Self-confidence is also always shown by calmness, persistence, enthusiasm, and stability in doing work. By having self-confidence, a person feels that he is valuable and has the ability to live life, consider various options and is able to make his own decisions. Furthermore, it is emphasized that people who have self-confidence can complete tasks or jobs that are in accordance with their development stage well or at least have the ability to learn how to complete these tasks. Confident people have the courage and ability to increase their own achievements. Based on these definitions, it can be concluded that self-confidence is an individual's awareness of his strength and abilities, believes in a sense of trust in himself, feels satisfied with himself both inwardly and physically, can act in accordance with his certainty and be able to control him in achieving his goals. which he expected.

Aspects of self-confidence

According to Lauster (in Grufron & Risnawati, 2016), he argues that excessive self-confidence is not a positive trait. The aspects that are contained in self-confidence include: a). *Belief in Self-efficacy*. A person's positive attitude about himself that he really understands what he is doing. b). *Optimistic*. A positive attitude of someone who

always has a good view in dealing with all things about himself, his hopes and abilities. **c). Objective.** A confident person views problems or everything according to the truth they should be, not according to personal truth or according to himself. **d). to be responsible.** A person's willingness to endure everything that has become the consequence. **e). Rational.** Namely the analysis of a problem, a thing, an event using thoughts that are accepted by reason and in accordance with reality.

Brainstorming

The brainstorming method is a method of teaching that is carried out by the teacher in class by raising a problem, then students answer or express an opinion so that it allows the problem to develop into new problems, or it can also be interpreted as a way to get lots of ideas or ideas from all students in a short time. Based on the purpose of using the brainstorming method or brainstorming, it is clear that the end goal is to get as much input, opinion, and information as possible, meaning that it is completely stripping out what students think in response to the main problems raised by the teacher in the classroom learning without worry or fear that other students are judged wrong or right for. According to Diah Fifin Budiarti (2016) in her journal entitled "*The Use Of Brainstorming Game To Improve Students Speaking Ability At Eight Grade Students Of SMP Negeri Sumberwringin- Sukowono-Jember In 2015/2016 Academic Year*" as a teaching strategy, brainstorming is a useful technique that can be help students learn the language in a good atmosphere to achieve their goals learning goals. The use of brainstorming in teaching speaking can make student interest in the lesson and they will not feel bored during teaching and learning process. Because students don't solve problems by themselves. Brainstorming can be used in teaching speaking. This research uses brainstorming so that students are more interested in speaking English at the moment the teacher asks them to speak english. According to Karwati, the brainstorming method is to provide opportunities for students to be able to display independence and self-direction, have openness and self-integrity in choosing the best alternative action, able to express opinions and actualize themselves in solving a problem and be able to respect the opinions of others (Open-Minded). According to Osborn, groups can duplicate their creative results by brainstorming, where brainstorming works by focusing on the problem, then freely emerging as much as possible and developing as much as possible. This method is similar to the cooperative learning method or group discussion. It's just that in the group discussion method, someone's ideas or opinions can be responded to (supported, complemented, reduced, or not agreed upon) by other participants. Whereas in the brainstorming method, people's opinions or ideas are not to be responded to. According to Makarao (2009) there are 8 objectives of brainstorming, namely; 1). Encourage the delivery of ideas or learning experiences that are very helpful for reflection in the group. Get as many opinions, ideas from learning about the problem being discussed. 2). Fostering learning in combining and developing creative thinking through emerging ideas. 3). Stimulate participation in learning. 4). Creating a fun atmosphere. 5).Train students' creative thinking power. 6).Train students to express new ideas according to their imagination. 7). Gather a number of opinions from the study group that come from realities in the field. The steps for the brainstorming method according to Sani (2013) are as follows: 1). Understand the rules for brainstorming and convey or reiterate the rules, and post them on the wall so all students can see the rule sheets. 2). The teacher determines the topic of discussion and writes the topic on the flipchart. 3).The teacher appoints a student to write ideas on a flipchart / board. 4). The teacher asks students or groups to come up with ideas or ideas related to the topic being

discussed. 5). Stop and rest to hatch ideas (incubation per interspersed with discussion to clarify the ideas, not to criticize. 6). In the idea evaluation stage, the teacher discusses the responses that emerge one by one.

METHOD

In this study, the writer uses a qualitative research approach with this type of research method is descriptive. The use of research with descriptive methods is adapted to the research objectives, namely to describe and analyze the use of Brainstorming techniques in increasing students' confidence in English speaking skills carried out at SMAN 4 Serang City. In addition, by using qualitative methods, the writers can anticipate situations and problems that the writers face, the participation of students and teachers can be expressed

The validity of the research data, the writer uses triangulation to check the validity of the data, namely by source triangulation and method triangulation. According to Mamik (2015, p. 117) Triangulation is a data validity checking technique that utilizes something other than data to examine or compare data. In source triangulation, data is obtained from informants by asking the authenticity of data or information from one informant to another, then the writer makes a pattern from the answers of the informants, of course with the validation of the civil servant teacher and supervisor. while the triangulation method is carried out in three ways, namely documentation, observation, and interviews to verify the research results for valid credibility. In this triangulation method, the pattern that has been formed in the results of interviews from one informant to another is entered into the form of a pattern of interview results, then observed to produce a pattern that will be discussed in the discussion. The data analysis technique is to perform data reduction stages, display data, and conclude data. The results of the analysis are conveyed through the delivery of descriptive data.

RESULT AND DISCUSSION

Analysis of Decline in Students' Confidence in speaking skills

After it was known based on the results of interviews and observations of informants related to the factors causing the decline, control efforts and efforts to improve the quality of self-confidence in class X IPS 4, but in practice speaking learning for some students was still not excited about learning and the methods used. This can happen because online learning is still constrained during the pandemic, some of them have not been able to take online speaking classes properly as explained by informant 1 that there are about 18 students or some of them who do not collect assignments and it is constrained by the factors described above. That means that the implementation of the material presented by the teacher has not been maximized and evenly distributed in class X IPS 4 which makes students lazy to send their assignments because they are ashamed and don't believe in themselves having to speak in front of the camera like creator content, even though it is only a video and only seen by the teacher.

In addition, the teacher is also still focused on assessing the collection of assignments, not on the activeness of students in speaking English in online class forums or on digital platforms for distance learning. However, the writer admits that face-to-face learning in normal times is considered a difficult skill to learn, let alone learning using distance learning methods like now.

Analysis of the of using Brainstorming Technique in increasing students' confidence in English speaking skills

Regarding the use of the Brainstorming Technique to increase students' confidence in speaking skills, here the writer describe based on interviews, observations, and documentation that the writers did with the object of research. Definition Self-confidence is a quality needed to make a person confident and responsible for himself. Self-confidence is an important skill for students in facing challenges and solving problems in everyday life.

The effort that the teacher considers effective is to use the Brainstorming Technique. The Brainstorming Technique itself is a teaching method that encourages the emergence of various inputs, contributions, ideas, including eccentric, wild, and bold ideas about the material being taught in the hope that these ideas can produce creative ideas. The purpose of this method is edit (collect) the same or different opinions, information, and experiences of all participants. The results are used as information maps, experience maps, and idea maps (mind maps) for shared learning. This method is used to deplete students' thinking and actively participate in teaching and learning activities in the classroom when dealing with problems presented by teachers.

Students are required to be more active in solving problems given by the teacher in the classroom, in this case, students are asked to be able to express any ideas or ideas related to the theme of learning so that the teaching and learning process can run smoothly and well. This method is done by posing a problem or a problem to students by the teacher, then students answer or express opinions, or comments so that the problem may develop into a new problem. This means that students inevitably think critically and express their opinions in front of the teacher and their friends so that they can fight their fears. Thus, if it is carried out gradually and continuously, this method is considered effective, especially if it is used in face-to- face learning.

This method is similar to the cooperative learning method or group discussion. It's just that in the group discussion method, ideas or opinions from one person can be responded to (supported, supplemented, reduced, or not agreed) by other participants. Meanwhile, in the Brainstorming Technique, one person's opinions or ideas are not responded to. This means that there is no right or wrong justification in the assessment only accommodated by the teacher.

In face-to-face learning this method is very effective when carried out in learning to speak, especially to increase students' self-confidence. However, when this method is used during distance learning, it can still be said to be good even though its is not significant because many obstacles are found, this can be shown by the addition of students in collecting video speaking assignments. Initially, only 18 people became 21 people, this means that students began to dare to speak in their videos after the method was carried out as well as motivation at the next meeting by the teacher. Although there are still around 15 people who have not submitted their assignments, the teacher conduct a speaking assessment directly at school.

After knowing how the process of learning English skills, the factors causing the decline, efforts to control and increase the quality of self-confidence as well as the advantages and disadvantages of the Brainstorming Technique used in class X IPS 4 in the implementation of online learning, it is still found that there are enough problems that are the main things that are difficult for students to increase confidence. himself in speaking skills also found several attitudes that were felt to be not optimal and could be the cause of learning failure, namely:

1. First, learning is currently still being done online, not face-to-face learning, of course, it is difficult for teachers and students to be active in online classes because other obstacles can occur such as signal interference or errors from the application, of course, this create wasting time. This results in a less reciprocal process between students and teachers.
2. Second, the teacher provides students with inadequate provisions on how much understanding the instructions and the factors that support the of the methods used are, because learning for the new school year has only been running for about 2 to 3 meetings. So that students are less than optimal in following a series of learning steps. But usually, this is quite effective if you have entered several meetings, especially in speaking skills.
3. Third, students who get results from the application of Brainstorming techniques are still minimal because the allocation of hours for learning the application is not appropriate, and it seems that students still do not prioritize sensitivity. Needs to be improved so that the results are even.
4. Fourth, the students' self-confidence is not necessarily influenced by the lack of motivation given by the teacher.

CONCLUSION

Based on the results of the research and discussion in this study, it can be concluded in general that the Brainstorming technique is considered capable of increasing students' confidence in English speaking skills in class X IPS 4 SMAN 4 Kota Serang in the 2021/2022 school year. Although the effect is not significant when used in distance learning. This can be proven based on the results of research conducted in non-test with the informants. Brainstorming can be used both as a teaching technique and as a teaching strategy. It is very useful for students to develop their reasoning skills, creative problem-solving skills, fluency in English language, self-motivation, self-confidence, etc.

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