

**THE IMPLEMENTATION OF BRAINSTORMING IN
TEACHING ENGLISH AT THE FIRST YEAR OF
SENIOR HIGH SCHOOL 12 PEKANBARU**



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1432 H/2011 M**

**THE IMPLEMENTATION OF BRAINSTORMING IN
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A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitles “*The Implementation of Brainstorming in Teaching English at the First Year of Senior High School 12 Pekanbaru*” written by Amidianti, NIM. 10414024341. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at the Education and Teacher Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Riau, to fulfill a requirement for getting undergraduate degree (S.Pd.) in English education.

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ABSTRACT

Amidianti (2011) : “The Implementation of Brainstorming in Teaching English at the First Year of Senior High School 12 Pekanbaru”

The research’s purpose is to explain and describe the implementation of brainstorming in teaching English at the First Year of Senior High School level. This research was held at the First Year of Senior High School 12 Pekanbaru. There were three English teachers who had participated as the informants. To collect the data from the informants, the researcher used the technique of interview and observation. Instrument of interview was used to collect detailed qualitative data expressed in the respondent’s own words in order to describe the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru. Then, instrument of observation was used to crosscheck the interview result. Both instruments obtained the data in the form of verbal or non-numerical (qualitative data). The obtained data from the observation and interviews had analyzed by interpretive techniques.

The result of this research showed that the activities of English teachers in the implementation of brainstorming at the First Year of Senior High School 12 Pekanbaru were varies. However, the researcher found and identified some common ways in the implementation of brainstorming. The ways were in the beginning, teachers explained the objective of brainstorming. Then, teachers used various activities to brainstorm students’ ideas (e.g. word map, making list of words, etc.). Commonly, teachers recorded students’ responses on the board. Teachers established a short time limit (e.g. 5-10 minutes). Teachers did not judge on students ideas in order to gain as many as students’ ideas. At the end, teachers announce the topic of the lesson.

Based on the result of this research, it is suggested for both teachers and students to pay much more attention to the ways of developing various brainstorming activities with the students. For English teachers of other schools who do not yet use brainstorming or use it only partially are suggested to try or expand its use.

ABSTRACT

The title of this research is “*The Implementation of Brainstorming in Teaching English at the First Year of Senior High School 12 Pekanbaru*”. The research’s purpose is to explain and describe the implementation of brainstorming in teaching English at the First Year of Senior High School level. This research was held at the First Year of Senior High School 12 Pekanbaru. There were three English teachers who had participated as the informants. To collect the data from the informants, the researcher used the technique of interview and observation. Instrument of interview was used to collect detailed qualitative data expressed in the respondent’s own words in order to describe the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru. Then, instrument of observation was used to crosscheck the interview result. Both instruments obtained the data in the form of verbal or non-numerical (qualitative data). The obtained data from the observation and interviews had analyzed by interpretive techniques.

The result of this research showed that the activities of English teachers in the implementation of brainstorming at the First Year of Senior High School 12 Pekanbaru were varies. However, the researcher found and identified some common ways in the implementation of brainstorming. The ways were in the beginning, teachers explain the objective of brainstorming. Then, teachers use various activities to brainstorm students’ ideas (e.g. word map, making list of words, etc.). Commonly, teachers records students’ responses on the board. Teachers establish a short time limit (e.g. 5-10 minutes). Teachers did not judge on students ideas in order to gain as many as students’ ideas. At the end, teachers announce the topic of the lesson.

Based on the result of this research, it is suggested for both teachers and students to pay much more attention to the ways of developing various brainstorming activities with the students. And, for English teachers of other schools who do not yet use brainstorming or use it only a little are suggested to give a try or expand its use.

ABSTRAK

Amidianti (2011) : "Implementasi Brainstorming dalam Pengajaran Bahasa Inggris pada Tahun Pertama di SMA 12 Pekanbaru"

Tujuan penelitian adalah untuk menjelaskan dan menggambarkan pelaksanaan brainstorming dalam mengajar bahasa Inggris di Tahun Pertama tingkat SLTA. Penelitian ini diadakan pada tahun pertama di SMA 12 Pekanbaru. Tiga orang guru bahasa Inggris telah berpartisipasi sebagai informan. Untuk mengumpulkan data dari informan tersebut, peneliti menggunakan teknik wawancara dan observasi. Instrumen wawancara digunakan untuk mengumpulkan data kualitatif yang rinci yang dinyatakan berupa kata-kata sendiri dari responden dalam rangka untuk menggambarkan pelaksanaan brainstorming dalam mengajar bahasa Inggris di tahun pertama SMA 12 Pekanbaru. Kemudian, instrumen observasi digunakan untuk meng-“crosscheck” hasil wawancara. Kedua instrumen digunakan untuk memperoleh data yang berbentuk verbal atau non-numerik (data kualitatif). Data yang diperoleh dari pengamatan dan wawancara telah dianalisis dengan teknik interpretatif.

Hasil penelitian ini menunjukkan bahwa kegiatan brainstorming guru bahasa Inggris pada tahun pertama di SMA 12 Pekanbaru bervariasi. Namun, peneliti menemukan dan mengidentifikasi beberapa kegiatan umum dalam pelaksanaan brainstorming. Kegiatan awalnya adalah guru menjelaskan tujuan brainstorming. Kemudian, guru menggunakan beragam kegiatan untuk mengumpulkan ide-ide siswa (misalnya word map, membuat daftar kosakata, dll). Umumnya, guru mencatat jawaban atau respon siswa di papan tulis. Guru menetapkan batas waktu yang singkat yakni sekitar 5-10 menit. Guru tidak menilai ide-ide siswa untuk mendapatkan sebanyak ide-ide siswa. Pada akhirnya, guru mengumumkan topik pelajaran.

Berdasarkan hasil penelitian ini, disarankan untuk guru dan siswa untuk lebih banyak memberikan perhatian pada upaya mengembangkan kegiatan brainstorming dengan siswa. Dan, untuk guru bahasa Inggris dari sekolah lain yang belum menggunakan brainstorming atau menggunakannya hanya sedikit disarankan untuk mencoba atau memperluas penggunaannya.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Indonesia, English is taught as the first foreign language, and it is more in use than other popular foreign languages, such as Arabic, French, Japanese, Mandarin, or Chinese. The predomination of English over other languages happens because now it becomes unavoidable that companies and large businesses will need to employ people in Indonesia who can speak English. Besides that, English is now officially considered as an international language and is important to improve the nation's competitiveness in the global community¹. Therefore, more and more people in Indonesia are learning and using English.

Because of its importance, English has been a part of the national curriculum. It is a compulsory subject for the students of junior and senior high schools. According to the national curriculum, the main purpose of learning English is for communication. For that reason, English subject is taught to graduate students who are expected to be able to communicate in English at a certain level of literacy.

Learning English means learning different language skills: writing, speaking, listening, and reading. Thus, the teaching of English in the national

¹ Depdiknas, *SK dan KD Bahasa Inggris SMA/MA*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.308.

curriculum emphasizes the integration of listening, speaking, reading, and writing skills to meet the realistic needs of the country.

According to Bold², teaching produces learning. Then, learning can be defined as the cognitive process of acquiring skill or knowledge³. It means that English teachers are challenged to be able to make their students acquiring the language. In every meeting, most of the teachers usually provide the students with new topics to be learned. When the teachers teach something that the students already have knowledge about, the students may be bored and not enthusiastic to learn. It is because human beings naturally have desire to know new things. Therefore, it is important for teachers to provide their students with something new to be learned.

To do that, teacher should have strategies in introducing the new information. One of the strategies is to have students brainstorm on a new topic to generate concepts. It is because brainstorming is aimed at activating background knowledge in which students learn how to generate ideas. Without background knowledge -that is, without the vocabulary that comes with various experiences- there is no comprehension⁴. It means that brainstorming plays essential roles to facilitate students' comprehension on new topics.

² Cristine Bold, *Supporting Learning and Teaching*, (London: David Fulton Publishers, 2004), p.40

³ Antony Lewis, *Word Web 5.00: Word Net Database*, (Princeton: Princeton University, 2007)

⁴ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), p.15

In addition, by doing brainstorming, teachers can see to what extent their and their students think alike about the topic of the lesson⁵. In other words, brainstorming activity reviews what the students knew about a particular issue and to generate questions for further discussions. Because of its functions, brainstorming activity is often implemented in the beginning of the lesson.

On the preliminary study, the researcher found that English teachers were aware of the brainstorming roles and functions in introducing the lesson. However, not all teachers did brainstorming activity. Theoretically, most of the teachers often planned teaching activities that involve brainstorming activity to activate students' background knowledge in their lesson plan. But, practically, they did not do the activity.

Regarding with that, the researcher would like to describe the implementation of brainstorming in English classroom. Based on the phenomena above, the researcher was interested in conducting a research on describing the implementation of brainstorming in teaching English at the senior high school level in Pekanbaru. Thus, the title of this research is "The Implementation of Brainstorming in Teaching English at the First Year of Senior High School 12 Pekanbaru".

B. The Definition of the Term

⁵ Jack Umstatter, *English Brainstormers-Ready To Use Games And Activities* (San Francisco: John Wiley & Sons, Inc. 2002), p.218

1. Implementation

Lewis⁶ defines implementation as the act of accomplishing some aim or executing some order. In this research, the researcher studied about the act of accomplishing brainstorming in teaching English at senior high school level.

2. Brainstorming

Allman et al.⁷ define *brainstorming* as a technique used to generate a long list of diverse responses without making judgments about individual ideas. In this research, the researcher studied about teachers' technique in brainstorming when teaching English at senior high school level.

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, the researcher identified some problems that could be further discussed in this research. They are as follows:

- a. How is the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru?
- b. How often do the English teachers use brainstorming in introducing new lesson?

⁶ Antony Lewis, *Word Web*, (Princeton: Princeton University, 2006)

⁷ Barbara Allman, Sara Freeman, Jeffrey Owen, Sally Palow, and Vicky Shiotsu, *Skills for Successful Teaching*, (New York: McGraw-Hill Children's Publishing, 2002) p.22

- c. Why do the English teachers use brainstorming in their lesson?
- d. What kind of brainstorming activities do the English teachers do in teaching English?

2. The Limitation of the Problem

To make this research become possible to do, the researcher need to limit the above problems. The problem of this research was concerned with the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru.

3. The Formulation of the Problem

Regarding the limitation of the problem, the problem of this research was formulated into the following research question: “How is the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru?”

D. The Reason for Choosing the Title

1. The title is appropriate for the researcher who studies English in Department of English Education.
2. In relation to the time, cost, ability, and energy of the researcher, the title is possibly done by the researcher.

3. As long as the researcher is concerned, another researcher in State Islamic University of Sultan Syarif Kasim Riau had never studied the title.

E. The Objective and the Significance of the Research

In relation to the above research question, the purpose of this research is to find out the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru. The message that is intended after doing this research is to increase the researcher's knowledge of English and share experiences in researching on steps of brainstorming in English language teaching. Besides that, this research was expected to give valuable information for English teachers about brainstorming as their technique used to generate a long list of diverse responses without making judgments about students' ideas.

F. The Organization of Writing

This thesis contains five chapters in which each chapter is developed by using the following organization of writing.

Chapter I Introduction: Background of the Problem, Definition of the Term, Problem, Reason for Choosing the Title, Objective and the Significance of the Research, and Organization of Writing.

Chapter II Literature Review: Theoretical Framework, Relevant Research, and Operational Concept.

Chapter III Research Method: Research Design, Time and Location of the Research, Subject and Object of the Research, Population and Sample of the Research, Technique of Collecting the Data, and Technique of Data Analysis.

Chapter IV Presentation of the Data Analysis: Description of Data, Data Presentation, and Data Analysis

Chapter V Conclusion and Suggestion: Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Teaching English

English language teaching (ELT) is a widely-used teacher-centred term for teaching English. English language teaching provides students to learn different language skills: listening, speaking, reading, and writing. Some experts have described and provided key principles for teaching listening, speaking, reading, and writing. Helgesen¹, for example, identifies five principles for teaching listening. First, expose students to different ways of processing information: bottom up vs. bottom down. Second, expose students to different types of listening. Third, teach a variety of tasks. Fourth, consider text, difficulty, and authenticity. And the last, teach listening strategies.

Then, Bailey² identifies five principles for teaching speaking. First, be aware of the differences between second language and foreign language learning contexts. Second, give students practice with both fluency and accuracy. Third, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Fourth, plan speaking tasks that

¹ Marc Helgesen, Listening. In D. Nunan (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003) p.24-46

² Kathleen M. Bailey, Speaking. In D. Nunan (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003) p.47-66

involve negotiation for meaning. And the fifth, design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Next, Anderson³ identifies eight principles for teaching reading. First, exploit the reader's background knowledge. Second, build a strong vocabulary base. Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, encourage readers to transform strategies into skills. Seventh, build assessment and evaluation into your teaching. And the eighth, strive for continuous improvement as a reading teacher.

Another expert, Sokolik⁴ identifies four principles for teaching writing. First, understand your students' reasons for writing. Second, provide many opportunities for students to write. Third, make feedback helpful and meaningful. The last but not least, clarify for yourself, and for your students, how their writing will be evaluated.

Those teaching principles support that the teaching of English should be made more practical and language-oriented. It means English is to be taught as language of comprehension rather than as literary language.

2. English Language Teaching in Senior High School

³ Neil Anderson, Reading. In D. Nunan (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003) p.67-86

⁴ Maggie Sokolik, Writing. In D. Nunan (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003) p.87-108

English subject at senior high school is directed to develop the four language skills so that graduates are able to communicate and discourse in the English language at a certain level of literacy. Level of literacy includes a performative, functional, informational, and epistemic⁵. On the performative level, people are able to read, write, listen, and speak with symbols that are used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level of people able to express their knowledge into the target language.

According to Depdiknas⁶, The goal of English language teaching at senior high school is that learners can achieve the level of informational as they prepared to continue their education into college. Epistemic literacy level considered too high to be achieved by senior high school learners in Indonesia because English serves as a foreign language.

As mentioned in *SK dan KD Bahasa Inggris SMA/MA*⁷, English Subject at senior high school intended that learners have the following capabilities.

1. Developing competency to communicate in oral and written form to achieve the level of informational literacy

⁵ Depdiknas, *SK dan KD Bahasa Inggris SMA/MA*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.309.

⁶ Ibid, p.309

⁷ Ibid, p.311

2. Having awareness of the nature and importance of English to improve the competitiveness of nations in a global society
3. Learners develop an understanding of the interrelationships between the language of the culture.

Then, according to Depdiknas⁸, the scopes of English subject at SMA/MA include:

1. ability in discourse, namely the ability to understand and / or produce spoken text and / or write realized in the four language skills, namely listening, speaking, reading and writing in an integrated manner to achieve the level of informational literacy;
2. ability to understand and create a variety of functional texts as well as essays and short monologue form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Gradient materials appear in the use of vocabulary, grammar, rhetoric and measures;
3. supporting competencies, namely linguistic competence (using the grammar and vocabulary, grammar sounds, grammar written), sociocultural competence (using the phrase and follow-language acceptable in various contexts of communication), the competence strategy (to overcome problems that arise in the communication process in

⁸ Depdiknas, *SK dan KD Bahasa Inggris SMA/MA*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.311

various ways in order to keep communications in progress), and forming discourse competence (using the tools of discourse-forming).

Many factors could support English teaching that aimed for language of comprehension rather than as literary language. One of them is by doing brainstorming in every lesson. In every teaching and learning process, it is necessary for teachers to do brainstorming as activity to stimulate students' prior knowledge on the topic of the lesson. When the students could combine their prior knowledge with the new information, their language comprehension will be better.

3. Brainstorming

Many experts give definition of brainstorming. Cullen⁹, for example, defines brainstorming as an activity used to generate ideas in small groups. In addition, Allman¹⁰ defines brainstorming as a technique used to generate a long list of diverse responses without making judgments about individual ideas. She then explains that brainstorming is a technique used in many different situations that call for a “storm” of ideas. It is important that students learn how to generate ideas without prejudgment. The object is to go back

⁹ Brian Cullen, *Brainstorming Before Speaking Tasks*, (The Internet TESL Journal, Vol. IV, No. 7, July 1998) p.1

¹⁰ Barbara Allman, *Skills for Successful Teaching*, (United States: McGraw-Hill Children's Publishing, 2000.) p.22

later and eliminate ideas that are not feasible. Anytime you use brainstorming, remind students to go for quantity, creativity, and ingenuity.

In addition, Claxton¹¹ says brainstorming is a process of listing as many ideas that an individual or group can think of on a topic. Then, she adds that brainstorming is a quick respond-and-record exercise without judgment or discussion.

From the experts' definitions above, the researcher concludes that brainstorming is as a technique that can be used by the teacher to build their students' prior knowledge based on their own ideas about the topic that will be discussed on the learning process. In brainstorming, there does not need the rights or wrong ideas; it is only to recall students experiences about the topic.

In the language classroom, brainstorming is also used in teaching specific skills. According to Wray¹², brainstorming is one of the ways to plan a piece of writing. Activities such as free-association and word-mapping are often included as part of the pre-writing or warm-up phase¹³. Related to that, Hedgcock and Ferris¹⁴ write that brainstorm is a process of several discussion questions or free writing prompts that could help students recall relevant

¹¹ Nancy Claxton, *Using Deliberative Techniques in the English as a Foreign Language Classroom; A Manual for Teachers of Advanced Level Students*, (New York: International Debate Education Association, 2008.) p.171

¹² David Wray, *Developing primary teaching skills*, (New York: Routledge, 2002.) p.37

¹³ Richards, J.C., *The Language Teaching Matrix*, (Cambridge: Cambridge University Press, 1990) p.112.

¹⁴ Hedgcock, John S. and Ferris, Dana R. *Teaching Readers of English Students, Texts, and Contexts*. (New York: Routledge, 2009), p.194

experiences. Furthermore, Crawford et al.¹⁵ states that the rule of brainstorming is to think of many ideas, think of different ideas, and to suspend judgment until students have produced many different ideas.

Some educators give statements about the goal of brainstorming. According to Nancy Polette¹⁶, the goal of brainstorming is to produce many responses, through:

- a. Accept all responses.
- b. With hold praise or judgment of any single response given.
- c. Provide an accepting atmosphere.
- d. Responses related to the ideas of others are encouraged.
- e. The aim is for quantity. Not all responses will be of high quality.

Lenski and Lewis¹⁷ argue that brainstorming ideas in small groups is a valuable activity for developing innovative thinking. Furthermore, Cullen¹⁸ stated that the purpose of brainstorming is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for

¹⁵ Alan Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom.*, (New York: The International Debate Education Association, 2005), p.29

¹⁶ Nancy Polette, *Teaching Thinking Skills with Fairy Tales and Fantasy*, (London: Teacher Ideas Press, 2005) p.22

¹⁷ Lenski, Susan and Lewis, Jill. *Reading Success for Struggling Adolescent Learners*, (New York: The Guilford Press, 2008) p.334

¹⁸ Brian Cullen, *Brainstorming Before Speaking Tasks*, (The Internet TESL Journal, Vol. IV, No. 7, July 1998) p.8

more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas.

A brainstorming session might be helpful, though, to suggest ideas that might fit under the theme or title of the study¹⁹. Then, Crawford et al.²⁰ state that brainstorming can help “open students’ minds” so they can think of ideas that might not normally have occurred to them. Not all of the ideas they arrive at will be equally useful, but in thinking of many different ideas, they may discover some valuable ideas among the less important ones. Students who practice brainstorming often may become more prolific and less rigid thinkers. In addition, Carrasquillo et al.²¹ say that brainstorming process will open the students to the possibility of discovering new ideas.

Based on the above ideas, it could be summarized that there are several goals of brainstorming. Brainstorming activity is used to get several responses from the students about their ideas. Besides that, brainstorming is the process that teachers need to get lots of ideas, to get good ideas. Final aim of brainstorming process is to open the students to the possibility of discovering new ideas. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple

¹⁹ Madlon T. Laster, *Teach the Way the Brain Learns Curriculum Themes Build Neuron Networks*. (New York: Rowman & Littlefield Education, 2009) p.12

²⁰ Alan Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom.*, (New York: The International Debate Education Association, 2005), p.29

²¹ Angela Carrasquillo et al., *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*, (Canada: Multilingual Matters Ltd., 2004) p.57

brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.

4. Procedures of Brainstorming

Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and used with any chosen topic. There are some procedures of brainstorming that can be implemented in teaching English. Barbara Allman et al.,²² explain the procedures for brainstorming activity as follows:

- a. Explain the objective of brainstorming.
- b. Establish a short time limit (2 minutes).
- c. Tell students to proceed as follows:
 1. Call out their immediate responses.
 2. Say anything that comes to mind.
 3. Steps to Take
 4. Generate as many responses as possible.
 5. Avoid judging the quality of responses.
 6. Be creative—the more extraordinary the better.
- d. Remind students that there are no correct or incorrect responses.
- e. Announce the topic.

²² Barbara Allman, *Skills for Successful Teaching*, (United States: McGraw-Hill Children's Publishing, 2000.) p.22

- f. Record all responses on the chalkboard.
- g. When the time is up, stop!

Besides that, Margaret Searle²³ designs brainstorming activity as follows:

- a. Have the class generate a list of important ideas for the familiar topic.
- b. Write them on sticky notes and place them in the left column.
- c. Write only helpful traits that link to the new topic.

Furthermore, Crawford et al.²⁴ explain about some steps of brainstorming as follows:

- a. Step 1: Introduce brainstorming to the whole class first.
- b. Step 2: Introduce the topic or problem very clearly.
- c. Step 3: Give students a time limit to solve the problem.
- d. Step 4: Encourage them to share any idea, no matter how odd, that is related to the problem. Remind them not to criticize each other's ideas in any way. Encourage them to build on each other's ideas. Do not stay on any one idea for too long.
- e. Step 5: Write down their ideas as they offer them
- f. Step 6: Later, have students brainstorm individually or in pairs.

Brainstorming is always taken in the beginning of a lesson. Klingner et al.²⁵, suggest that in the beginning of teaching, brainstorming what students

²³ Margaret Searle, *(What Every School Leader Needs to Know about RTI.)* USA: ASCD, 2010.), p.12.

²⁴ Alan Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom.*, (New York: The International Debate Education Association, 2005), p.29

already know and predicting what they think they will learn. Students also earn points if they mention any strategy from the four following areas: looking at headings or subheadings; looking at words that are italicized, bolded, or underlined; looking at pictures, tables, or graphs; and describing a strategy but not employing it.

Wray²⁶ gives example of activities that involve brainstorming when teaching English. He explains that one teacher introduced her class of 9 years old to the idea of topic webs. They began with the topic for writing in the centre and then brainstormed connected ideas which were added to the web. This teacher taught her children that ‘Ideas are like butterflies; if you don’t catch them quickly and write them down, they soon flutter away.’

In addition, Cullen²⁷ gives more various examples of how to do brainstorming as follows:

a. Simple Word Lists

1. List words to describe people's appearance.
2. List all the items you need for a party.
3. Make a list of house furniture.

b. Lists Based on a Principle

1. Write down a food that begins with each letter of the alphabet.

²⁵ Janette K. Klingner, et al., *Teaching Reading Comprehension to students with Learning Difficulties*, (New York: The Guilford Press, 2007) p.45

²⁶ David Wray, *Developing primary teaching skills*, (New York: Routledge, 2002.) p.37

²⁷ Brian Cullen, *Brainstorming Before Speaking Tasks*, (The Internet TESL Journal, Vol. IV, No. 7, July 1998) p.1-9

2. Make a list of animals starting with the smallest animal and getting bigger

c. Finding Alternatives for a Blank in a Sentence

1. The man got off his _____ and walked away. (answers could include: horse/bicycle/letter/backside)

2. Peter lived in a _____ (answers could include: caravan/house/fantasy world/apartment)

3. I don't like her because she is _____ (answers could include: too talkative/the teacher's pet/boring)

d. Brainstorming on a Picture

Pictures are a rich source of inspiration for brainstorming. Strange events evoke the biggest variety of responses. Most students will let their imagination roam if the pictures are strange enough. Use pictures from the textbook, magazines or other sources.

1. What are these people doing?

2. List the objects in the picture.

3. What is this man thinking about?

4. Write four words to describe this person.

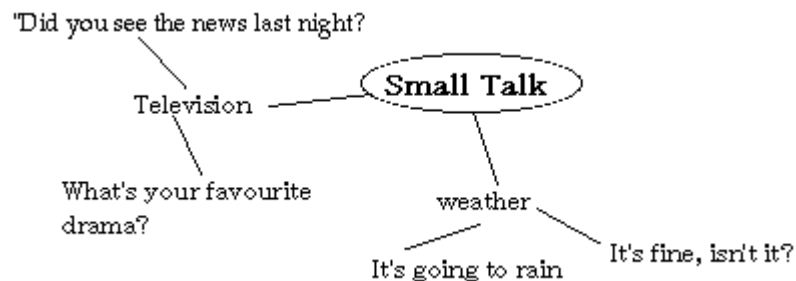
e. Brainstorming Using a Song

Songs are wonderful for reducing nervousness. They seem to be particularly effective in whole-class brainstorming when the teacher is

writing the ideas on the board. Play a song for the class and ask questions like the following.

1. How does the singer feel?
 2. What do you think the singer looks like?
 3. Suggest titles for this song.
 4. When do you think that this song was written?
- f. Word-mapping or Phrase-mapping Around a Central Theme

Write a word or phrase in the center of a page. All the other words or phrases should link off this in a logical manner. Word-mapping can be useful for establishing groups of similar things, for example animals or food. Phrase-mapping can be useful for developing topics or functions.



- g. Changing One Word in a Sentence Each Time

Each word must be changed, but each sentence must have a meaning. This can be useful to show the students the role of each word in a sentence prior to a substitution drill or other activities. It can be a fun activity to do on the blackboard.

Example:

1. Peter played flute in the orchestra.
2. Peter played flute in the park.
3. John played flute in the park.
4. John played soccer in the park.
5. John watched soccer in the park.
6. John watched soccer near the park.
7. John watched soccer near a park.

Variations: add one word, take away one word.

h. Listing Different Ways of Expressing a Particular Language Function

Example : Ask Someone to Move his Chair.

1. Please move your chair.
2. I'd appreciate if you could move your chair.
3. Get your chair out of my way.

i. Prediction

Guess what the speaker will say next. This can be used in conjunction with dialogues in textbooks. It is a powerful technique to encourage students to take a risk. If the dialogue is recorded, stop the tape and ask the students to predict what the speaker will say.

j. Free Association

This is best done orally and can be a lot of fun. One student gives a word in your chosen topic and asks another student to say the first word that she thinks of. The second student continues to make associations. The

first student simply repeats the word in each case. After making about 10 associations, the first student should try to work backwards from the last association to the original word.

Example :

A : apple

B : red

A : red

B : rose

and so on.

Variation: Free association in pairs or in groups. Students make the associations from the previous student's word.

k. Group Storytelling

Students work in groups and take turns adding to a story, either spoken or written. It is usually better to give the first line of the story.

Example :

John was late for school because

Student A : He missed the train

Student B : And there wasn't another for 20 minutes

Student C : So he went to a game center

Student D : But he lost his wallet

If the students are writing, it is interesting to write several stories at the same time.

Based on the theories above, the researcher makes conclusion that, brainstorming is a very useful activity that can be easily introduced into language classes. It is a fun activity which students enjoy and well worth trying out in English classes. In particular, brainstorming is a useful activity for warm-up in conversation classes.

B. The Relevant Research

Some researchers have done several researches on the topic of brainstorming. The researches were as follows:

Rao²⁸ did a study that investigated the effects of training in brainstorming strategy on learners' performance and perceptions about writing. The learners who received instruction in brainstorming were two complete classes of sophomores in a Chinese university. Writing performance, at the beginning and end of the study, was assessed and compared with a third group that did not learn brainstorming

²⁸ Zhenhui Rao, *Training in Brainstorming and Developing Writing Skills*. (ELT Journal, Volume 61, Issue2, 2007), p. 100-106

strategy but completed the same pre- and post-study task. He found that explicit instruction of brainstorming strategy had a measurable influence on a writing performance. The attitudinal survey also indicated that the students felt positive about the brainstorming strategy. He suggested that EFL teachers in universities or colleges should move from a product-based approach to a process-focused approach in their teaching of writing as the latter may contribute towards activating students' thinking and creating ideas for a writing task.

Voon²⁹ investigated the effects of brainstorming and role playing as pre-writing strategies on the content of students' writing assignments. Her work started from the premise that pre-writing strategies are vital for the generation of ideas from which to write about and scaffold upon and they are fundamental to the development of competence writing skills. The investigation begins with the teaching and observations of a group of 33 students over four weeks. The study employs a single group pre-test-post-test design. Over the data collection period, seven essays were collected from each student. Pre-test and post tests marks were taken after each treatment for comparison and analysis. Only the content marks of these essays were taken into account to ascertain if the pre writing strategies affect the content of their essays. The marks from the post-tests and the content analysis showed that there were positive developmental changes in the content of the argumentative essay written. Students wrote more and their arguments were

²⁹ Huey Fen Voon, *The Use of Brainstorming and Role Playing as a Pre-writing Strategy*, (The International Journal of Learning, , Volume 17, Issue 3), p.537-558.

more convincing after the treatments as compared to the pre-test. Interviews were carried out with the subjects for comments and feedbacks on both the pre-writing strategies. She found that all the students agree that the pre-writing strategies helped them in the generation of ideas and supporting points and examples, thus they wrote more. Interestingly, role playing has made an impact on the students' perception of real issues convincing us that the potential of role playing has yet to be fathomed.

Sri³⁰ investigated the effectiveness of brainstorming technique in teaching speaking and the strengths and the weaknesses of brainstorming technique. Her study was assumed that the students who were experienced brainstorming technique would be better on their achievement in speaking skill compared to the students who were experienced the conventional model of teaching. The population of her study was the third grade students of junior high school of SLTP Negeri 15 Bandung, and the samples were two classes, 3-A as an experimental group and 3-B as a control group. In this study, pre-test and post-test were conducted to experimental and control groups. Pre-test was employed to find out the students score before the treatment was given. Whereas, post-test was employed to find out the score after the treatment was given. In addition, the questionnaire was also conducted to the experimental group in order to find out the strength and weaknesses of brainstorming technique in teaching speaking. The

³⁰ Sri Latifah, *The Effectiveness Of Brainstorming Technique In Improving Students Speaking Achievement (an Experimental Study At SLTP Negeri 15 Bandung)*, (Unpublished thesis, retrieved from <http://digilib.upi.edu/pasca/available/etd-1123105-123900/>)

result of pre-test and post-test were analyzed by using t-test from the SPSS 12.00 version in order to compare the means of both groups, while the result of questionnaire was analyzed by using percentage.

Bradley³¹ did an action research project explored the effects of brainstorming techniques on students' perceptions of their writing performance. A class of eleven students were given instruction in two specific brainstorming techniques prior to the completion of a writing task in a normal class setting. The students were then given an attitudinal survey asking how useful and effective they found each technique to be. They were also asked to give feedback on how the techniques could be improved. His research outlined the two brainstorming techniques used in the classroom as well as the feedback methods used to record student perceptions. The data collected from the surveys demonstrates that students felt the techniques studied were both useful and effective in preparing them for their writing tasks. He suggested that these techniques could be used to compliment the product-based approach to the teaching of academic writing at CET.

Then the recently, Ibnian³² did a study aimed at investigating the effect of using the brainstorming technique on developing first secondary grade students' essay writing skills in EFL. His study attempted to answer the following

³¹ Bradley Christmas, *The Role of Brainstorming in Improving Student Writing Performance in the EFL Classroom*, (Unpublished thesis, retrieved from <http://sydney.edu.au/cet/docs/research/The%20Role%20of%20Brainstorming%20in%20Improving%20Students%20Writing.pdf>)

³² Salem Saleh Khalaf Ibnian, *Brainstorming and Essay Writing in EFL Class*, (Theory and Practice in Language Studies, Vol 1, No 3, 2011), p.263-272

questions: 1- What are the essay writing skills needed for first secondary grade students in EFL? 2- What is the effect of using the brainstorming technique on developing first secondary grade students' essay writing skills in EFL? Tools of his study included a checklist to identify the essay writing skills needed for first secondary grade students in EFL as well as a pre- post essay writing test and its scoring scale. Results revealed the effect of using the brainstorming technique on developing first secondary grade students' essay writing skills in EFL.

Even though there have been some studies done, the researcher considered that more studies need to be conducted especially on describing the implementation of brainstorming in teaching English. In this case, the researcher had different purposes of the study with the above researchers.

C. The Operational Concept

Brainstorming is a very useful activity that can be easily introduced into language classes. Brainstorming is an ideal warm-up activity because it takes little time. Based on the above theories, the researcher concluded the ways that indicate teachers implement brainstorming as follows:

1. Explain the objective of brainstorming.
2. Establish a short time limit.
3. Avoid making judgment about students' ideas.
4. Record all responses on the whiteboard.
5. Announce the topic of the lesson.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The research was conducted through descriptive qualitative. The researcher tried to explain and describe the implementation of brainstorming in teaching English. Gay and Airisian¹ state:

Descriptive research is called survey research collect numerical data to answer questions about the current status of the subject of study. Most descriptive studies obtain information about the preferences, attitudes, practices, concerns, or interests of some group. Then, data are collected through self-administered instruments or telephone pools.

Furthermore, Gay and Airisian² add that a descriptive study determines and describes the way things are. It is concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures. In this research, the researcher collected the data or information through self-administered instruments from informants.

B. The Time and Location of the Research

According to Maleong³ the best way to decide the location or the social situation of the research is done by considering the substantive theory, geography

¹ L.R. Gay and Peter Airisian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Merrill Publishing Company, 2000), p.27

² Ibid. p.275

³ J. Lexy Maleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 1998) p.86

limitation and efficiency such as time, cost and energy. For that reasons, this research has been conducted in Senior High School 12 Pekanbaru. It was conducted for two months June and July 2011.

C. The Subject and Object of the Research

The subject of this research is the all of English teachers at the first year of Senior High School 12 Pekanbaru. There are three English teachers who teach English at the first year of the school. The object of this research is the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru.

D. The Population and Sample of the Research

In descriptive research, the sample of the research is called as informants. Informants are people who have information, understanding and time in giving the needed data. Gay and Airisian⁴ state that the selected research participants must be (1) able to provide the desired information sought and (2) willing to provide it to the researcher.

In summary, the researcher took the people, who provide the needed information; they are the English teachers at the first year of Senior High School 12 Pekanbaru.

⁴ L.R. Gay and Peter Airisian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Merrill Publishing Company, 2000), p.117

E. The Technique of Collecting the Data

Some techniques had been used to gather the data of this qualitative research. In this research, the researcher collected the data through:

1. Interview

According to Burton and Barlet⁵, one of the strengths of interview as a means of data collection is the interviewer can collect detailed qualitative data expressed in the respondent's own words. The aim of interview is to collect the data on how is the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru from teachers own words. For that reason, the researcher decided to use interview.

2. Observation

The researcher observed the English teachers at the first year of Senior High School 12 Pekanbaru related to the process of implementation of brainstorming in teaching English.

F. The Technique of Data Analysis

⁵ Burton, Diana and Bartlett, Steve. *Practitioner Research for Teachers*. (Great Britain: Athenaem Press, 2005) p. 126

Qualitative data means that the data is presented in the form of verbal or non-numerical. In this research, as mentioned before, the data was collected through observation and interviews. The data from the observation and interviews were analyzed through interpretive techniques in order to explain the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru. For analyzing and interpreting qualitative data, Khosy⁶ suggest three concurrent flows of activity:

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the written up field notes or transcriptions. The researcher was continually engaged in data reduction throughout the enquiry until the conclusions are presented.

b. Data display

Data displays can include different types of graphs, charts and networks. The purpose is to make organized information into an immediately available, accessible, compact form so that the analyst can see what is happening and either draw conclusions or move on to the next step of analysis which the display suggests to be useful.

c. Conclusion drawing/verification

From the start, the researcher tried to decide what things mean and to note regularities, patterns and explanations. The researcher held these

⁶ Valsa Khosy. *Action Research for Improving Practice*. (Great Britain: Cromwell Press, 2005), p.113

conclusions lightly, maintaining skepticism until they are more explicit and grounded. Although final conclusions appeared only when the analysis is over, the researcher also drew conclusions as the project progresses.

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of this research was collected to explain the implementation of brainstorming in teaching English at the first year of senior high school 12 Pekanbaru. The data were classified into two parts, which were taken from the techniques of interview and observation. Both data were in the form of verbal or non-numerical data.

B. The Data Presentation

1. Data of Interview

There were three English teachers who taught English subject for the first year students. The researcher interviewed the three teachers at different place and time. The interview was conducted after teaching and learning process in informal way. The data of interview are presented on page 32 – 36.

2. Data of Observation

To support the data collected by interviewed, the researcher observed the interviewee activities in brainstorming. In other words, observation was done to crosscheck the interview result. The data of observation is presented on page 37 – 39.

The Presentation of Interview Data

a. Teacher A

Teacher A gave a good response when the researcher proposed a time for interview. He was the first informant to gain the research data on the implementation of brainstorming in teaching English. According to the first informant, brainstorming was as follows:

Brainstorming is a very useful activity to introduce the topic of the lesson. Or.., it is also called warm-up activity.

Some teachers do and some teachers do not do brainstorming. However, the first informant stated that he applied brainstorming in teaching English. He stated that:

Yes, I usually brainstorm with the students on the topic that new for the students. In my opinion, brainstorming is useful to collect ideas to be further discussed related to the lesson topic.

Regarding to the brainstorming activities that he usually does in brainstorming, he explained that:

I usually make a list of words related to the topic. Firstly, I explain the purpose of brainstorming. Then I ask some questions that I think my students already know about, then I write down their ideas on the board so that all students can see the ideas and give opportunity to the others to add another ideas. When a student gives response, I record his or her response on the board without directly correcting their grammar or

pronunciation if they make mistake. It is because brainstorming does not spend much time.

During brainstorming, he did not make judgments about his students' ideas. He gave opinion as follows:

I do not judge whether the students' ideas right or wrong. In my opinion, in brainstorming activity there is no right or wrong answers. It is just about giving opportunity to the students generate and express their ideas. So, there is no direct correction on the students' answers.

This first informant gave time limit for brainstorming activity. He stated that:

Yes. I usually spend 5 or 10 minutes for the brainstorming activity. It is because brainstorming just as a warming up activity.

b. Teacher B

Teacher B also gave a good response when the researcher proposed a time for interview. He was the second informant. The place and time of interviewing him was different with the first informant. Regarding with the brainstorming, the second informant gave opinion as follows:

Brainstorming is a technique in the pre-activity that I usually do. In brainstorming, teacher makes a list of students' ideas related to on a lesson topic.

The second informant said that he applied brainstorming in teaching English. His statement was as follows:

Yes I do. Brainstorming helps me to know the students background knowledge about the topic that I'm going to present.

The brainstorming activities that teacher B usually implement are as follows:

The most common activity that I do in brainstorming is by using word mapping. I start by telling my students about the objective of brainstorming on a topic. Then, I ask them questions about the topic. If the students' give responses, I record their responses by drawing words map. This activity is also called semantic mapping.

Teacher B did not make judgment on students' response during brainstorming activity. His reasons were as follows:

Oh, no. In my opinion, teacher does not need to judge students' ideas in order to make them enjoy to express their ideas. The purpose of brainstorming is to collect as many as students' ideas. I assume that no one will express their ideas if I correct their mistake directly. They will be shy I guess.

Teacher B established time limit for brainstorming activity. His response was as follows:

Yes. Because brainstorming just a warm-up activity. It is just around 5 to 10 minutes.

c. Teacher C

Teacher C was the last informant. He also gave a good response when the researcher proposed a time for interview. He gave opinion about brainstorming as follows:

In my opinion, brainstorming is activity for generating students' ideas about a topic.

He said that he uses brainstorming in teaching English. His response was as follows:

Yes. It is useful as a warming up activity.

Related to the activities he usually does in brainstorming, his response was as follows:

Many activities can be done in brainstorming. Choosing the appropriate activity depends on the topic to be presented and discussed. However, when brainstorming, I usually pay attention to the purpose of brainstorming, decide on time limits, record their response, and announce the real topic at the end of brainstorming activity.

Teacher C said that he did not make judgment on students' ideas. His reason was as follows:

No, I don't. in my opinion, students can feel more confident in expressing their ideas if teacher does not give correction on their ideas.

The Presentation of Observation Data

a. Teacher A

OBSERVATION CHECKLIST

School : SMA Negeri 12 Pekanbaru

Teacher's Name : A

Time : June 21 to 25, 2011

No	Indicators of brainstorming	Yes	No
1.	Explain the objective of brainstorming?	✓	
2.	Establish a short time limit (e.g. 5 minutes)?	✓	
3.	Avoid making judgment about students' ideas?	✓	
4.	Record all responses on the whiteboard?	✓	
5.	Announce the topic of the lesson?	✓	

The above table shows that teacher A did all indicators of brainstorming when he taught English. As can be seen from the table, firstly, the teacher explained the objective of the brainstorming. He told his students that the objective is to collect as many as response about the topic of the lesson. When his student gave response, he did not judge the response whether it was right or wrong. He just recorded the students' response. The

researcher observed that he spent approximately 10 minutes for brainstorming. At the end of brainstorming, he correlated the students' responses to the topic of the lesson. Then, told the topic to his students.

b. Teacher B

OBSERVATION CHECKLIST

School : SMA Negeri 12 Pekanbaru

Teacher's Name : B

Time : June 21 to 25, 2011

No	Indicators of brainstorming	Yes	No
1.	Explain the objective of brainstorming?	✓	
2.	Establish a short time limit (e.g. 5 minutes)?	✓	
3.	Avoid making judgment about students' ideas?	✓	
4.	Record all responses on the whiteboard?	✓	
5.	Announce the topic of the lesson?	✓	

The above table shows that teacher B also did all activities that indicated brainstorming when he taught English. In details, the teacher explained the objective of the brainstorming. He then established a short time limit. When his student gave response, he did not make judgments on the response. He wrote students' responses on the board. The researcher observed

that teacher B spent approximately 8 minutes for brainstorming. At the end of brainstorming, he correlated the responses to the topic and announced what the topic of the lesson is.

c. Teacher C

OBSERVATION CHECKLIST

School : SMA Negeri 12 Pekanbaru

Teacher's Name : C

Time : June 21 to 25, 2011

No	Indicators of brainstorming	Yes	No
1.	Explain the objective of brainstorming?	✓	
2.	Establish a short time limit (e.g. 5 minutes)?	✓	
3.	Avoid making judgment about students' ideas?	✓	
4.	Record all responses on the whiteboard?	✓	
5.	Announce the topic of the lesson?	✓	

Based on the above table, it can be seen that teacher C did all indicators of brainstorming. When he taught English, firstly, the teacher explained the objective of the brainstorming. He also established a short time

limit for brainstorming. The researcher observed that he spent approximately 10 minutes for brainstorming. He did not judge the students' responses. He just recorded the students' response on the whiteboard. Then, at the end of brainstorming activity, he told the topic to his students.

As conclusion, the results of observation matched with the interview results.

C. The Data Analysis

Based on the data presentation above, the researcher would like to analyze and interpret qualitative data in order to determine and describe the implementation of brainstorming in teaching English at the first year of senior high school 12 Pekanbaru.

In summary, after crosschecking the interview result by using observation technique, the researcher could interpret and made conclusion about the implementation of brainstorming in teaching English. Here was the implementation of brainstorming in teaching English at the first year of senior high school 12 Pekanbaru:

1. In the beginning, teachers explain the objective of brainstorming.
2. Then, teachers use various activities to brainstorm students' ideas (e.g. word map, making list of words, etc.). Commonly, teachers records students' responses on the board.
3. Teachers establish a short time limit (e.g. 5-10 minutes).

4. Teachers did not judge on students' ideas in order to gain as many as students' ideas.
5. At the end, teachers announce the topic of the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

As mentioned before, this research strived to answer, “How is the implementation of brainstorming in teaching English at the first year of Senior High School 12 Pekanbaru?” Based on the result of the research, the researcher concluded that all teachers at the first year of senior high school 12 Pekanbaru implemented brainstorming in teaching English. Their brainstorming activities generally were characterized by explaining the objective of brainstorming in the beginning of brainstorming activity. Then, teachers used various activities to brainstorm students’ ideas (e.g. word map, making list of words, etc.). Commonly, teachers recorded students’ responses on the board. During the activity, teachers did not judge students’ ideas in order to gain as many as students’ ideas. To do the activity, teachers established a short time limit. At the end, teachers announce the topic of the lesson.

B. The Suggestion

Regarding to the conclusion, there are some suggestions that need to be given attention as follows:

1. Brainstorming plays essential roles facilitating students’ comprehension on new topics. Therefore, both teachers and students need to pay much more

attention to the ways of developing various brainstorming activities with the students.

2. English teachers of other schools who do not yet use brainstorming or use it only a little are motivated and suggested to try its use.

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