

**INTEGRATING BRAINSTORMING STRATEGIES AND
PROBLEM-BASED LEARNING TO ENHANCE STUDENTS'
SPEAKING SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of English Language Education



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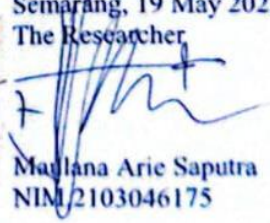
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ABSTRACT

Title : Integrating Brainstorming Strategies and Problem-Based Learning to Enhance Students' speaking Skills

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Common belief states that speaking is one of the skills used as a measure of students' academic progress in English. Difficulties in speaking English that students often face are psychological problems, language problems, and environmental problems. This study investigated the integration of Brainstorming Strategies and Problem-Based Learning (PBL) to enhance students' speaking skills and investigated the students' responses to the methods used among 19 ninth grade students at SMP Nurul Islami in learning narrative texts. It employed a qualitative method and a descriptive research design. Data were collected through classroom observations and interviews, then analyzed using three phase analysis process (data reduction, display, and conclusion drawing). The research findings indicate positive experiences and increased confidence and fluency reported by students, despite initial challenges in expressing ideas in English. The implementation involved five stages of PBL: orienting students to problems; organizing group learning; guiding problem-solving; presenting results; and analyzing/evaluating. Throughout these stages, brainstorming strategies were specifically applied to facilitate rapid idea generation for problem analysis, message identification from stories, and collaborative sharing of insights. Students generally showed positive responses and showed improvement in speaking practice, even though there were some challenges they faced. In conclusion, this integrated approach effectively enhanced speaking skills in narrative text learning. It is recommended that educators adopt this strategy, and future research explores its long-term impact across diverse contexts.

Keyword : *Brainstorming Strategies, English Learning, Problem-Based Learning, Speaking Skills.*

MOTTO

وَمَا الْحَيَاةُ الدُّنْيَا إِلَّا مَتَاعُ الْعُرُورِ

wa mal-ḥayâtud-dun-yâ illâ matâ‘ul-ghurûr

“Whereas the life of this world is no more than the delusion of enjoyment.”

(Q.S. Al-Hadid/57:20)

- - -

“If you are on the right path to Allah, run. If it's hard for you, just jog. If you are tired, walk. And if you can't, crawl, but never stop or turn around.” – Imam Syafi’i

- - -

"It's not about perfect. It's about effort." - Jillian Michaels

DEDICATION

In the name of Allah SWT, the Most Compassionate and Merciful. *Sholawat* and *salam* to Allah's beloved Muhammad SAW whose compassion is always poured out for his people until the end of time. Indeed, it is the blessing of Allah, the blessing of parents, and the concern of friends that make this thesis writing can be completed.

It is not enough to write their names on this thesis. I also dedicated this thesis to the campus that Allah has destined to be part of my life path, UIN Walisongo Semarang, especially the Faculty of education and teacher training, English Language Education Department.

Semarang, 10 June 2025
The Researcher

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Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research

can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 10 June 2025
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CHAPTER I

INTRODUCTION

This chapter provides the background of the research and describes the researcher's reasons for conducting this research. Then the statement of the research problem is formulated as well as the objectives of the research. It is followed by the significance of the research which informs the benefit of this research.

A. Background of The Study

In learning English as a foreign language, there are four basic skills that form the main foundation. These skills complement each other and allow us to communicate well in the language being studied. The four basic skills are listening skills, reading skills, writing skills, and speaking skills. Language skills are divided into 2 skills, namely language input skills and language output skills. Language input skills consist of listening and reading, while output language skills consist of speaking and writing. The ability to speak intuitively seems to be the most important. Oral communication is an important component of the English language arts curriculum and provides the foundation for the growth of reading, writing and listening skills (Penny Ur, 1996).

Speaking ability plays a crucial role in learning English. Conversation is not just about uttering words, but also involves complex processes that include linguistic, physical and socio-cultural aspects. Oral language is the main means of communication in the classroom. Through speaking, students can interact with classmates and teachers, convey lesson material, and improve their understanding of the English language. Speaking ability is not only an additional skill, but also an important component in the curriculum. Students need to master speaking skills in order to communicate fluently and effectively in everyday life. Speaking forces students to activate their knowledge of basics, grammar, intonation, and pronunciation. This helps strengthen understanding and mastery of the English language (Burns, 2019). Speaking in front of others strengthens self-confidence. Students who are proficient in speaking will be more confident in interacting with other people, both in formal and informal situations (Pete Baxter, 2023).

Speaking is one of the language skills that is very important for learning a language. Speaking ability shows that students can use language correctly. Many students who learn English in class are always passively involved. They usually stay quiet in class and don't ask the teacher anything even if they don't understand. What's worse, many teachers also don't care about their students' speaking

ability in English. They just need to come to class, teach, discuss the material, and sometimes give students homework, that's all.

Many English teachers complain that their students rarely use English in class. Students only want to answer the teacher's questions if they really have to answer those questions. They sometimes still make some mistakes in speaking activities. They prefer to follow oral repetition or dialogue models set by the teacher. Students lack of vocabulary in practice, they cannot say simple things in English.

Another opinion states that the reason for students low speaking skills is that students are given speaking assignments but it fails to motivate them to speak English. During speaking tasks, students engage in off-task behavior and revert to their native language. The assignment can actually provide a little opportunity for students to improve their English speaking skills independently or spontaneously, but sometimes there is anxiety on the part of students that makes them reluctant to take risks in using English, perhaps because they make some mistakes or lose face when speaking. When using English in front of their peers, learners feel unsure about their pronunciation and lack strategies to overcome gaps in their knowledge to keep the conversation moving (Norbert Pachler, 2014).

Most people consider that developing speaking skills is the most important component of learning a foreign language, and that proficiency in that language is determined by a person's ability to continue speaking that language (Nunan, 1991). Speaking is a difficult talent, therefore students must make extra effort to perfect it because learning is very necessary. Therefore, English teachers are expected to use more creativity in their lesson delivery, especially when it comes to the speaking section of the curriculum, which is considered particularly challenging to master as speaking is inherently more difficult to learn than listening comprehension. Students are expected to speak both their mother tongue and English in class. They also anticipate being able to ask questions in English. However, there are some students who do not participate enough in class. Even after using many techniques and resources to teach speaking, students proficiency remains poor because they worry about grammatical and pronunciation errors (Octarina, Rizal, & Zasrianita, 2021).

In this research, to improve students' speaking skills, researcher combined two learning approaches that are very popular among teachers in general. The two approaches are Brainstorming Strategies and Problem Based Learning (PBL). As we know, brainstorming is a strategy used to generate a number of ideas to solve a particular problem. This technique has been around for more than 70 years and is still used today to engage students in

solving various problems. According to Isaksen, brainstorming is a brief summary or summary of ideas as introduced by Osborn, presenting this famous group's approach to the next generation (Isaksen & Aerts, 2011). Brainstorming is a creative method that involves various efforts to reach conclusions and results by gathering ideas from team members spontaneously. Because of the diversity of individual ideas, students have the capacity to think more freely and spontaneously develop large numbers of new ideas. All ideas are noted and accepted without criticism, and after thinking about the different ideas, it is decided which ones are really necessary. Students have different levels of success. To find out why this happens, study the characteristics of students because they have different thoughts, interests and knowledge.

Brainstorming strategy was introduced by Alex Osborn in 1938. Alex Osborn was an American advertising company manager. He created the Brainstorming strategy because he was uncomfortable with conventional business. Brainstorming is the process of using the brain to gather ideas to solve problems, and the goal of a brainstorming session is to find creative solutions. By generating new ideas and solving problems in various fields, brainstorming strategies are one of the best ways to encourage creativity (Al-khatib, 2012).

Meanwhile, Problem Based Learning (PBL) is a learning method that is student-centered and focuses on problem solving.

In PBL, students face real-world problems and work together to find solutions (Sutrisna & Luh Putu Artini, 2020). The problem-based learning approach has a long history. They are one of many learning approaches that situate learning in meaningful tasks, such as case-based teaching and project-based learning. This approach argues for the importance of practical experience in learning. Problem-based learning (PBL) is part of the tradition of meaningful, experiential learning. In PBL, students learn by solving problems and reflecting on their experiences (Barrows, Howard S., 1980). PBL is very suitable for helping students become active learners because it places learning in real-world problems and makes students responsible for their learning. It has a dual emphasis on helping students develop strategies and build knowledge (Branch, 2004).

In English Language Learning, PBL introduces content in the context of complex problems that imitate real life. Students analyze problems, conduct research, and collaborate to find solutions. PBL is not only about the process, but also about understanding concepts and applying knowledge. The correlation between PBL and students' speaking skills is that this method can encourage students to talk and discuss actively in learning. They must convey ideas, debate, and present solutions. Research shows that students who engage in PBL have improvements in speaking skills (Othman & Shah, 2013).

Initial observation results show that there is a very low level of student awareness in learning English, especially speaking. They also complained of being bored and not enjoying the lessons in class. The first problem that arises is a lack of vocabulary and understanding of grammar, as well as a fear of speaking in class. Sometimes they have difficulty understanding what is being said because sometimes they are not given the opportunity to speak. However, there are also some of them who feel happy and enjoy it because they can hone their English language skills, regardless of pronunciation and grammar.

In English learning, combining Brainstorming Strategies and Problem Based Learning (PBL) can create a more interesting and effective learning experience. Let's explore how this combination can improve students' speaking skills. Brainstorming involves generating ideas creatively in a group or individually. Meanwhile, PBL focuses on solving real problems using English in the context of everyday life, the two can complement each other. Brainstorming is a strategy used to generate many ideas to solve a specific problem. In the context of language learning, brainstorming can help students generate creative ideas before speaking. Then in PBL, students face problems and work together to find solutions. Brainstorming and PBL can improve speaking skills because students have to talk and discuss actively during the problem solving process.

B. Research Questions

1. How is the integration of brainstorming strategies and problem-based learning to enhance students' speaking skills?
2. How are the students' responses in using brainstorming strategies and problem-based learning to enhance student speaking skill?

C. Research Objective

According to the research questions, the objectives of the research can be stated as follow:

1. To explain the integration of brainstorming strategies and problem-based learning to enhance students' speaking skills
2. To describe how students' responses in using brainstorming strategies and problem-based learning to enhance students' speaking skills

D. Significance of The Research

The author hopes that the results of this research can make a positive contribution in the context of English language learning. It is hoped that the results of this research can provide information for researcher themselves and the public in the field of education. This research hopes that the results of this research can be useful for:

1. For English teachers

Researcher hopes that the results of this research can be useful for other teachers in implementing brainstorming and problem-based learning strategies to improve students' speaking skills. Teachers can also improve the English learning process to be more active, effective, efficient, and of course fun.

2. For Students

By using brainstorming strategies and problem-based learning, researcher hope that students will find it easier to solve problems in the learning process, and of course can improve students' speaking skills well.

3. For future researchers

The results of this research provides new experiences and insights in research for future authors, especially students majoring in English education who want to conduct similar research regarding the combination of using brainstorming strategies and problem-based learning to improve students' speaking skills.

E. Limitations of the Research

1. The participants of this research are students of 9th grade class B of SMP (Junior High School) Nurul Islami Semarang in EFL Classroom academic year 2024/2025.
2. This study focuses on how the implementation of using brainstorming strategies and problem-based learning to improve students' speaking skills.
3. Data collection was carried out authentically in class by giving questionnaires to students and conducting interviews with students after carrying out learning activities by applying the learning methods applied by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive review of existing literature and previous research relevant to the current study. It begins by examining prior studies that explore strategies for enhancing students' speaking skills, analyzing their methodologies, findings, and conclusions. This analysis aims to identify gaps and build upon existing knowledge. Subsequently, a theoretical framework is established, delving into the foundational concepts of brainstorming, problem-based learning (PBL), and the multifaceted nature of speaking skills.

A. Previous Research

Relevant studies needed to observe several previous kind of studies conducted by other researchers who are relevant to this research. In addition, researcher must analyze what points are the focus, inform the design, findings, and conclusion from previous studies. In this paper, the researcher took a review of related previous studies from other sources as a comparison with this study. Those are :

The first previous research was a article from Siti Mariam, Catur Kepirianto, Raharjo, Nadiah Ma'mun entitled "Integrating Short Conversation and English Conversation

Applications to Improve Students' speaking Skills". The study aimed to enhance students' speaking skills by incorporating digital media and role-play activities in the classroom. Through two cycles of classroom action research, improvements in students' speaking competence, active participation, and confidence in speaking English were observed. The use of innovative teaching strategies, such as digital tools and role-play activities, was found to be effective in engaging students and enhancing their speaking abilities (Mariam, Kepirianto, Raharjo, & Ma'mun, 2022).

The main focus of this research is the same as the research I conducted, namely improving students' speaking skills. The difference is that this research uses short conversation applications and English conversations to improve students' speaking skills. Meanwhile, in the research I conducted, I collaborated between two learning methods (Brainstorming strategies and Problem-Based Learning) to improve students' speaking skills.

Second, Hapri Octarina entitled "The Use of Brainstorming Strategy to Improve Students' speaking Ability". This study aims to determine whether the brainstorming strategy can improve students' speaking ability. The subjects of the study were students of grade XI IPA 2 in the academic year 2020/2021. The design of this study was

classroom action research (CAR). The researcher evaluated students' speaking ability in five forms, namely, pronunciation, grammar, vocabulary, fluency and comprehension. Before conducting cycle 1, the researcher gave a pre-cycle speaking test, based on the test results in the pre-cycle; the researcher gave treatment actions 1 and 2, namely planning, implementation, observation and reflection to see the improvement in students' speaking ability after being given treatment. The brainstorming strategy can improve students' speaking ability in two cycles. Then the researcher found a significant difference between the average score of students' speaking ability in cycle 1 (62.24) and the average score of students' speaking ability in cycle 2 (75.68). There was an impact of cycle 2 and the results could achieve the success criteria. By comparing the means, the researcher concluded that improving students' speaking ability through the brainstorming strategy was effective in developing students' speaking skills. Therefore, English teachers are encouraged to teach speaking through the brainstorming strategy (Octarina et al., 2021).

This research is very relevant to the research currently being conducted by the researcher. What previous research has in common with my research is that they both use methods to improve students' speaking skills. The difference is, previous research only used brainstorming strategy to improve students'

speaking skills. whereas in my research I combined 2 learning methods (PBL and brainstorming strategy) to improve students' speaking skills. Qualitative data collection instruments are interviews, observation sheets, questionnaires and daily notes. And also this research focuses more on improving students' speaking skills, the same as in my research.

The third previous research was a journal from Indah Pramarningsiha, Mieke Miarsyaha, and Tri Handayani Kurniati entitled "PBL with the brainstorming method: Can it influence students' critical and creative thinking ability?". This study aims to determine the effect of the Problem-Based Learning (PBL) model with the brainstorming method on students' critical and creative thinking abilities. The research method used quasi-experimental research with a non-equivalent pretest-post-test control group design. The population of this study was class X MIPA students at SMA Negeri 1 Kota Tangerang Selatan for the academic year 2022/2023. Sampling used a simple random sampling technique, and obtained as many as 80 students. Data on critical and creative thinking ability were obtained through essay tests. Data were analyzed using the MANOVA test. Prerequisite test results obtained data normally distributed and homogeneous. Based on the results of the MANOVA hypothesis test ($p < 0.05$), shows

that the treatment of PBL with the brainstorming method influences critical and creative thinking ability with a significance value of 0.000 and 0.008, respectively. The PBL model with the brainstorming method can be used by teachers to improve student's critical and creative thinking ability (Praminingsih, Miarsyah, & Kurniati, 2023).

The relevance between this research and the research I conducted is in the learning method used. Where this research also used strategic brainstorming and PBL. In this research, strategy brainstorming and PBL were used to determine the effect of these learning methods on students' critical and creative thinking abilities. Meanwhile, in the research I conducted, brainstorming strategies and PBL were focused on improving students' speaking skills. So it can be concluded that the difference lies in the focus of discussion in each study.

The three previous studies collectively show various approaches to improving students' abilities. Mariam, Kepirianto, Raharjo, & Ma'mun's (2022) study focused on improving speaking skills through digital media and role-playing activities, while Octarina's (2021) study specifically found that the brainstorming strategy was effective in improving speaking skills. On the other hand, Praminingsih, Miarsyah, & Kurniati (2023) examined the combined impact of PBL and brainstorming on critical and creative thinking skills.

The relevance of these studies to this study lies in their focus on improving language skills or using relevant learning methods. However, this study distinguishes itself by specifically combining brainstorming and Problem-Based Learning strategies to improve speaking skills, showing an evolution from using one method (as in Octarina) or a combined application of these methods to different skill focuses (as in Praminingsih et al.).

Basically, I conducted this research by looking at the previous research that I listed above. I saw several gaps that I can develop into the research I did. The difference between the previous research above and my research is in the results where differences in methods cause differences in results.

B. Literature Review

1. Brainstorming

According to Duwaidi, as cited in Masri, brainstorming is characterized as a meticulously planned, sequential learning environment designed to elicit a maximum number of innovative ideas, thereby fostering the development of mental capacities in line with Bloom's Taxonomy. (Al Masri, 2019).

Brainstorming is defined as a process where individuals and organizations brainstorm and produce ideas in order to come up with unique solutions to challenges. In order to protect people's freedom to express the possibility of the formation of all new opinions and ideas, these new thoughts and ideas are thoughts that are prepared to think in all directions to produce as many thoughts as possible addressing a certain problem or topic (Malkawi & Smadi, 2018).

This process, sometimes termed "brain drain" or, more commonly, idea generation, involves the mind identifying and resolving a problem by scrutinizing its various components to arrive at an appropriate creative solution. This method was pioneered by Alex Osborn, who further developed and refined it in 1957. Essentially, it advocates for generating ideas initially, followed by testing, modifying, and refining them.

The method of brainstorming serves to address problems both individually and collectively, while simultaneously aiming to boost an individual's efficiency and creative capacity. Essentially, brainstorming involves actively engaging the mind to participate in problem-solving, with dedicated sessions designed to cultivate

innovative approaches and solutions to challenges. (Al Masri, 2019).

During a brainstorming session, both individuals and groups are encouraged to generate and produce original ideas and innovative solutions to issues. These suggestions and viewpoints are constructive and, of course, beneficial. a mental state in which people are enthusiastic and open to thinking in different ways to generate and discover as many ideas as they can on an issue or subject, allowing them to freely express their own perspectives and ideas. Therefore, we can state that this brainstorming technique is among the contemporary approaches that promotes original thought and highlights students' abilities in a setting of safety and freedom that permits all viewpoints to surface when learners are interacting to the fullest. Both open-ended questions and problems without a single right answer can be solved using this technique.

Brainstorming offers significant advantages within the teaching and learning process, particularly for students. Its importance is highlighted by its ability to:

- 1) Aid students in solving problems and generating innovative solutions.

- 2) Enable students to leverage and expand upon ideas developed by others.
- 3) Promote group cohesion, strengthen relationships among students, and encourage them to evaluate diverse perspectives.

So, brainstorming is a big or small group exercise that motivates students to concentrate on a subject or issue and freely contribute and generate original ideas. An opinion session might begin with a question or problem posed by the teacher, or it can begin with an introduction and explanation of a subject. After that, students share pertinent comments, thoughts, and responses.

2. Problem-Based Learning (PBL)

Problem-based learning (PBL) originated in the late 1960s at Canada's McMaster University School of Medicine. This innovative pedagogical approach was designed to assist medical students in surmounting challenges related to integrating classroom knowledge with its application in clinical environments. (Barrows, 1996). Initially, problem-based learning (PBL) was implemented within medical education; however, its application has since expanded broadly across diverse

scientific disciplines. The PBL framework is recognized for its capacity to cultivate critical thinking, enhance skills in analyzing and resolving complex real-world problems, foster expertise in identifying, evaluating, and utilizing information resources, and improve abilities in cooperative group work and both oral and written communication. Furthermore, PBL is seen as promoting a desire for lifelong learning and serving as a model for students, thereby supporting its continued growth in education. (Levin, 2001).

Problem-based learning (PBL) is an instructional approach designed to foster students' critical thinking, enhance their problem-solving abilities, and expand their knowledge concerning real-world issues (Levin, 2001). Educators frequently employed PBL to facilitate the achievement of learning objectives and create an engaging and enjoyable educational environment. This method particularly stresses active student participation in the classroom, requiring learners to navigate challenges and reflect on their learning journey. The PBL paradigm utilizes real-world problems as a basis for integrated, stimulating, and relevant learning experiences, with students expected to devise solutions to these complexities.

In the Problem-Based Learning (PBL) model, problems form the core foundation for learning, serving to stimulate engagement, connect concepts to real-world scenarios, and integrate knowledge. Through addressing these problems, students are tasked with devising solutions.

A persistent challenge in education is the insufficient use of engaging, modern media and learning resources that could significantly boost student enthusiasm. While technology and the internet now offer effortless access to information, educational practices often fail to harness these facilities to support classroom learning effectively. Addressing this issue is a collective responsibility, and it is anticipated that integrating Problem-Based Learning (PBL) methods with technology can enhance classroom learning quality. Technology, for instance, by providing video or image resources in English lessons, can help students more readily grasp complex issues and comprehend reading texts. Furthermore, it enables students to pinpoint their specific areas of difficulty, prompting them to collaboratively seek solutions through group discussions and presentations.

According to Newman (2005), the Problem-Based Learning (PBL) approach encompasses several stages:

- a. **Problem Engagement:** Students are guided to confront real-world problems that are relevant to their lives, encouraging realistic thinking in seeking solutions.
- b. **Problem Identification:** Students are expected to critically identify problems by leveraging their existing knowledge and abilities.
- c. **Learner Responsibility and Autonomy:** PBL necessitates students taking ownership of their learning and fostering independent study.
- d. **Collaborative Inquiry:** Cooperation is a crucial element in PBL implementation. Students are organized into small groups where they exchange ideas to determine optimal solutions for the problems encountered. This stage also requires active communication and opinion sharing among group members to resolve issues.
- e. **Presentation and Refinement:** Following group discussions, students present their collective insights to the teacher and peers. This particular process significantly aids in the development of speaking skills.

As facilitators, teachers then offer reviews or feedback on student work, providing input on any shortcomings and suggesting potentially more effective solutions, regardless

of the initial correctness of the work. Subsequently, students refine their work based on the feedback received (Newman, 2005).

3. Speaking

Speaking is the act of expressing thoughts, opinions, and comments either on one's own or in tandem with another person as a speaker and listener. A listener is someone who pays attention, comprehends what is being said, and is able to respond. The speaker is free to say anything they wish to say or discuss anything.

Speaking is a performance or a competency to express or communicate opinions, thoughts, and ideas. Nunan said that speaking is a productive oral skill which consists of constructing systematic verbal utterance to convey meaning. It is a person's skill to produce the sound that exists at the meaning and understood by other people, so that able to create good communication. It is a mental concept that processed by someone to form a meaning when uttered (Nunan, 1991).

Speaking is often considered a very difficult skill because it is one of the productive skills and has qualified skills. Speaking is assumed to be the most important

language skill which is referred for people who know about a language to speakers of that language (Penny Ur, 1996).

According to Hughes, speaking is the first mode in which children acquire language. It constitutes a large part of the daily life of most people engaging in linguistic activity, and it is a major reason for language change (Hughes, 2005).

In learning a language, speaking may be important for learners, Horwitz stated that "speaking is the hallmark of second language learning". Although some learners may have personal goals for learning a language that does not include speaking, most educators accept speaking as an important goal of language learning and teaching. Speaking is very important because someone's skills can be seen directly that learners of a language can succeed. One might judge that the success of a language learning is when the learner can produce the language they learn. This is in line with a study by McDonough and Shaw "In many contexts, speaking is a skill upon which one judges at face value". In other words, people sometimes infer judgments about the competence of successful language learners from speaking skills rather than other skills (Jo McDonough Shaw & Masuhara, 2003).

Speaking also refers to the capacity to articulate sound or words in order to initiate, express, and communicate ideas, feelings, and thoughts. This means that talking to people involves more than just conveying the thoughts we have for them; it also involves introducing them to new information. Speaking involves several different skills, including vocabulary, grammar, pronunciation, and fluency, which makes it quite complex. There are many different types of conversational objects, including speech, dialogue, discussion, and conversation. Drawing from the aforementioned definition, speech can be defined as the ability to generate language and convey concepts that are meaningful and comprehensible to other people. Effective conveyance of information to the audience is the speaker's competence.

a. Type of Speaking

According to Brown (in Lander & Brown, 1995), spoken language is generally divided into two types. The first category is monologue, where one speaker uses spoken language for a certain period of time, such as in speeches, lectures, news readings, and the like. In a monologue, the listener is expected to process information without interruption, and the speaker will

continue speaking regardless of the listener's understanding.

In contrast to monologue, the second category is dialogue, which involves two or more speakers. In dialogue, interruptions can occur if the interlocutor does not understand what the speaker is saying. Ultimately, we can distinguish between speaking in the form of a monologue and speaking in the form of a dialogue, such as spontaneous conversation.

b. Speaking Ability

Speaking ability, as discussed, is recognized as a key indicator and characteristic of the language learning process. As a productive skill in oral mode, speaking is much more complex than it seems at first, going beyond just pronouncing words. Therefore, students need to master various strategies to improve their speaking ability, because these learning strategies are mental processes used by learners to master and use the target language.

Although students often consider speaking ability as the end result of language learning, speaking is actually an integral and crucial part of the learning process itself. Effective instructors teach students speaking strategies, such as giving minimal responses, recognizing scripts, and

using language to communicate language, that can help students expand their language knowledge and increase their confidence in using it.

Since the existence of humans, speaking has been a fundamental part, with every individual equipped with a speaking instrument. Those who have a complete speaking instrument are normally able to speak. Furthermore, when we are dealing with a group of people, the ability to speak fluently, clearly, interestingly, and completely is very much needed, which shows the essence of speaking ability.

According to Penny Ur (1996), the main goal of participants in social interaction is to create a comfortable and non-threatening atmosphere, and to be able to convey good intentions. Although information can be conveyed in this process, conveying accurate and orderly information is not the main objective. (Penny Ur, 1996).

Everyone, regardless of profession or position, must have the ability to speak. Various professions, including students, instructors, actors, leaders, supervisors, informants, and many more, require this skill. These assumptions illustrate that speaking ability is the capacity of individuals or groups to communicate with others. A

skilled speaker is shown through his or her ability to communicate orally clearly and interestingly, so as to convince listeners to believe what they convey.

c. Elements of Speaking

According to Harris, there are five components of speaking skill related with comprehension, grammar, vocabulary, pronunciation, and fluency (Harris, 1974).

1) Pronunciation

Proper pronunciation enables the speaker to produce language that is easily understood by the listener. Poor pronunciation can lead to misunderstandings or require the listener to work harder to interpret the message, even if the grammar and vocabulary are correct. Clarity of pronunciation is vital to the efficiency of oral communication. Pronunciation is a skill that enables students to produce clearer and more direct spoken language. This skill is related to the phonological process, which includes the grammatical elements and principles that govern the variation and pattern of sounds in a language. Thus, it can be concluded that pronunciation is the process of learning the

knowledge of how words in a particular language are pronounced clearly when someone speaks.

2) Vocabulary

Vocabulary is the right choice of words used in communication. Without adequate vocabulary, a person cannot communicate effectively or express ideas, either orally or in writing. Limited vocabulary is also a major barrier in language learning. It can be emphasized that without grammar, very little can be said, but without vocabulary, nothing can be said. Therefore, without mastering sufficient vocabulary, English learners will have difficulty speaking or writing English well because the lack of vocabulary will be very influential. A wide and appropriate vocabulary allows students to express their ideas, feelings, and opinions accurately, clearly, and concisely. Speakers with a rich vocabulary can choose the most appropriate words for a given context, avoid unnecessary repetition, and make conversations more interesting. Without adequate vocabulary, communication will be limited and often ineffective.

3) Grammar

Grammar deals with the arrangement of words into various combinations that form structural layers, such as phrases, sentences, and complete discourses. Grammar can also be defined as the way words are put together to form structurally correct sentences. Specific examples of grammar that are commonly referred to as structures include past tense, plural nouns, comparative forms, etc. Once students have learned this initial presentation, individual grammar points can then be isolated and practiced. The teacher also plays an important role in coaching students on grammar or introducing concepts through meaningful examples and exercises.

Grammar mastery is essential for students to be able to construct sentences that are not only correct but also clear and coherent. Grammar errors can cause ambiguity, make a message difficult to understand, or even change the intended meaning. Good grammar demonstrates the speaker's ability to organize their thoughts logically.

4) Accuracy and fluency

Fluency is an important indicator of oral language proficiency. Fluent speakers can maintain the flow of

conversation, express themselves easily, and make interactions more comfortable for both parties. While accuracy (grammar and pronunciation) is important, fluency is often the primary factor in assessing a person's ability to communicate effectively in real-world situations. Fluency is an important goal for many language learners, as it shows that the speaker does not spend a lot of time searching for the words or phrases needed to convey a message. From the above ideas, it can be concluded that fluency is a key component, where a person is able to speak fluently and accurately with minimal pauses or fillers such as 'ums' and 'ers'.

5) Comprehension

Comprehension is the ability to understand or interpret the message received from the other person. Comprehension is not just about recognizing individual words, but also understanding the meaning of sentences, the context of the conversation, and the intention behind the message. Accurate comprehension is crucial as it forms the basis for appropriate responses and initiating relevant conversations. If there is a gap in understanding, either on the part of the speaker or the listener, effective

communication will be compromised, which can lead to misunderstandings or communication breakdowns. A speaker must understand what is being asked or commented on in order to respond appropriately.

Comprehension is one of the essential components that must be considered to improve students' speaking skills, enabling them to communicate better. In addition to comprehension, there are also pronunciation, grammar, vocabulary, and fluency that play a role. However, speaking essentially means forming language naturally that includes all of these components in an integrated manner.

d. The Function of Speaking

According to Brown and Yule (1983), speaking functions are grouped into three main categories: speaking as interaction, speaking as transaction, and speaking as performance. Each of these categories is very different in both form and function, thus requiring a specific and appropriate teaching approach (Brown & Yule, 1983).

- 1) Speaking as interaction, this function refers to what we generally understand as "conversation," which primarily serves a social purpose. Examples include exchanging greetings, making small talk, or sharing

recent experiences when people meet. Important aspects of speaking as interaction are knowing how to: 1) start and end conversations, 2) choose topics, 3) make small talk, 4) joke, 5) take turns, 6) interrupt, and 7) use appropriate speaking styles.

- 2) Speaking as transaction, this function refers to a situation where the main focus is on what is being said or done. This means that it is very important to convey the message clearly and accurately and to make sure that one is understood. As an illustration, when a teacher teaches in class and then asks the students to review yesterday's lesson material, if the students can give the correct answer, it shows that they are speaking in a transactional context.
- 3) Speaking as Performance, it refers to public speaking, which is speaking that aims to convey information to an audience, such as a class presentation, public announcement, or speech. This type of speaking tends to be in the form of a monologue rather than a dialogue. For example, a teacher asks students to perform in front of the class, such as retelling a story or explaining a topic.

e. Characteristics of Successful Speaking

Achieving the main objectives in teaching and learning is not easy, it requires appropriate teaching materials and strategies. To describe successful speaking activities in EFL classrooms, Penny Ur (1996) details the following important characteristics (Penny Ur, 1996):

- 1) **Learners talk a lot:** Most of the time allocated for speaking activities should actually be spent by students speaking. This may seem obvious, but often more time is spent on teacher lectures or pauses.
- 2) **Participation is even:** Class discussions are not dominated by a few participants who do a lot of talking; every student gets a chance to speak, and contributions are shared fairly.
- 3) **High Motivation:** Learners are eager to speak, either because they are interested in the topic and have something new to say, or because they want to contribute to the goal of the task.
- 4) **Acceptable Language Level:** Learners express themselves in speech that is relevant, easily understood by each other, and with a reasonable level of linguistic accuracy.

To achieve a successful class, it is important for teachers to use the best strategies and models during the lesson. When teaching speaking or productive skills,

teachers can apply three main stages according to Harmer (1990): 1) introducing new language, 2) practicing, and 3) doing communicative activities (Harmer, 1990). This theory implies that teachers should teach students basic knowledge of the language (English), such as the language elements that need to be mastered. Next, teachers should ask students to practice the language using various strategies. In order for students to be familiar with the new language, they must use the language in everyday life through various types of communicative activities.

f. Procedures in Teaching Speaking

Achieving success in a foreign language speaking class typically relies on effective teacher training. According to Harmer's model, a well-structured instructional unit should comprise the following stages:

- 1) **Introduction:** This initial stage involves several activities, such as clearly explaining the current lesson's objectives to students and prompting them to share their prior knowledge on the topic. For instance, if the lesson focuses on purchasing flight tickets, students could be asked to imagine the context of a potential conversation at a travel agency.

- 2) **Presenting the Task:** At this point, the teacher must articulate student expectations and task requirements precisely and clearly. For example, if students are expected to engage in a dialogue with partners on a specific subject, the teacher might model a similar dialogue as a preliminary step. To confirm clarity, students can be asked to reiterate the process in English, while maintaining their proficiency level. Additionally, students should be provided with all essential materials like role cards, pictures, and relevant texts.
- 3) **Observation:** During this phase, the teacher monitors and records classroom activities, intervening as necessary. These interventions are not solely for correcting errors but primarily for ensuring that student progress aligns with the lesson's objectives.
- 4) **Feedback:** The aim here is for students to comprehend their performance at the conclusion of an activity. Feedback focusing on content, rather than solely grammatical accuracy, is often more beneficial. Highlighting what students have achieved, rather than merely what they have failed at, is more impactful. Such positive feedback contributes significantly to

their intrinsic motivation, sense of accomplishment, and self-confidence.

- 5) **Follow-up Activity on the Topic:** Finally, reinforcing the lesson's activities and concepts can be done through follow-up assignments. For example, if the lesson's theme was about buying international flight tickets, homework might involve researching how to purchase the same tickets online and presenting the findings in the subsequent class (Harmer, 1990).

CHAPTER III

RESEARCH METHOD

This chapter outlines the methodological framework employed in this study. It details the research design, setting, participants, instruments, data collection techniques, and data analysis procedures. This framework aims to provide a clear and transparent account of how the research was conducted, ensuring the rigor and validity of the findings.

A. Research Design

This research used a qualitative method and a descriptive research design. Researcher used this research design with the aim of describing and explaining in depth how the integration of brainstorming strategies and problem-based learning can improve students' speaking abilities. By using this research design, researcher want to know in detail the learning process, student responses, and what factors influence the improvement of students' speaking skills after implementing this learning method.

The main methodology of this research is the qualitative descriptive method. As defined by Walcott, qualitative research is fundamentally interpretive, which means

the researcher actively interprets the gathered data. This interpretative process involves several steps: creating detailed descriptions of individuals or environments, systematically analyzing the data to identify overarching themes or categories, and ultimately formulating interpretations or drawing conclusions regarding both the personal and theoretical significance of the findings. Additionally, this approach entails articulating lessons learned and suggesting further inquiries for future research (John W. Creswell, 2003).

Dove asserted that qualitative research prioritizes the process over the ultimate outcome or product. This approach contrasts with typical research methodologies, particularly quantitative research, which generally emphasize results and products (Mohammad Ali and Muhammad Asrori, 2022). The objective of qualitative research is highly diverse, contingent upon its specific goal. Correspondingly, qualitative research encompasses various types, serving purposes such as advancing the research field itself, facilitating evaluations, fulfilling dissertation requirements, or addressing personal interests. Consequently, the differing objectives also lead to distinct assessment criteria (Dr. J.R. Raco, M.E., 2010).

For qualitative research, core data collection techniques include direct observation and face-to-face interviews, both considered indispensable sources. Observation

offers an ethnographic or case study approach, enabling the qualitative researcher to immerse themselves in the participants' regular activities. Meanwhile, face-to-face interviews allow researchers to gather detailed, immediate data from participants through conversational exchanges guided by a semi-structured questionnaire (Torrentira, 2020).

Qualitative descriptive research primarily aims to articulate social phenomena through narrative descriptions. Its main objective is to portray a situation's current state, essentially functioning as a fact-finding inquiry. While definitive conclusions can be drawn in descriptive research, it does not seek to establish cause-and-effect relationships.

B. Research Setting

This research was conducted at SMP Nurul Islami which is located on Jl. Rejosari, Wonolopo Village, Mijen District, Semarang City, Central Java Province, Indonesia, 50215. The research was conducted on 13th – 22nd January 2025. This research was conducted in the second semester of the academic year 2024/2025.

C. Research Participants

In this research, the participant taken were something related to English language learning. This research relates to

teaching methods in the classroom. Therefore, the author chose grade 9 students as participants in this research. Because at SMP Nurul Islami Semarang there are two 9th classes, the author chose class IX B to be the participants. Participants included all students in class IX B and an English teacher.

D. Research Instrument

This study employs a qualitative data collection technique, primarily relying on experiential data. This qualitative data is derived from observing physical activities within the classroom. The researcher, situated among the students, documents the observed situations by completing an observation sheet.

The instrument of collecting data were used by collaborating with English teacher to get the data observation using:

1. Observations

Observation was a complex process, a process that was composed of a variety of biological and psychological processes, among which the most important was the process of observation and memory (Purwanza et al., 2022). The researcher conducted observations in this research. The researcher was among the students and

observed the situation when the learning activities took place.

2. Interview

This study employed structured interviews, a technique utilized to gain deeper insight into respondents' experiences, perspectives, and emotions, as noted by Juanita Heigham and Robert Croker (Juanita Heigham and Robert Croker, 2021). These interviews served exclusively to supplement data gathered through observation; consequently, all interview questions were formulated to directly correlate with points observed during classroom observations.

The main research instruments used include observation and interviews, supported by field notes and documentation as supporting evidence.

E. Data Analysis

Data obtained qualitatively underwent a three-phase analysis process, as outlined by Miles and Huberman: data reduction, data display, and conclusion drawing (Miles, 2005).

1. Data reduction

Data reduction serves as the initial phase of data analysis in this research. This process entails summarizing, selecting key information, focusing on crucial aspects,

and identifying underlying themes and patterns within the data. It is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. Based on the theory, the researcher observed with observation notes, field note, interview and documentation. In this step reduced data that means make it summarize to easy in analyzing the data and continuing the next steps.

2. Data Display

The second steps data display. generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Verification/conclusion drawing

Following the presentation and collection of all data, the ultimate phase of data analysis involves drawing conclusions. Initially, these conclusions may be broad and open-ended, progressively becoming more refined and specific. The verification process, in this context,

entails reviewing field notes and engaging in brainstorming to foster a shared understanding. The fundamental analytical steps involve describing observed phenomena, categorizing them, and examining the interrelationships among emerging concepts. For this particular study, the conclusion will articulate the implementation of integrated brainstorming strategies and problem-based learning to improve junior high school students' speaking skills.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion. In the research findings section, the researcher discussed the implications and also student responses from implementing brainstorming strategies and problem-based learning to train students' speaking skills.

A. Research Finding

This research is a qualitative descriptive research. The focus of this research is the implementation of brainstorming and problem-based learning strategies for training students' speaking skills, and also how students' respond to the application of these methods.

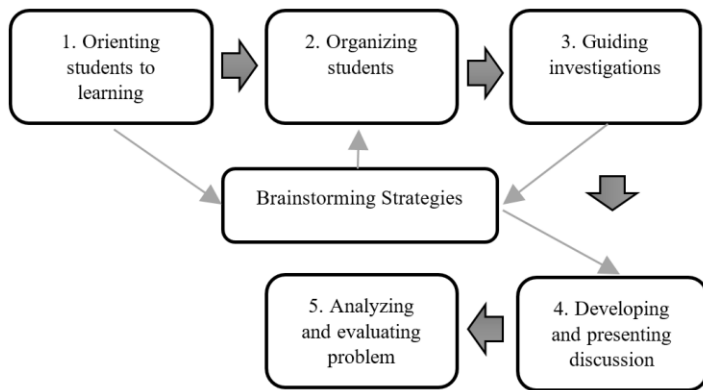
1. The Integration of Brainstorming Strategies and Problem-Based Learning to Enhance Students' Speaking Skills

The participants in this research were class IX B students at SMP Nurul Islami Semarang. The material I used in this lesson is Narrative Text. This lesson was carried out on January 22 2025 during the 3-4th hour of the English lesson in class IX B. This lesson lasts 2 x 40 minutes (2 JP). In this

lesson, the researcher implied the application of Brainstorming and Problem Based Learning Strategies to enhance students' speaking skills with Narrative Text material.

Learning activities commenced with the researcher motivating students to consistently study, read, and gradually practice English. Additionally, the researcher took student attendance, inquired about their well-being that day, and offered inspiration. In this lesson, the researcher used YouTube media and given an example of Narrative Text in the form of the folk tale "Sangkuriang". Before learning began, the researcher had provided learning material the previous day. This aims to ensure that students can learn it first before it is taught in class.

The integration of Brainstorming strategies and Problem-Based Learning (PBL) in teaching speaking skills to class IX B students of SMP Nurul Islami Semarang is carried out systematically, following the five main stages of the Problem-Based Learning (PBL) model adapted from Newman (2005). Each stage is designed to encourage active student participation and optimize the use of brainstorming as a catalyst for ideas and discussions.



PBL syntax with Brainstorming strategies

a. Orienting students to the problem

This initial stage begins with the researcher presenting a stimulus in the form of a video narrative text that is relevant and interesting to students (for example, the story of "Sangkuriang"). Students were asked to pay attention to the content of the story presented. The purpose of this stage is to spark students' critical thinking and direct them to the understanding that this problem requires a solution or further analysis, thus triggering curiosity and motivation to learn.

After the video is shown, an interactive question and answer session is held to guide students in identifying problems, conflicts, or moral dilemmas contained in the story. With problems that occur in the story, students are required to articulate the underlying messages or morals found within the

story. In this session the Brainstorming strategy is used. Students are asked to quickly analyze the problem and then find the answer quickly according to each student's understanding. The researcher also prompted students to articulate their thoughts in English, specifically to cultivate their speaking abilities. But sometimes students have difficulty mentioning vocabulary in English. To overcome this, the researcher asked the student to say it in Indonesian and then the researcher helped translate it into English. In this way, researcher helped students to increase their vocabulary knowledge. Researcher received all forms of answers from the ideas discovered by students and then sort them into several appropriate points according to the context being studied.

b. Organizing students to learn

After the problem orientation, students are then divided into small heterogeneous groups. In their respective groups, students are assigned to find and analyze other examples of narrative texts. They are also directed to identify and understand the general structure of narrative texts (e.g., orientation, complication, resolution, reorientation). This stage emphasizes teamwork and students' ability to organize relevant information before entering the more complex problem-solving stage.

c. Guiding individual and group investigations:

This stage is the core where brainstorming strategies are intensively integrated. In groups, students discuss in depth about the narrative text that is the focus. They are encouraged to brainstorm ideas freely and spontaneously related to analyzing problems in the story, identifying moral messages, or developing alternative solutions. The researcher acts as a facilitator, actively guiding the discussion, providing clarification, and helping students with vocabulary or translation if needed. This brainstorming process helps students generate various ideas quickly, trains lateral thinking skills, and encourages each group member to contribute orally, which directly trains speaking skills.

d. Developing and presenting results:

After completing the discussion and brainstorming in groups, each group of students is responsible for developing and presenting the results of their analysis or solutions in front of the class. This presentation can be a summary of a story, conflict analysis, or creative solutions to problems found. This stage is very crucial to train students' public speaking skills, including pronunciation, intonation, fluency, and the use of proper English in conveying ideas. The researcher provides an

opportunity for each group member to participate in the presentation.

e. Analyze and evaluate the problem-solving process:

The final stage is evaluation, where the researcher provides constructive feedback on the presentation and work results of each group. This feedback includes positive aspects of the students' performance and areas that need improvement, both in terms of content and oral delivery. Students are also given the opportunity to revise their work based on the feedback provided. This stage serves to reflect on the learning process, identify strengths and weaknesses, and ensure ongoing understanding of concepts and improvement of speaking skills.

At the end of the learning process, The researcher then revisited the previously covered material. To measure individual students understanding of the material being studied, researcher gave practice questions to students using Kahoot!. Researcher chose to use Kahoot! because according to the researcher's experience, students are more interested in doing practice questions using Kahoot! instead of using worksheets. The researcher also encouraged students to maintain their enthusiasm for learning and practicing English speaking. To enhance their English vocabulary, students were instructed to

translate at least five words from their daily conversations each day, aiming for greater vocabulary mastery.

In this study, the researcher assessed students' speaking abilities throughout the implementation process. There were 19 students in class IX B who were the objects of analysis. Each group discussed well, and each member was able to tell a narrative story well, although there were some who were still hesitant in conveying it, resulting in several grammatical errors. Despite facing significant difficulty, they endeavor to speak English. Meanwhile, the other group that responded also had good vocabulary with simple delivery, although sometimes there are some vocabularies that are not conveyed in English. The researcher helped them convey it so that it is easy for other students to understand.

In this case, researcher always encouraged students to speak English and dare to express every opinion and idea they get. Students were asked not to be afraid to express their ideas because in Brainstorming, everyone has the same opportunity to freely express their opinions and ideas without receiving criticism from others. Researcher also asked students to state their opinions and ideas using English. This aims to train speaking skills and encourage students to dare to practice speaking skills.

2. Students' Responses in Using Brainstorming Strategies and Problem-Based Learning to Enhance Students' Speaking Skills

Researcher gave questionnaires to students using Google Forms after the learning activities ended. The researcher explained the filling procedure before students answered the questionnaire. Then the researcher accompanied the students to answer the questions in the questionnaire. Here the researcher has five questions to describe how students' respond to the application of Brainstorming Strategies and problem-based learning to enhance student speaking skills implemented by the researcher.

a. Students' Attraction and Reasons for Using Learning Methods

The first question pertained to their feedback concerning the completed learning activity. The researcher asked whether the learning methods used by your teacher (researcher) are interesting? What is the reason?

1) Very Interesting and Active

***Student 1:** "Very interesting! It's not boring because there are always new activities."*

Student 2: *"Yes, it's really fun! We become active in talking and discussing, not just listening to the teacher."*

Student 3: *"Interesting, we can come up with crazy ideas and that's cool."*

Student 4: *"This is the most fun method, it makes us excited to learn English."*

Student 5: *"It's fun because we can work in groups and be creative together."*

Student 6: *"Much more interesting than the old method, we don't get sleepy in class."*

2) Quite Interesting and Thought-Provoking

Student 7: *"Quite interesting because we are invited to think and solve problems together."*

Student 8: *"Interesting, we now know how to create lots of story ideas."*

Student 9: *"Quite interesting, I am more courageous in speaking my ideas."*

Student 10: *"Makes us curious, so we are excited to find answers."*

Student 11: "Yes, interesting, we don't just sit still and listen."

3) Challenging but Finally Interesting

Student 12: "At first I was shocked, but it turned out to be interesting because we had to be active all the time."

Student 13: "It was a little difficult at first but eventually it became fun and challenging."

Student 14: "Interesting because the method was new to us, so we had a different experience."

Student 15: "Yes, it was interesting, we became more creative in speaking English."

4) Interesting and Effective for Learning

Student 16: "Interesting because it makes us learn speaking in a way that doesn't feel heavy."

Student 17: "Very interesting, we get ideas for speaking faster."

Student 18: "Very interesting, we can practice directly and get input."

Student 19: "This method makes learning speaking more fun and easier to understand."

Based on the students' responses, the learning method used proved to be interesting and effective in increasing their interest and involvement in learning. Most students found this method enjoyable because it involved varied, creative, and collaborative activities, so they did not feel bored or sleepy. Some students also mentioned that this method was challenging at first, but over time it became interesting because it encouraged them to think critically, speak actively, and dare to express ideas. In addition, this method was considered effective because it made it easier for students to understand speaking material practically and was not burdensome. Overall, this learning method succeeded in creating an active, enjoyable learning atmosphere and motivating students to develop their English speaking skills.

b. Students' Feelings and Experiences During Learning

The second question is related to how students feel when studying Narrative Text using the method applied by researcher? Do students find it easy to learn the material with the method used?

1) Feeling Confident and Happy

***Student 1:** "Feeling more confident because many friends support me when I speak."*

Student 2: *"Very happy, not afraid of saying the wrong thing because this is part of learning."*

Student 3: *"I feel free to express myself, there is no burden if our ideas are different."*

Student 4: *"Happy! We are brave enough to try new things in speaking."*

Student 5: *"I feel more comfortable speaking English because the teacher is patient and helpful."*

Student 6: *"The feeling is positive, so I am excited to develop the story."*

2) Feeling Motivated and Active

Student 7: *"Very motivated because we have to talk to solve story problems."*

Student 8: *"We are more active and dare to show our ideas in the group."*

Student 9: *"Quite excited, because we know our speaking will improve."*

Student 10: *"It feels challenging but fun, because we have to think and talk."*

Student 11: *"Feel challenged to talk more and better."*

3) Feeling awkward at the beginning

Student 12: *"At first it was a bit awkward to talk, but after a while it became comfortable."*

Student 13: *"A bit shy at the beginning, but the teacher always encouraged us, so we were brave."*

Student 14: *"Feeling a bit afraid of making mistakes, but when I tried it, it turned out to be okay."*

Student 15: *"There was a bit of tension, but after the discussion it became easier."*

4) Feeling Trained and Developed

Student 16: *"Feel trained to be able to speak English more fluently."*

Student 17: *"The feeling is good, we have a lot of ideas to talk about."*

Student 18: *"I feel like we are smarter and braver in speaking English."*

Student 19: *"Quite satisfied, because we can practice directly and get corrections directly."*

Overall, students showed positive emotional responses during Narrative Text learning using the method applied by the

researcher. Many students felt confident, happy, and comfortable because they were supported by friends and patient teachers, so they were free to express their ideas without fear of being wrong. This method also motivated students to actively speak, think critically, and engage in group discussions. Although some students initially felt awkward, shy, or afraid of making mistakes, they eventually felt more comfortable and brave after being encouraged. In addition, students felt that this method trained their speaking skills directly, helping them develop to be more fluent, brave, and confident in using English.

c. Difficulties or Challenges Encountered by Students

The third question is related to the difficulties students find in studying Narrative Text using the method applied by researcher.

1) Vocabulary and Grammar Difficulties

Student 1: "My vocabulary is still limited, so I often get confused about what to say."

Student 2: "It's hard to put together sentences in English according to grammar."

Student 3: "My pronunciation is still bad, so I often make mistakes."

Student 4: *"It's hard to speak long in English, my vocabulary is limited."*

Student 5: *"Sometimes I forget the correct verb for the past tense."*

Student 6: *"Often silent because I don't know what words to use."*

2) Adaptation and Idea Difficulties

Student 7: *"At first I was confused about what ideas to brainstorm, because I wasn't used to it."*

Student 8: *"Often blank when asked to come up with ideas quickly."*

Student 9: *"It's a bit difficult if I have to speak directly using ideas from brainstorming."*

Student 10: *"Sometimes the idea is good but it is difficult to express it in English."*

Student 11: *"Not used to learning by talking a lot, so it was a bit awkward at first."*

3) Confidence Difficulty

Student 12: *"Still embarrassed when asked to speak alone in front of the class."*

Student 13: *"Afraid of saying the wrong thing, so sometimes I just choose to stay silent."*

Student 14: *"Embarrassed in front of my friends if my pronunciation is bad."*

Student 15: *"It takes time to dare to speak, especially if my vocabulary is lacking."*

4) Difficulty Understanding Context

Student 16: *"Sometimes I get confused about the problems in the narrative text, so it's hard to brainstorm."*

Student 17: *"It's hard to understand all the messages in the video because the language is too fast."*

Student 18: *"I still don't understand the generic structure of narrative text."*

Student 19: *"Writing ideas on paper is easier than speaking directly."*

In the process of learning Narrative Text using the applied method, students face various challenges, both in terms of language and adaptation to the method. The main difficulties felt include limited vocabulary, mastery of grammar, and

pronunciation, which make students feel confused, often silent, or hesitant in conveying ideas. In addition, some students have difficulty adapting to brainstorming activities and find it difficult to express ideas spontaneously in English. Lack of confidence is also an obstacle, especially when having to speak in front of the class or being afraid of making mistakes. Another challenge is understanding the context of narrative text, both in terms of structure and message content, which is sometimes confusing, especially if delivered quickly or in video form. These difficulties indicate the need for ongoing assistance and practice so that students become more accustomed and confident in speaking English.

d. Student Motivation in Practicing Speaking Skills

The fourth question, with the PBL and Brainstorming Strategy methods applied in learning, is there an increase in speaking skills felt by students?

1) Highly Motivated

Student 1: *"Highly motivated! This method makes me brave and want to keep practicing."*

Student 2: *"Yes, very motivated, because speaking becomes more fun and not difficult anymore."*

Student 3: *"Definitely motivated, this is the most fun way to learn speaking."*

Student 4: *"Yes! Because I realize that speaking is important and I can do it."*

Student 5: *"Motivated to learn more vocabulary so I can speak fluently."*

Student 6: *"This method makes me confident that I can speak better than before."*

Student 7: *"Motivated, because this is real practice for everyday speaking."*

Student 8: *"Yes, motivated because we now know how to practice speaking effectively."*

Student 9: *"Quite motivated, this makes me more enthusiastic when there is a speaking lesson."*

Student 10: *"Motivated because the teacher always supports and helps us."*

Student 11: *"Yes, because I know that speaking can be trained and there is a method."*

2) Quite Motivated Despite Challenges

Student 12: *"Quite motivated, although still shy, but I will keep trying."*

Student 13: *"Yes, motivated, because I want to be able to speak English fluently."*

Student 14: *"Motivated to correct my mistakes in speaking."*

Student 15: *"Quite motivated, want to be more courageous in speaking English."*

3) Motivated to Practice More

Student 16: *"My motivation has increased to speak English more often outside of class."*

Student 17: *"Motivated to watch movies or listen to English songs more often."*

Student 18: *"Yes, motivated, I want to practice with my friends."*

Student 19: *"Motivated to add vocabulary so that my speaking is even better."*

From the students' responses, it can be concluded that the learning method used successfully increased their

motivation in learning speaking. Most students felt more courageous, interested, and wanted to continue developing their speaking skills. They also began to realize the importance of speaking as a communication skill, and felt that this method was effective and encouraged them to continue trying even though they still faced challenges.

The main reason students have difficulty practicing their speaking skills is because they are afraid to practice them. This is due to students lack of knowledge of vocabulary and grammar. In this lesson, researcher often invited students to practice speaking, both during group discussions, during presentations, and during brainstorming sessions. So, students became more accustomed to speaking English, although there were still some mistakes which were later corrected by the researcher.

Researcher also emphasized students not to be afraid of making mistakes and to be confident when practicing speaking. Students are encouraged to practice speaking regularly, as this can significantly enhance their speaking ability. During the Brainstorming session, students learn a lot of new vocabulary, both from friends and from the teacher, which can increase students vocabulary knowledge.

e. Students' Perceptions Regarding Improving Speaking Skills

The fifth question is about students' perceptions regarding improving speaking skills. After participating in the learning, do the students feel that there is an improvement in their speaking ability?

1) Clear and Visible Improvement

Student 1: *"There is a clear improvement! I am more courageous and do not think long when I want to speak."*

Student 2: *"Yes, my speaking has become more fluent and my vocabulary has increased a lot."*

Student 3: *"I feel more confident and fluent, now I am not afraid of making mistakes anymore."*

Student 4: *"Much better, I can put together longer sentences now."*

Student 5: *"There is! I used to be quiet, now I dare to give ideas in the group."*

Student 6: *"Significant improvement, I can speak English more spontaneously."*

2) Gradual and Visible Improvement

Student 7: *"There is an improvement, especially the courage to speak in public."*

Student 8: *"Yes, little by little, I understand how to speak narrative text better."*

Student 9: *"I feel braver and a little more fluent, although I still need a lot of practice."*

Student 10: *"There is improvement, now I don't think too long to answer the teacher's questions."*

Student 11: *"I feel more comfortable speaking English now."*

3) Increased Courage and Self-Confidence

Student 12: *"There is an increase in self-confidence, I am not embarrassed anymore."*

Student 13: *"Yes, daring to say something wrong is an improvement for me."*

Student 14: *"I feel more confident now, because I am used to discussing."*

Student 15: *"Improvement in my mentality, I am more courageous in expressing my opinion."*

Student 16: *"There is an initial improvement, I now know what I need to improve."*

Student 17: *"Yes, a little, but I now know that speaking requires practice."*

Student 18: *"There is a change, I now want to practice more on my own at home."*

Student 19: *"I am more sensitive to my grammar mistakes when speaking."*

In general, students felt that their speaking ability had improved after participating in the learning process using the applied method. Many students stated that the improvement was clearly visible, especially in terms of fluency in speaking, courage to express ideas, and increased vocabulary. Some students experienced gradual improvements, such as becoming more accustomed to constructing sentences, responding to questions more quickly, and being more comfortable speaking in English. In addition, mental aspects such as self-confidence and the courage to speak even though they still make mistakes also experienced positive developments. Students also became more aware of their mistakes and were motivated to continue practicing, both in class and independently at home. This shows that the learning method used has

succeeded in encouraging an overall improvement in students' speaking ability, both in terms of technical and psychological aspects.

f. Student Suggestions/Recommendations Regarding Learning Methods

The final question is the student's suggestion regarding the method applied by the researcher.

Student 1: *"My suggestion, keep using this method, sir! It's very effective."*

Student 2: *"Just keep using it, don't change it! We really like learning using this."*

Student 3: *"If possible, use this method more often in other materials."*

Student 4: *"This method must be maintained, it keeps us motivated!"*

Student 5: *"The method is really good, very helpful, so keep using it, sir."*

Student 6: *"I hope this method becomes the standard for the next speaking lessons."*

Student 7: *"Maybe you can add a few games or other activities to make it more varied."*

Student 8: *"My suggestion is to give more vocabulary before starting brainstorming."*

Student 9: *"If possible, the brainstorming time can be a little longer so that the ideas are more mature."*

Student 10: *"Maybe there could be a list of phrases that are often used for speaking."*

Student 11: *"Adding more videos might be more fun."*

Student 12: *"At the beginning, maybe you could explain the brainstorming method in more detail."*

Student 13: *"Individual guidance can be added, so that those who are still shy will be more courageous."*

Student 14: *"More speaking examples from the teacher so that we have an idea."*

Student 15: *"Maybe you can give simpler speaking assignments at the beginning."*

Student 16: *"This method is very good, just continue it."*

Student 17: *"My suggestion is, just practice speaking more in every meeting."*

Student 18: *"This method is highly recommended for other friends too."*

Student 19: "I think it's effective, just keep it up."

Based on the results of interviews with 19 students of grade IX B regarding the integrated learning method of Problem-Based Learning (PBL) and Brainstorming Strategy in narrative text, the responses obtained were generally very positive. The majority of students stated that this method was interesting and fun, triggering active participation and enthusiasm for learning because they not only listened but were also invited to discuss and solve problems. They felt an increase in self-confidence and fluency in speaking, with the reason that the learning atmosphere became more relaxed and there was support from group members and teachers. However, some initial difficulties were also identified, especially related to mastery of vocabulary and grammar in English, as well as adaptation to the brainstorming method which demands quick ideas. However, these challenges did not reduce their motivation, in fact most students stated that they were very motivated to continue improving their speaking skills. They also felt an increase in their speaking ability after participating in the learning, both in terms of courage and fluency. Suggestions from students indicated the hope that this method would continue to be applied to other materials, with an emphasis on providing more examples and additional support for vocabulary mastery at the beginning of learning.

B. Discussion

In this research, researcher discussed the research results by focusing on the research objectives. The aim of this research is to explain the process and attitudes of students in practicing speaking skills using the problem-based learning (PBL) model and Brainstorming Strategies. In his explanation, the researcher used observation and interviews. Based on the results of observations and interviews, students are very enthusiastic in learning using the problem-based learning (PBL) model and Brainstorming Strategies. These results show that the majority of students agree and like the problem-based learning model and Brainstorming Strategies in enhancing students' speaking skills.

The majority of class IX B students feel that problem-based learning (PBL) is a learning model that makes students active and most students assess it positively. They are very enthusiastic about a series of stages of problem-based learning and are interested in the learning process. The teachers at Nurul Islami Middle School also often use the Problem Based Learning method so that students do not feel unfamiliar with this learning method. As well as Brainstorming Strategies which helps them think critically in solving problems. With Brainstorming Strategies, students are asked to understand

existing problems and find solutions quickly. However, of the several students interviewed by the research, there were still many who found it difficult to participate in brainstorming sessions, one of which was that students were not optimal in conveying the ideas they found. Students hesitate to express themselves due to insufficient practice with English in speaking instruction. Consequently, frequent speaking practice remains crucial for them to become comfortable conveying ideas in English.

Consistent with Richard (2008:20), it is crucial to develop engaging and imaginative activities, alongside providing high-quality materials, when teaching speaking. This approach is vital because it fosters a more relaxed and enjoyable learning environment for students, thereby encouraging them to practice conversations in their daily lives. (Arends, 2008). Almost all students enjoyed the learning model applied by researcher. Most students gave reasons for learning to be more active and student-centered. Some students believe that engaging in Problem-Based Learning (PBL) activities fosters active communication within groups. Students can work together, exchange ideas, and find solutions together. This makes students more courageous in speaking English because they are not afraid of making mistakes. This is related to what Hann and Bhattacharya (2001) said in their book Problem-

Based Learning (PBL) improving students collaboration skills and developing their social communication skills (Bhattacharya, S., & Hann, 2001).

Students also think that the brainstorming strategy used by researcher can make students more skilled at thinking critically in looking for new ideas. This is a good thing because it can train students' speaking skills. This statement is in accordance with previous research by Hapri Octarina entitled *The Use of Brainstorming Strategy to Improve Students' speaking Ability*. The text indicates that the brainstorming strategy has been able to improve students' speaking abilities by offering increased practice, clearer instructions on integrating brainstorming into speaking lessons, and opportunities to present their ideas. As a result, students can articulate their thoughts more fluently and naturally, leading to their active engagement in the learning process. Grouping students further facilitates idea sharing, ultimately improving their fluency and accuracy across grammar, vocabulary, pronunciation, and comprehension. (Octarina et al., 2021).

Most students reported that this learning activity improved their speaking skills, as the researcher encouraged them to freely express their opinions or arguments. Beyond just practicing speaking, the researcher also helped students develop their listening comprehension. Additionally, students

were given opportunities to comment on their peers' performances, which inherently supported the development of their own speaking skills.

Selection of suitable material is also very helpful in the success of this research. The choice of material was determined after the researcher made various considerations. Researcher analyzed what materials are suitable to be used to combine with the methods that have been prepared. After examining several English subject materials at junior high school level, the researcher decided to choose Narrative Text material. Narrative Text was chosen because it is suitable if taught using the PBL method combined with Brainstorming Strategies to enhance students' speaking skills. PBL is usually used in studying Narrative Text material because it can train students critical thinking. In the context of this research, PBL is used in studying Narrative Text because in solving the problems given, students will argue and answer according to each individual student's own thoughts and this can train students to improve their speaking skills. Students are also asked to brainstorm to determine the lessons delivered from the Narrative text provided.

Beyond the positive findings, this research also identified weaknesses in teaching English through problem-based learning (PBL) and brainstorming strategies, particularly

within the brainstorming sessions themselves. Students are not familiar with Brainstorming Strategies at all. This is because they have never participated in learning that uses this strategy and perhaps Brainstorming Strategies are not yet commonly used at junior high school level.

Previously, students had never participated in learning that used brainstorming strategies. In its application, the researcher first briefly explained what brainstorming is and how it is applied. Even so, students were still not able to participate in the brainstorming session optimally because this was their first time. They have never applied this strategy in previous learning. In theory, the brainstorming strategy requires students to think critically and quickly in dealing with a given problem. However, in practice, some students still have experience difficulties in conveying the ideas they find. Sometimes students have found an idea that they want to convey, but because they cannot express it in English, the student did not convey their idea. To overcome this, the researcher asked students to express their ideas as best as possible, then the researcher helped them convey it in English. Some students are also sometimes reluctant to convey their ideas because they are afraid of being wrong and feel that their ideas are not good enough to convey. Researcher emphasized that in Brainstorming everyone can convey their ideas without

criticism from other people. Therefore, students can freely express the ideas they find without having to worry about criticism of their ideas.

Given the positive findings regarding the effectiveness of the brainstorming and Problem-Based Learning (PBL) integration strategy in improving students' speaking skills, further research is recommended to explore this implementation approach on a larger scale, involving a wider range of students and schools to increase the generalizability of the results. In addition, longitudinal research is needed to assess the long-term impact of this strategy on students' speaking skills, including students' adaptability to the brainstorming strategy over time. Future research could also compare the effectiveness of this strategy combination with other speaking teaching methods, or investigate the specific factors that contribute most to success.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and suggestions for what has been discussed in the previous chapter.

A. Conclusion

The followings are the results of the research and analysis conducted to investigate integrating brainstorming strategies and problem-based learning to enhance students' speaking skills:

The integration of brainstorming strategies and problem-based learning (PBL) in the classroom was implemented through a series of activities designed to engage students with narrative texts. This approach involved the use of video stimuli to introduce the topic, followed by group discussions and brainstorming sessions aimed at generating ideas and solutions. The learning process emphasized student-centered and collaborative activities, requiring students to actively participate in problem solving and critical thinking related to the narrative text. The research findings revealed that the implementation of brainstorming and PBL strategies contributed significantly to students' engagement and participation in speaking activities.

Students showed positive responses to the integrated learning approach. They found the lesson interesting and student-centered,

appreciating the active learning environment that encouraged collaboration and communication. Initially, students were less confident in conveying their ideas. However, with the PBL and Brainstorming methods, the researcher found an increase in students' speaking skills because they became more confident and were not afraid of making mistakes in expressing their ideas and opinions. The integration of brainstorming strategies and PBL proved to be an effective approach for enhancing students' speaking skills in narrative text learning. The active and engaging nature of these methods fostered a positive learning environment and encouraged students to participate actively in speaking activities.

B. Suggestion

Based on the data presented, this research aims to contribute positively to English language learning. The researcher offers several suggestions for teachers, students, and other researchers, hoping these recommendations will be valuable for future teaching and learning endeavors. Here are the key suggestions from the researcher:

1. For English teachers

This research provides an overview of several creative teaching activities that can be implemented in the classroom to attract

students' interest and increase student involvement in learning. Apart from that, researcher hopes that every teacher can implement and develop learning activities using creative methods like this in the classroom with even more creative activities.

2. For students

This research presents a new learning method to students regarding classroom teaching activities implemented by researcher. A little explanation and adaptation will enable students to follow the methods used by researcher well. Students are expected to be more enthusiastic and enthusiastic in participating in learning using the specified methods. With good cooperation between students and teachers, the learning activities carried out in the classroom will be carried out well.

3. For the next researchers

This paper aims to serve as a valuable reference for future researchers exploring the same topic. Additionally, the researcher suggests that subsequent studies delve deeper into creative teaching methods, involving a greater number of participants and extending the research duration. It's also hoped that future research will investigate these innovative pedagogical approaches more thoroughly within actual teaching scenarios or other relevant domains.

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APPENDIXES

APPENDIX 1



YAYASAN NURUL ISLAMI SMP NURUL ISLAMI SEMARANG

Rejosari Wonolopo Kec. Mijen Kota Semarang 50215

Telp. : 0851 0077 4477

SURAT KETERANGAN

No.450/I/SMP Nuris/V/2025

Yang bertanda tangan dibawah ini Kepala SMP Nuris Semarang menyatakan bahwa :

Nama	: Maulana Arie Saputra
NIM	: 2103046175
Universitas	: Universitas Islam Negeri Walisongo Semarang
Fakultas	: Ilmu Tarbiyah Dan Keguruan
Program/Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: Integrating Brainstorming Strategies And Problem-Based Learning To Enhance Students Speaking Skills

Telah melaksanakan penelitian di SMP Nuris Semarang yang berada di bawah naungan Yayasan Nurul Islami, dari tanggal 13 Januari 2025 sampai dengan tanggal 18 Januari 2025.

Demikian surat keterangan ini kami sampaikan untuk digunakan sebagaimana mestinya.

Semarang, 23 Mei 2025
Kepala Sekolah,

Dwi Iryanto, S.S.

APPENDIX 2

TIME SCHEDULE OF THE RESEARCH

Activities	Date
Asking for permission from the school	13 January 2025
Doing research	20-23 January 2025
Doing observation	22 January 2025
Interviewing with students	22 January 2025
Interviewing with teacher	23 January 2025

APPENDIX 3

INTERVIEW

1 English Teacher

Interviewer : Maulana Arie Saputra

Teacher : Wahyu Wadhani, S.Pd

Day/Date : Thursday, 23 January 2025

A. Pandangan tentang Speaking Skill:

Interviewer : Menurut Ibu, seberapa penting kemampuan berbicara (speaking skill) dalam pembelajaran bahasa Inggris di tingkat SMP?

Mrs Dhani : Kemampuan berbicara sangat penting di tingkat SMP. Bahasa Inggris adalah alat komunikasi global, dan kemampuan berbicara memungkinkan siswa untuk berinteraksi secara langsung dengan orang lain. Di tingkat SMP, siswa mulai mengembangkan kepercayaan diri dalam berkomunikasi, dan kemampuan berbicara yang baik akan membantu mereka dalam situasi sosial, akademis, dan nantinya di dunia kerja. Selain itu, kemampuan berbicara juga memperkuat pemahaman siswa tentang tata bahasa, kosakata, dan pengucapan.

Interviewer : Apa saja tantangan yang sering dihadapi siswa dalam melatih kemampuan berbicara bahasa Inggris?

Mrs Dhani : Ada beberapa tantangan umum: Kurangnya kepercayaan diri, siswa sering takut membuat kesalahan sehingga mereka enggan untuk berbicara; Kurangnya kosakata, keterbatasan kosakata membuat siswa kesulitan untuk mengekspresikan diri; Pengucapan yang buruk, kesulitan dalam pengucapan dapat menghambat komunikasi; Kurangnya kesempatan untuk berlatih, siswa mungkin tidak memiliki cukup kesempatan untuk berbicara di dalam dan di luar kelas; Pengaruh bahasa ibu, kebiasaan berbahasa ibu dapat mempengaruhi pengucapan dan tata bahasa Inggris.

B. Metode Pembelajaran:

Interviewer : Metode apa yang biasa Ibu gunakan untuk melatih kemampuan berbicara siswa?

Mrs Dhani : Saya menggunakan berbagai metode, di antaranya: diskusi kelompok, role-play, presentasi, dan permainan bahasa untuk melatih kosakata dan kefasihan.

Interviewer : Apakah ada metode tertentu yang menurut Ibu paling efektif dalam meningkatkan kemampuan berbicara siswa?

Mrs Dhani : Menurut saya, kombinasi dari berbagai metode adalah yang paling efektif. Namun, metode yang melibatkan interaksi langsung dan memberikan kesempatan bagi siswa untuk berbicara secara aktif cenderung lebih efektif. Misalnya, role-play dan diskusi kelompok sangat baik karena memaksa siswa untuk menggunakan bahasa Inggris secara langsung.

Interviewer : Apakah Ibu pernah menggunakan Problem Based Learning atau Brainstorming strategy di dalam pembelajaran di kelas?

Mrs Dhani : Ya, saya pernah menggunakan Problem Based Learning (PBL) dan strategi Brainstorming. PBL sangat baik untuk mengembangkan kemampuan berpikir kritis dan pemecahan masalah sambil melatih kemampuan berbicara. Brainstorming sangat efektif untuk menghasilkan ide-ide dan mendorong partisipasi aktif siswa dalam diskusi.

Interviewer : Selaku guru Bahasa Inggris, bagaimana tanggapan Ibu terhadap metode pembelajaran yang saya gunakan di dalam penelitian saya?

Mrs Dhani : Sebagai seorang guru bahasa Inggris, saya sangat mengapresiasi dan menyambut baik metode pembelajaran yang Anda terapkan dalam penelitian ini. Integrasi strategi Brainstorming dan Problem-Based Learning (PBL) adalah pendekatan yang sangat relevan dan efektif untuk melatih keterampilan berbicara siswa, terutama di tingkat SMP di mana siswa seringkali menghadapi tantangan kepercayaan diri, kosakata, dan grammar. Metode ini secara cerdas mendorong siswa untuk aktif berpartisipasi, berpikir kritis, dan berekspresi secara lisan dalam konteks yang bermakna (narrative text), serta memfasilitasi pencarian ide spontan yang esensial untuk kelancaran berbicara. Pendekatan ini tidak hanya berpotensi meningkatkan kemampuan berbahasa Inggris siswa secara signifikan, tetapi juga membangun lingkungan belajar yang lebih dinamis dan menyenangkan.

C. Aktivitas di Kelas:

Interviewer : Kegiatan apa saja yang rutin Bapak/Ibu lakukan untuk melatih kemampuan berbicara siswa di kelas?

Mrs Dhani : Beberapa kegiatan rutin yang saya lakukan: 1) Sesi tanya jawab: Membahas materi pelajaran atau topik tertentu, 2) Diskusi singkat: Membahas berita atau kejadian terkini, 3) Presentasisiswa: Siswa mempresentasikan hasil tugas atau proyek, 4) Kegiatan interaktif: Permainan, kuis, atau aktivitas lain yang melibatkan interaksi verbal.

Interviewer : Menurut Ibu apakah dengan menggunakan metode ini efektif untuk meningkatkan kemampuan berbicara siswa?

Mrs Dhani : Ya, menurut saya, metode ini cukup efektif untuk meningkatkan kemampuan berbicara siswa. Integrasi Brainstorming Strategy dan Problem-Based Learning ini berhasil menciptakan lingkungan belajar yang aktif dan kolaboratif, di mana siswa tidak hanya termotivasi untuk berpikir kritis dan menghasilkan ide-ide baru, tetapi juga secara konsisten didorong untuk mengartikulasikan ide-ide tersebut dalam bahasa Inggris. Kemampuan untuk brainstorming ide sebelum berbicara membantu mengatasi kendala awal seperti kurangnya kosakata atau rasa takut salah, sehingga secara bertahap meningkatkan kepercayaan diri, kelancaran, dan keterlibatan siswa dalam praktik berbicara.

D. Tantangan dan Solusi:

Interviewer : Tantangan apa yang paling sering Ibu hadapi dalam melatih kemampuan berbicara siswa?

Mrs Dhani : Tantangan yang sering saya hadapi: 1) Siswa pasif: Beberapa siswa enggan untuk berpartisipasi, 2) Kurangnya motivasi: Siswa kurang termotivasi untuk belajar berbicara bahasa Inggris, 3) Kelas besar: Sulit untuk memberikan perhatian individual kepada setiap

siswa dalam kelas yang besar, 4) Perbedaan tingkat kemampuan: Siswa memiliki tingkat kemampuan berbicara yang berbeda-beda.

Interviewer : Bagaimana Ibu mengatasi tantangan tersebut?

Mrs Dhani : Beberapa solusi yang saya terapkan: 1) Menciptakan suasana kelas yang positif dan mendukung: Mendorong siswa untuk berani mencoba dan memberikan umpan balik yang positif, 2) Menggunakan materi yang relevan dan menarik: Memilih topik yang menarik minat siswa, 3) Memvariasikan metode pembelajaran: Menggunakan berbagai metode untuk menjaga minat siswa, 4) Memberikan tugas yang menantang namun realistis: Memberikan tugas yang sesuai dengan tingkat kemampuan siswa, 5) Memberikan perhatian individual: Berusaha untuk memberikan perhatian kepada setiap siswa, terutama yang membutuhkan bantuan, 6) Memberikan motivasi dan penghargaan: Memberikan motivasi dan penghargaan atas usaha siswa.

2 Learners

Interviewer : Maulana Arie Saputra

Learners : 19 students of class IX B of SMP Nurul Islami
Semarang

Day/Date : Wednesday, 22 January 2025

NO	Question
1	Apakah metode pembelajaran yang digunakan oleh guru kalian menarik? Apa alasannya?

2	Bagaimana perasaan kalian ketika mempelajari Narrative Text dengan metode yang diterapkan oleh guru kalian? Sebutkan alasannya!
3	Apa kesulitan yang kalian temukan dalam mempelajari Narrative Text dengan metode yang diterapkan oleh guru kalian?
4	Dengan metode PBL dan Brainstorming Strategy, apakah kalian termotivasi untuk meningkatkan speaking skill?
5	Setelah mengikuti pembelajaran ini, apakah ada peningkatan untuk kemampuan berbicara kalian?
6	Apa saran kalian mengenai metode yang dipakai oleh guru kalian pada pembelajaran kali ini?

APPENDIX 4

MODUL AJAR BAHASA INGGRIS

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Maulana Arie Saputra
Institusi	SMP Nurul Islami
Mapel	Bahasa Inggris
Kelas	9 (Sembilan)
Alokasi waktu	2 JP (2 x 40 menit)
Domain konten	Speaking
Konten utama	Narrative text
Capaian Pembelajaran	Membaca-Memirsa Peserta didik mampu memahami isi teks naratif berupa cerita rakyat dan Membacakan cerita rakyat dengan urut dan runtut sesuai dengan kaidah bahasa inggris dengan penuh rasa ingin tahu, tanggung jawab, disiplin, serta selama proses pembelajaran, bersikap jujur, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan proaktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik. Menulis-Mempresentasikan peserta didik mampu mengkomunikasikan ide melalui paragraf sederhana dan struktur kalimat yang sederhana. Mereka juga dapat menulis narrative

	text dengan kalimat sederhana dan majemuk.
B. PROFIL PELAJAR PANCASILA	
Target profil pelajar Pancasila	1. Beriman, Bertakwa Kepada Tuhan YME, dan Berakhlak Mulia 2. Bergotong royong 3. Mandiri 4. Kreatif 5. Bernalar kritis
C. SARANA DAN PRASARANA	
Media	Laptop/HP, jaringan internet, LCD Proyektor, Speaker, video YouTube, Kahoot!, Liveworksheets
Sumber belajar	YouTube, PowerPoint
D. TARGET PESERTA DIDIK	
Peserta didik reguler Kelas IX/Fase D	
E. MODEL PEMBELAJARAN	
Problem Based Learning, Brainstorming Strategies	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
1. Peserta didik dapat mengidentifikasi (C1) fungsisosial, struktur teks, unsur kebahasaan yang terkandung dalam teks naratif setelah diberi contoh tekstual dan kontekstual dengan baik. 2. Peserta didik dapat menganalisis (C4) fungsi Sosial, struktur teks, unsur kebahasaan yang terkandung dalam teks naratif setelah berdiskusi secara berkelompok dengan aktif.	

3. Peserta didik dapat mempresentasikan (C6) teks naratif setelah berdiskusi secara berkelompok dengan aktif.	
B. KEGIATAN PEMBELAJARAN	
Pertemuan ke-1	Pendahuluan (10 menit) - Guru memberi salam (greeting) dan mengajak peserta didik berdoa di awal pelajaran untuk menumbuhkan perilaku religius; [<i>Religius/IMTAQ</i>] - Guru menanyakan kabar dan memeriksa kehadiran peserta didik; - Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran; - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; - Guru memberikan pertanyaan pemantik <i>Have you ever read fairy tales, myths or legends around you?</i> <i>What is the story that you know?</i> <i>Have you ever heard the story of Malin Kundang, Pinocchio, or Snow White?</i> <i>Did you like the story?</i> - Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; Kegiatan inti (60 menit) Tahap-1 Mengorientasi Siswa pada Masalah (BkoF) - Siswa diberi stimulus tentang materi

	yang akan dipelajari b. Siswa diperlihatkan video tentang narrative text dan diminta untuk mengidentifikasi isi dari video yang ditampilkan c. Siswa melihat tayangan video cerita sangkuriang https://youtu.be/LI7jm33Kgec?si=z8Rks9UtOUlc588Q d. Dengan bimbingan dan arahan guru, siswa melakukan tanya jawab tentang video khususnya mengenai materi yang akan dibahas (narrative text) dan unsur kebahasaannya (simple past tense) [<i>Critical Thinking</i>] • what is the story about? • when did the story happen? • what happened to Sangkuriang? • What can we learn from the story of Sangkuriang? [Brainstorming] Tahap 2 Modeling of Text e. Dengan bimbingan guru peserta didik menentukan struktur teks dari narrative text yang di tayangkan lewat power point. [<i>TPACK</i>] f. Siswa dan guru menyimpulkan bersama materi tentang Narrative Text Tahap 3 Mengorganisir Siswa untuk Belajar [<i>JcoT</i>] g. Siswa diminta untuk mencari contoh
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	teks naratif secara berkelompok [Gotong Royong] h. Setiap kelompok mengidentifikasi Generic Structure of Narrative Text dari teks yang mereka temukan i. Setiap kelompok mempresentasikan teks naratif yang telah dikerjakan secara berkelompok j. Kelompok lain menganalisis pelajaran apa yang bisa diambil dari teks naratif yang disampaikan oleh kelompok yang melakukan presentasi. [Brainstorming] k. Setiap anggota kelompok menyebutkan sebanyak-banyaknya pelajaran dari cerita yang disampaikan sesuai dengan pemahaman mereka. [Brainstorming] Tahap 4 Membimbing Penyelidikan Individu [IcoT] l. Siswa melakukan latihan soal menggunakan Kahoot! Untuk mengukur pemahaman siswa mengenai materi Narrative Text https://create.kahoot.it/share/narrative-text/fe2011e9-987a-4f23-bf6c-9102eae111f9 m. Siswa memperhatikan umpan balik dari guru mengenai tugas yang sudah dikerjakan. Tahap 5 Menganalisis dan mengevaluasi n. Guru memberikan umpan balik, siswa merevisi tugas mereka
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	Kegiatan penutup (10 menit) - Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Guru bersama peserta didik berdoa; - Siswa dan guru mengucapkan salam perpisahan.
Asesmen	Formatif: - Ketika siswa sedang berkegiatan, guru berkeliling, dan berhenti sejenak di salah satu kelompok untuk mengamati kompetensi siswa - Guru memperhatikan keaktifan peran murid dalam kelompok - Ketika menemukan siswa yang kurang aktif, atau mengalami kendala, guru bisa melakukan perbaikan dengan cara menjadi pasangan siswa. Sumatif: - Penilaian sumatif diambil dari latihan soal dan tugas individu siswa
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Siswa menyampaikan refleksi pembelajaran melalui Gform https://forms.gle/bJhP9aGDtJydhicw9

APPENDIX 5

ASSIGNMENT SHEET

Faiz, Ferdi, Azam, Kafi,
Alcho, Kinard

The Legend of Toba Lake

**Orien-
tation** { In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

**Complica-
tion** { One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

resolugion { Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake

**reorien-
tation** { Don't judge a book from ^{the} each cover

Legenda Danau Toba

Dahulu kala, hiduplah sebuah panti asuhan anak yatim piatu di bagian utara Pulau Sumatera. Syahdan, pemuda tersebut bermatapencaharian dari bertani dan memancing. Suatu hari ketika dia sedang memancing dia mendapatkan seekor ikan yang sangat cantik berwarna coklat keemasan. Saat dia memegangnya, ikan itu berubah menjadi seorang putri cantik. Sang putri adalah seorang wanita yang dikutuk karena melanggar larangan dan akan berubah menjadi sejenis makhluk yang pertama kali menyentuhnya. Karena saat itu manusia menyentuhnya, lalu berubah menjadi seorang putri.

Terpesona oleh kecantikannya, pemuda itu memintanya menjadi istrinya. Lamaran itu diterima dengan syarat pemuda itu tidak boleh menceritakan asal usul sang putri yang berasal dari ikan. Pemuda itu menyetujui persyaratan ini. Setelah menikah selama setahun, pasangan tersebut mendapatkan seorang anak laki-laki namun ia memiliki kebiasaan buruk yaitu tidak pernah merasa puas saat sedang makan. Dia memakan semua makanannya.

Suatu hari anak laki-laki itu memakan semua makanan yang seharusnya diberikan kepada ayahnya. Pemuda itu kemudian dengan marahnya berkata: "pada dasarnya kamu adalah keturunan ikan!" Pernyataan itu dengan sendirinya membuka rahasia istrinya dan mengingkari janjinya.

Tak lama kemudian, istri dan putranya menghilang secara ajaib. Tiba-tiba di negeri bekas langkah kaki mereka keluarlah mata air yang sangat deras. Air mengalir dari mata air tersebut terus menerus dan semakin lama terjadi maka akan semakin besar. Akhirnya mata air tersebut menjadi sebuah danau yang sangat luas. Danau tersebut kini dinamakan Danau Toba

PROFILE OF SMP NURUL ISLAMI SEMARANG

SMP Nurul Islami Semarang was founded under the auspices of the Nurul Islami Semarang Foundation led by dr. H. S. Heri Prasetyo, M.M which was founded in August 2007. However, its operations were carried out in the new academic year in July 2008. The school location is quiet, comfortable, cool and has adequate facilities for developing knowledge. SMP Nurul Islami Semarang is located at Jl. Rejosari, Wonolopo Village, Mijen District, Semarang City, Central Java Province, Indonesia.

This school has 4 classrooms (grades 7, 8, 9A and 9B), a laboratory, a library, a canteen, a sports field, and other facilities. Also SMP Nurul Islami Semarang has sufficient media to use in the teaching and learning process. The school has 15 teachers and 75 students. Similar to junior high schools in general in Indonesia, the school education period at SMP Nurul Islami Semarang takes three academic years, starting from Class VII to Class IX. Based on the National Accreditation Board for Central Java Province, Nurul Islami Middle School Semarang was declared a school with A accreditation.

The total land area is 50.000 M² with 2 permanent fences (including living fences). The land area of 50.000 M² is controlled by the School according to ownership and use status, certified ownership status, sub-district. This land area is divided into buildings of 50.000 M², courtyards of 2.500 M², sports fields of 1.000 M², parks of 37.000

M² and other 5.000 M². SMP Nurul Islami Semarang has a great vision, "Excellence in Achievement and Have Akhlaqul Karimah".

DOCUMENTATION

1. Interview with 5 students 9 Grade (B) at SMP Nurul Islami Semarang



2. Interview with English Teacher



3. The Implementation Of Integrating Brainstorming Strategies And Problem-Based Learning To Enhance Students' speaking Skills



CURRICULUM VITAE

Name : Maulana Arie Saputra
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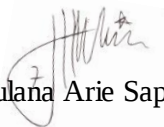
Formal Education:

1. RA Miftahul Hidayah Semarang
2. MI Miftahul Hidayah Semarang
3. MTs YASPIA Grobogan
4. MA YASPIA Grobogan
5. Universitas Islam Negeri Walisongo Semarang

Non Formal Education:

Miftahul Huda Islamic Boarding School

The Researcher


Maulana Arie Saputra