

CHAPTER I

INTRODUCTION

A. Background of Research

Language is the main key to human life on this earth, with language people can interact to each other, deliver something that occur in the heart, express thoughts, ideas, concepts or feelings, language is a resource for social life. There are many kinds of languages, English is one of them. English is a universal language, it become the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives.

In teaching English at schools, there are four skills must be mastered by the students namely listening, speaking, reading, and writing. Listening is a receptive skill, the listening skill is focusing in the ability of the student gain the information from the audio transmitter, could be a digital audio or human voice. Underwood (1998) said that listening is the ability to paying attention the speaker and try to get the information in. Underwood (1998) also said that listening has the important role in Skill of language because Listening shows what is the actual purpose of communication or language.

Thornbory (2005) states that speaking is so much a part of daily life that we take it for granted. The average person produces ten of thousands of word a day, although some people like auctioneers and politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, this is, we have to learn how to do it all over again in a foreign language.

Teaching speaking is done by lecturers at school to train the students' speaking skill. Teaching speaking is how to use the language quickly and confidently with

unnatural pauses, which is called as fluency (Nunan, 2003). By teaching speaking to the students, they are expected to be able to convey information, their opinions or their thoughts in the learning process. In the learning process of speaking, the lecturers must be active in teaching to improve the students' speaking skill and their motivation, because teaching speaking is very important part of second language learning.

The next skill in language is Reading. Just like speaking reading is also receptive skill. The difference between listening and reading is while the listening skill gains the information from auditor, reading skill gains the information from the text. According to Mickulecky and Jeffries (2004) reading is also very important, because reading provides the student many aspects in language learning. Reading enlarges vocabularies, teaches the structure, enriches the knowledge of facts and also teaches the student to be creative with some many ideas.

And then there is writing. Writing skill is an ability to construct the idea in a form of written. According to Rivers (1981) writing is revealing the information or feeling and emotion in away of structured language. Brown (2002) claims that writing is a thinking process. In conclusion, writing skill in English language is an ability to express the idea and/or the expression of thinking and feeling in an original structured written form using English Language.

In order to be able to promote students' English skill, an English lecturer must have many ideas or creativities to make the teaching process runs well. The lecturer should use one of techniques to promote the students' speaking skill such as brainstorming.

According to Obsorn in Kumbhar (2019), brainstorming is a way to maximize the creativity of a group of people in solving some problem. It is a conference technique by a group attempts to find a solution for a specific problem by making and also receiving all the ideas spontaneously from the member.

Brainstorming is a combination of a relaxation, informal approach to problem-solving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning.

The most important thing about brainstorming is that there should be no criticism of ideas. Students try to open possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.

Furthermore, in Al-qur'an sura Ali- Imran verse 07 obviously stated about

Q.S 3:7

هُوَ الَّذِي أَنْزَلَ عَلَيْكَ الْكِتَابَ مِنْهُ آيَاتٌ مُحْكَمَاتٌ هُنَّ أُمُّ الْكِتَابِ وَأُخَرُ مُتَشَابِهَاتٌ فَأَمَّا الَّذِينَ فِي قُلُوبِهِمْ زَيْغٌ فَيَتَّبِعُونَ مَا تَشَابَهَ مِنْهُ ابْتِغَاءَ الْفِتْنَةِ وَابْتِغَاءَ تَأْوِيلِهِ وَمَا يَعْلَمُ تَأْوِيلَهُ إِلَّا اللَّهُ وَالرَّاسِخُونَ فِي الْعِلْمِ يَقُولُونَ آمَنَّا بِهِ كُلٌّ مِنْ عِنْدِ رَبِّنَا وَمَا يَذَّكَّرُ إِلَّا أُولُوا الْأَلْبَابِ

.In tafsir Quraisy Shihab of Ali-Imran verse 07 explained that:

” It is He who has sent down the Qur'an to you. Among His wisdom, some verses of al-Qur'ân muhkamât: clear meaning and meaning, and others mutasyâbihât: difficult to grasp the meaning by most people, vague for people who have not deep knowledge. The mutasyâbihât verses were revealed to motivate the scholars to actively study, reason, think, be careful in ijtihad and capture religious messages. People whose hearts are inclined to misguidance, follow the verses of mutasyâbihât to spread slander and to interpret as they please. The correct interpretation of these verses cannot be known except by Allah and those who are deep in knowledge. They said, "We believe that it comes from Allah. We do not distinguish the belief in the Qur'ân between the muhkam and the mutasyâbih." No one understands it all except people who have common sense who do not follow the desires of lust.”

It can be implied from the Al-Quran Surah Ali- Imran:07, Ulama's activities to think about, interpret, and inference mutasyabihat verse in Al-Quran that implies its meaning. That these Ulama actions were part of brainstorming. Brainstorming basically gathered all ideas and concepts spontaneously and creatively to generate the concrete idea.

There are two previous researches about brainstorming that was found by the reseaccher as a guideline to conduct this research. The first one, entitled "The Implementation of Brainstorming in Teaching English at the First Year of Senior High School 12 Pekanbaru" by Amidianti from Faculty of Education and Teacher training, State Islamic University of Sultan Syarif Hidayatullah, 2011. The second one is "An analysis of lecturers using brainstorming in teaching English (SMAN 2 Purwekorto in Academic Year 2015/2016)" by Aditya Astu Bhairawa (2016) from Muhamadiyah University of Purwakerto.

From those researches, this research has similarities and differences in some aspects. First, the similarities, there are all conducting research about brainstorming in teaching. Then, there are two differences in some aspects about this research compared to those previous researches. First, those previous researches conducted in high school, but this research will be conected in university level. Second, because of this research will be held while is in still pandemic era, this research also will be conducted about online learning and online class.

At UIN Antasari Banjarmmasin, There is UPB or Language Development Program Center. In UPB, the English lecturer uses brainstorming to encourage students' English skill. It is very interesting for researcher to know the students' English skill performance when brainstorming used as technique to support the teaching process. So the researcher wants to do research in thesis form entitled "Brainstorming in Teaching English in UPB UIN Antasari Banjarmasin"

B. Research Questions

1. What is the type of brainstorming that lecturers use in teaching English?
2. How well are the lecturers achieving the goal of brainstorming in teaching English?

C. Research Objectives

1. To know the type of brainstorming that lecturer used in teaching English.
2. To describe how well the lecturers achieving the goal of brainstorming in teaching English are.

D. Significances of Research

1. English Lecturer

The result of this research are expected to be able to give information and reference for the English lecturer who teaches speaking using brainstorming. So, he knows how to apply brainstorming as one of effective techniques in teaching English.

2. Students

The result of this research are expected to be able to give knowledge for the students who want to increase their English skill using brainstorming.

3. Other Research

The result of this research are expected to be able give reference and comparison for other researchers who want to do similiar topic.

E. Definition of the Key Terms

1. Lecturers are the lecturer of English Subject in UPB UIN Antasari Banjarmasin.
2. Students are the students in UPB UIN Antasari Banjarmasin.

3. Brainstorming is the technique of the way of thinking critically by certain criteria and steps.