

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed and presented the result of the research based on the data gathered from questionnaire via Google Form, interview through WhatsApp chat, and observation via Google Meet, ZOOM, and WhatsApp Group. In This chapter, the researcher presented the finding and discussion from the study in order to answer research questions related to the use of brainstorming activity. In this research, there are three statements of the problem that have to be answered in this research. The first is what are the types of brainstorming used in the classes, how are the use of brainstorming activity, and the responses of students towards brainstorming activity.

A. Findings

In this section the researcher provided the data of types brainstorming, the use of brainstorming and the responses of students towards braintorming that had already obtained through questionnaire(Google Form) , observation(Google Meet, ZOOM, and WhatsApp group), and interview (WhatsApp chat). There were 32 students who filled the questionnaire from Google Form. The questionnaire contains about 20 questions. For interview will be conduct with two lecturers.However, actually the researcher should observe three classes but unfortunately the researcher forget the schedule of observation until the last day of observation time, so she can not have an observation for the third lecturer.

Through observation, the researcher wanted to reveal the types of brainstorming use by the lecturer, While, through the questionnaire and interview, the researcher wanted to find out about the students' responses towards brainstorming.

1. Types of brainstorming acitivity used in the classes

Research Question 1: What types of brainstorming activities are used in English classes of UPB in UIN Antasari Banjarmasin

Types of brainstorming based on Cullen's theory and Ariana's theory

a. Lecturer A

Time/date of observation: 26 november-9 december 2021

| Number | Types of Brainstorming | YES OR NO | DATE | DESCRIPTION |
|---------------|--|------------------|-------------|--|
| 1 | Simple word list a. Describe people's appearance b. List the items you need for a party c. Make list of house furniture | No | - | Lecturer A did not use this type of brainstorming |
| 2 | Lists based on principle a. Write down a food that begins with each letter of alphabet b. Make a list of animals starting with | No | - | Lecturer A did not use this type of brainstorming |

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|----------|---|------------|--------------------|--|
| | the smallest animal and getting bigger | | | |
| 3 | Brainstorming on a picture <ol style="list-style-type: none"> a. What are these people doing? b. Lists the objects in the picture c. What is this man thinking about? | No | - | Lecturer A did not use this type of brainstorming |
| 4 | Finding alternatives for a blank in a sentence <ol style="list-style-type: none"> a. The man got off his ___ and walked away, (answer could include horse/ bicycle/ litter/ backside) b. Peter lived in a ___ (answer could include : caravan/house/fantasy world/apartment) c. I don't like her because she is ___ (answer could include: too talkative/ the lecturer's pet/ boring) | Yes | 27 November | Students' response: The students responded actively, they find the alternatives for a blank space that lecturer given. Most of the brainstorming activity used by the Lecturer A is this type of brainstorming. |

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|---|---|----|---|---|
| 5 | <p>Listing different ways of expressing a particular language function</p> <ul style="list-style-type: none"> a. Please move your chair b. I'd appreciate if you could move your chair c. Get your chair out of my way d. Prediction | No | - | Lecturer A did not use this type of brainstorming |
| 6 | <p>Brainstorming using songs</p> <ul style="list-style-type: none"> a. What does the singer feel ? b. What do you think the singer looks like? c. Suggest a title for this song! | No | - | Lecturer A did not use this type of brainstorming |
| 7 | <p>Word mapping The form of mind mapping, the students should fill the map or chart through mention or write it down.</p> | No | - | Lecturer A did not use this type of brainstorming |
| 8 | <p>Changing one word in a sentence at a time</p> <ul style="list-style-type: none"> a. Peter plays the flute <i>in the orchestra</i> b. Peter plays the flute <i>in the park</i> | No | - | Lecturer A did not use this type of brainstorming |

| | | | | |
|----|---|-----|-------------|--|
| | <p>c. <i>John plays the flute in the park</i></p> <p>Variation: add one word, take one word</p> | | | |
| 9 | <p>Free association</p> <p>A: apple</p> <p>B: red</p> <p>A: red</p> <p>B: rose</p> <p>And so on</p> <p>Variation: free association in pairs or in a groups.</p> <p>Students make the association from the previous student's word</p> | No | - | Lecturer A did not use this type of brainstorming |
| 10 | <p>Group storytelling</p> <p>John was late for school because</p> <p>Student A: He mised the rain</p> <p>Students B: And there wasn't another for 20 minutes</p> <p>Students C: So he went to a game center</p> <p>Student D: But he lost his wallet. And so on</p> | No | - | Lecturer A did not use this type of brainstorming |
| 11 | <p>Free form brainstorming</p> <p>Teacher provides a topic or question, then students think silently and formulate possible</p> | Yes | 26 november | <p>The teacher asked students to create two sentences of fact that the students did not do anymore.</p> <p>The students responded it actively, tell their story of past event and present event by</p> |

| | | | | |
|----|---|----|-------------|---|
| | <p>responses independently.</p> | | 27 november | <p>sentences in whatsapp group voice note. They use good pronunciation and clear sentences.</p> <p>And ask the students about their opinion, “do you think the pandemic is real or just conspiracy? Give opinion or the research that prove the fact!</p> <p>The students respond edit well through group chat in whatsapp. Moreover, they not only wrote about their opinion, but also provided the theory based on the research.</p> <p>The lecturer ask to the students to explain about the room, the weather, the food of the place that the students had visited in detail by voice note. The students give the explanation well based on their own experience.</p> |
| 12 | <p>Round robin brainstorming</p> <p>For example: Students contribute ideas in turn, feel free to pass if they have no idea to share that round.</p> | No | - | Lecturer A did not use this type of brainstorming |
| 13 | <p>Pencil and paper brainstorming.</p> <p>For example: Participants write ideas first, and then share them, either in</p> | No | - | Lecturer A did not use this type of brainstorming |

| | | | | |
|----|--|----|---|---|
| | turn or without a name. | | | |
| 14 | Nominal group technique generates generation and priority idea. For example: it needs to take a brainstorming list and synthesize it into a number of priority items | No | - | Lecturer A did not use this type of brainstorming |

Table 1.1

From this table revealed that Lecturer A only used two types of brainstorming such as finding alternatives for a blank in a sentences on 27th of november, ,and freeform brainstorming on 26th and 27th of november .

b. Lecturer B

Time/date of observation: 26 november- 9 december 2021

| Number | Types of Brainstorming | YES/NO | DATE | DESCRIPTION |
|--------|--|--------|------|---|
| 1 | Simple word list d. Describe people's appearance e. List the items you need for a party f. Make list of house furniture | NO | - | Lecturer B did not use this type of brainstorming |
| 2 | Lists based on principle c. Write down a food that | NO | - | Lecturer B did not use this type of brainstorming |

| | | | | |
|---|---|-----|--------------------------------------|---|
| | <p>begins with each letter of alphabet</p> <p>d. Make a list of animals starting with the smallest animal and getting bigger</p> | | | |
| 3 | <p>Brainstorming on a picture</p> <p>d. What are these people doing?</p> <p>e. Lists the objects in the picture</p> <p>f. What is this man thinking about?</p> | YES | 3 December | <p>Lecturer B show pictures on the screen, and the students guess the answer For example: the lecturer provided family tree, and asked to students “Molly and Bertie are Daisy’s...”. Therefore, the students respond it quickly by thinking the relationship between them in a family tree. The students actively answer the questions</p> |
| 4 | <p>Finding alternatives for a blank in a sentence</p> <p>d. The man got off his ___ and walked away, (answer could include horse/ bicycle/ lter/ backside)</p> <p>e. Peter lived in a ___ (answer could</p> | YES | 26 November 27 November | <p>The lecturer often use this type of brainstorming. The students respond it well. They think to answer the alternatives for a blank in a sentence</p> <p>The students respond the lecturer well. They think to answer the alternatives for a blank in a sentence</p> |

| | | | | |
|---|---|-----|----------------|---|
| | <p>include : caravan/house/fantasy world/apartment)</p> <p>f. I don't like her because she is____ (answer could include: too talkative/ the lecturer's pet/ boring)</p> | | 3 December | The students respond the lecturer well. They think to answer the alternatives for a blank in a sentence |
| 5 | <p>Listing different ways of expressing a particular language function</p> <p>e. Please move your chair</p> <p>f. I'd appreciate if you could move your chair</p> <p>g. Get your chair out of my way</p> <p>h. Prediction</p> | NO | - | Lecturer B did not use this type of brainstorming |
| 6 | <p>Brainstorming using songs</p> <p>d. What does the singer feel ?</p> <p>e. What do you think the singer looks like?</p> <p>f. Suggest a title for this song!</p> | NO | - | Lecturer B did not use this type of brainstorming |
| 7 | <p>Word mapping The form of mind mapping,the</p> | YES | 26 November | Lecturer B provided the students mind map of simple past tense, |

| | | | | |
|----|---|----|---|---|
| | students should fill the map or chart through mention or write it down. | | | irregular and regular verb. The students share their idea very well and actively. |
| 8 | <p>Changing one word in a sentence at a time</p> <p>d. Peter plays the flute <i>in the orchestra</i></p> <p>e. Peter plays the flute <i>in the park</i></p> <p>f. <i>John</i> plays the flute in the park</p> <p>Variation: add one word, take one word</p> | NO | - | Lecturer A did not use this type of brainstorming |
| 9 | <p>Free association</p> <p>A: apple B: red</p> <p>A: red B: rose And so on</p> <p>Variation: free association in pairs or in a groups.</p> <p>Students make the association from the previous student's word</p> | NO | - | Lecturer B did not use this type of brainstorming |
| 10 | <p>Group storytelling</p> <p>John was late for school because</p> <p>Student A: He missed the rain</p> <p>Students B: And there wasn't another for 20 minutes</p> | NO | - | Lecturer B did not use this type of brainstorming |

| | | | | |
|----|--|-----|---|--|
| | <p>Students C: So he went to a game center</p> <p>Student D: But he lost his wallet. And so on</p> | | | |
| 11 | <p>Free form brainstorming</p> <p>Teacher provides a topic or question, then students think silently and formulate possible responses independently.</p> | YES | - | <p>Lecturer B used this type, the students asked to create a short paragraph in a group, all of member should create their own writing, and they should discuss whose paragraph will be presented in a voice note in whatsapp group. The students presented it well and actively.</p> |
| 12 | <p>Round robin brainstorming</p> <p>For example: Students contribute ideas in turn, feel free to pass if they have no idea to share that round.</p> | NO | - | <p>Lecturer B did not use this type of brainstorming</p> |
| 13 | <p>Pencil and paper brainstorming.</p> <p>For example: Participants write ideas first, and then share them, either in turn or without a name.</p> | NO | - | <p>Lecturer B did not use this type of brainstorming</p> |
| 14 | <p>Nominal group technique</p> <p>generates generation and priority idea.</p> <p>For example: it needs to take a brainstorming list</p> | NO | - | <p>Lecturer B did not use this type of brainstorming</p> |

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|--|--|--|--|--|
| | and synthesize it into a number of priority items | | | |
|--|--|--|--|--|

Table 1.2

From this table revealed that Lecturer A only used three types of brainstorming such as brainstorming on a picture on 3rd of december, finding alternatives for a blank in a sentences on 26th, 27th of november and 3rd of december, and word mapping on 26th of november. .

Based on table 1.1 and 1.2 above it could be seen that most of the types did not apply by the lecturer. It was only some of them used by the lecturer, such as

- 1.) Brainstorming activity on a picture,
- 2.) Finding alternatives for a blank in a sentences
- 3.) Word mapping,
- 4.) Freeform brainstorming

From those types, most frequently used type is finding alternative for blank in a sentences because it is the authentic material from the book that used by students in English UPB classes.

2. The use of brainstorming activity in the classes

Based on the description in the table 1.1 and 1.2, the researcher found out that the use of braintorming can create activeness in the class. The students think critically while doing the lecturers' instruction to answer some kinds of brainstorming activity.

From interview section towards lecturers, lecturer A used

brainstorming with his own creativity. Whereas, lecturer B used brainstorming activity by combining several theories.

However, the researcher also not able to find the theory of each steps of brainstorming, so the researcher collect the data based on experience during observation as the steps of each brainstorming used in the classes.

Lecturer A apply two types of brainstorming, such as Finding alternatives for a blank in a sentences and freeform brainstorming.

The steps lecturer A used brainstorming for finding alternatives for a blank in a sentences are

- a. Show the sentences with a blank word that the student should fill in it.
- b. Give the students time to think and inquire them to answer in the Whatsapp Group voice note.
- c. Collect the sentences of the students

The steps lecturer A used brainstorming for freeform brainstorming

- a. Ask students to think about their experience by using certain tense
- b. Give students time to think and ask them to share their sentences through WhatsApp group chat
- c. Collect the sentences of the students.

While, Lecturer B apply three types of brainstorming, such as brainstorming picture, mind mapping and finding alternative for a blank in a sentences.

The steps lecturer B used brainstorming picture are

- a. Provide the students a picture (for example family tree)
- b. Ask the students several question related to the picture
- c. Give the students time to think
- d. Collect the answer
- e. Tell the students the correct answer

The steps lecturer B used brainstorming mind mapping are

- a. Present a mind map of past tense, irregular verb, regular verb
- b. Enquire students to fill the blank mind map
- c. Provide time the students to think
- d. Put the answer into the screen of powerpoint
- e. Collect all of the mind map completely.

The steps lecturer B used finding alternatives for ablank in a sentences

- a. Show the sentences with a blank word that the student should fill in it.
- b. Give the students time to think and inquire them to answer
- c. Collect the answer and tell the correct answer though Google Meet

If the use or the steps of brainstorming is related to the theory of Kumbhar, such as

- a. Select the group :First, the facilitator or lecturers/teachers must

select the members not less than 5 or not more than 20.

In this step, only once used by the lecturer B to have a brainstorming in group, but the rest is only individual brainstorming.

- b. Specify the objectives: Facilitator should build objectives and take the definition why he wants to brainstorm. He/she should find out about all members interested and enjoy for selected central question. After that, allow the members to make noise, shout, laugh, and enjoy. The lecturer skipped this steps, they directly explain the rules or define the role (only lecturer B).
- c. Define the role: Facilitator must decide the who is the role of leader, recorder, etc.

Only lecturer B applied this step.

- d. Explain the rules: Facilitator should explain the rules to everyone before discussion starts. Then, Everyone must be clear about the question that will be discussed

Both of lecturers implemented this step.

- e. Start the discussion: Start to begin the discussion rounds. The members should take some rounds and produce idea as many as possible

Both of lecturers implemented this step.

- f. Record the ideas: Ideas must be recorded and arranged

Both of lecturers implemented this step.

- g. Encourage the ideas: Wait for ideas, don't hurry, participants of

member should get the enough time to think and present better idea.

The facilitator should boost the members to show the idea appreciate all ideas that produced.

Lecturer B did this step.

- h. Do end on the wild ideas. The students look for as many as possible the ideas.

Both of lecturers implemented this step. (Kumbhar, 2018, p. 4-5).

From the result of questionnaire in this research, we can conclude that the use of brainstorming activity has a good contribution to promote speaking skill, increase students' motivation, confidence, and participation during classroom observation. It is same with previous study from Norseha. She stated that "It was observed that brainstorming contributes to the enhance in students' motivation, confidence, and participation as reflected by the positive student behaviors during classroom observations (Norseha, 2016, p. 1)".

Lecturer's perspective towards braintorming activity

This data supported the data from second research question,

- 1.) What do you want from the students when you implement several

types of brainstorming that you used during observation time?

Lecturer A: *“ i want them to have their own critical thinking, think about the solution, other opinion. When they give their thoughts about something, i want them to be able to express about themselves, about the things that they have in mind. I want them to speak up, open, to see that other people also have their own opinion about something. Their opinion is different with others, its okay”*

Lecturer B: *“I expected that the students could activate their language knowledge of what they are going to learn based on their previous knowledge. In addition, I wanted them to focus more on the material given at the day. So, when they move to the main activity, they already know the material and get more understanding.”*

Based on interview section, both of the lecturers expected the students to speak up and activate their language through brainstorming activity.

2.) Do you implement the step of braintorming activity based on the theory or by your own creativity?

Lecturer A: *“No,it’s my own creativity, I don’t really read about the step of brainstorming”.*

Lecturer B: *“Yes. I integrated some theories and created the brainstorming activities to be adjusted to the activities I was doing at the time. Well, since brainstorming is mostly used to improve students*

speaking skills, I tried to use brainstorming with some modification in grammar class, and alhamdulillah we made it. The students could deliver their idea about what they know about the material”.

Based on interview section, lecturer A did brainstorming by his own creativity. While, the lecturer B did it by combining several theories

- 3.) According your knowledge, what are the types of brainstorming activity that you used in teaching and learning activity during observation? From your opinion, which type is the best one?

Lecturer A: *“I don’t really read about brainstorming types again. I usually use, i give question and then i ask them to make an opinion about something, one by one or in groups. I think that one is the best one in my opinion.”*

Lecturer B: *“Well, actually I never mentioned “let’s do some brainstorming activities” to my students, so that time was my first time telling them about brainstorming. Sometimes, when we were in a new unit of material, I asked the students some questions related to the topic of the unit of what they know about the topic. But I never made an illustration at the time (boxes on the slide), so not all students delivered their ideas. I think it would be better to implement brainstorming activities by using some media or through games so that the students can relax and reduce their anxiety before they learn. Moreover, I think we can promote brainstorming activity more in offline class since there is no signal interference or the like.”*

Based on interview section, Lecturer A thought that asking about students' opinion towards something is the best way of brainstorming activity. While lecturer B thought that best way in brainstorming is using media or games to make students more relax and decrease anxiety before learning.

- 4.) Do you think the brainstorming activity is the best way to use for enhancing students' speaking skill? Why?

Lecturer A: *“Not really, not the best way, but one of the best way to increase speaking skill...”*

Lecturer B: *“Yes. Because in the brainstorming activity the students can deliver their ideas freely without being interrupted or blamed for their answers or ideas. It also can help them to build their confidence in using the target language without hesitation.”*

Based on interview section, lecturer A assumed that brainstorming is one of the best way to enhance speaking skill. Whereas, lecturer B assumed that brainstorming activity is the best way because it can make the students freely to relay ideas and build students' confident using english without hesitation.

- 5.) Why do you apply the brainstorming activity in the pre, while, or post teaching?

Lecturer A: *“I did it in post teaching and pre teaching, discuss about this and that, they give their opinion and thought about something according to their research and experience. We have different kind of background, live in different country, study in different major or something like that, it will show the thought of the students through brainstorming,”*

Lecturer B: *“I implemented brainstorming in the pre-activity to activate students’ previous knowledge and link it to the new material so the students can understand more of what they are going to learn at the time.”*

Based on interview section, lecturer A did the brainstorming activity in pre and post teaching (he likes both of them). While lecturer B did the brainstorming activity in pre activity to activate students’ previous knowledge to the new material.

3. The responses of the students towards brainstorming activity and lecturer’s perspective towards brainstorming

In the Google Form questionnaire, there were five alternative answers available in each question namely; strongly disagree, disagree, neither disagree nor agree, agree, strongly agree. The result of the questionnaire can be seen on the following table below. To provide a more succinct and comprehensible patterns of the participants’ answers to the questionnaire, the first two alternatives (agree(4) and strongly agree (5))

Table 2.1

Students' responses towards brainstorming activity

| No | Statements | Frequency and Percentage (%) | | | | | Total |
|----|---|------------------------------|--------------|---------------|---------------|---------------|-------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | I like brainstorming to promote my speaking skill | - | 1 (3,1%) | 8 (25%) | 14 (43,8%) | 9 (28,1%) | 32 |
| 2 | Brainstorming motivates an interest in the subject | - | 1 (3,1%) | 6 (18,8%) | 16 (50%) | 9 (28,1%) | 32 |
| 3 | I can work with anyone I like | - | 1 (3,1%) | 6 (18,8%) | 17 (53,1%) | 8 (25%) | 32 |
| 4 | Brainstorming creates a positives environment for speaking skill | - | - | 4 (12,5%) | 16 (50%) | 12 (37,5%) | 32 |
| 5 | I feel more relaxed using brainstorming to practice my speaking skill | - | 1 (3,1%) | 17 (53,1%) | 10 (31,3%) | 4 (12,5%) | 32 |
| 6 | Brainstorming is fun and interesting | - | - | 10 (31,3%) | 17 (53,1%) | 5 (15,6%) | 32 |
| 7 | Many interesting topics are given to us using brainstorming | - | - | 9 (28,1%) | 16 (50%) | 7 (21,9%) | 32 |
| 8 | My pronunciation is improved | - | 2 (6,3%) | 9 (28,1%) | 12 (37,5%) | 9 (28,1%) | 32 |
| 9 | My vocabulary is enrich | - | 2 (6,3%) | 6 (18,8%) | 14 (43,8%) | 10 (31,3%) | 32 |
| 10 | I am more active and not shy to speak | 1 (3,1%) | 1 (3,1%) | 16 (50%) | 9 (28,1%) | 5 (15,6%) | 32 |
| 11 | I can give out more ideas faster and easily | - | 3 (9,4%) | 14 (43,8%) | 9 (28,1%) | 6 (18,8%) | 32 |
| 12 | I am given more chances to speak with my classmates | - | 1 (3,1%) | 12 (37,5%) | 16 (50%) | 3 (9,4%) | 32 |
| 13 | I can share my ideas with my group members | - | 5 (15,6%) | 9 (28,1%) | 14 (43,8%) | 4 (12,5%) | 32 |
| 14 | I am motivated to speak out by my group members | 1 (3,1%) | 4 (12,5%) | 11 (34,4%) | 11 (34,4%) | 5 (15,6%) | 32 |
| 15 | My mistakes are | - | 2 | 7 | 15 | 8 | 32 |

| | | | | | | | |
|-----------|--|--------------|---------------|---------------|---------------|--------------|----------|
| | tolerated by my group members | | (6,3%) | (21,9%) | (46,9%) | (25%) | |
| 16 | I am more confident when speaking in groups | - | 6 (18,8%) | 13 (40,6%) | 7 (21,9%) | 6 (18,8%) | 32 32 |
| 17 | I can communicate better using brainstorming | 1 (3,1%) | 1 (3,1%) | 17 (53,1%) | 10 (31,3%) | 3 (9,4%) | 32 |
| 18 | I do not hesitate when speaking in groups | - | 4 (12,5%) | 4 (12,5%) | 16 (50%) | 8 (25%) | 32 |
| 19 | I can work more independently from my teacher | - | 3 (9,4%) | 15 (46,9%) | 10 (31,3%) | 4 (12,5%) | 32 |
| 20 | I do not like brainstorming to promote speaking skills | 9 (28,1%) | 13 (40,6%) | 9 (28,1%) | 1 (3,1%) | - | 32 |

were combined to show their interest towards brainstorming.

From the questionnaire, we can conclude that brainstorming activity has a good contribution to promote speaking skill, increase students' motivation, confidence, and participation during classroom observation. It is same with previous study from Norseha. She stated that "It was observed that brainstorming contributes to the enhance in students' motivation, confidence, and participation as reflected by the positive student behaviors during classroom observations (Norseha, 2016, p. 1)".

Based on the table 2.1 the researcher described the table in detail.

1. I like brainstorming to promote my speaking skill

In this statement, it could be seen in the table 2.1 indicates that the students like to use brainstorming activity

in the class to promote speaking skill, the total number who choose agree and strongly agree was 71,9 % .

2. Brainstorming motivates an interest in the subject

In this statement, it could be seen in the table 2.1 indicates that brainstorming motivates in interest in the subject , the total number who choose agree and strongly agree was 78,1 % .

3. I can work with anyone I like

In this statement, it could be seen in the table 2.1 indicates that many students can work with anyone they like, the total number who choose agree and strongly agree was 78,1 % .

4. Brainstorming creates a positives environment for speaking skill

In this statement, it could be seen in the table 2.1 indicates that brainstorming creates a positive environment for speaking skill, the total number who choose agree and strongly agree was 87,5 % .

5. I feel more relaxed using brainstorming to practice my speaking skill

In this statement, it could be seen in the table 2.1 indicates that the students do not really feel more relaxed

using brainstorming to practice in speaking , the total number the students chose neither agree and disagree are 53,1 %, and total number agree and disagree only 43,8%.

6. **Brainstorming is fun and interesting**

In this statement, it could be seen in the table 2.1 indicates that brainstorming is fun and interesting, the total number who choose agree and strongly agree was 68,7 % .

7. **Many interesting topics are given to us using brainstorming**

In this statement, it could be seen in the table 2.1 indicates that brainstorming has many interesting topics are given in the class, the total number who choose agree and strongly agree was 71,9%.

8. **My pronunciation is improved**

In this statement, it could be seen in the table 2.1 indicates that brainstorming improved pronunciation, the total number who choose agree and strongly agree was 65,6 % .

9. **My vocabulary is enrich**

In this statement, it could be seen in the table 2.1 indicates that brainstorming enrichs vocabulary, the total

number who choose agree and strongly agree was 75,1 % .

10. I am more active and not shy to speak

In this statement, it could be seen in the table 2.1 indicates that the students do not really feel more and not shy to speak , the total number the students chose neither agree and disagree are 50 % , and total number agree and disagree only 43,7%.

11. I can give out more ideas faster and easily

In this statement, it could be seen in the table 2.1 indicates that brainstorming can give out ideas faster and easily , the total number who choose agree and strongly agree was 46,7% , while total number of neither agree and disagree are 43,8%

12. I am given more chances to speak with my classmates

In this statement, it could be seen in the table 2.1 indicates that brainstorming gave the students more chances to speak with classmates, the total number who choose agree and strongly agree was 59,4% .

13. I can share my ideas with my group members

In this statement, it could be seen in the table 2.1 indicates that the students can share ideas with group

members while brainstorming activity, the total number who choose agree and strongly agree was 56,3%.

14. I am motivated to speak out by my group members

In this statement, it could be seen in the table 2.1 indicates that brainstorming motivated students to speak out by group members, the total number who choose agree and strongly agree was 50%, and the total number neither agree nor disagree are 34,4%.

15. My mistakes are tolerated by my group member

In this statement, it could be seen in the table 2.1 indicates that many students while brainstorming activity, their mistakes are tolerated by group members, the total number who choose agree and strongly agree was 71,9% .

16. I am more confident when speaking in groups

In this statement, it could be seen in the table 2.1 indicates that the students do not really feel more confident when speaking in group, the total number students chose neither agree nor disagree are 40,6. From the observation, the students infrequently have a group while brainstorming, they usually do the brainstorming individually. Thus, they prefer to chose neither agree or disagree because of their confusion what to choose.

17. I can communicate better using brainstorming

In this statement, it could be seen in the table 2.1 indicates that many students think that they can communicate better using brainstorming, the total number who choose neither agree and disagree, agree was 84,4%.

18. I do not hesitate when speaking in groups

In this statement, it could be seen in the table 2.1 indicates that many students do not hesitate to speak in group, the total number who choose agree and strongly agree was 75% .

19. I can work more independently from my lecturer

In this statement, it could be seen in the table 2.1 indicates that many students can work more independently from the lecturer, the total number the students chose neither agree nor disagree and agree are 78,2%.

20. I do not like brainstorming to promote speaking skills

In this statement, it could be seen in the table 2.1 indicates that only a few of students chose agree and strongly agree, and many of them choose disagree and strongly disagree, with the total number 68,7%

B. DISCUSSION

This part presents the discussion of the research findings. This research proposed three research questions, about the types of brainstorming used by the lecturers, the use of brainstorming activity in the classes, and the responses of the students towards brainstorming.

First problem is what are the types of brainstorming activity used in the classes. There are only four types used such as brainstorming on a picture, finding alternatives for a blank in a sentence, word mapping, and freeform brainstorming. From those types, most frequently used type is finding alternative for blank in a sentence because it is the authentic material from the book that used by students in English UPB classes.

The result is almost same with the previous study from Norseha, as follows, “The research shows that brainstorming activities using word lists, word mapping, and also pictures are commonly employed in the speaking assignments” (Norseha, 2016). However, in this research, brainstorming of word list did not apply by the lecturers.

Both of lecturer perhaps do not really know the whole types of brainstorming well. Although, lecturer B used types of brainstorming more than lecturer A, but it is still not cover even a half of types of brainstorming of Cullen and Ariana, she only applied a few of them.

On the other hand, several types of brainstorming is only easier and can be used in the offline class, but during observation the whole of meeting used online class because of this pandemic of Covid-19. Some of

them are simple word list brainstorming usually applied using whiteboard, list based on principle also usually use the whiteboard, using song is usually applied offline too, they will need papers of song lyrics and speaker for sound system, group story telling usually uses paper in offline class, round robin only used in offline class because it will be needed chair to sit, pencil and paper brainstorming also need offline class to be used. Moreover, the rest of types are seems harder and unfamiliar to applied by the lecturer than other types, such as nominal group technique , free association, changing one word in a sentences at a time, listing different ways of expressing a particular language function.

Second problem is the use of brainstorming activity in the classes. Lecturer A used brainstorming based on his own creativity, while lecturer B used brainstorming based on theory. Refer to theory of Kumbhar, there are 8 steps or the use of brainstorming activity. First is select the group. Only lecturer B used this step because most of them used individual brainstorming. It will make the students feel free to produce ideas since they will not get criticism from their groups. It also proper to the theory of (Kumbhar, 2018) that each individual is free to explore ideas without any fear of criticism, and without being dominated by other group members. Second is specify the objectives. Both of lecturer skip this step because it will waste time, another reason is the lecturer taught through online so that they need to cut down the activity as effective as possible. Third is define the role. Only lecturer B used this step because she know

well the theory of brainstorming, so if the group brainstorming usually determine the role, who is the leader, who are the members. Fourth, explain the rules. Of course, both of lecturers applied this step. Every activity should be provided rules to create a perfect activity. Fifth is start the discussion. Both of students inquired the students to start to think and generate idea as many as possible. Proper to the theory of (Cullen, 1998) stated that the goal of brainstorming is to produce as many as possible the ideas within a specified time. Sixth is record the ideas. Both of lecturers used this step. Lecturer A has his own record because he always do brainstorming activity through WhatsApp application, so the responds of students available as always in the WhatsApp group. Moreover, lecturer B usually give lectures through google meet presentation, she always write the students responds during brainstorming activity in the PPT screen. Seventh is encourage the ideas, lecturer B used this step. She always urge the students to generate ideas like “Let’s guess what are the irregular verb ?? whats more?”. Last step is do end the wild ideas are used by both of lecturers.

Third problem is the responses of the students towards brainstorming activity. From the questionnaire indicate that the use of brainstorming was very well received by the student. Brainstorming activity has a good contribution to promote speaking skill, increase students’ motivation, confidence, and participation during classroom observation. It is same with previous study from Norseha. She stated

that “It was observed that brainstorming contributes to the enhance in students’ motivation, confidence, and participation as reflected by the positive student behaviors during classroom observations (Norseha, 2016, p. 1)”. According to (Norseha, 2016 p. 608) Motivation emerged readily from the classroom observations. The students were more engaged and motivated when given the chance to speak in English during brainstorming sessions, for example, when the students were provided a picture the discussion helped to motivate the students to speak more frequently and the students were willing to participate actively in the discussion.

Third problem is the responses of the students towards brainsorming activity. According to the questionnaire, the top three popular questions are chosen by the students are “brainstorming creates a positives environment for speaking skill” reached 87,5 % who chose agree and strongly agree. Second is “I can communicate better using brainstorming” reached 84,4 % who chose agree and strongly agree . Third is “I can work more independently from my lecturer” reached 78,2 %% who chose agree and strongly agree. From the percentage revealed that brainstorming is a good activity to create a positive environment. It suits with the statement from Poletter (2005) stated that brainstorming provide an atmosphere of acceptance. It an create a class more comfortable though brainstorming activity. Moreover, the students can communicate better using brainstorming. It propers to the

Wilson (2013) opinion. He stated that brainstorming provides social interaction. Of course, when the students have a good social interaction they will have a better communication skill. Students also work independently to increase their speaking skill through brainstorming, from observation time, the students have more independent to think about ideas related to the topic, it is like students centered learning, students are more active than lecturer. The more students practice their speaking skill, the more they will have a good speaking skill.