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PENERAPAN STRATEGI BRAINSTORMING DALAM MENGAJAR BERBICARA PADA SMP

The Implementation of Brainstorming Strategy In Teaching Speaking At Junior High School

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penerapan strategi brainstorming dalam pengajaran berbicara di SMP. Metode yang digunakan adalah metode deskriptif dalam bentuk survey. Penelitian ini berfokus pada penerapan strategi brainstorming dalam pengajaran berbicara di SMP. Populasi dalam penelitian ini adalah guru bahasa Inggris kelas IX yang berjumlah 3 guru bahasa Inggris. Pengumpulan data dilakukan dengan dokumentasi dan observasi checklist. Hasil penelitian membuktikan bahwa penerapan langkah-langkah strategi brainstorming yang diterapkan guru dalam pembelajaran berbicara di SMPN 16 Kota Jambi berbeda-beda untuk setiap guru. Ada satu orang guru yang menerapkan startegi brainstorming ini lebih sering, dimana hasilnya siswa pada kelas yang diajarkan oleh guru tersebut lebih aktif dan juga berani untuk mengembangkan ide-ide mereka dalam berbicara bahasa inggris.

Kata Kunci:
Penerapan Strategi
Brainstorming
Mengajar Berbicara

Keywords:
Implementation of Brainstorming Teaching Speaking

Abstract

The purpose of this study was to determine the implementation of a brainstorming strategy in teaching speaking at junior high school. The method used is a descriptive method in the form of survey. This study focused on the implementation of a brainstorming strategy in teaching speaking at junior high school. The population in this study was the English teachers in ninth grade, totaling 3 English teachers. Data was collected using documentation and an observation checklist. The results prove that the implementation of brainstorming strategy steps applied by the teachers in teaching speaking at SMPN 16 Kota Jambi is different for each teacher. There is one teacher who implemented this brainstorming strategy more often, and the result was that the students in the class taught by the teacher were more active and also brave to develop their ideas in speaking English.

PENDAHULUAN

Speaking is a part of human life that cannot be separated from one's own life activities. This means that speaking is an activity in which two or more people do something through two-way communication. Speaking has many elements that students need to master, such as grammar, vocabulary and pronunciation. Elements are the basic parts that underlie something. The students lack skills in these elements, so the students are afraid that their friends will laugh at them, they are also not confident enough to express their thoughts and hesitated. Then the students also get tired of learning English, because teaching-learning is traditionally organized in such a way that, for example, students follow the instructions less while learning and the teacher asked the students to present the memorized text without different strategies Oseno, et al., (2014).

Based on the author's high school teaching practice experience at SMPN 16 Kota Jambi, the students faced problems in speaking English. Some students often feel that speaking English is not as easy as speaking Indonesian or their mother tongue, which they usually use in their daily communication. This happens to some Indonesian students, and they also think that English is not important to learn.

In addition, building confidence in speaking English is a big concern for students and is a major problem that must be solved by teachers. Students feel embrassed if they make mistakes and feel bad to speak English. And also the students will feel nervous to come in front of the class to have conversations using English and are afraid of making mistakes in pronouncing words that they are not familiar with before. But this strategy is still not used implemented properly by the teacher in teaching speaking because there are still students who are less active in the teaching and learning process.

Based on the phenomenon above, with students' lack of confidence to appear in front of the class because of their pronunciation, intentions, and fluency in speaking, the implementation of brainstorming strategy carried out by the teacher can make students more active in the teaching and learning process, especially speaking. Where the implementation of this brainstorming strategy will be a creative solution that can enable students to solve and develop the ideas they get based on a topic given by the teacher and can be done individually or in groups.

This brainstorming strategy is also one of the strategies used to stimulate students' creativity in presenting new ideas and solving problems with a given topic. With this strategy, students can exchange information about the topics given to each other.

METODOLOGI

This research is classified as qualitative research, which consists of one variable, which is the teacher's strategies in teaching English. In this case, the researcher wants to analyze the teaching strategy Brainstorming used by the teachers in teaching speaking at SMPN 16 Kota Jambi.The researcher uses participants as a sample, the participants of this study are the English teachers of ninth grade students of SMPN 16 Kota Jambi. There are nine classes: IX A, IX B, IX C, IX D, IX E, IX F, IX G, IX H and IX I with three English teachers as participants. In addition, the researcher gets the data from the administration officer at SMPN 16 Kota Jambi. Researcher used observation to find the data during research process in field. And also the researcher used observation checklist and video recording to took all the data or important point from the participants.

HASIL DAN PEMBAHASAN

The findings of this research are in that the English teacher havedifferent ways in implementing the brainstorming strategy to the students. By applying the brainstorming strategy from Crawford, et al., (2005) make teachers and students interact more, thus making students more brave in learning, and also increase and brainstorm their ideas, share their ideas to each others. The students can feel more enjoy when they are speak in front of the class and more comfortable because they can share their own ideas to others.

Teachers often used all of teh steps of the implementation of brainstrorming strategy at the first observation, but at the second and third of the observation the teacher used the third, fourth until sixth steps of implement the brainstorming strategy. The teachers directly give exercises to students without re-implementing the initial steps of implementing the brainstorming strategy.

The teachers can learn more about steps of implementation brainstorming strategy in teaching speaking at junior high school and also can make students feel more brave, enjoy when the students are speak in front of the class also the students feel more comfortable when they are studying English especailly speaking English in front of the class.

KESIMPULAN

Conclusion of this research are, teaching speaking by implementing brainstorming strategy has various steps. The teachers used the steps of implementing brainstorming strategy based on experts named Crawford, et al.,(2005). By the steps of brainstorming strategy in teaching speaking, the teachers often did not use al of the steps from the beginning until the end of the class.

From the first of the observation, the teachers used all of the steps of implementing the brainstorming strategy and second and third of the observation, the teacher used the third, fourth until sixth steps of implement the brainstorming strategy. The teachers just directly give exercises to students without re-implementing the initial steps of implementing the brainstorming strategy. But at the third and fourth of the observation, teacher C used all of the steps of implementing the brainstorming strategy in teaching speaking at junior high school.

The researcher offer some suggestion with regard to the result of the research, for teacher should know the steps to implement the brainstorming strategy for teaching speaking at junior high school, beacuse it can provide the students to produce their ideas in a limited time with brainstorming strategy. By implemen the brainstorming strategy in teaching speaking, the teachers can make students interested and brave to brainstorm their ideas, then share their ideas to others in learning speaking. It also can help the teachers more interactive with students during teaching-learning process. After that, for the readers it can help the readers to make a new thesis as a references and the reader can know how did the teachers implement the brainstorming strategy correctly.

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