

**THE EFFECT OF APPLYING BRAINSTORMING TECHNIQUE  
ASSISTED BY SPINNER BOARD GAME ON THE STUDENTS'  
SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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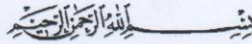
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## ABSTRACT

**Dewi Sundari 1502050140. “The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on The Students’ Speaking Achievement”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.**

This research deals with the effect of applying brainstorming technique assisted by spinner board game on the students’ speaking achievement. This research was conducted at SMA AL-HIKMAH Medan. The population of this research was taken from the XI grade students’ academic year 2019/2020 of SMA AL-HIKMAH Medan, Sumatera Utara, which consists of three parallel class. There were XI MIA 1, XI MIA 2, and XI IPS 1. Class XI MIA 1 consists of 40 students, class XI MIA 2 consists of 40 students, and XI IPS 1 consists of 35 students where XI MIA 1 and XI MIA 2 class were taken as the sample of this research. It used the purposive sampling technique. The experimental quantitative research was applied in this research. The experimental quantitative was research with two different groups, experimental that consist of 40 students and control group consist of 40 students. The result of analysis showed that  $5,2590$  as  $t_{\text{observe}} > 2,024$  as  $t_{\text{table}}$  where t-observed was higher than t-table. The result showed that hypothesis was accepted. It mean that there was a significant effect of applying brainstorming technique assisted by spinner board game on the students’ speaking achievement.

Keyword : *Experimental research, Speaking, Brainstorming technique, Spinner Board game*

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This studying is entited "The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement" is submittes to English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara as partial fulfilment of the requirements for the degree of SarjanaPendidikan (S.Pd).

During this study, the researcher realized that she had to learn more, and since there were many difficulties in analysing the data, without the help of many people, she could not finish it. Therefore, she would like to express thanks to many people. At the moment, a very special debt of gratitude is directed to her beloved parents, Suratmin and Iva Handayani for their prayings, support, advice, and material that have been given to her. Moreover she thank to her brothers Ridho Gunawan, Sandi Firdaus and all of family.

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Researcher,

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Teaching English is the key to support the success of world interactions. The success of mastering language can facilitate the flow of togetherness between nations, therefore teaching English is very importance for everyone, especially for students because English is the number one of the international language. In Indonesia, English teaching is divided into four major skills. The skills are listening, speaking, reading, and writing. These are the main goals that should be achieved in teaching and learning processes. On the latest curriculum, the curriculum 2013 mentions that the students are expected to have good ability in speaking. Thus, speaking must be taught in the class appropriately.

Speaking is an important skills that a learners should acquire. Furthermore, speaking is essential for senior high school students in their future. They need to acquire a good speaking skills in order to make them communicate using English. Speaking is very important skill, because by speaking we can communicate, express an opinion, express all of the fellings. By having a good active English, it will give the students a lot of advantages especially in this modern era.

In English Curriculum, students' speaking ability should be improved because the students can public speaking well. Public speaking for some people is not an easy thing to do. Public Speaking ability is often seen as a talent that is inherent in a person, whereas in fact public speaking is a skill that can be trained,

practiced, to benefit according to the needs of the audience. So that the students must often practice to become good public speaking. With the presence of English teaching in the classroom, can train the ability of students to speaking English well, so they are able to public speaking.

Many students in all levels are still difficult in mastering English. In this study, the students' score in pre-test was still low in speaking ability. The students' score did not reach the score standard in the school, so the researcher focuses on students problem in speaking ability, because speaking is one of the basic skills that should be had by the students in the learning process. In learning process many things will happen to students in the class, including not paying attention when the teacher is explaining so that when getting assignments from the teacher the student does not do it. This is what often happens during the learning process. Therefore English teachers must use the techniques in English language teaching and the teacher must also master the technique so that students understand what the teacher has to say.

Learning to speak English is difficult for the students because the students do not understand and do not know the meaning so they are not accustomed to use English in English classroom. The students have many problems to speak English. When the learning process, students do not understand about the material, but they are do not ask to the teacher and the students difficulties in speaking are caused by the lack of related vocabularies, low ability in speaking and also low motivation to participate in speaking activity.



From the outline above, the researcher that teaching techniques allow English teachers to teach students to communicate in English. There are some problems that students' get in learning speaking. The students lack the vocabulary, grammar, and knowledge. They are also shy to perform in front of the class because of the bad pronunciation, intention, and fluency. However, teachers should provide the opportunity for students to communicate in the classroom. In this role, the teacher have the major responsibilities is to establish situations likely to promote communication. Teachers should be used the technique and the students can motivation and improve their English speaking. So, the students need the appropriate technique that make students enjoy in learning classroom.

One of the appropriate and comprehensive strategies for teaching speaking is Brainstorming Technique. This technique can help students more active in teaching speaking. According to Lince and Defriyanti (2013:2) say that Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. By using brainstorming technique, the students can speak easily, because of the students free to think and give information about the topic. And then, the students can be responsible for recording the thoughts and ideas which are simply written up on their mapping. According to Oxford dictionary, Brainstorming literally means using the term brain to storm a problem. It is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members.

Based on the discussion above, brainstorming technique suitable for use with a media. One of the media that can used namely spinner board game. Spinner board game is a game which can make students feel more interested in learning. With spinner board game it can make the students more active in learning process.

As we have known that, to master in speaking we need a learning process and make a lot of drills or practice and forming a good habit in speaking. Speaking is essential for senior high school students in their future. Therefore, speaking is needed for them.

Based on these statements, the researcher is inspired to make a study about the effect of applying brainstorming technique assisted by spinner board game on the students speaking achievement.

## **B. The Identification of Problems**

The problems of this research were identified as following:

1. The students' speaking achievement is still low.
2. The teaching strategy that applied by most teacher are still konvensional method.
3. The use of media in teaching English is needed to be improved.

## **C. The Scope and Limitation**

The scope of this study was focused on the students' speaking achievement. and limited on expressing opinion through brainstorming technique.

#### **D. Formulation of the Problem**

Based on the background of the problem above, the problem of the study was formulated as follow “Is there any significant effect of applying Brainstorming Technique assisted by spinner board game on the students speaking achievement?”.

#### **E. The Objective of the Study**

The Objective of the study was to find out the significant effect of applying Brainstorming Technique assisted by spinner board game on the students’ speaking achievement.

#### **F. The Significance of the Study**

The findings of the study were expected to be useful theoretically and practically.

##### **1. Theoretically**

To add the knowledge, experience and insight, as well as in the application of materials research by applying brainstorming technique asissted by spinner board game, especially regarding our knowledge about speaking achievement about expressing opinion and useful for other research who want to do the research about this topic, so they can improve the research better.

## 2. Practically

To help the students' more understand about the material given by the teacher. This finding was also hoped can increase students' motivation and confidence to creating their achievement in speaking ability. Furthermore, to help teacher in determining the method and technique of teaching English as the way to create new habit and can improve students' motivation and confidence in learning English especially teaching speaking. Can help the readers to increase their motivation in choosing method and technique in learning process. In addition, For the school SMA Al-Hikmah Medan as an input to increase the English quality subject at that school.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

The theoretical framework was aimed to give concepts applied in this research. These concepts led to a better analysis of the given theories because they help the writer limit the scope of the problem. In this part, the researcher explained about all of the theories that used to strengthen the research. So that, the reader sure, understands, and encourage them to read.

#### **1. Description of Speaking**

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Many experts have their own ideas in defining the meaning of speaking. According to Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour.

In addition, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

According to Hybel (2001:45), “speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message”. Additionally, Ur in Akhyak and Indramawan (2013: 20) says that the successful speaking activity has the characteristics as follows:

1. The language learners talk so much
2. All the participants of speaking activity get the opportunity to
3. The language learners are highly motivated and have interest in the speaking
4. The language produced is at the acceptable level.

Based the theory of expert above, the researcher decide that many students’ feel not interest and not have motivated in learning speaking. Therefore, researcher choose brainstorming technique assisted by spinner board game as media to make students’ feel interest learning speaking.

## **2. Function of Speaking**

Speaking is very important, especially in daily communication. A person is recognized that he/ she is educated from the way and what he/ she is speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she is talking about. Harmer (2003: 87) states that through speaking, the students will understand ideas, opinions and information from other people.

Moreover, Brown and Yule (1983) (in Richards, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Richards (2008: 21) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998): talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches.”

1. Talk as interaction Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.
2. Talk as transaction Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions

that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

3. Talk as performance The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

### **3. The Component of Speaking Skill**

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby,2007:4). Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. There are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.



### **a. Comprehension**

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.

### **b. Grammar**

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate 1997:3). Grammar is the sounds and the sounds pattern, the basic units of meaning, such as words and the rules to combine them to form new sentence. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, she/he cannot speak English well.

### **c. Vocabulary**

Students' can not communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, based in this explanation, the researcher concluded without master vocabulary sufficiently English learners was not be able to speak English or write English properly.

### **d. Pronunciation**

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds

vary and pattern in language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

From the students' above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

#### **e. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speakers does not have spend a lot timesearching for the language items needed to express the message (Brown, 2003:5).

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speakers fluency and accurately with little pauses like "ums" and "ers".

#### **4. Teaching of Speaking**

Harmer (2007: 345-348) gives some important points related to the teaching of speaking. They are the students' reluctance to speak and take part in

the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including:

1. Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
2. The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.
3. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
4. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

Brown (2001:275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies, such as:
  1. Asking for clarification (What?)
  2. Asking someone to repeat something (Excuse me?)
  3. Using fillers (I mean, well)
  4. Using conversation maintenance cues (Right, Yeah, Okay)
  5. Getting someone's attention (Hey, Say, So)
  6. Using paraphrases for structures one can't produce
  7. Appealing for assistance from the interlocutor (to get a word or phrases, for example)
  8. Using formula expressions (at the survival stage) (How much does \_\_\_ cost? How do you get to the \_\_\_?)
  9. Using mime and nonverbal expressions to convey meaning.

Teaching Speaking Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works (Harmer, 2007:275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

## **5. Assessment of Speaking**

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999).

## 1. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

## 2. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

## 3. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

## 4. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

## 5. Pronunciation

That pronunciation is an important of language, including its aspect lik accent, stress, and intonation.

## **6. Decription of Brainstorming**

According to Litchf and Vincent (2002) brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming is important for male and female teachers, it allows

tracking and flow of ideas, and follow the ways of running the idea or ideas in the minds of students, and gives them an idea about trends that children go to them when they deal with a problem or an unspecified situation, or without controls, and helps them to know the levels of mental stock, and methods of processing students for ideas that have not prepared or not known for them, which are known as “mental moments” and often required attitudes facing them in normal life (Katami et al., 2008).

Brainstorming is also one of the appropriate and comprehensive strategies that the teacher can use in teaching speaking to the students. So that the students can improve their skill in speaking. And brainstorming can improve the students' thought based on their ideas to generate their arguments for speaking. In the process of brainstorming, the students should stop their concerns about staying organized.

### **6.1. Brainstorming Teaching Technique**

Technique is activities carried out in the classroom. Brown (2001:16) says that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Brainstorming literally means using the term brain to storm a problem. It is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members. Brainstorming technique of applied imagination or creatively (Hollingsworth, 1991:109).

## **6.2 The procedure of using brainstorming teaching technique**

According to Hollingsworth (1991:111) there are series of steps that should followed in setting up a brainstorming session:

### **1. Identifying the problem**

In preparation for a brainstorming session you should select a specific, as opposed to a general problem. This is extremely important, because a badly designed challenge could lead to lots of ideas which fail to solve the problem. For example: the problem “How should we behave on a field trip?” is too broad. To narrow the problem, two or three sub-problems might be formulated: How should we behave on the bus? How should we behave going to and from the bus? How should we behave at the water station?

When the problem has been reduced to its lowest common denominators, the selected sub-problems are posed as concise, definite question. Question of what, why, where, when, who and how serve to stimulate the creation of ideas. For example: Why is it needed? Where should it be done? Who should do it? How should it be done?

### **2. Preparing the group**

Give yourself a time limit. It is recommended 25 minutes, but experience will show how much time is required. Large groups may need more time to get everyone’s ideas out. Alternatively, give yourself an idea limit. At minimum, he/she pushes for 50 ideas. But, 100 ideas are even better.

### **3. Leading the identification session**

Explain and write out four basic rules that must be faithfully followed:



1. Criticism is ruled out: Judgment of ideas must be withheld until later.
2. “Freewheeling” is welcomed. The wilder the idea the better, it is easier to tame down than to think up.
3. Quantity is wanted : greater the number of ideas, the greater the likelihood that the ideas of their own, participant should suggest how ideas of other can be returned into better ideas or how two or more ideas can be combined to form still another idea.

#### **4. Utilizing after thought**

Once the time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.

#### **5. Processing Ideas**

Write down about five criteria for judging which ideas best solves the problem. Criteria should start with the word “should”, for example, “it should be cost effective”, it should be legal”, it should be possible to finish before the end of this month”, etc.

#### **6. Implementing ideas**

Give each ideas a score of 0-5 points depending on how well it meets each criterion. Once all the ideas have been scored for each criterion he/she adds up the scores.

#### **7. Deriving generalization**

The idea with the highest score will be best to solve the problem. But you should keep a record of all your best and their scores in case best idea turns out not to be workable.

### **6.3 The advantages of brainstorming teaching technique**

#### **a. Advantages of using brainstorming**

According to Roestiyah, the advantages of using brainstorming as follows;

1. The students think actively to express opinion; 2. Training the students to think fast and logically systematic; 3. Stimulating the students to always be ready to argue that relate to the problem given by the teacher; 4. Increasing the student participation in accepting the lesson; 5. The activeless students get help from their smarter friends or from the teacher; 6. Happening a fair competition; 7. The student feel free and happy; 8. The atmosphere of democracy and discipline can be grown.

#### **b. Disadvantages of using Brainstorming**

There are some disadvantages of using brainstorming as following: 1. The teacher was not giving time to the students to think well; 2. The less students always miss; 3. Sometimes the conversations is just monopolized by smart students; 4. The teacher simply hold opinion, but never said the conclusion just hold opinion never said the conclusion; 5. The students do not immediately know whether his opinion was true or false; 6. Problems can develop in ways that are not expected.

From the statement above, the researcher concluded that brainstorming brings some benefits in speaking. The technique facilitates the students to generate ideas effectively by giving them opportunity to explore their prior

knowledge about the material, and the students can think actively and creatively to express their opinion and make them feel free and happy to think.

## **7. Spinner Board Game**

Playing and learning are always distinguished. Although, the actual playing is the ability to learn by themselves. From childhood humans have been introduced with a variety of games. By playing, humans learn to recognize something around them or even imagine something outside their mind.

A game is a formal description of a strategic situation. The object of study in the which is a formal game of an interactive model of situation. It is typically involves several players. A game with only one players is usually called a decision problem. According to David Gibson (2007:4) game becomes a competitive activity that is creative and enjoyable in its essence, which is bounded by certain rules and requires certain skills. David Gibson (2007:5) assume that games are claimed to have cognitive development effects on visual skills including “spatial representation”, “income skills”, and “visual attention”. Formally described game can be at various levels of detail. In addition, wright states that games also help the teacher to creat contexts in which the language is useful and meaningful. The learners want to take part and in order to do so much understand what others are saying or have writtrn, and they must speak or write in order to express their own point of view or give information. So it can be fun and give the interesting for the students in learning speaking. Game is one of technique which can attract the students attention and interest since game should

have elements of fun, enjoyment, challenge, cooperation and competition. By using game, the students will feel enjoyable, happy, and relaxed in following the lesson.

According to Carrier in Maribel, there are some advantages of using games in the classroom they are :1. Games give a variety of tools to facilitate the teaching-learning process. 2. Games are flexible. It means that they can be used for teaching any aspect of the language. 3. Games make the lesson less monotonous. 4. Games raise the students motivation. 5. Games make students produce language subconsciously. 6. Games stimulate students participation and give them confidence. 7. Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class. 8. Games can also serve as a testing mechanism. Because they expose the students weaknesses and strengths.

Based on the above explanation, it can be concluded that game is an activity that carried out with a tool that is used as the media to improve the students' skill. Game will be used in this research is a spinner board game.

Spinner is a movable arrow that is spun on its dial to indicate the number or kind of moves a player may make in a board game. Board game are not just free-flow but contain a particular context that is usually "structured" and "rule-governed" (Smith, 2006). Lee (2012) argues that if board games are aligned with the national curriculum and matched with specific learning objectives, implementing board games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games. Learners can

practise all the language skills and types of communication through games (Ersoz,2000). Board games also promote turn-taking skill among the players (Smith, 2006). Turn-taking allows every players to let each and everyone a chance to play equally and learn how to play as a team. This skill creates a learning environment that incorporates the elements of cooperative learning, competition, excitement, curiosity and creativity (Arslan, Moseley, & Cigdemoglu, 2011).

## **B. Previous Relevant Studies**

The previous studies have been conducted by the researcher telling about the use of brainstorming technique in teaching english. Some of the relevant studies with the research as following :

1. Martha Ria Nobersi (2010). The title is “The Effect of Brainstorming Teaching Technique on Students’ Achievement in Reading Descriptive Text”. In this research, she found that Brainstorming teaching technique is effective in increasing studens’ achievement in reading descriptive text. The result of observation shows how the using of brainstorming teaching technique affects the students’ achievement. The experimental group’ achievement reached 86,8 while the control group’s achievement just 79.
2. Laila Nurul Hikmah (2017). The title is “The Influence of Using Brainstorming Technique Towards The Students’ Descriptive Paragraph Writing Ability at The Eighth Grade of Mts Yapenbaya Tanjung Agung”. The result of this research showed the mean of the pre-test in control class was 51.60 and the post test was 60.60, while the pre-test in experimental class was

54.80 and the post-test was 68.60. It indicated that the implementation of Brainstorming Technique can improve the students' ability. It's strengthened by the result of observaton showed that most of the students in teaching learning process were active and serious in joining the lesson. Previous research with research that I will do has a relationship, namely the technique used has an influence on the object under study.

### **C. Conceptual Framework**

Speaking is the action of conveying information or expressing their idea, opinion and feeling in spoken language. In this process is not easy. The students have difficulties to get some information and connect to the material. Brainstorming technique can be applied to have better in way teaching speaking. It can improve the students' achievement in speaking skill by generating their best arguments in speaking. Besides, should motivate the students to improve the students' achievement in speaking. The teacher must motivate the students to think and transfer their ideas through speaking.

By applying brainstorming technique in teaching speaking, the students will apply their arguments in speaking to each others. The students also feel free and happy in receiving lessons in learning speaking. This study focuses on the effect of applying brainstorming technique on the students' speaking achievement. It is concerned about the students' achievement in producing good speaking by exchanging their critical thinking, ideas, opinions, an arguments in a small group.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location

This research was conducted at SMA Al-Hikmah Jl. Marelan I pasar IV Barat No 10 Rengas Pulau, Medan Marelan, Kota Medan, Sumatera Utara, during the academic year 2018/2019. The reason was chosen this school because the researcher found that the students' speaking achievement was still low especially on expression opinion and thoughts.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from eleventh grade of SMA Al-Hikmah Medan academic year 2018/2019, which consisted of three classes. There were XI MIA 1, XI MIA 2, and XI IPS 1. Class XI MIA 1 consisted of 40 students, class XI MIA 2 consisted of 40 students, and class XI IPS 1 consisted of 35 students. It could be seen in the table 3.1.

**Table 3.1**  
**The Population**

No	Class	Population
1	XI MIA1	40
2	XI MIA 2	40
3	XI IPS 1	35
TOTAL		115

## 2. Sample

The sample was taken by using purposive sampling technique. The total of sample was 80 students that consisted of 40 students in class XI MIA 1 and 40 students in class XI MIA 2. The purpose the researcher chosen this class because the students still have low mastery in speaking especially on expression opinion and thoughts. The table of sample could be seen below in table 3.2.

**Table 3.2**  
**The Sample**

No	Class	Sample
1	XI MIA 1	40
2	XI MIA 2	40
	TOTAL	80

## C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative was studied with two different groups, experimental that consisted of 40 students and control group consisted of 40 students. The experimental group was taught by applying brainstorming technique assisted by spinner board game. It required students to make creative thinking to what other students are doing in the classroom, using material and finally in their own. While control group was taught by applying conventional way, namely starting the material. The explanation of research design could be seen in table 3.3.



**Table 3.3**  
**Research Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Group	✓	Brainstorming Technique Assisted by Spinner Board Game	✓
Control Group	✓	Conventional Way	✓

XI MIA 1 is experimental group who was taught by applying brainstorming technique assisted by spinner board game in speaking, and XI MIA 2 who was taught by applying conventional way in speaking.

### **1. Pre-test**

Pre-test was conducted to find out the students' ability in speaking before having a treatment. Both group, the experimental and control group were given pre-test. A pre-test was administrated to the experimental group and control group was given a same test. The pre-test was useful to know the mean score of experimental and control group.

### **2. Treatment**

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying brainstorming technique assisted by spinner board game, while the control group was taught by applying conventional way. The steps in learning process can be seen in table 3.4.

**Table 3.4**  
**The Scenario of Treatment for Experimental Group**

<b>Steps</b>	<b>Teachers' Activities</b>	<b>Students' Activities</b>
1.	<p><b>Pre-Test</b></p> <p>a. Teacher greets the students.</p> <p><b>Identifying the problem</b></p> <p>a. The teacher explanation about the related topic.</p> <p>b. The teacher asks students to speak up about expression opinion.</p>	<p><b>Pre-Test</b></p> <p>a. The students give a response.</p> <p>a. The students listen to the teachers' explanation and do the brainstorming.</p> <p>b. The students speak up based on the topic provided.</p>
2.	<p><b>Treatment</b></p> <p>a. The tracher reviews about the technique by applying expression opinion.</p> <p><b>Preparing the group</b></p> <p>a. The teacher was devided students into 6-7 group.</p> <p><b>Leading the Ideation Session</b></p> <p>a. The teacher asks the leader of each group to come in front of class, and then the teacher asks the leader to clue a spinner board game. And when the spinner board game stop at one clue, the students' must to give expression opinion based on the topic.</p> <p><b>Utilizing after thought processing ideas</b></p> <p>a. The teacher asks the students to discuss based on the clue in spinner board game. Each member of the</p>	<p><b>Treatment</b></p> <p>a. The students listen to the teacher's explanation.</p> <p>a. The leader of each groups come in front of the class to choose one of the topics that they are going to discuss.</p> <p>a. The students of the group must participate to give the idea, opinion, reason, or fact based on the topic and they also must collect information which reated to the material.</p> <p>a. The students must follow the rules and finish in 15 minutes.</p> <p>b. The students keep discussing.</p>

	<p>group must participate to give the idea, opinion, reason, or fact based on the topic and they also must collect information which related to the topic.</p> <p>b. The teacher sets the time (15 minutes)</p> <p><b>Implementation Ideas</b></p> <p>a. The teacher handle the discussion.</p> <p>b. The teacher calls one of the groups and asks of the group to present in front of the class and ask other groups listen to the presenter and give some suggestions and questions about the ideas.</p> <p><b>Deriving Generalization</b></p> <p>a. Teacher reviews the ideas that has been presented in front of the class.</p> <p>b. The teacher asks the students to speak up about expression opinion that related to the picture.</p>	<p>c. The leader of each group present their findings in front of the class. The other groups listen to the presenter. After the presentation has finished presenting their findings, the other groups give some suggestions and questions about the ideas, which is presented and speak up.</p> <p>a. The students listen the explanation and look at the ideas speak up in front of the class.</p> <p>a. The students do their task.</p>
3.	<p><b>Post-Test</b></p> <p>a. Ask the students to speak up about expression opinion.</p>	<p><b>Post-Test</b></p> <p>a. Students speak up in front of the class based on the topic provided before.</p>

**Table 3.5**  
**The Scenario of Treatment for Control Group**

Steps	Teachers' Activities	Students' Activities
1.	<p><b>Pre-Test</b></p> <p>a. Teacher greets the students.</p>	<p><b>Pre-Test</b></p> <p>a. The students give a response.</p>

	<ul style="list-style-type: none"> <li>b. The teacher gives an opinion about the related topic.</li> <li>c. The teacher asks students to speak up about expression opinion.</li> </ul>	<ul style="list-style-type: none"> <li>b. The students' listen to the teachers' explanation.</li> <li>c. The students' speak up expression opinion. based on the topic provided.</li> </ul>
2.	<p><b>Treatment</b></p> <ul style="list-style-type: none"> <li>a. The teacher explains about expression opinion.</li> <li>b. The teachers' gives the example of expression opinion and gives some explanation about that.</li> <li>c. Discuss the expression of asking for opinion and giving opinion in speaking with the students and asks some students to analysis.</li> <li>d. Give chance to the students to ask some question.</li> <li>e. Reviews again about expression opinion.</li> </ul>	<p><b>Treatment</b></p> <ul style="list-style-type: none"> <li>a. The students listen to the teachers explanation about expression opinion and write the teachers' explanation in their note books.</li> <li>b. The students read the example and then analysis the expression opinion with the chair mate.</li> <li>c. Explain the expression opinion.</li> <li>d. Ask question to the teacher.</li> <li>e. Pay attention to the teacher.</li> </ul>
3.	<p><b>Post-Test</b></p> <ul style="list-style-type: none"> <li>a. Ask the students to speak up expression opinion.</li> </ul>	<p><b>Post-Test</b></p> <ul style="list-style-type: none"> <li>a. Students speak up about expression opinion based on the topic provided before.</li> </ul>

### 3. Post-Test

Post-test was given to the students after having a treatment. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it was significant or not. It means to know whether the treatment was given effect to the students ability in speaking especially how to think creative and spontaneously in speaking.

The administrating of the post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment. The researcher used post-test to know the effect of brainstorming assisted spinner board game towards students' in speaking.

#### **D. Instrument of The Research**

This research used test as the instrument in collecting the data. The data of this research was collected by giving the test, a pre-test and post-test. Pre-test and post-test was given to the experimental and control group. The researcher used test which taken from English book of class XI. The students were speak up in front of the class.

#### **E. Technique of Collecting Data**

The data were collected by giving the test to the students. Several steps were used to collect the data :

1. Give the pre-test.
2. Apply the treatment, which brainstorming assisted spinner board game was applied to the experimental group, while the control group was taught by applying conventional way.
3. Give post-test to both of the classes.
4. Give them 35 minutes to do their assignment based on their best.
5. Collect the students' answer and score the students' answer.

## F. The Technique of Data Analysis

In this research, Descriptive Qualitative technique was applied to analyze the data, and the steps are :

1. Correct the students' answer.
2. Score the students' answer.
3. List the score into tables, first for the experimental group's score and the second for the control group's score.
4. Calculate the total of the score.
  - a. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

- b. Test of Significant :

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}}$$

- c. Test of Linear

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

d. Test of The Effect

$$D = (r_{xy})^2 \times 100 \%$$

e. Test of Sample Related

$$t = t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Notes :

t = test

$\bar{X}_1$  = Average of variable 1 (Experimental Group)

$\bar{X}_2$  = Average of Variable 2 (Control Group)

$S_1^2$  = Standard deviation square (variants) of sample 1 (Experimental Group)  
and sample 2 (Control Group)

n = Total of Sample

$n_1$  = Number of cases for variable 1 (Experimental Group)

$n_2$  = Number of cases for variable 2 (Control Group)

l = Number Consonant

r = Correlation of product moment between  $X_1$  and  $X_2$

## G. Statistical Hypothesis

Based on the literature and framework above, in this study the researcher formulates to alternatives of hypothesis as tentative answer to the problem in the research as following :

Ha :  $P \neq 0$  there was any significant effect of applying brainstorming technique assisted spinner board game on the students' speaking achievement.

Ho :  $P = 0$  there was no any significant effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement.



**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

The data of this research were collected from experimental group and control group by giving the students an essay test in pre-test and post-test. The essay test consisted of five indicators they were: vocabulary, comprehension, pronunciation, fluency, and grammar.

Firstly, the experimental group was given the essay test of pre-test before giving the treatment. Then, the experimental group that treated by brainstorming technique assisted by spinner board game. After giving the treatment, the experimental was given post-test. The students' score of experimental group could be seen in the following table then the detailed of the whole scores could be seen in appendixes 2.

**Table 4.1**  
**The Differences Score of Pre-Test and Post-Test in Experimental Group**

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AN	31	81
2	AP	30	77
3	AN	48	82
4	BDP	30	78
5	BA	48	78
6	CC	30	77
7	CS	45	85

8	CDY	49	78
9	D	40	90
10	DPW	33	79
11	DPS	44	81
12	EGP	41	80
13	FR	32	78
14	FL	30	78
15	FR	34	80
16	H	44	91
17	IF	40	83
18	IKH	45	80
19	IN	48	90
20	ISK	48	81
21	LW	40	80
22	MBF	44	80
23	MY	45	78
24	MRA	46	92
25	N	32	76
26	NAA	41	91
27	REN	32	82
28	RP	41	83
29	RYP	36	85
30	RP	30	82
31	RP	29	83
32	RD	38	81
33	RM	29	78
34	STW	28	84
35	SS	45	80
36	S	28	80
37	UA	32	82
38	WR	28	80
39	WW	37	80
40	ZK	40	80
<b>Total</b>		<b>T<sub>1</sub> = 1511</b>	<b>T<sub>1</sub> = 3264</b>

From the data above of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 28 and the highest score of pre-test was 49. The students' difficulties in speaking especially in expression opinion and thought because it was influenced by minimal vocabulary mastery. The lowest score of post-test was 76 and the highest score of post-test was 92. The students' difficulties in speaking were expressing an opinion and thought in post test was pronunciation because they do not know how to pronounce properly.

Firstly, the control group was given the essay test of pre-test before giving the treatment. Then, the control group that treated without applying brainstorming technique assisted by spinner board game. After giving the treatment, the control group was given post-test. The students' score of control group could be seen in the following table.

**Table 4.2**  
**The Differences Score of Pre-Test and Post-Test in Control Group**

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AK	29	64
2	A	29	64
3	ADP	31	69
4	AA	25	60
5	AYS	26	65
6	CAF	31	70
7	DEF	32	71
8	DF	46	71
9	DF	38	75
10	DSF	36	70

11	DIK	40	72
12	DAS	29	66
13	IS	40	80
14	JP	26	66
15	JA	39	68
16	MAS	26	67
17	MAR	42	79
18	MFGH	45	80
19	MRM	44	75
20	MD	38	70
21	M	35	72
22	MB	33	76
23	MG	42	75
24	MI	47	82
25	NN	38	73
26	PA	36	75
27	RA	29	67
28	RH	38	70
29	RH	29	65
30	RM	29	68
31	RP	27	73
32	RS	30	70
33	SD	33	72
34	SNA	29	67
35	SM	25	65
36	S	38	74
37	TPN	39	75
38	TMP	29	62
39	WP	29	65
40	WS	28	62
<b>Total</b>		<b>T<sub>1</sub> = 1355</b>	<b>T1 = 2810</b>

Based on the table 4.2 the differences score of pre-test and post-test in control group, it shows that the lowest score of pre-test was 25 and the highest score of pre-test was 47. The students' difficulties in speaking an expression opinion and thought because it is influenced by minimal vocabulary mastery. The students' difficulties in comprehension and the test objectives. The lowest score of post-test was 62 and the highest score of post-test was 82. The students' difficulties in speaking an expression opinion and thought in post-test was pronunciation because they do not know how to pronounce properly and fluency when the talked. The average of post-test from the students by the treatment applying brainstorming technique assisted by spinner board game was higher than the students by applying without brainstorming technique assisted by spinner board game.

## **B. Data Analysis**

From all the data of the pre-test and post-test of experimental group and control group obtained, then the researcher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

**Table 4.3****The Difference of Score of Pre-Test and Post-Test in Experimental Group**

No	Students' Initial	Score				
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	T <sub>2</sub> -T <sub>1</sub> (X <sub>1</sub> )
1	AN	31	961	81	6561	50
2	AP	30	900	77	5929	47
3	AN	48	2304	82	6724	34
4	BDP	30	900	78	6084	48
5	BA	48	2304	78	6084	30
6	CC	30	900	77	5929	47
7	CS	45	2025	85	7225	40
8	CDY	49	2401	78	6084	29
9	D	40	1600	90	8100	50
10	DPP	33	1089	79	6241	46
11	DPS	44	1936	81	6561	37
12	EGP	41	1681	80	6400	39
13	FR	32	1024	78	6084	46
14	FL	30	900	78	6084	48
15	FR	34	1156	80	6400	46
16	H	44	1936	91	8281	47
17	IF	40	1600	83	6889	43
18	IKH	45	2025	80	6400	35
19	IN	48	2304	90	8100	42
20	ISK	48	2304	81	6561	33
21	LW	40	1600	80	6400	40
22	MBF	44	1936	80	6400	36
23	MY	45	2025	78	6084	33
24	MRA	46	2116	92	8464	46
25	N	32	1024	76	5776	44
26	NAA	41	1681	91	8281	50
27	REN	32	1024	82	6724	50
28	RNF	41	1681	83	6889	42
29	RYP	36	1296	85	7225	49

30	RP	30	900	82	6724	52
31	RP	29	841	83	6889	54
32	RD	38	1444	81	6561	43
33	RM	29	841	78	6084	49
34	STW	28	784	84	7056	56
35	SS	45	2025	80	6400	35
36	S	28	784	80	6400	52
37	UA	32	1024	82	6724	50
38	WR	28	784	80	6400	52
39	WW	37	1369	80	6400	43
40	ZK	40	1600	80	6400	40
<b>Total</b>		$\Sigma T_1 =$ <b>1511</b>	$\Sigma T_1^2 =$ <b>59029</b>	$\Sigma T_2 =$ <b>3264</b>	$\Sigma T_2^2 =$ <b>267002</b>	$\Sigma(X_1) =$ <b>1753</b>

The data in the table 4.3 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying brainstorming technique assisted by spinner board game on the students' speaking achievement. The collected data were analysis t-test formula. In experimental group, pre-test was 1511 and post-test was 3264. The differences of the pre-test and post-test were  $T_2 - T_1 = 1753$ .

### 1. The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{1753}{40}$$

$$= 43,82$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(1753)^2}{40}}$$

$$= \sqrt{\frac{3073009}{40}}$$

$$= \sqrt{76825,22}$$

$$= 277,17$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1511}{40}$$

$$= 37,77$$

b. Variances

$$S^2 = \sum T_i^2 - \frac{(\sum T_1)^2}{N}$$

$$= 59029 - \frac{(1511)^2}{40}$$



$$= 59029 - \frac{2283121}{40}$$

$$= 59029 - 57078,02$$

$$= 1950,98$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{59029}{40}}$$

$$= \sqrt{1475,725}$$

$$= 1214,79$$

3. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{3264}{40}$$

$$= 81,6$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\ &= 267002 - \frac{(3264)^2}{40} \\ &= 267002 - \frac{10653696}{40} \\ &= 267002 - 266342,4 \\ &= 659,6 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_2^2}{N}} \\ &= \sqrt{\frac{267002}{40}} \\ &= \sqrt{6675,05} \\ &= 81,70 \end{aligned}$$

**Table 4.4****The Differences Score of Pre-Test and Post-Test in Control Group**

No	Students' Initial	Score				
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	T <sub>2</sub> -T <sub>1</sub> (X <sub>1</sub> )
1	AK	29	841	56	3136	27
2	A	29	841	52	2704	23
3	ADP	31	961	62	3844	31
4	AA	25	625	50	2500	25
5	AYS	26	676	55	3025	29
6	CAF	31	961	67	4489	36
7	DEF	32	1024	69	4761	37
8	DF	46	2116	71	5041	25
9	DF	38	1444	71	5041	33
10	DSF	36	1296	68	4624	32
11	DIK	40	1600	72	5184	32
12	DAS	29	841	60	3600	31
13	IS	40	1600	68	4624	28
14	JP	26	676	57	3249	31
15	JA	39	1521	68	4624	29
16	MAS	26	676	60	3600	34
17	MAR	42	1764	76	5776	34
18	MFGH	45	2025	80	6400	35
19	MRM	44	1936	75	5625	31
20	MD	38	1444	69	4761	31
21	M	35	1225	72	5184	37
22	MB	33	1089	70	4900	37
23	MG	42	1764	75	5625	33
24	MI	47	2209	82	6724	35
25	NN	38	1444	73	5329	35
26	PA	36	1296	69	4761	33
27	RA	29	841	57	3249	28
28	RH	38	1444	60	3600	22
29	RH	29	841	56	3136	27

30	RM	29	841	58	3364	29
31	RP	27	729	55	3025	28
32	RS	30	900	66	4356	36
33	SD	33	1089	68	4624	35
34	SNA	29	841	56	3136	27
35	SM	25	625	53	2809	28
36	S	38	1444	68	4624	30
37	TPN	39	1521	75	5625	36
38	TMP	29	841	56	3136	27
39	WP	29	841	57	3249	28
40	WS	28	784	54	2916	26
<b>Total</b>		$\Sigma T_1 =$ <b>1355</b>	$\Sigma T_1^2 =$ <b>47477</b>	$\Sigma T_2 =$ <b>2586</b>	$\Sigma T_2^2 =$ <b>169980</b>	$\Sigma(X_1) =$ <b>1231</b>

## 2. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{1231}{40}$$

$$= 30,775$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(1231)^2}{40}}$$

$$= \sqrt{\frac{1515361}{40}}$$

$$= \sqrt{37884,025}$$

$$= 194,64$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1355}{40}$$

$$= 33,87$$

b. Variances

$$S^2 = \sum T_i^2 - \frac{(\sum T_1)^2}{N}$$

$$= 47477 - \frac{(1355)^2}{40}$$

$$= 47477 - \frac{1836025}{40}$$

$$= 47477 - 45900,62$$

$$= 1576,38$$

c. Standard Deviation (SD)

$$\begin{aligned}SD &= \sqrt{\frac{\sum T1^2}{N}} \\&= \sqrt{\frac{1836025}{40}} \\&= \sqrt{45900,62} \\&= 214,25\end{aligned}$$

3. The calculation for post-test in control group

a. Mean

$$\begin{aligned}MT_2 &= \frac{\sum T2}{N} \\&= \frac{2586}{40} \\&= 64,65\end{aligned}$$

b. Variances

$$\begin{aligned}S^2 &= \sum T_2^2 - \frac{(\sum T2)^2}{N} \\&= 169980 - \frac{(2586)^2}{40} \\&= 169980 - \frac{6687396}{40} \\&= 169980 - 167184,9 \\&= 2795,1\end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}SD &= \sqrt{\frac{T^2}{N}} \\&= \sqrt{\frac{169980}{40}} \\&= \sqrt{4249,5} \\&= 65,19\end{aligned}$$

**Table 4.5**  
**The Calculation Table**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	56	81	3136	6561	4536
2	52	77	2704	5929	4004
3	62	82	3844	6724	5084
4	50	78	2500	6084	3900
5	55	78	3025	6084	4290
6	67	77	4489	5929	5159
7	69	85	4761	7225	5865
8	71	78	5041	6084	5538
9	71	90	5041	8100	6390
10	68	79	4624	6241	5372
11	72	81	5184	6561	5832
12	60	80	3600	6400	4800
13	68	78	4624	6084	5304
14	57	78	3249	6084	4446
15	68	80	4624	6400	5440
16	60	91	3600	8281	5460
17	76	83	5776	6889	6308
18	80	80	6400	6400	6400

19	75	90	5625	8100	6750
20	69	81	4761	6561	5589
21	72	80	5184	6400	5760
22	70	80	4900	6400	5600
23	75	78	5625	6084	5850
24	82	92	6724	8464	7544
25	73	76	5329	5776	5548
26	69	91	4761	8281	6279
27	57	82	3249	6724	4674
28	60	83	3600	6889	4980
29	56	85	3136	7225	4760
30	58	82	3364	6724	4756
31	55	83	3025	6889	4565
32	66	81	4356	6561	5346
33	68	78	4624	6084	5304
34	56	84	3136	7056	4704
35	53	80	2809	6400	4240
36	68	80	4624	6400	5440
37	75	82	5625	6724	6150
38	56	80	3136	6400	4480
39	57	80	3249	6400	4560
40	54	80	2916	6400	4320
<b>Total</b>	<b>2586</b>	<b>3264</b>	<b>230686</b>	<b>267002</b>	<b>211987</b>

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.



### **C. Discussion**

The research was conducted in SMA AL-HIKMAH Medan by applying brainstorming technique assisted by spinner board game in experimental group XI MIA 2 with 40 students and conventional way in control group XI MIA 1 with 40 students. The total of sample was 80 students.

The first step was given a pre-test in both of the group before giving a treatment to know the students' speaking ability. The result in pre-test of experimental group was obtained mean 37,77 with variance 1950,98 and standard deviation 1214,79. While in pre-test of control group was obtained 33,87 with variance 1576,38 and standard deviation 214,25.

The second step was given treatment in experimental group (XI MIA 2) by applying brainstorming technique assisted by spinner board game that consisted 40 students and in control group (XI MIA 1) by applying conventional way that consisted 40 students.

The third step as the last step was given post-test in both of the group as the final result in this research. The result in post-test of experimental group was obtained mean 81,6 with variance 659,6 and standard deviation 81,70. While in post-test of control group was obtained mean 64,65 with variance 2795,1 and standard deviation 65,19.

## D. Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

### a. The Equation of Linier Regression

$Y = a + b$  was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(3264)(169980) - (2586)(211987)}{40(169980) - (2586)^2}$$

$$a = \frac{554814720 - 548198382}{6799200 - 6687396}$$

$$a = \frac{6616338}{111804}$$

$$a = 59,18$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{40(211987) - (2586)(3264)}{40(169980) - 6687396}$$

$$b = \frac{8479480 - 8440704}{6799200 - 6687396}$$

$$b = \frac{38776}{111804}$$

$$b = 0,35$$

$$Y = a + bx$$

$$= 59,18 + 0,35x$$

b. Coefficient  $r^2$

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40(211987) - (2586)(3264)}{\sqrt{\{40 \sum 169980 - (2586)^2\}\{40(267002 - (3264)^2)\}}}$$

$$r_{xy} = \frac{8479480 - 8440704}{\sqrt{\{6799200 - 6687396\}\{10680080 - 10653696\}}}$$

$$r_{xy} = \frac{38776}{\sqrt{\{111804\}\{26384\}}}$$

$$r_{xy} = \frac{38776}{54312}$$

$$r_{xy} = 0,7139$$

c. Examining The Statistical Hypothesis

Ha :  $P \neq 0$  there was any significant effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement.

H0 :  $P = 0$  there was not any significant effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement.

With the criteria examination, Ha was accepted if  $t_{\{1 - \alpha\}} < t < t_{\frac{\{1 - \alpha\}}{2}}$  where

$t_{\frac{\{1 - \alpha\}}{2}}$  was getting by t distribution with  $dk = n - 2$ .  $dk = 40 - 2 = 38$ .  $\alpha = 5 \% =$

0,05. In the other way, H0 was rejected.

$$t_{\text{hitung}} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,7139\sqrt{40-2}}{\sqrt{1-(0,7139)^2}}$$

$$t = \frac{4,4007}{\sqrt{0,7002}}$$

$$t = 5,2590$$

$$t_{\text{tabel}} = \left(1 - \frac{1}{2} \cdot \alpha\right) (38)$$

$$= \left(1 - \frac{1}{2} \cdot 0,05\right) (38)$$

$$= t_{0,975}(38)$$

$$= 2,024$$

The conclusion from the calculating above, it showed that  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $5,2590 > 2,024$ . So,  $H_0$  was rejected. It meant that  $H_a$  was acceptable or “there was any significant effect of applying brainstorming technique assisted by spinner board game on the students’ speaking achievement.

d. Determining the percentage of the effect of X variable toward Y variable

$$D = (r_{xy})^2 \times 100 \%$$

$$= 0,7139^2 \times 100\%$$

$$= 0,5096 \times 100\%$$

$$= 50,96\%$$

It meant the effect of X variable toward Y variable or the effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement was 50,96% and 49,04% was influenced by another factors.

#### **E. Research Findings**

Based on the data and data analysis, it was found that there is a significant effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement was more effective in students' speaking achievement then applying previous technique. It was proved from the result of the t-test, in which score of  $t_0$  5,2590 and  $t_{table}$  2,024 so  $t_0 > t_{table}$ .

The students' speaking difficulties in expression opinion and thought by applying brainstorming technique assisted by spinner board game were difficult caused by the lack of related vocabularies, low ability in speaking and also low motivation to participle in speaking activity. The researcher also found that there were not confidence with their speaking ability, there were some students work together with a group so they have some ideas on their speaking of expression opinion and thought.

From the explanation above, teaching speaking through applying brainstorming technique assisted by spinner board game was adequate success. It could be seen that the students' speaking achievement taught by applying brainstorming technique assisted by spinner board game was got higher score and the students' were able to achieve the indocators of speaking that consisted of vocabulary, comprehension, pronunciation, fluency and grammar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research t-test, the researcher gave some conclusions as follow , the fact showed that  $t_{\text{observed}} > t_{\text{table}}$  or  $6,7438 > 2,024$ .  $T_0$  test the hypothesis, the formula of  $t_{\text{test}}$  and the distribution table of observed were applied. The facts showed that t-critical ( $t_c$ ) value was higher than the  $t_{\text{table}}$  on the level 2,024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded that the alternative hypothesis was accepted that there was any significant effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement.

#### B. Suggestion

In relation to the conclusion above, the researcher gives some suggestions, as follows :

1. The writes could increase the knowledge about brainstorming technique assisted by spinner board game and getting better understanding in learning especially in speaking.
2. The readers should research deeper about brainstorming technique assisted by spinner board game because it could improve the students achievement in speaking.

3. Teacher ia suggested to apply the brainstorming technique assisted by spinner board game because this technique can help them in getting better understanding in learning especially in speaking.
4. The suggestion is also given to the headmaster of that school in applying brainstorming technique assisted by spinner board game because this technique can help them in getting creative teachers and active students in speaking.
5. The suggestion is also given to the students of that school in applying brainstorming technique assisted by spinner board game make them become more independent, active, creative and can speak easily in learning speaking.

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**LESSON PLAN**  
**(EXPERIMENTAL GROUP)**

<b>School</b>	<b>: SMA Al-Hikmah Medan</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Class/Semester</b>	<b>: XI/I</b>
<b>Time allocation</b>	<b>: 2 x 45 menit</b>
<b>Material</b>	<b>: Expressions Opinion and Thought</b>

**A. Core Competency**

- KI 3. Understand, apply, analyze factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.
- KI 4. Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

**B. Basic Competence**

1. Analysing social function, the structure of the text, and elements in the expression of opinions and mind, according to the usage of the context.

2. Expressing the meaning of simple short monologin oral accurately, fluency and acceptable to interact with surroundings in form of expressing opinions.

**C. Indicator**

1. To indentify the short functional text.
2. To find the main idea, detail information, and specific information from the text.
3. To develop the students’ thinking to the material.
4. Doing a short monolog in the form of the material.

**D. Learning Purpose**

1. The students doing a short monolog in form of expressing opinion.
2. The students can analyse of expressing opinion.
3. The students can respond the meaning from of expressing opinion.

**E. Learning Material**

**Definition of opinion**

An opinions is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

**These are some of the expressions used to express agreement and disagreement with an opinion**

<b>Agreeing with an Opinion</b>	<b>Disagreeing with an Opinion</b>
Of course This is absolutely right I agree with this opinion	I am sorry, I don’t agree with you I am not sure I agree with you I don’t agree with you

I couldn't agree more I agree with what you are saying but have you ever.... I agree, I never thought of that Neither do I That's a good point I think so too	I am afraid I have to disagree with you I don't believe that I disagree with you I think you are wrong I am not convinced that... I can't say I agree with this,...
--	--

**These expressions are used to show Personal and General Point of View**

<b>Personal Point of View</b>	<b>General Point of View</b>
What I mean is... In my opinion... I think... In my humble opinion... I would like to point out that... To my mind... By this I mean... I am compelled to say... As I see it... In my experience... I strongly believe that... From my point of view...	Most people do not agree... Almost everyone... Some people say that... Some people believe... Of course, many argue... While some people believe... Generally it is accepted... The majority disagree... The majority agree with... It is sometimes argued... It is considered...

**Examples of how to agree and disagree with an opinion**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Woman should not work.	I think so too. Woman should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight	Yes, I agree. Harry Potter series has a	It's not justified to say because both have

series.	much better and well-developed story line.	different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

## F. Learning Method / Technique

Brainstorming Technique assisted by Spinner Board Game

## G. Tool/Source Learning Material

1. Tool : Laptop, infocus, power point and worksheet
2. Source : English book of class XI "Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017. Reviewers Emi Emilia and Helena I.R. Agusties".

## H. Teaching and Learning Process

Activity	Description	Time Allocation
<b>Opening Activity</b>	<ol style="list-style-type: none"> <li>1. Give greeting to the students.</li> <li>2. Check the students' attendance.</li> <li>3. The teacher give pre-test.</li> </ol>	10 minutes
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. The teacher show to the students about expressions opinion and in brainstorming technique assisted by spinner board game.</li> <li>2. Students observe</li> </ol>	20 minutes

	<p>expressions asking for agreeing opinion and disagreeing opinion.</p> <p>3. Students identify expressions opinion and specific informations.</p>	
	<p><b>Questioning</b> Under the guidance and direction of teacher, students ask question about expressions opinion.</p>	25 minutes
	<p><b>Exploring</b> The teacher asks the students to understand about the expressinons agreeing, and disagreeing opinion.</p> <p><b>Associating</b> The teacher corrects the students' answer.</p>	15 minutes
	<p><b>Communicating</b> Teacher asks the students to study more about expressing opinion at home.</p>	15 minutes
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>1. Students and teacher reflect on their learning activities and benefits.</li> <li>2. Students and teacher give each other feedback on the process and learning outcomes.</li> <li>3. Students receive assignments that done in brainstorming technique.</li> </ol>	5 Minutes

## I. Evaluation

- a. Assessment Technique : Speaking test
- b. Form : Make a dialogue based on the clue.
- c. Form Instrument :
  - 1. Pre-test : Look at the picture and clue in the test and continue to make a dialogue.
  - 2. Post-test : Look at the picture and clue in the test and continue to make a dialogue.

**J. Assessment Rubric**

**Rubic of Practice Skill Assesment**

No	Name	V (20)	C (20)	P (20)	F (20)	G (20)	Score
<b>Total</b>							

Scoring of the test	Excellent to very good	Good to average	Fair to poor	Very poor
Vocabulary	16 - 20	11 – 15	6 – 10	1 – 5
Comprehension	16 - 20	11 – 15	6 – 10	1 – 5
Pronunciation	16 - 20	11 – 15	6 – 10	1 – 5
Fuency	16 - 20	11 – 15	6 – 10	1 – 5
Grammar	16 - 20	11 – 15	6 – 10	1 – 5

Medan, Agustus 2019

Researcher

Dewi Sundari

1502050140

Known by,

Headmaster of SMA Al-Hikmah

English Teacher

Nuriadi,S.Pd.I

Umami Nadrah S ,S.Pd.,M.Hum



**LESSON PLAN**  
**(CONTROL GROUP)**

<b>School</b>	<b>: SMA Al-Hikmah Medan</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Class/Semester</b>	<b>: XI/I</b>
<b>Time allocation</b>	<b>: 2 x 45 menit</b>
<b>Material</b>	<b>: Expressions Oponion and Thought</b>

**K. Core Competency**

- KI 3. Understand, apply, analyze factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.
- KI 4. Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according rules of science.

**L. Basic Competence**

3. Analysing social function, the structure of the text, and elements in the expression of opinions and mind, according to the usage of the context.
4. Expressing the meaning of simple short monologin oral accurately, fluency and acceptable to interact with surroundings in form of expressing opinions.

### M. Indicator

5. To indentify the short functional text.
6. To find the main idea, detail information, and specific information from the text.
7. To develop the students' thinking to the material.
8. Doing a short monolog in the form of the material.

### N. Learning Purpose

4. The students doing a short monolog in form of expressing opinion.
5. The students can analyse of expressing opinion.
6. The students can respond the meaning from of expressing opinion.

### O. Learning Material

#### Definition of opinion

An opinions is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

#### These are some of the expressions used to express agreement and disagreement with an opinion

Agreeing with an Opinion	Disagreeing with an Opinion
Of course	I am sorry, I don't agree with you
This is absolutely right	I am not sure I agree with you
I agree with this opinion	I don't agree with you
I couldn't agree more	I am afraid I have to disagree with you
I agree with what you are saying but have you ever...	I don't believe that
I agree, I never thought of that	I disagree with you
Neither do I	I think you are wrong
That's a good point	I am not convinced that...
I think so too	I can't say I agree with this,...

**These expressions are used to show Personal and General Point of View**

<b>Personal Point of View</b>	<b>General Point of View</b>
What I mean is...	Most people do not agree...
In my opinion...	Almost everyone...
I think...	Some people say that...
In my humble opinion...	Some people believe...
I would like to point out that...	Of course, many argue...
To my mind...	While some people believe...
By this I mean...	Generally it is accepted...
I am compelled to say...	The majority disagree...
As I see it...	The majority agree with...
In my experience...	It is sometimes argued...
I strongly believe that...	It is considered...
From my point of view...	

**Examples of how to agree and disagree with an opinion**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Woman should not work.	I think so too. Woman should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

**P. Learning Method / Technique**

Conventional way

**Q. Tool/Source Learning Material**

- 3. Tool : Laptop, infocus, power point and worksheet
- 4. Source : English book of class XI “Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017. Reviewers Emi Emilia and Helena I.R. Agusties”.

**R. Teaching and Learning Process**

<b>Activity</b>	<b>Description</b>	<b>Time Allocation</b>
<b>Opening Activity</b>	<ul style="list-style-type: none"><li>4. Give greeting to the students.</li><li>5. Check the students' attendance.</li><li>6. The teacher give pre-test.</li></ul>	10 minutes
<b>Core Activity</b>	<b>Observing</b> <ul style="list-style-type: none"><li>4. The teacher show to the students about expressions opinion in lecturing method.</li><li>5. Students observe expressions agreeing opinion and disagreeing opinion.</li><li>6. Students identify expressions opinion and specific informations.</li></ul>	20 minutes
	<b>Questioning</b> <p>Under the guidance and direction of teacher, students ask question about expression opinion.</p>	25 minutes
	<b>Exploring</b> <p>The teacher asks the students</p>	15 minutes

	to understand about the expressions agreeing, and disagreeing opinion.  <b>Associating</b> The teacher corrects the students' answer.	
	<b>Communicating</b> Teacher asks the students to study more about expression opinion at home.	15 minutes
<b>Closing Activities</b>	4. Students and teacher reflect on their learning activities and benefits. 5. Students and teacher give each other feedback on the process and learning outcomes. 6. Students receive assignments that done in lecturing method.	6 minutes

## S. Evaluation

- d. Assessment Technique : Speaking test
  - e. Form : Make a dialogue based on the clue
  - f. Form Instrument :
3. Pre-test : Look at the picture and clue in the test and continue to make a dialogue.
  4. Post-test : Look at the picture and clue in the test and continue to make a dialogue.

## T. Assessment Rubric

### Rubic of Practice Skill Assesment

No	Name	V (20)	C (20)	P (20)	F (20)	G (20)	Score
<b>Total</b>							

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Fuency	16 - 20	11 – 15	6 - 10	1 - 5
Grammar	16 - 20	11 – 15	6 - 10	1 - 5

Medan, Agustus 2019

Researcher

Dewi Sundari

1502050140

Known by,

Headmaster of SMA Al-Hikmah

English Teacher

Nuriadi,S.Pd.I

Ummi Nadrah S,S.Pd.M.Hum

### The Scores of Pre-test of Experimental Group

No	Students' Initial	Indicators					Pre-test
		Voc	Comp	Pro	Flu	Gra	
1	AN	6	5	7	7	5	31
2	AP	7	6	6	5	6	30
3	AN	11	9	9	10	9	48
4	BDP	6	6	6	7	5	30
5	BA	11	10	9	9	9	48
6	CC	6	6	6	6	5	30
7	CS	10	9	9	8	9	45
8	CDY	11	9	9	10	10	49
9	D	9	8	7	7	9	40
10	DPP	7	6	6	7	7	33
11	DPS	10	9	8	9	8	44
12	EGP	10	8	8	7	8	41
13	FR	7	7	5	6	7	32
14	FL	7	6	5	6	6	30
15	FR	8	7	7	6	6	34
16	H	10	9	8	8	9	44
17	IF	9	9	8	7	7	40
18	IKH	11	10	8	7	9	45
19	IN	11	9	10	9	9	48
20	ISK	11	9	9	10	9	48
21	LW	10	9	7	7	7	40
22	MBF	10	8	9	8	9	44
23	MY	10	9	9	8	9	45
24	MRA	11	9	10	8	8	46
25	N	8	7	6	5	6	32
26	NAA	10	9	7	8	7	41
27	REN	8	7	6	6	5	32
28	RNF	10	8	7	7	9	41
29	RYP	9	7	7	6	7	36
30	RP	8	6	5	5	6	30
31	RP	7	7	5	5	5	29
32	RD	9	9	7	6	7	38
33	RM	7	6	5	5	6	29
34	STW	6	6	5	5	6	28
35	SS	10	9	8	9	9	45
36	S	7	5	5	5	6	28
37	UA	8	7	5	6	6	32
38	WR	7	6	5	5	5	28

39	WW	9	9	7	6	6	37
40	ZK	10	8	7	7	8	40
	<b>Total</b>						<b>1511</b>

### The Scores of Post-test of Experimental Group

No	Students' Initial	Indicators					Post-test
		Voc	Comp	Pro	Flu	Gra	
1	AN	18	17	15	16	15	81
2	AP	17	16	15	15	14	77
3	AN	18	17	15	17	15	82
4	BDP	17	16	15	15	15	78
5	BA	16	15	16	16	15	78
6	CC	16	16	15	16	14	77
7	CS	18	18	17	17	15	85
8	CDY	17	16	15	15	15	78
9	D	19	18	18	18	17	90
10	DPP	16	15	17	15	16	79
11	DPS	17	17	16	16	15	81
12	EGP	17	16	16	16	15	80
13	FR	17	15	15	16	15	78
14	FL	17	15	15	16	15	78
15	FR	17	16	15	17	15	80
16	H	19	18	18	19	17	91
17	IF	18	17	17	16	15	83
18	IKH	17	16	15	17	15	80
19	IN	19	18	18	18	17	90
20	ISK	18	16	17	15	15	81
21	LW	17	17	15	16	15	80
22	MBF	17	17	15	16	15	80
23	MY	17	15	15	17	14	78
24	MRA	19	18	19	18	18	92
25	N	16	15	15	15	15	76
26	NAA	19	18	18	19	17	91
27	REN	17	17	16	17	15	82
28	RNF	17	16	17	17	16	83
29	RYP	18	18	17	17	15	85
30	RP	18	16	15	17	16	82
31	RP	18	17	17	16	15	83
32	RD	17	16	17	16	15	81
33	RM	18	16	15	15	14	78
34	STW	18	17	15	17	17	84



35	SS	18	16	17	15	14	80
36	S	18	17	15	15	15	80
37	UA	17	17	16	17	15	82
38	WR	17	15	16	17	15	80
39	WW	17	16	15	17	15	80
40	ZK	18	17	15	15	15	80
	<b>Total</b>						<b>3264</b>

### The Scores of Pre-test of Control Group

No	Students' Initial	Indicators					Pre-test
		Voc	Comp	Pro	Flu	Gra	
1	AK	7	6	5	5	6	29
2	A	6	6	6	5	6	29
3	ADP	7	8	5	5	6	31
4	AA	7	5	4	4	5	25
5	AYS	6	5	5	5	5	26
6	CAF	8	7	5	5	6	31
7	DEF	9	7	5	5	6	32
8	DF	10	10	8	9	9	46
9	DF	9	9	7	6	7	38
10	DSF	9	7	9	6	5	36
11	DIK	9	9	8	7	7	40
12	DAS	7	7	5	5	5	29
13	IS	10	8	7	8	7	40
14	JP	6	6	4	5	5	26
15	JA	9	7	8	8	7	39
16	MAS	6	5	5	6	4	26
17	MAR	9	8	8	8	9	42
18	MFGH	10	9	9	9	8	45
19	MRM	10	8	8	9	9	44
20	MD	8	8	7	7	8	38
21	M	8	6	6	7	8	35
22	MB	7	9	7	5	5	33
23	MG	9	9	8	9	7	42
24	MI	10	9	10	9	9	47
25	NN	9	9	7	7	6	38
26	PA	8	8	6	7	7	36
27	RA	7	6	6	5	5	29
28	RH	8	8	8	7	7	38
29	RH	7	7	5	5	5	29
30	RM	7	6	6	5	5	29
31	RP	6	5	5	5	6	27

32	RS	7	7	5	5	6	30
33	SD	9	7	6	6	5	33
34	SNA	7	6	5	5	6	29
35	SM	6	5	4	4	6	25
36	S	8	8	8	7	7	38
37	TPN	8	8	8	7	8	39
38	TMP	7	6	5	5	6	29
39	WP	6	6	6	6	5	29
40	WS	6	6	5	6	5	28
	<b>Total</b>						<b>1355</b>

### The Scores of Post-test of Control Group

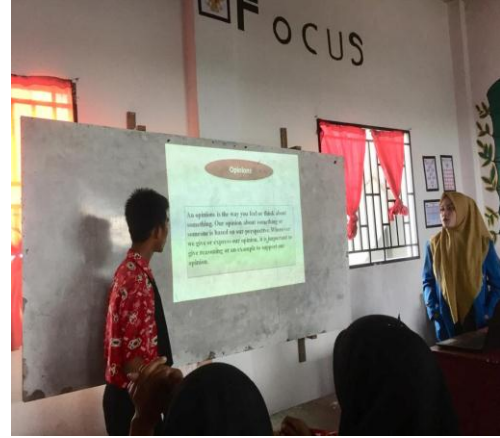
No	Students' Initial	Indicators					Post-test
		Voc	Comp	Pro	Flu	Gra	
1	AK	13	12	10	10	11	56
2	A	12	10	10	10	10	52
3	ADP	15	13	12	12	10	62
4	AA	10	10	10	10	10	50
5	AYS	12	12	10	10	11	55
6	CAF	16	15	12	12	12	67
7	DEF	16	16	13	12	12	69
8	DF	16	15	14	13	13	71
9	DF	17	16	13	13	12	71
10	DSF	16	15	13	12	12	68
11	DIK	16	15	14	14	13	72
12	DAS	15	13	11	11	10	60
13	IS	17	15	12	12	12	68
14	JP	14	13	10	10	10	57
15	JA	16	15	12	13	12	68
16	MAS	15	13	11	11	10	60
17	MAR	17	16	15	14	14	76
18	MFGH	17	16	16	16	15	80
19	MRM	17	15	15	15	13	75
20	MD	17	15	13	13	11	69
21	M	16	15	14	14	13	72
22	MB	17	15	12	13	13	70
23	MG	16	16	15	14	14	75
24	MI	17	17	16	16	16	82
25	NN	17	16	14	14	12	73
26	PA	17	16	12	12	12	69
27	RA	14	12	10	11	10	57
28	RH	14	13	10	11	12	60

29	RH	14	12	10	10	10	56
30	RM	14	12	11	11	10	58
31	RP	13	12	10	10	10	55
32	RS	16	13	13	12	12	66
33	SD	15	14	13	13	13	68
34	SNA	14	12	10	10	10	56
35	SM	13	10	10	10	10	53
36	S	16	15	12	13	12	68
37	TPN	17	16	14	14	14	75
38	TMP	14	12	10	10	10	56
39	WP	15	12	10	10	10	57
40	WS	13	11	10	10	10	54
	<b>Total</b>						<b>2586</b>

## EXPERIMENTAL CLASS



## CONTROL CLASS





MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Dewi Sundari  
N.P.M : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019  
Hormat saya  
Yang membuat pernyataan,



**Dewi Sundari**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**



MAJELIS PENDIDIKAN TINGGI  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dewi Sundari  
NPM : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK = 3,49

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement	
	An Analysis of Code Switching in "Breakout" Net TV	
	The Effect of Watch Think Talk Strategy on Students Speaking Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 08 April 2019  
Hormat Pemohon,

Dewi Sundari

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dewi Sundari  
NPM : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game  
on the Students' Speaking Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum *Acc 23/04/2019 PF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 08 April 2019  
Hormat Pemohon,

Dewi Sundari

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan





FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 95D /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dewi Sundari  
N P M : 1502050140  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement.

Pembimbing : Mandra Saragih, S.Pd, M.Hum

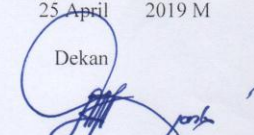
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H  
25 April 2019 M

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd. A**  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*





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**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Dewi Sundari  
NPM : 1502050140  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
28/01-2019	Chapter I	
02/05-2019	Chapter II Theory Concept	
27/05-2019	Referensi Relevan Chapter III	
18/05-2019	Chapter III referensi DAFTAR T. Content	
	<del>ACE</del>	

Diketahui Oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, Mei 2019

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Rabu Tanggal 22 Bulan Mei Tahun 2019  
diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Dewi Sundari  
NPM : 1502050140  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement

No	Masukan dan Saran
Judul	✓
Bab I	✓
Bab II	RESEARCH THEORY & METHOD
Bab III	RESEARCH DESIGN
Lainnya	REFERENSI
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ✓ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd, M.Hum)

Sekretaris

(Pirman Ginting, S.Pd, M.Hum)



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkjp.umsu.ac.id> E-mail: [fkjp@yahoo.co.id](mailto:fkjp@yahoo.co.id)

Nomor : 4049/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 21 Dzulqaidah 1440 H  
24 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Al-Hikmah Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dewi Sundari  
N P M : 1502050140  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



**Dr. H. Elizanto Nst, S.Pd, M.Pd.**

\*\* Pertinggal \*\*



## YAYASAN PERGURUAN AL-HIKMAH SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061-6841769 Email: sma\_al\_hikmah@yahoo.co.id

### SURAT KETERANGAN Nomor : 063/SMA-AH/IX2019

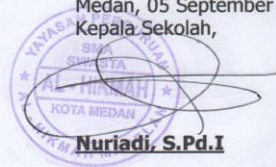
Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 4849/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang berjudul "**The effect of applying brainstorming technique assisted by spinner board game on the students' speaking achievement**", maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa : **Dewi Sundari**  
NPM : 1502050140  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 06, 20, 21 Agustus 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 05 September 2019  
Kepala Sekolah,



**Nuriadi, S.Pd.I**



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : Dewi Sundari  
NPM : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement	<i>Ace</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

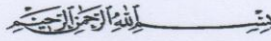
**Mandra Saragih, S.Pd, M.Hum**

Medan, 08 April 2019  
Hormat Pemohon,

**Dewi Sundari**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

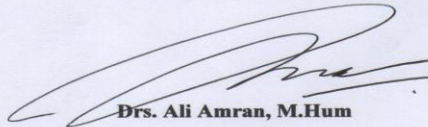
Nama Lengkap : Dewi Sundari  
N.P.M : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Brainstorming Technique Assisted by  
Spinner Board Game on the Students' Speaking Achievement

Pada hari Rabu, tanggal 22 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas



**Drs. Ali Amran, M.Hum**

Dosen Pembimbing



**Mandra Saragih, S.Pd., M.Hum**

Diketahui oleh  
Ketua Program studi



**Mandra Saragih S.Pd, M.Hum**





**UMSU**  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Dewi Sundari  
N.P.M : 1502050140  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Brainstorming Technique Assisted by Spinner Board Game on the Students' Speaking Achievement

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**

