

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the limitation of the study and the definition of key terms.

1.1. Background of the Study

In language teaching and learning, there is an important thing that we have to know as teachers, in this case, students' achievement in learning English as a foreign language in our country. To emphasize, there are four skills in English that should be studied to master English, those are; speaking, listening, reading and writing skill in which those skills can be divided into two main parts, they are productive skill which consists of speaking and writing, and receptive skill which consists of reading and listening skills (Kavaliauskiene, G. and Uzpaliene, D. 2002: www.esp-world.info)

Many language learners may find a difficulty in achieving the goal of learning English, especially speaking. The problem may come from the students and the teachers. Sometimes, the students feel really shy about speaking in front of other students; it is possible because they cannot generate their ideas. Another reason for students' quiet may simply be that class activities are boring or given at the wrong level. Those can be caused by non-effective teaching methods used by the teachers in speaking class.

To improve and increase the students' ability in speaking, teachers need some kinds of strategy that can help them in a teaching and learning process. According to Marcin Kleban (2002: www.iatefl.org.pl) teaching with the goal of improving students' speaking at advanced level is quite difficult and needs long time while the results are not easily to be seen over a short-period of time, especially in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik. In this case, strategies are definitely important because those are specific actions, behaviors, steps, or techniques that the students (often intentionally) use to improve the students' progress in developing the students' skills. Those strategies can facilitate the internalization, storage, retrieval, or use of the language. Strategies are tools for the self-directed involvement necessary for developing communication ability (Oxford, 1992/1993:18)

From those reasons, it is important to teach speaking in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik through brainstorming, in which it is an activity used to generate the ideas in a small group. It can warm-up the students before doing the speaking task, such as by giving the words list, word-mapping or phrase mapping, and also giving a song that relates to the materials that will be given to the students in speaking class.

Brainstorming is definitely important because it encourages better learning (Brian Cullen, 2004: <http://iteslj.org/>). Teachers actually have to produce good learners who are able to organize their knowledge. In this case, teachers can facilitate their students by using warm-up activities and brainstorming is a kind of

warm-up activity that can remind the students of existing knowledge. At the same time, it can direct their minds towards ideas that they will meet in the main activity. In this way, it provides a link between the new and the existing knowledge. Beside that, many learners have a large passive vocabulary that does not translate directly into productive capabilities in the classroom and brainstorming can help to activate this. It works to mobilize the resources of the students by creating a series of connecting ideas.

In this study, the researcher investigates how brainstorming used by the teachers in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik.

In conclusion, brainstorming is very important for teaching speaking. In this case, especially, teachers must support their students in achieving their speaking through brainstorming in order they can generate their ideas in their speaking activity. By using brainstorming, it can help the students improve and increase their speaking.

1.2. Statement of the Problem

Based on the background of the study above, the writer intended to investigate how brainstorming used by the lecturers in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik. The main problems were elaborated in the following:

1. What kinds of brainstorming were used in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik?

2. How did brainstorming encourage the students' involvement in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik?

1.3. Purpose of the Study

Based on the problem statement above, the writer decided to investigate how brainstorming used by the teachers in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik. It was to find out:

1. The kinds of brainstorming used in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik.
2. How brainstorming encourages the students' involvement in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik.

1.4. Significance of the Study

This study can give high contribution to education especially for the lecturers, the students and the next researchers. The first is for the lecturers. Brainstorming can help the lectures to teach more enjoyable and effective because the students will be able to give their ideas in speaking activity easier after having brainstorming, so the students will participate.

The second is for the students. Brainstorming can help the students to encourage better learning because brainstorming gives them chances to think and

organize their argument that they meet in main speaking activity. It also develops the students' speaking and makes them more confidence in speaking.

The last is for the next researchers. This research will be the next researcher's guidance when they have a research in the same discussion and it can help them to conduct further research. So, they can give high contribution to education.

1.5. Scope and Limitation of the Study

In this study, the writer wanted to limit the topic and the discussion focus on how brainstorming used in the teaching speaking 1 and the kinds of brainstorming used in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik. The populations of this study were the lecturers and the students of speaking 1 at the English Department of Muhammadiyah University of Gresik. This study has limitation for specific area because it is only used for lecturers and students at English department of Muhammadiyah University of Gresik.

1.6. Definition of Key Terms

To guide this study more easily to be investigated, it is necessary to explain the key terms of this study.

Strategies are tools for the self-directed involvement necessary for developing communication ability (Oxford, 1992/1993:18)

Brainstorming is an activity used to generate ideas in a small group (Brian Cullen, 2004: <http://iteslj.org>). The purpose is to generate as many ideas. Those are not evaluated until the end and a wide range of ideas is often produced. Each idea produced doesn't need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle thing in brainstorming is that we need lot of ideas to get good ideas.

Speaking is the ability to express our feelings, thoughts and ideas in term of communication, it means that the ability to present and deliver the information through verbal interactions (Marcin Kleban, 2002: www.iatefl.org.pl).