IMPROVING STUDENTS' SELF EFFICACY IN SPEAKING LEARNING THROUGH BRAINSTORMING TECHNIQUE AT MADRASAH ALIYAH NEGERI (MAN) 2 KABUPATEN GORONTALO

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ABSTRACT

This current research aims to improve students' self-efficacy in speaking English by carrying out brainstorming technique. Therefore, Classroom Action Research (CAR) was applied to gain that aim. The researcher used the observation sheet of teacher activities, student activities, questionnaire, and documentation as her technique of collecting data. The objects in this research were eleventh-grade students at Madrasah Aliyah Negeri 2 Kabupaten Gorontalo academic year 2022–2023, totaling 17 students included 12 female and 5 male students. The English teacher decided the minimum mastery criteria are 75. Base on the observation of the pre-cycle, students attained 43.23 in average. In the first cycle, after the brainstorming was carried out, students achieved 57.94, while in the second cycle increased to 76.17. The result showed that brainstorming technique was successful to improve students' self efficacy in speaking English.

Keywords: Brainstorming, Self-Efficacy, Speaking

1.INTRODUCTION

Speaking is a fundamental aspect of communication, involving the exchange of information between a speaker and a listener through language. It serves as a means for individuals to express their thoughts, feelings, and ideas, forming connections and relationships with others. Proficiency in speaking entails the ability to effectively convey ideas using correct pronunciation, grammar, and vocabulary to achieve oral communication goals. Consequently, speaking skills play a crucial role in the process of learning English in the classroom, as they facilitate real-life communication and provide students with opportunities to present factual information and personal perspectives.

In the realm of English language learning, the development of speaking abilities requires the cultivation of self-efficacy. Various studies have demonstrated the impact of self-efficacy on students' speaking skills. For instance, Asakareh's research examined the relationship between students' satisfaction with speaking classes, their self-efficacy beliefs regarding speaking skills, and their actual speaking skill achievement. The findings revealed a significant positive correlation between satisfaction with speaking classes and self-efficacy beliefs, both of which were positively associated with speaking skill achievement. Notably, self-efficacy beliefs emerged as a stronger predictor of speaking skill achievement among Iranian EFL undergraduate students.

Similar research was conducted by Mahnaz Saeidi and Elena Ebrahimi Farshchi focused on the effect of teaching communication strategies on Iranian EFL learners' speaking self-efficacy in content-based courses. The study involved an experimental class that received explicit instruction on communication strategies and a control class that did not. The results indicated a positive impact of teaching communication strategies on the speaking self-efficacy of Iranian EFL learners in content-based courses.

Furthermore, a study by Desmaliza and Tria Septiani explored the relationship between students' self-efficacy and speaking skills at a lower secondary school level. The research, conducted using quantitative methods, involved seventh-grade students from SMPN 2 Curug, Tangerang. The findings revealed a significant correlation between students' self-efficacy and their speaking skills, leading the researchers to advocate for English teachers to assist students in enhancing their self-efficacy in speaking skills, as it positively influences their enthusiasm for learning.

The previous studies highlight the prevalence of low self-efficacy among students, particularly in the eleventh grade, which poses challenges for English teachers in effectively instructing the language. Self-efficacy refers to individuals' perceptions of their capacity to succeed, which is influenced by their personal circumstances. It encompasses a belief in one's ability to successfully perform a specific task and has a profound impact on attitudes, motivation, and performance. In the context of speaking activities, self-efficacy has been shown to significantly affect performance.

Given the importance of self-efficacy in language learning, teachers are encouraged to foster students' self-efficacy and equip them with effective learning strategies to confidently navigate challenges. Therefore, this current research aims to improve students' self-efficacy in speaking English by carrying out brainstorming technique. Brainstorming, as proposed by Dr. Alex Osborne in 1953, is a systematic approach that encourages the generation of ideas without immediate evaluation of their value. It is commonly utilized in classrooms, typically in small group settings, to facilitate free and creative expression of ideas. By implementing brainstorming techniques, educators aim to generate a multitude of ideas within a given timeframe, with the understanding that initial ideas serve as starting points for effective solutions.

2. METHODS

In order to improve the students' self efficacy in speaking English, the researcher applied Classroom Action Research (CAR) Method. Implementing Kemmis and McTaggart Model (2010), action research consists of four basic phases; they are planning, action, observation, and reflection. The researcher and the English teacher labored together to identify the problems, develop potential solutions, carry out the action, and evaluate the results of the action. The illustration below showes the action research process:
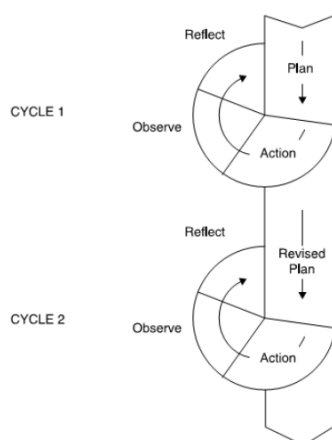

Figure 1. Cyclical Action Research Model by Kemmis and McTaggart (1988)

The classroom action research is divided into cycles, and each cycle is made up of several meetings depending on the stages of the brainstorming process. The cycle was

continued until a suitable outcome is obtained and then end when it is considered that enough time is up (Kemmis and McTaggart in Burns 2010).

The objects in this research were eleventh-grade students at Madrasah Aliyah Negeri 2 Kabupaten Gorontalo for the academic year 2022–2023, totaling 17 students included 12 female and 5 male students. In this research, the sufficient condition is that 70% of the total of 16 students know at least 70% of the given information for a minimum score of 75 on a scale from 0 to 100. If the score is still lower than 75, it must be improved to meet the minimum standard. The technique of collecting data used the observation sheet of teacher activities, student activities, questionnaire, and documentation. In this research, English teachers and researcher collaborated individually to determine whether brainstorming techniques might increase students' self-efficacy in speaking English. Researcher looked at numerical scores and evaluated and compared the outcomes of each cycle. The researcher also utilized the following formula to get the proportion of students in order to help with data analysis:

$$p = \frac{R}{n} \times 100$$

Description :
p = Percentage
R = Total of frequency
N = Number of sample

Data are obtained as qualitative data, and Miles and Huberman divide the analytical process into three stages: data reduction, data display, and conclusion. So First, researcher select, focus, and transform data in the form of observations and questionnaires that have been filled out by students. The researcher then classifies, focuses, and organizes the data to reach a final conclusion. The researcher then organizes the data to draw conclusions. Finally, the researcher draws conclusions from the data visualization to understand the implementation progress and validate the data.

3. RESULTS AND DISCUSSION

A. Result

a. Pre-Cycle

In this initial test, the atmosphere of the class did not look conducive, but the implementation was still going well. After the participants filled out the questionnaire and carried out the initial test, the researcher immediately examined the students' answers to find out the results of the initial test are many students still tend to be nervous when speaking English; therefore, self-efficacy is still lacking, and many students think that the value of the teacher or peers will affect their self-efficacy in their ability to speak English..

Table 1. Pre-Cycle Results

Score Internal	Category	Frequency	%
80 – 100	Good	0	%
60 -79	Moderate	2	11.76%
40 – 59	Poor	11	64.70%
0 – 39	Very Poor	4	23.52%

Based on the pre-cycle results in the table above, it can be seen that 15 students did not achieve mastery learning and two completed it, for an average of 43.23%. With the results of the pre-cycle, the researchers decided to immediately conduct research with Giving and Asking Opinion materials, using Brainstorming techniques to increase students' self-efficacy in learning to speak English.

b. Cycle 1

The observational results of research activities can be seen in the following table:

Table 2. Teacher Observation Table

No	Indicator	Discreet	
		Yes	No
1	Teacher opens the lesson	√	

No	Indicator	√	√
2	Teacher checks the attendance of the students	√	
3	The teacher reads the learning objectives	√	
4	The teacher warms up the students.		√
5	The teacher conveys apperception to students.	√	
6	The teacher explains the material	√	
7	The teacher gives a video related to the material	√	
8	The teacher asks students to analyze the social function, generic structure, and language features of the dialogue	√	
9	The teacher asks students to practice the dialogue	√	
10	The teacher asks students to conclude learning	√	
11	The teacher closes the lesson	√	

Table 3. Students Observation Table

No	Indicator	Discreet	
		Yes	No
1	Students pray together before starting learning	√	
2	Students listen to the learning objectives conveyed by the teacher	√	
3	Students warm up given by the teacher		√
4	Students listen to the material explained by the teacher	√	
5	Students listen to the video given by the teacher related to the material	√	
6	Students ask some things that are not understood related to the material provided	√	
7	Students analyze videos by determining social	√	

	functions, generic structures, and language features	
8	Students practice the dialogues in the video	√
9	Students conclude learning material	√
10	Students pray together to end the lesson	√

Based on the teacher and student observation table, all aspects are carried out during learning except for giving a warm-up before starting learning, but based on the results of these observations, it still needs to be improved in order to create a more active classroom atmosphere.

After carrying out the learning model using brainstorming techniques to increase students' self-efficacy towards speaking skills at the first meeting, a final test was held at the second meeting on Thursday, May 25th 2023, to determine students' ability to understand the material that had been studied. The results of the student scores are presented in the following table:

Table 5. The Students Result of Cycle I

Score Internal	Category	Frequency	%
80 – 100	Good	0	0%
60 -79	Moderate	10	58,82%
40 – 59	Poor	7	41,17%
0 – 39	Very Poor	0	0%

From the table above, students' speaking ability is still lacking, based on cycle 1, where there are no students in the good category, 10 students in the sufficient category, seven students in the less category, and no students in the very poor category. This shows that students still need to improve their speaking skills. The average of the student scores is 57.94, which means that the maximum score has not been reached, so researchers need to carry out cycle II actions.

c. Cycle II

The following is a description of the data observed by researchers and students in learning. The results of observations on the activities of researchers can be seen in the following table:

Table 6. Teacher Observation Table

No	Indicator	Discreet	
		Yes	No
1	Teacher opens the lesson	√	
2	Teacher checks the attendance of the students	√	
3	The teacher reads the learning objectives	√	
4	The teacher warms up the students.	√	
5	The teacher conveys apperception to students.	√	
6	The teacher explains the material	√	
7	The teacher gives a video related to the material	√	
8	The teacher asks students to analyze the social function, generic structure, and language features of the dialogue	√	
9	The teacher asks students to practice the dialogue	√	
10	The teacher asks students to conclude learning	√	
11	The teacher closes the lesson	√	

Table 7. Students Observation Table

No	Indicator	Discreet	
		Yes	No
1	Students pray together before starting learning	√	
2	Students listen to the learning objectives conveyed	√	

	by the teacher	
3	Students warm up given by the teacher	√
4	Students listen to the material explained by the teacher	√
5	Students listen to the video given by the teacher related to the material	√
6	Students ask some things that are not understood related to the material provided	√
7	Students analyze videos by determining social functions, generic structures, and language features	√
8	Students practice the dialogues in the video	√
9	Students conclude learning material	√
10	Students pray together to end the lesson	√

Based on the teacher and student observation table, all aspects are carried out during the learning process, and the activeness of students in the learning process increases, so that the class atmosphere runs very well.

The results of the questionnaire show that students' self-efficacy towards their English language skills increases, starting with being brave when speaking in front of the class and being more expressive when speaking in English. The data on student final test results is presented in the following table:

Table 8. The Students Result of Cycle II

Score Internal	Category	Frequency	%
80 – 100	Good	5	29,41%
60 -79	Moderate	12	70,58%
40 – 59	Poor	0	0%
0 – 39	Very Poor	0	0%

Based on cycle II, there were 5 students who got a good category, 12 students got a good category, no students got a lower category, and students who got a very low category. This shows that students have increased their speaking ability, with an average student score of 76.17, which means the researcher has stopped following up on the next cycle.

B. Discussion

During the implementation of learning in cycles I and II, the results of observations and questionnaires filled out by students found that there was an increase in students' self-efficacy and ability to speak English. The results of this study are compared with those of several theorists and ideas that have been described in Fitriah et al., in their journal. Filling out the first questionnaire showed that students were still dominant who lacked self-efficacy were still dominant, and filling out the second questionnaire showed that students whose self-efficacy increased were more dominant. The increase in the average value of students in the pre-cycle, namely 43.23, increased to 57.94 in cycle 1, and in cycle 2 it was 76.17, where students' speaking skills increased.

Based on the increase in each cycle, the brainstorming technique increases students' self-efficacy towards learning to speak English. The results of this study are also the same as those of several previous studies. In Fitriah et al. research conducted qualitative research titled "The Use Brainstorming Technique in Increasing Student in English Speaking Skills at SMAN 4 Kota Serang." They employed a descriptive research method and utilized interviews, observation, and documentation as data collection techniques. Overall, the study found that the implementation of the brainstorming technique effectively boosted the English speaking confidence of Class X IPS 4 students at SMAN 4 Serang City during the 2021-2022 academic year. This research has similarities with this study in that brainstorming techniques can increase students' efficacy in learning to speak English. From the explanation and theory above, improving students' self-efficacy in speaking learning through brainstorming techniques can be applied to teaching.

4. CONCLUSION

This research conclude that the use of brainstorming techniques provided opportunities for students to actively participate in the learning process. Through brainstorming sessions, they can freely express ideas and share opinions. This activity helps increase students' confidence in expressing opinions and speaking in English. Self-efficacy was assessed by including components such as self-confidence in the ability to speak English and self-confidence in understanding the material. After applying the brainstorming technique, there was a significant increase in students' self-efficacy and their ability to speak English. The results indicate the importance of considering learning techniques that involve active student interaction, such as brainstorming, when teaching speaking. By providing opportunities for students to speak and participate in brainstorming sessions, it was found that their self-efficacy increased significantly.

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