



192- x 200- x 6560 x THE x 3913 x Testi x Micr x Andi x Asse x Bilal x Brair x Micr x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENSI%20BOOK/192-Article%20Text-757-1-10-20220116.pdf

Gmail YouTube Maps

192-Article Text-757-1-10-20220116.pdf 1 / 9 79%

**SEAN INSTITUTE**  
<http://infor.seaninstitute.org/index.php/pendidikan>  
Jurnal Scientia, Volume 10 No 02, February 2022 ISSN 2302-0059

**THE EFFECT OF USING BRAINSTORMING METHOD ON STUDENTS SPEAKING ACHIEVEMENT OF THE ELEVENTH YEAR STUDENTS OF SMK NEGERI 1 STABAT**

Muhammad Eka Zuwanda<sup>1</sup>, Ummi Umara<sup>2</sup>  
Program Studi Bahasa Inggris STKIP Budidaya Binjai  
Email:umarahmat@gmail.com

**Article Info**  
This study was conducted as an attempt to discover the effect of using brainstorming method on students' speaking achievement. It was an experimental research. The subject was students of Grade XI, Vocational High School (Sekolah Kejuruan Atas: SMK Negeri 1 Stabat), which consisted of 72 students as a sample of this research. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was oral test. The data were analyzed by using t-test formula. The analyze showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance 0.05 with the degree of freedom (df) 70, t-observed value 4.7 > t-table value 1.99. The findings indicated that using Brainstorming Method significantly affected the students' speaking achievement. So, English teachers are suggested to use Brainstorming method in order to improve students' speaking achievement

Received : 10 December 2021  
Revised : 10 January 2022  
Accepted : 02 February 2022

**Keywords:** *Speaking, Teaching Speaking, Brainstorming Method*

**1. Introduction**  
Speaking English needs constant practice, especially for those who study English as a foreign language. "The proficiency in speaking English is highly required in this era of globalization and challenges so that this skill should be mastered by learners in order to be successful in learning languages".<sup>1</sup> However, it is a bit difficult to learn because in speaking the speaker just has a little time for planning their utterances.  
By speaking, the students can express what is in their mind. They can convey their ideas, their

11:40 AM 8/14/2023

192- x 200- x 6560 x THE x 3913 x Testi x Micr x Andi x Asse x Bilal x Brair x Micr x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENSI%20BOOK/192-Article%20Text-757-1-10-20220116.pdf

Gmail YouTube Maps

192-Article Text-757-1-10-20220116.pdf 2 / 9 79%

**SEAN INSTITUTE**  
<http://infor.seaninstitute.org/index.php/pendidikan>  
Jurnal Scientia, Volume 10 No 02, February 2022 ISSN 2302-0059

able to chunk small unit into larger ones".<sup>2,3</sup> "The more time students have to study the facts, a principle or practice a skill, the better they learn".<sup>4</sup> In shorts, that much more of practice is really needed to enable students to speak up.

Besides, motivation also affects students' speaking ability. "When students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going but when they come to an unattractive place, motivation may not be initiated in this way".<sup>5</sup> So, the teacher has to create a good learning environment to build the students' motivation in every single learning activity.

The problem that are faced in teaching speaking are the low of motivation and sometimes the fear of making mistakes when they speak English. Based on the writer's experience when doing teaching practice observation in SMK Negeri 1 Stabat, the writer found that students were not interested to take part in the classroom. The teacher just used lecturing method. The activities of teaching only gave the examples to the students then asked them to create their own sentence and practiced it in front of the class.

Because of that, they had low achievement in speaking and difficulty for expressing their ideas in English. They did not have enough courage to speak up and to share their thoughts because it was uncommon for them to express their opinion orally. The such things happened not because they did not have any knowledge about the material but because they were lack of grammar and they did not know the appropriate words to say it in English. Thus, they just kept silent because they were afraid of making mistakes.

In teaching English, there are various kinds of methods required. To make the students have strong interest and high motivation in teaching and learning process especially in learning speaking, teacher should apply the best method to improve students' speaking ability. Teacher should be able to create the good atmosphere in learning. The chosen method can make the students enjoy the class, take part actively in the learning activities, and support the students to take much more chances to increase their capability in speaking. But in fact, the teacher did not apply the suitable teaching method like what the writer found during his intensive teaching practice program.

The activities in the speaking class seem to be boring and less interactive because the teacher uses the monotonous method. It can be seen from the speaking activities in the class which only drilling the materials from text book, creating conversation in pairs and then presenting in front of the class. It causes the students to feel bored and have low motivation in joining the speaking class. "The failure of teaching might be caused by the teacher themselves and the condition of teaching. In this case, the

11:40 AM 8/14/2023

192-Article Text-757-1-10-20220116.pdf 4 / 9 79%

**2.2 Brainstorming**  
Brainstorming is a popular method that helps the students generate creative solutions to a problem. It is particularly useful when they want to break out of stale, established patterns of thinking, so that they can develop new ways of looking at things. It also helps to overcome many of the issues that can make group problem-solving a sterile and unsatisfactory process.

<sup>12</sup> Susan Graham. *Communicating with Parents. The School Community Journal*. (Canada: Georgian College). p. 83.  
<sup>13</sup> Arthur Hedges. *Testing for Language Teachers*. Second Edition. (United Kingdom: Cambridge University Press, 2003), p. 12.

Journal Scientia licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0) 166

---

SEAN INSTITUTE  
<http://infor.seaninstitute.org/index.php/pendidikan>  
Journal Scientia, Volume 10 No 02, February 2022 ISSN 2302-0059

In 1938, Alex F. Osborn, an advertising executive, invented the process of "organized ideation" in a company he headed. The early participants referred to their attempts as "brainstorming session", in the sense that they were using the brain to storm a problem. The term *Brainstorming* has now become the accepted way of referring to group attempts to solve specific problems or develop new ideas by amassing spontaneous, unrestrained contributions by members.

"Brainstorming can be used to generate possible solutions for simple problems, but it is unrealistic to expect it to accomplish most problem-solving or planning tasks. The value in a session that is designed solely to produce a list of ideas that can be used later in problem solving or other creative processes. The key to the success of the process is that no evaluation or judgment is made of the ideas as they are being generated. Because of this, creativity is not stifled, it is increased."<sup>14</sup>

200-Article Text-2314-1-10-20220219.pdf 1 / 12 63%

*Jadika: Journal of Development and Innovation in Language and Literature Education*  
Publisher: Yayasan Kaitimotif Mada Indonesia

E-ISSN: 2722-6900  
P-ISSN: 2745-9578  
Volume 2, Number 2, 2021  
Page 212-223

**The Use of Brainstorming Strategy to Improve Students' Speaking Ability**

**Hapri Octarina**  
IAIN Bengkulu  
hapri@gmail.com  
**Syamul Rizal**  
IAIN Bengkulu  
syamulrizal@gmail.com  
**Fera Zaerania**  
IAIN Bengkulu  
ferazaerania@gmail.com

**Abstract**

The purpose of this study to investigate whether brainstorming strategy can improve the students' speaking ability. The subject of research was XI IPA 2 in Academic year 2020/2021. The design of this research is classroom action research (CAR). The researcher evaluates the students' speaking in five forms those are, Pronunciation, grammar, vocabulary, fluency and comprehension. Before doing cycle 1 the researcher gave speaking test of pre-cycle, based on the result the test in pre-cycle, the researcher gave treatments of action 1 and action 2 they are planning, implementing, observing and reflecting to see improvement of students' speaking ability after the treatments were given. The brainstorming strategy can improve the students' speaking ability in two cycle. Then the researcher find out there is a significance difference between the mean score of students' speaking ability in cycle 1 (62,24) and the mean score of students' speaking ability in cycle 2 (75,68). There is impact of cycle 2 and the result can achieve the criteria of success. By comparing the means, the researcher concluded that improvement students' speaking ability through brainstorming strategy is an effective to develop students' speaking skill. Therefore, English teacher are encourage to teach speaking through brainstorming strategy.

**Keywords:** Strategy, Brainstorming, Speaking Ability

**A. Introduction**

Speaking is not easy, so learners need extra effort to master the skill of course because we have to really learn. Therefore, English teachers are demanded to be more

200-Article Text-2314-1-10-20220219.pdf

2 / 12 | 63%

Page 212/223

using English. But the fact some students be passive in the classroom. Where the teachers have tried so many methods and tools to teach speaking skills but they were still low in speaking because the students afraid to make mistakes in grammar and pronunciation.

The way that allows people to communicate is in Brainstorming. According to Isaiken brainstorming is a brief summary or issue of ideas as Osborn who introduces, presenting this famous group approach to the next generation given (Isaiken, 1998). A creativity technique with various efforts made to find conclusions and results for a particular problem by compiling a list of ideas that are spontaneously provided by its members. People can think more freely and they spontaneously suggest as many new ideas as each person has different ideas. All ideas are recorded and accepted without criticism and after the brainstorming session the ideas are evaluated which ones are really needed. Some students are more better successful than others. To find out why, learn the characteristics of students because they have different heads and also their curiosity and interests.

Brainstorming Strategy is one of the strategies used to provoke someone's creativity by releasing their new ideas and solving problems in the fields of education, commercial, industrial and politics. The Brainstorming Strategy was introduced by Alex Osborn, he was a manager at an American advertising company in 1938 which was the result of his inconvenience in meeting with traditional businesses. Brainstorming means the use of the brain to bring out their ideas to solve problems and brainstorming sessions aimed at getting creative solutions to problems.

Brainstorming is a popular method of group interaction in both the educational and business environment because a person's argument is very useful in educational and business development. Although there are matters regarding productivity, brainstorming is still the most widely used method for developing creative solutions. This is a strategy in research and improvement or variation is still continuing and developing. Many of these methods are claimed to be more efficient than original brainstorming.

From the result of pre-observed, there is the level of student awareness in learning English especially speaking is very low, they complain of being bored and do not enjoy when in class, as we know speaking is one of the skills that we must understand. The first problem that also arises is their lack of vocabulary and also lack understanding of grammar, the students also afraid to speak in the classroom, they are sometimes difficult to understand

6560-Article Text-19608-3-10-20220706 (1).pdf

1 / 9 | 77%

Vol. 1 No. 2 February - June 2022 English Education, Linguistics, and Literature Journal Postgraduate Program, English Education Department, UIN Sultan Maulana Hasanudin Banten E-ISSN 2628-044X

### The Use of Brainstorming Technique in Increasing Student Confidence in English Speaking Skills at SMAN 4 Kota Serang

Fitriah<sup>1</sup>, Ida Nuraidi<sup>2</sup>, Lia Amalia<sup>3</sup>

<sup>1,2,3</sup>Department of English Education, Faculty of Education and Teacher Training, Universitas Banten Jaya  
Jl. Syekh nawawi Al-Bantani, Kampus 2, Curug Serang Banten Indonesia. 42123

**Submission Track:**  
Received: June 8, 2022  
Final Revision: June 30, 2022  
Available Online: July 04, 2022

**Keywords:**  
Brainstorming, Self-confidence, Speaking

**\*Corresponding Author:**  
[fitriah@unmbj.ac.id](mailto:fitriah@unmbj.ac.id)

Copyright©2022 (Fitriah et al)

**Abstract:** The objective of the research to describe and analyze the use of Brainstorming technique in increasing students' confidence in English speaking skills in class X IPS 4 SMAN 4 Kota Serang. In this research, focus on the use of Brainstorming Technique and its with focuses on improving Self-confidence in English speaking skills the writer. This research uses qualitative research with this type of research method is descriptive. The instrument used voice and video recording devices and camera from cellphones as well as accurate documents, journal, or books that are considered relevant based on records from various sources, observation and interview guidelines. Technique of collecting data using three ways, namely interviews, observations and documentation. The data analysis technique is to perform data reduction stages, display data, and conclude data. The results of the analysis are conveyed through the delivery of descriptive data. The results of the study, it can be concluded in general that the Brainstorming technique is considered capable of increasing students' confidence in English speaking skills in class X IPS 4 SMAN 4 Kota Serang in the 2021/2022 school year. Although the effect is not significant when used in distance learning. This can be proven based on the results of research conducted in non-test with the informants. Brainstorming can be used both as a teaching technique and as a teaching strategy. It is very useful for students to develop their reasoning skills, creative problem-solving skills, fluency in English language, self-motivation, and self-confidence.

6560-Article Text-19608-3-10-20220706 (1).pdf

3 / 9 77%

that by speaking with someone can convey their feelings, and by asking him in your communication and making some decisions to understand someone's feelings.

### The Components of Speaking

In the analysis of the speech process, it is generally recognized that there are two main components, namely: the fluency and accuracy of pronunciation, vocabulary and grammar. Therefore, the speaker must have a good understanding of these main components of speech. a). **Fluency** . According to the Oxford Advanced Learner's Dictionary (2010: 596), fluency is the ability to speak or write a language easily, especially the quality of a foreign language. Richards (2008: 2) increasing fluency becomes the goal of oral English courses, which can be developed through the use of information gaps and other tasks that require students to try real communication, despite limited English proficiency. The oral fluency of students not only depends on how the students use the language fluently, but also needs to consider whether the content they want to express is appropriate, that is,

89

Vol. 1 No.2 February - June 2022 English Education: Linguistics and Literature Journal Postgraduate Program, English Education Department, E-ISSN 2628-044X UIN Sultan Maulana Hasanudin, Banten

accuracy b). **Accuracy** The accuracy of speaking in the target language refers to the language system, including pronunciation rules, grammatical patterns and vocabulary knowledge. c). **Pronunciation**. According to the Oxford Advanced Learner's Dictionary (2010: 1217), pronunciation is a way to pronounce a language or specific words or sounds. It means every word we say when we speak. Pollard (2008: 65) added that pronunciation is an important aspect of learning to speak a foreign language. Pronunciation has become a very important part of oral teaching. Students need to distinguish between sounds or words spoken separately. In addition, students must know and recognize the stress or intonation of each vocabulary. d). **Vocabulary**. According to the Oxford Advanced Learner's Dictionary (2010: 1722), vocabulary is all the words that a person knows or uses. This means that people use words when they speak. In order to communicate effectively, students need to know a lot of vocabulary and the ability to use them. If students have limited vocabulary, they will face communication difficulties.

11:41 AM 8/14/2023

6560-Article Text-19608-3-10-20220706 (1).pdf

5 / 9 77%

### Brainstorming

The brainstorming method is a method of teaching that is carried out by the teacher in class by raising a problem, then students answer or express an opinion so that it allows the problem to develop into new problems, or it can also be interpreted as a way to get lots of ideas or ideas from all students in a short time. Based on the purpose of using the brainstorming method or brainstorming, it is clear that the end goal is to get as much input, opinion, and information as possible, meaning that it is completely stripping out what students think in response to the main problems raised by the teacher in the classroom learning without worry or fear that other students are judged wrong or right for. According to Diah Fifin Budiarti (2016) in her journal entitled "The Use Of Brainstorming Game To Improve Students Speaking Ability At Eight Grade Students Of SMP Negeri Sumberevingin, Sukowono-Jember In 2013/2016 Academic Year" as a teaching strategy, brainstorming is a useful technique that can help students learn the language in a good atmosphere to achieve their goals learning goals. The use of brainstorming in teaching speaking can make student interest in the lesson and they will not feel bored during teaching and learning process. Because students don't solve problems by themselves. Brainstorming can be used in teaching speaking. This research uses brainstorming so that students are more interested in speaking English at the moment the teacher asks them to speak English. According to Karwati, the brainstorming method is to provide opportunities for students to be able to display independence and self-direction, have openness and self-integrity in choosing the best alternative action, able to express opinions and actualize themselves in solving a problem and be able to respect the opinions of others (Open-Minded). According to Osborn, groups can duplicate their creative results by brainstorming, where brainstorming works by focusing on the problem, then freely emerging as much as possible and developing as much as possible. This method is similar to the cooperative learning method or group discussion. It's just that in the group discussion method, someone's ideas or opinions can be responded to (supported, complemented, reduced, or not agreed upon) by other participants. Whereas in the brainstorming method, people's opinions or ideas are not to be responded to. According to Makara (2009) there are 8 objectives of brainstorming, namely: 1). Encourage the delivery of ideas or learning experiences that are very helpful for reflection in the group. Get as many opinions, ideas from learning about the problem being discussed. 2). Fostering learning in combining and developing creative thinking through emerging ideas. 3). Stimulate participation in learning. 4). Creating a fun atmosphere. 5). Train students' creative thinking power. 6). Train students to express new ideas according to their imagination. 7). Gather a number of opinions from the study group that come from realities in the field. The steps for the brainstorming method according to Sani (2013) are as follows: 1). Understand the rules for brainstorming and convey or reiterate the rules, and post them on the wall so all students can see the rule

11:41 AM 8/14/2023

THE USE OF FILM CIRCLE IN TEACHING ENGLISH FOR JUNIOR HIGH ... 1 / 11 51%

Journal of English Language Teaching Volume 8 No. 1  
Journal of English Language Teaching  
June 2020  
Published by English Language Teaching Study Program of  
FBS Universitas Negeri Padang  
www.jelt.unpad.ac.id

**USING BRAINFORMING TECHNIQUE IN SPEAKING ACTIVITY FOR SENIOR HIGH SCHOOL STUDENTS**

Tuti Schandayani<sup>1</sup> and Lest Marlina<sup>2</sup>  
English Department  
Faculty of Languages and Arts  
State University of Padang  
email: [tutisandayani@gmail.com](mailto:tutisandayani@gmail.com)

**Abstract**  
Many EFL students tend to have difficulties in speaking practice related to a recount text, such as no interest in speaking, lack of grammar and vocabulary, lack of background knowledge and do not know how to pronounce the word, inappropriate technique in teaching and learning process. Considering such problems, an appropriate teaching technique is needed to help students improve their ability in speaking practice related to a recount text. Brainforming technique is the technique that makes students active to convey the idea about the topic spontaneously in learning classroom. This paper aims to explain how to implement a brainforming technique in speaking activity especially in recount text (personal recount). It also aims to encourage and motivate students' speaking activity in front of the class. Brainforming technique is conducted by making several groups to be five students. After that, the teacher asks the students to brainstorm the list of ideas in a small group by using mind mapping and story mapping. The students use mind mapping as an ideas about the topic that happened in the past by finding the keyword in small group. After that, the students use story mapping to develop the word into story by tracing the main idea. Finally, the students present the recount text (personal recount) in front of the class. Furthermore, brainforming technique can be an alternative technique in speaking activity related to a recount text.

**Key words:** Brainforming Technique, Mind Mapping, Story Mapping, Speaking, Recount Text

**A. INTRODUCTION**  
All people need to speak English in every day. They need English because English is known as the international language, it is used in trade or ship, international relationships, economy, culture, and education. Internationally, English is education to get the going and sharing information, communication, and getting a new knowledge. English is also as a link to communicate with the other countries. English is very useful especially in seeking employment. Most of the company needs English skill as qualify for seeking a new member.

English B.131 of English Department of FBS Universitas Negeri Padang graduated on March 2020  
Lecturer of English Department of Faculty of Languages and Arts, Universitas Negeri Padang  
©FBS Universitas Negeri Padang

THE USE OF FILM CIRCLE IN TEACHING ENGLISH FOR JUNIOR HIGH ... 2 / 11 51%

Speaking Activity – Tuti Schandayani and Lest Marlina

English is also useful in education. There are many people to speak English in everyday. Since English is very crucial in Education, the teacher gives the best way to learn English. The students find easy to learn English. According to Yuliant (2014:2), people are considered to have mastered English when they have four skills consisting of receptive skills (listening and reading) and productive skill (speaking and writing). Those skills must be mastered by the students to be a good speaker.

In Curnoban (2013), there are many texts that are taught for Senior High School students. The text includes of introducing yourself, complimenting someone, showing care, stating and asking about intention, saying and responding comprehension, describing, and filling the appropriate on holiday. The students tend to speak English in front of the class about their experience or holiday. Telling the experience or holiday text the simple past and is known as recount text.

According to Divo (1998), speaking is a process where speaker and listener are involved in the productive skill of speaking and the receptive skill of understanding. In the same aspect, Nunan (2003:48) agrees with Bygate that in speaking people produce systematic oral utterance to communicate, judging with productive skill. Also, Mackey and Gass (2005:9) summarize oral expressions as the expressions which involve not only how right words are used but also the choice of words in the right order to communicate the right meaning. In addition, Andriyani (2012:2) mentions that speaking skill is the ability to communicate with the target language consisting of accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension. In addition, speaking makes people to make an interaction and get some information, when they communicate with each other.

A recount is a piece of text that tells events, usually in the order in which they happened in past. Kamala Dewi (2017:11) says that Recount is a type of narrating genre, but it is not complicated as narrative text though it, which here is in a chronological order between the character and the events, it just tells the events chronologically. It means that recount text tells about how the event or activity happened in the past. On the other hand, recount text gives the meaning about how the event or activity ended such as being an unforgettable experience or not. Recounts can be a personal recount, factual recount, imaginative recount, and literary recount.

Furthermore, recount text has a general structure such as Orientation, events, and Re-orientation. The orientation Part was contents of the background of the story. Events can be a sequence of activities included in the story. It can be told by using connectives conjunction, such as before, after, next, then, first, etc. Re-orientation was the part consists of optional clauses of events or ending. It usually rounds off the series of events or summarizes the result. It generally refers to some of the information in the orientation paragraph and sometimes the writer adds personal comment or opinion on the last sentences. Recount text has to use the simple past tense.

In recount text, the students tell about their experience on vacation, holiday and doing the activity. They tell the story that happened in the past. They mention what they do on their holiday. They tell the story that is unforgettable or

23



THE USE OF FILM CIRCLE IN TEACHING ENGLISH FOR JUNIOR HIGH ... 5 / 11 51%

interact with others. Baker and Westrop (2005) state that when students are having fun learning, they will take a more active part in the lesson with a variety of interesting and useful learning. In other words, if students feel fun, enjoy and comfortable during the teaching-learning process, they can catch the maximum comprehension of the lesson material. When students comprehend the lesson, they can improve their cognitive development.

Another thing that should be considered is that the students have to use the Voki application for students that are shy to perform speaking in front of the class. According to Yana sika (2014), Voki is a program that allows someone to record their voice with the minimal character. It seems like dubbing video. The students can also use Voki at home as another thing in speaking activity.

### B. DISCUSSION

A teacher has to prepare well everything that is needed in the learning and teaching process. The Material is the first thing that the teacher must have. Before the teacher prepares the material, the teacher should read the syllabus as the guideline in teaching. The Teacher also has to prepare the first that is needed in whole teaching because it is an important part of the material, it is prepared before the teacher is coming into the classroom so the teacher is ready and enjoy to teach the students. The teacher also prepares the appropriate technique for students in the learning process. It is the crucial thing because the appropriate strategy of technique can define the understanding of students in the learning process. If the teacher wants to teach the recent text, the teacher should choose the material that is related to the recent text.

The next preparation is the lesson plan. The teacher makes the lesson plan as a guide in learning. It is also an reference learning by the teacher can be discipline in teaching the material. The next is preparing the media that is needed in the technique. Media should be appropriate with teaching the recent text. The media of teaching recent text is paper mapping, LCD, ppt, and so on. After that, the teacher arranges the students into Cluster Arrangement. The students make a group that consists of 4 people.

There are some steps of brainstorming technique in recent text. First, the teacher shows the topic that is discussed. After the teacher gives the Topic, the teacher shows how to make the Mind Mapping. It is used for finding a keyword or symbol about the activities that are done on holiday. Next, the students must discuss or brainstorm the ideas to develop the keyword of the topic. After the students discuss the ideas of a keyword, the teacher shows the students how to make the story mapping by asking 5W + 1H questions to the group of students.

Picture	The Example of Dialogue between teacher and student
	Teacher: What a picture is it?
	Students: The beach.

11:42 AM 8/14/2023

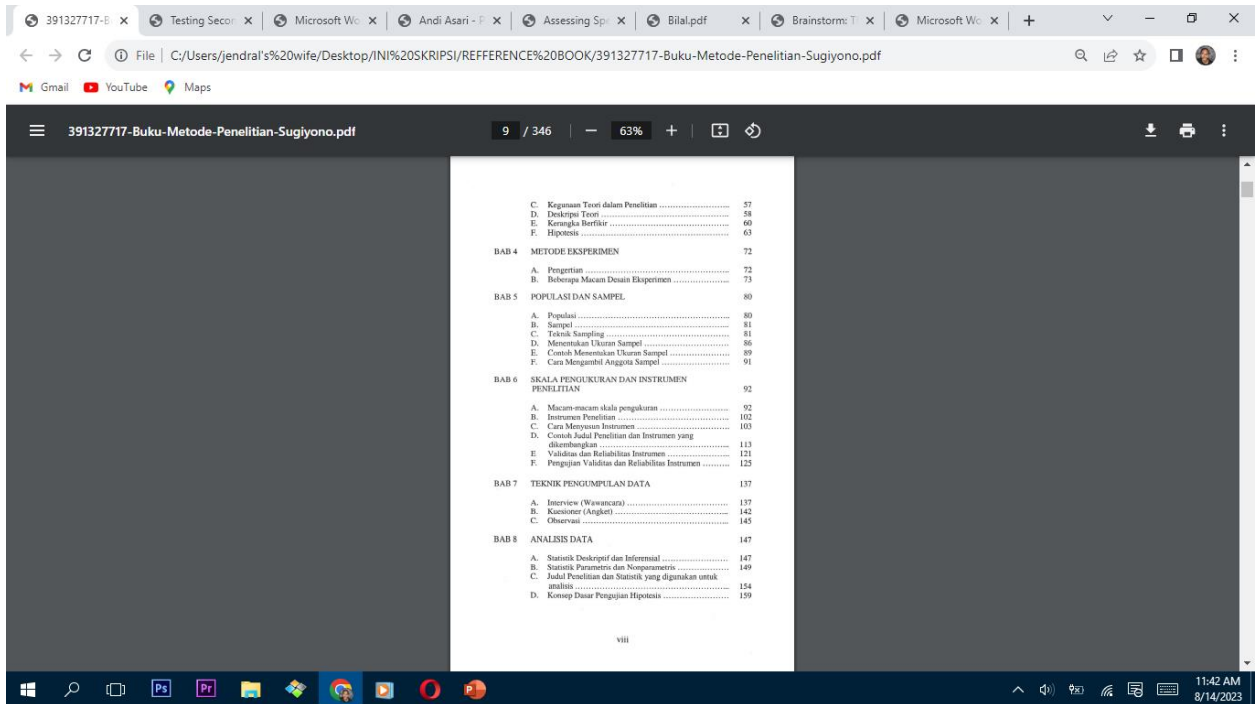
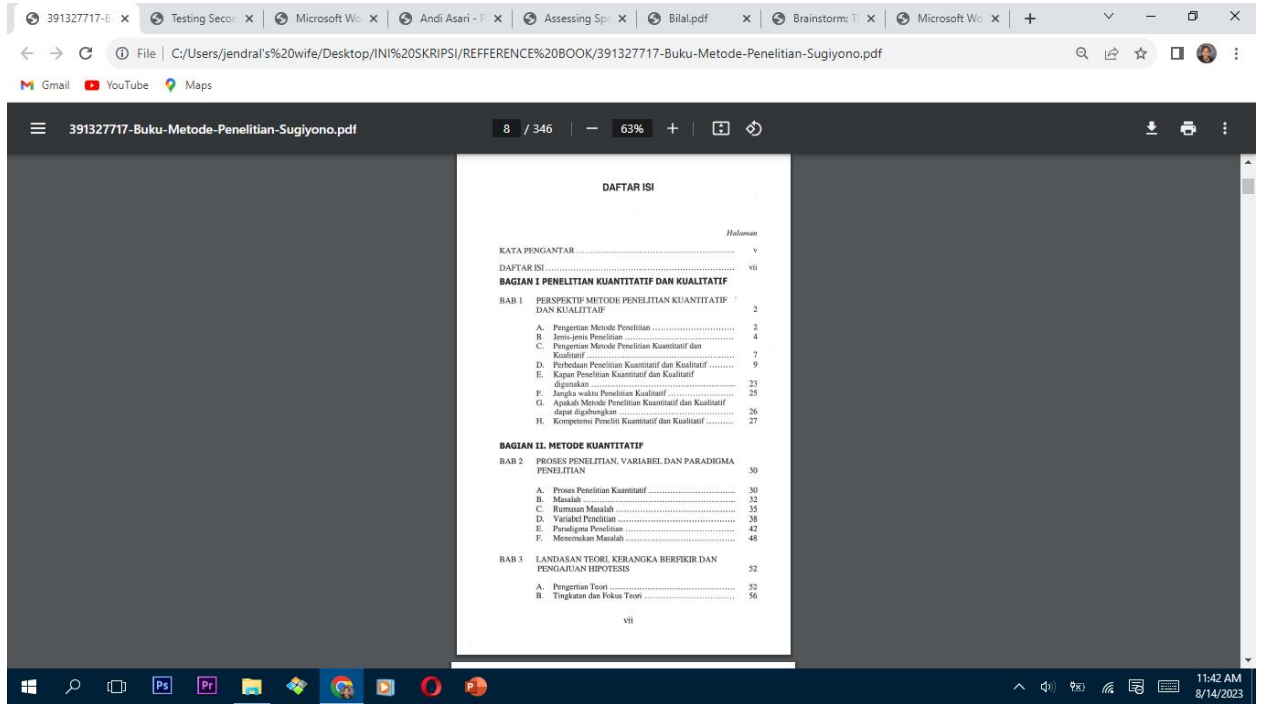
391327717-Buku-Metode-Penelitian-Sugiyono.pdf 1 / 346 63%

Prof. Dr. Sugiyono

# METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D

ALFABETA

11:42 AM 8/14/2023





391327717-B x Testing Secor x Microsoft Wo x Andi Asari - F x Assessing Sp x Bilal.pdf x Brainstorm: T x Microsoft Wo x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/391327717-Buku-Metode-Penelitian-Sugiyono.pdf

Gmail YouTube Maps

391327717-Buku-Metode-Penelitian-Sugiyono.pdf 10 / 346 63%

BAB 9 CONTOH ANALISIS DATA DAN PENGUJIAN HIPOTESIS 166

**BAGIAN III. METODE PENELITIAN KUALITATIF**

BAB 10 MASALAH, FOKUS, JUDUL, DAN TEORI DALAM PENELITIAN KUALITATIF 205

A. Masalah Dalam Penelitian Kualitatif ..... 205  
B. Fokus Penelitian ..... 207  
C. Bentuk Rumusan Masalah ..... 209  
D. Judul Penelitian Kualitatif ..... 211  
E. Teori dalam Penelitian Kualitatif ..... 215

BAB 11 POPULASI DAN SAMPEL 215

A. Pengertian ..... 215  
B. Teknik Pengambilan Sampel ..... 217

BAB 12 INSTRUMEN DAN TEKNIK PENGUMPULAN DATA 222

A. Instrumen Penelitian ..... 222  
B. Teknik Pengumpulan Data ..... 224

BAB 13 TEKNIK ANALISIS DATA 243

A. Pengertian ..... 243  
B. Proses Analisis Data ..... 245

1. Analisis Data Selection & lapangan ..... 245  
2. Analisis Data di Lapangan model Miles and Huberman ..... 246  
3. Analisis data Selama di Lapangan Model Spratley ..... 253

BAB 14 VALIDITAS DAN RELIABILITAS PENELITIAN KUALITATIF 267

A. Pengertian ..... 267  
B. Pengujian validitas dan reliabilitas penelitian kualitatif ..... 269

1. Uji Keabsahan ..... 270  
2. Pengujian Transfereability ..... 276  
3. Pengujian Dependability ..... 277  
4. Pengujian Confirmability ..... 277

ix

11:42 AM 8/14/2023

391327717-B x Testing Secor x Microsoft Wo x Andi Asari - F x Assessing Sp x Bilal.pdf x Brainstorm: T x Microsoft Wo x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/391327717-Buku-Metode-Penelitian-Sugiyono.pdf

Gmail YouTube Maps

391327717-Buku-Metode-Penelitian-Sugiyono.pdf 11 / 346 63%

**BAGIAN IV. PROPOSAL PENELITIAN**

BAB 15 PENYUSUNAN PROPOSAL PENELITIAN 279

A. Proposal Penelitian Kuantitatif ..... 279  
B. Proposal Penelitian Kualitatif ..... 287

**BAGIAN IV. PENELITIAN PENGEMBANGAN**

BAB 16 METODE PENELITIAN DAN PENGEMBANGAN 297

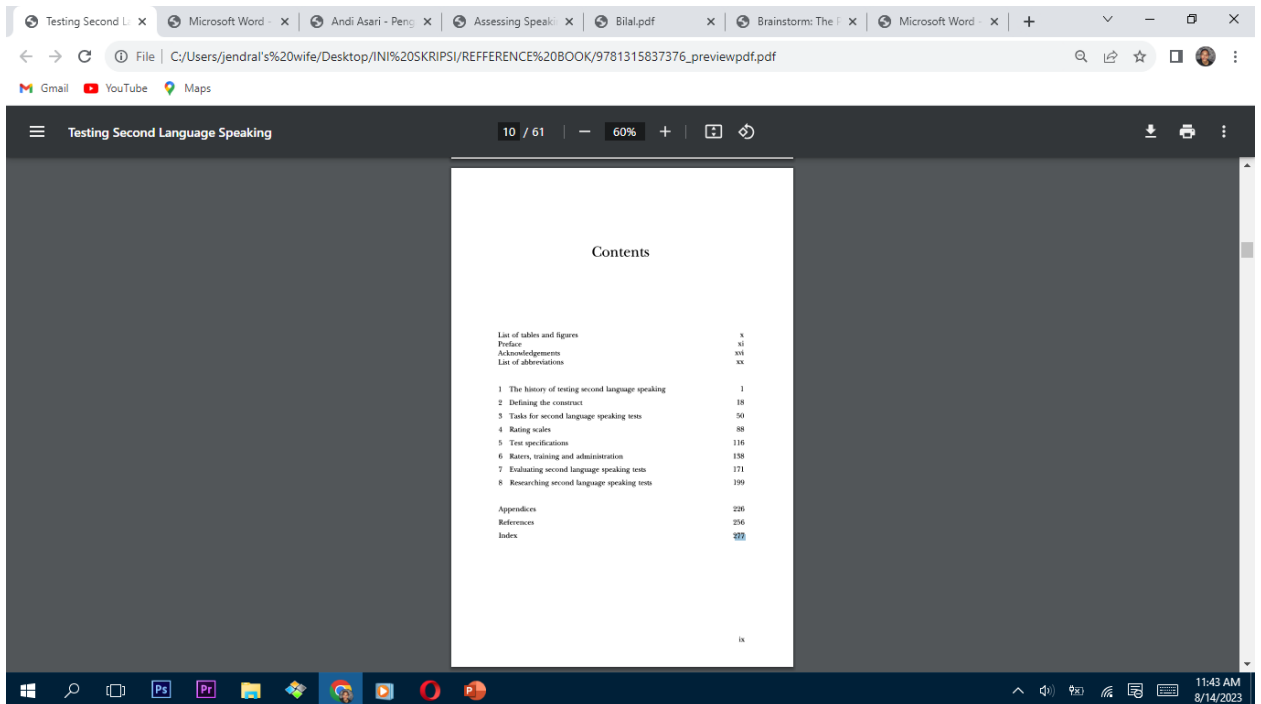
A. Pengertian ..... 297  
B. Langkah-langkah Penelitian dan Pengembangan ..... 298  
C. Laporan Penelitian dan Pengembangan (RAPD) ..... 314  
D. Contoh Judul Penelitian dan Pengembangan ..... 312  
E. Contoh Laporan Penelitian dan Pengembangan (RAPD) ..... 313

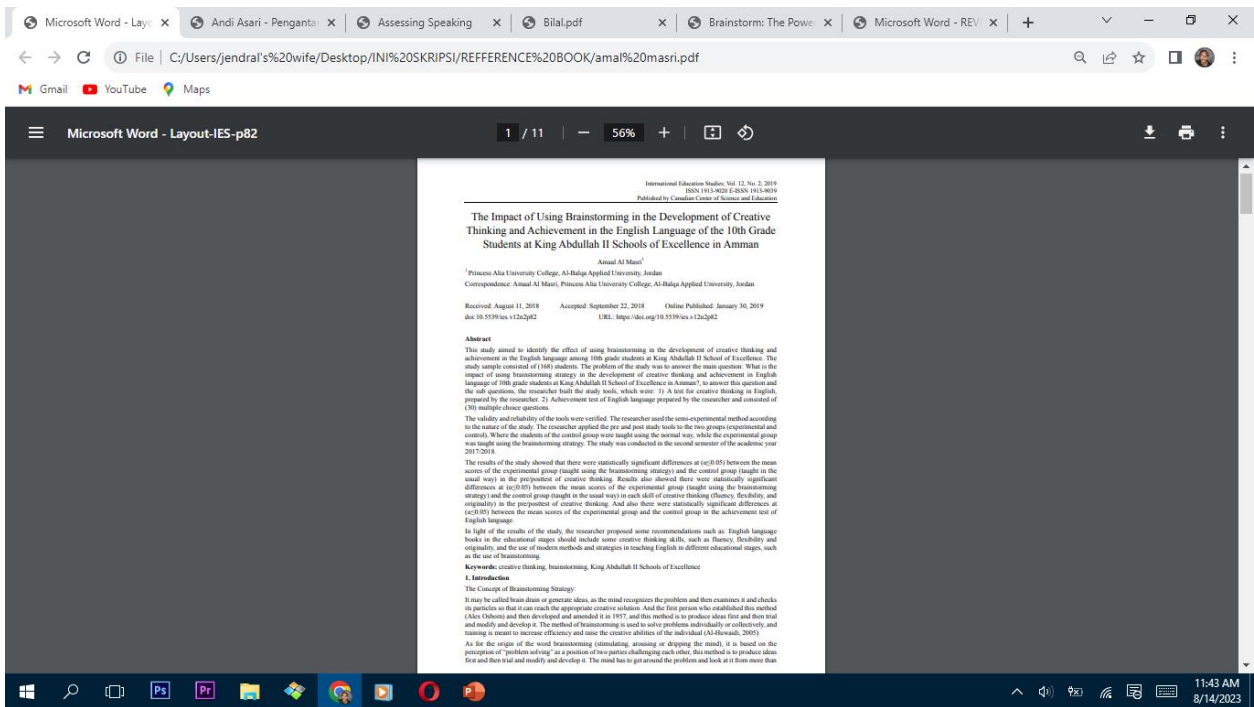
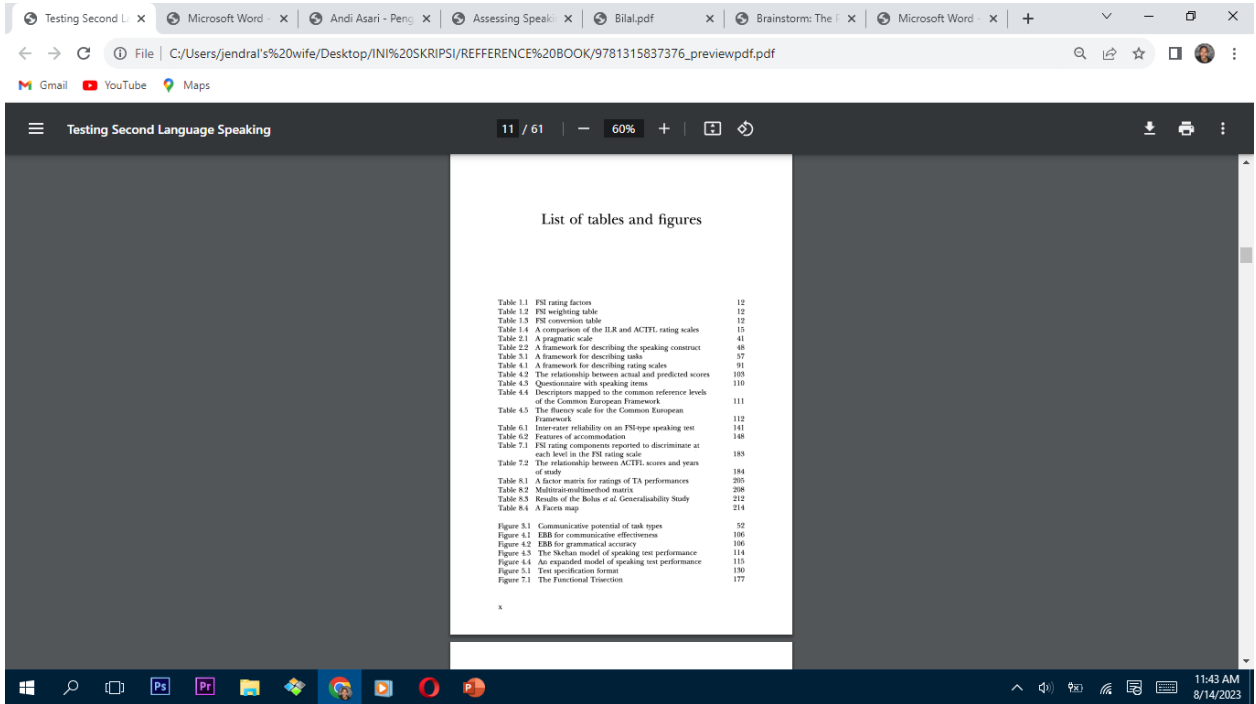
DAFTAR PUSTAKA ..... 326

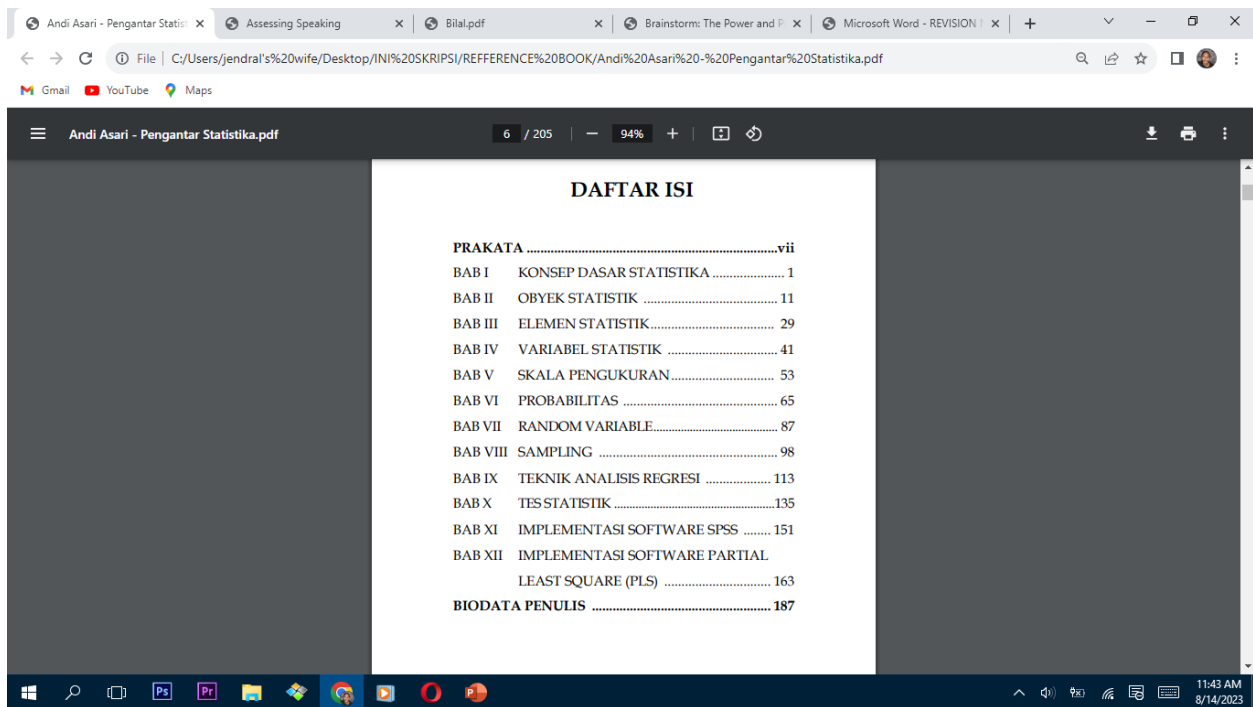
LAMPIRAN TABEL STATISTIK ..... 330

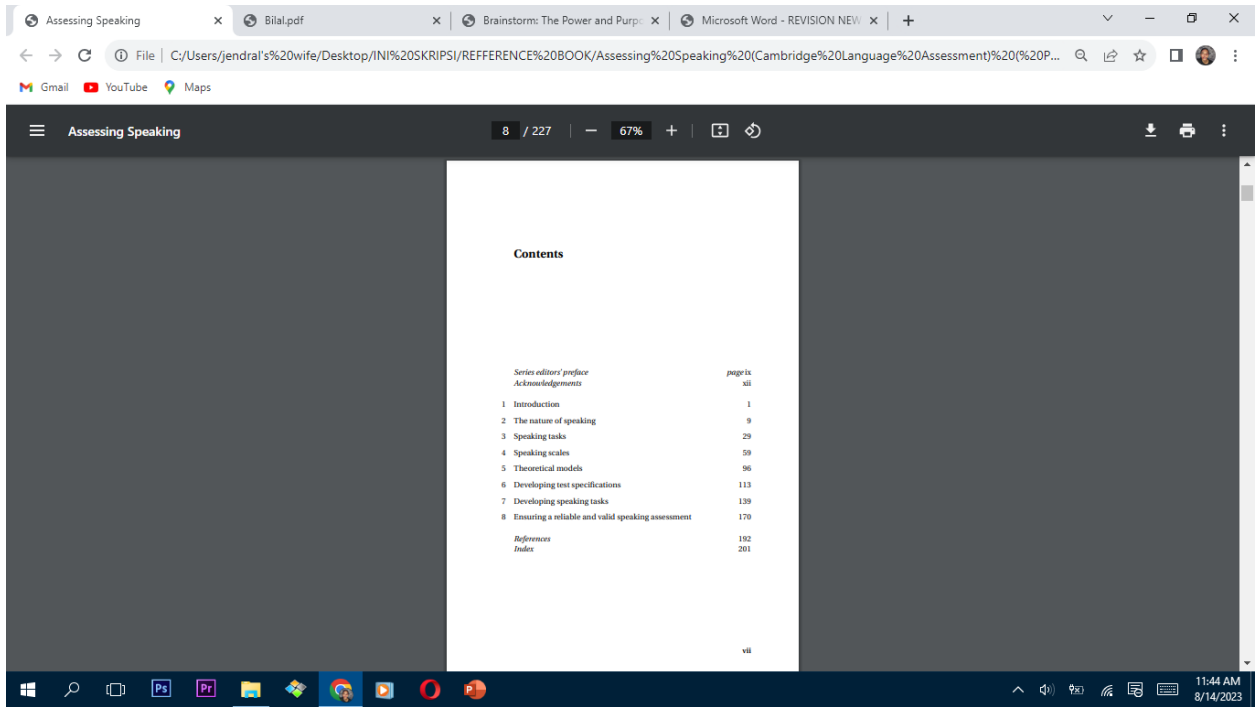
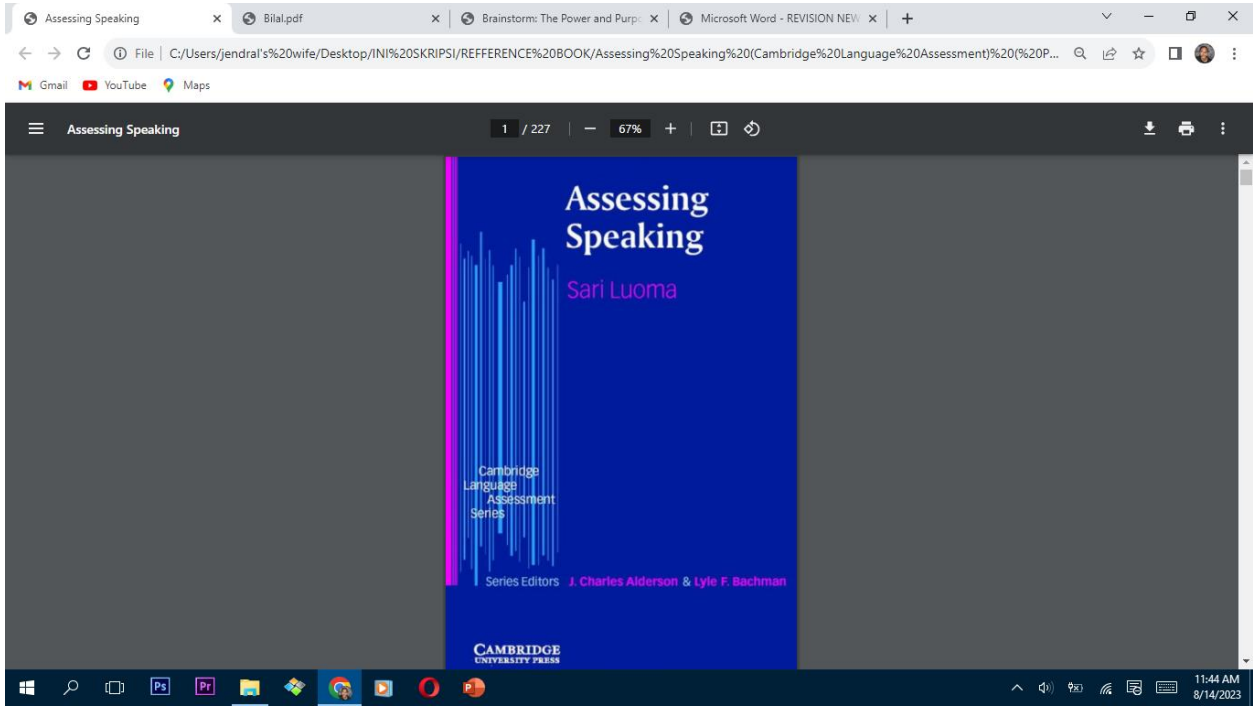
x

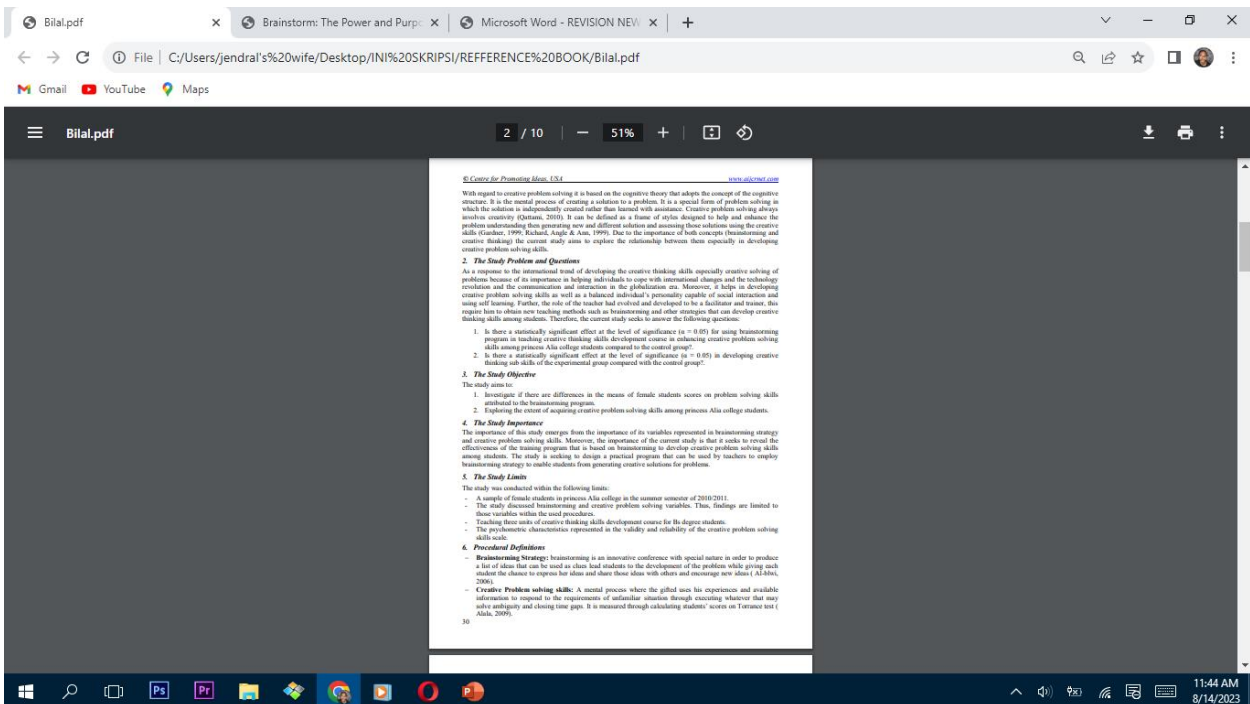
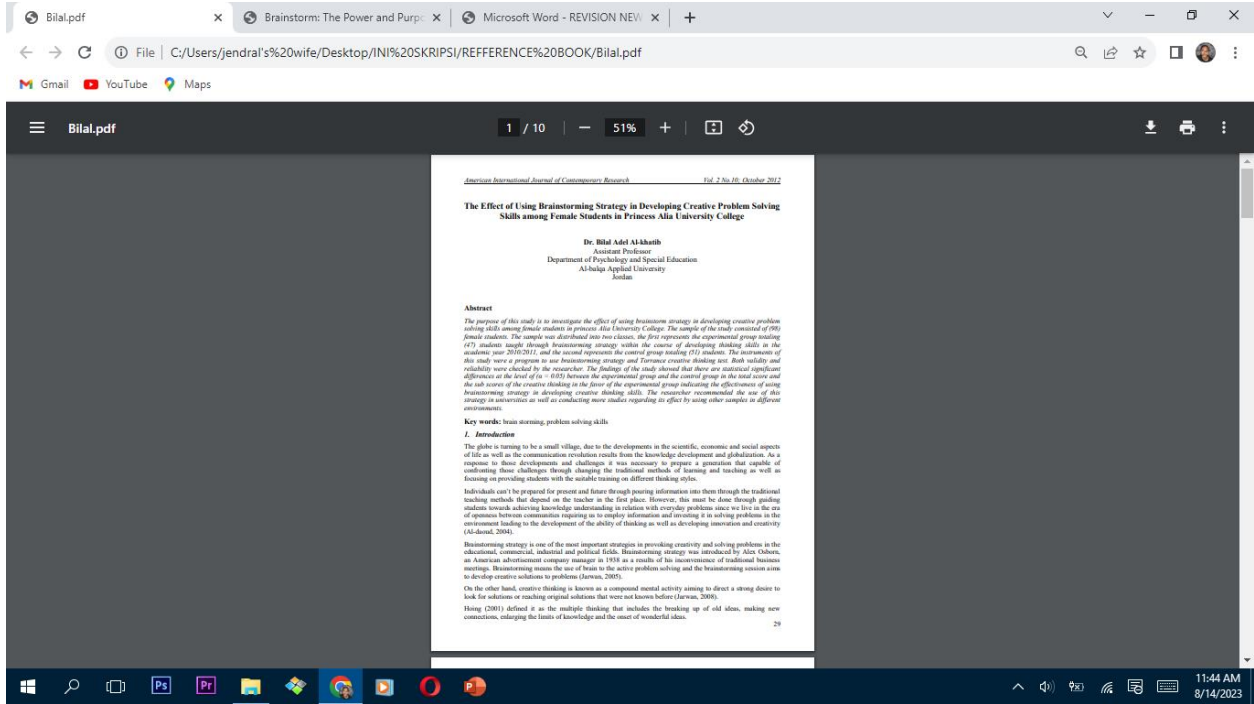
11:42 AM 8/14/2023

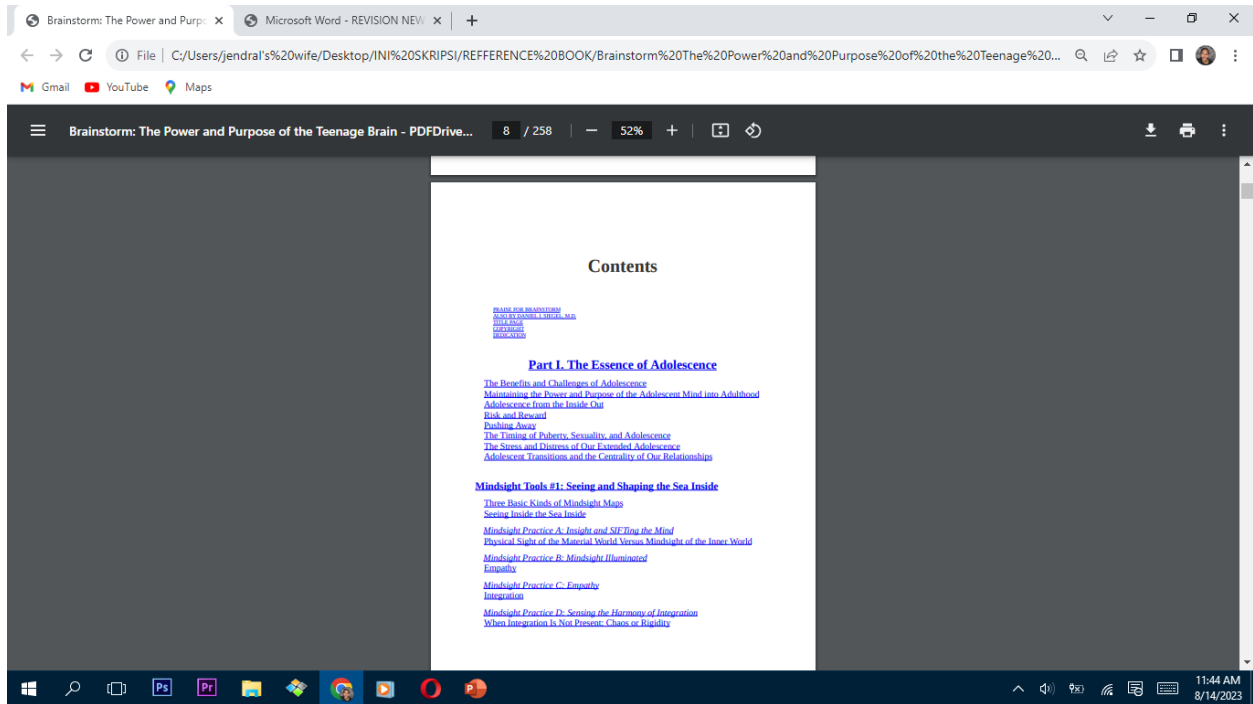
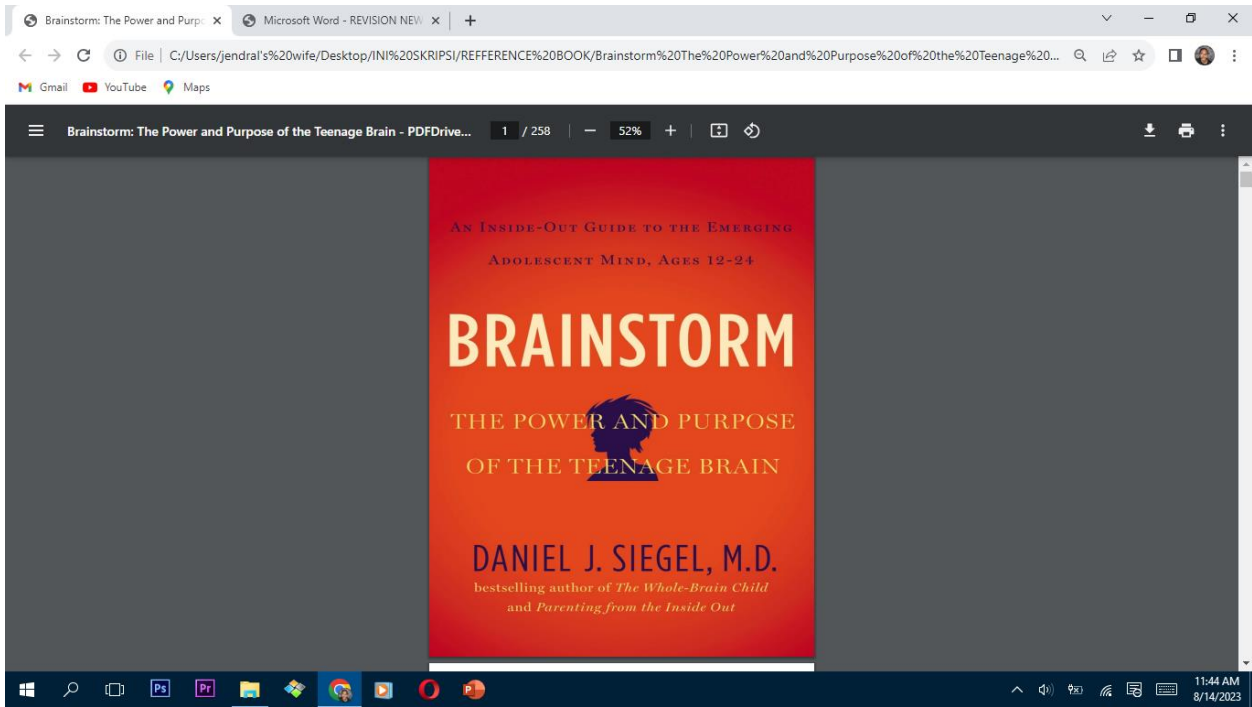




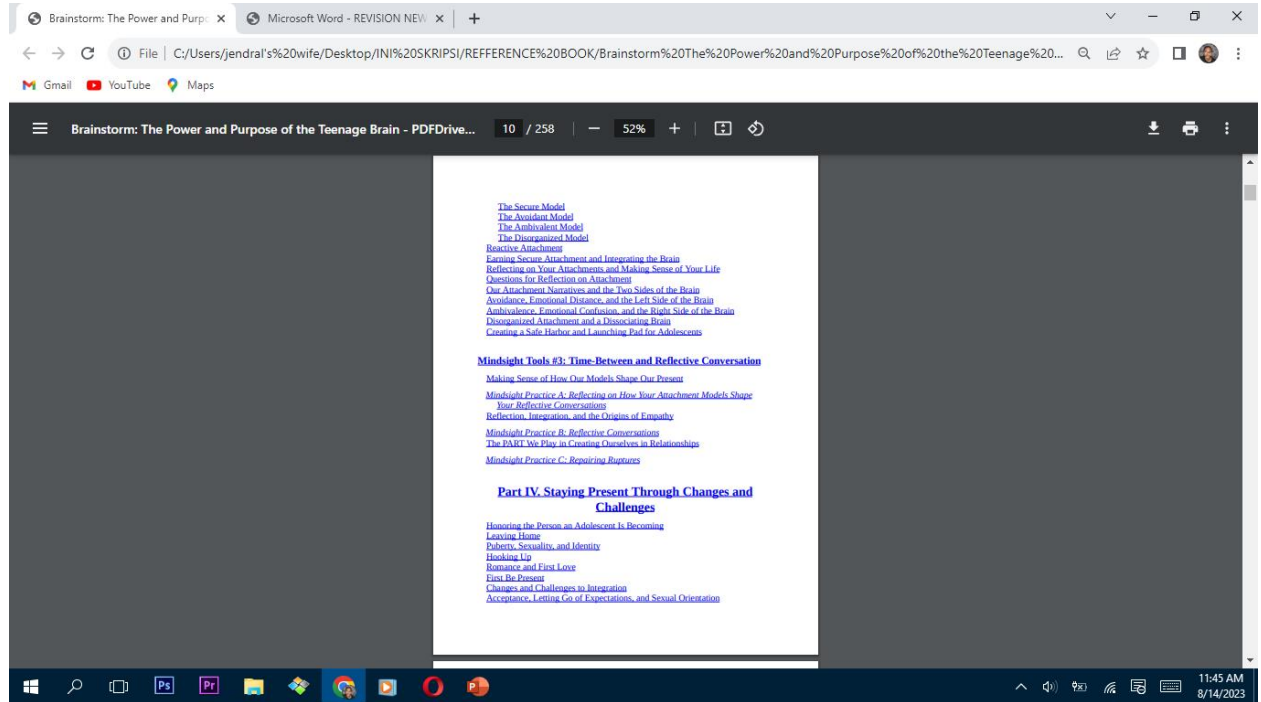
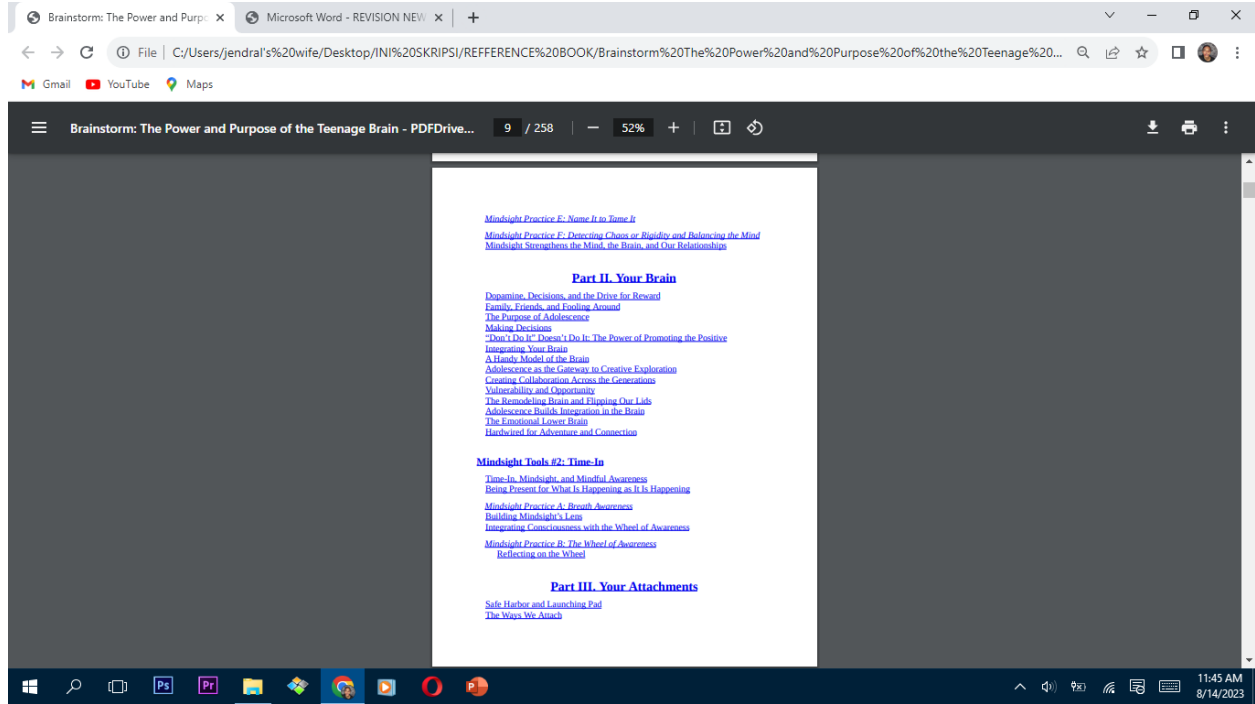


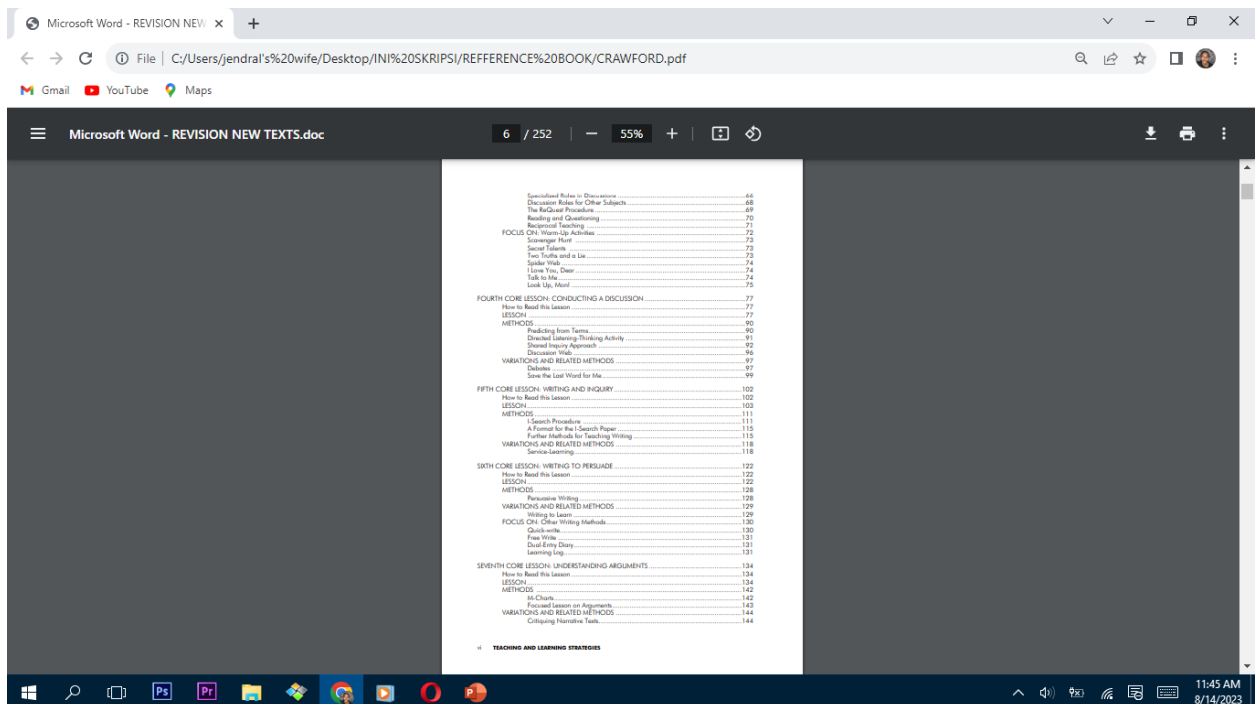
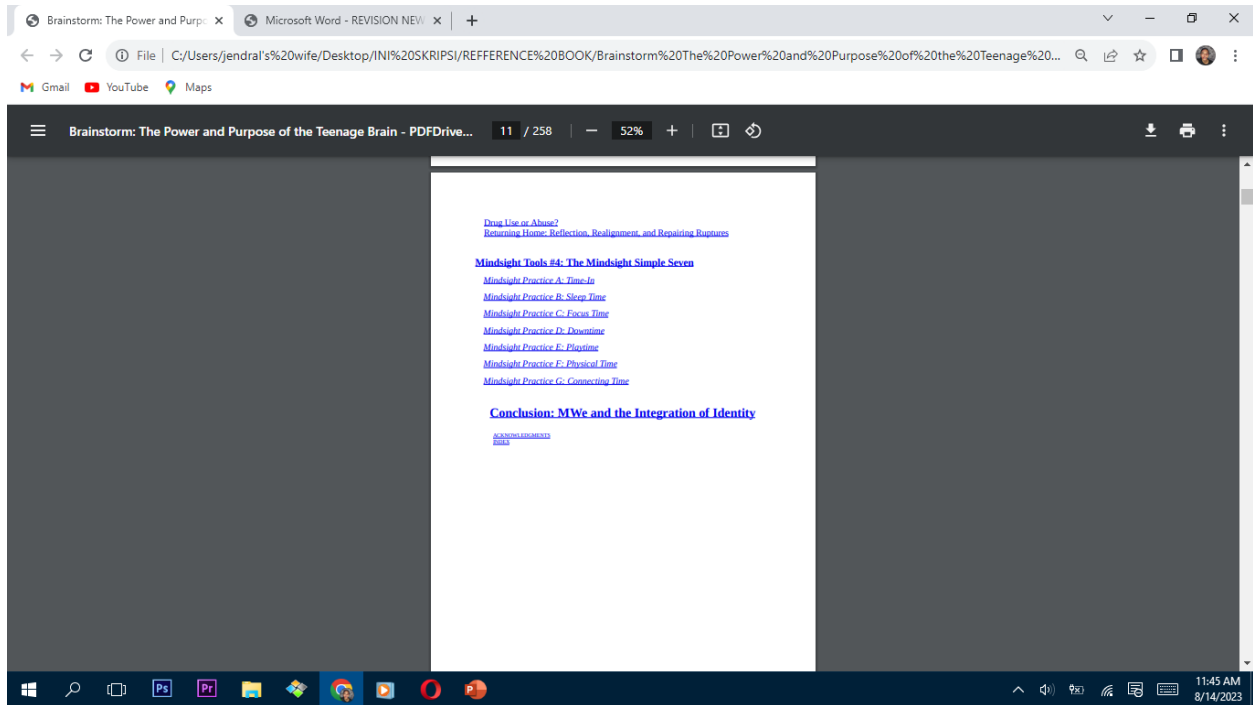












Microsoft Word - REVISION NEW TEXTS.doc

7 / 252 | 55%

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCEN%20BOOK/CRAWFORD.pdf

Table of Contents:

- EIGHTH CORE LESSON: CRITICAL LISTENING ..... 146
  - How to Read the Lesson ..... 146
  - LESSON ..... 146
  - METHODS ..... 154
    - Feedback and Enhanced Lecture with M-Chart ..... 154
    - VARIATIONS AND RELATED METHODS ..... 156
      - Scientific Questioning ..... 156
- SECTION 3: LESSON PLANNING AND ASSESSMENT ..... 159
  - 1. LESSON PLANNING ..... 159
    - Authority, Choice and Community ..... 159
    - Planning for Instruction ..... 161
    - Planning an Individual Lesson ..... 161
    - Assessment Concerns ..... 162
    - Activities ..... 162
    - Management Concerns ..... 162
    - Thematic Units of Instruction ..... 167
    - Steps in Developing Thematic Units ..... 167
    - Example of Thematic Unit ..... 170
  - 2. ASSESSMENT ..... 172
    - Assessment of Critical Thinking and Active Learning ..... 172
    - Assessment in Active Learning Environments ..... 172
    - Steps in Simple Assessment during Active Learning ..... 174
    - Assessing the Quality of Student's Thinking through Written Products ..... 178
    - Developing Rubrics ..... 180
    - Self-Assessment for Teachers ..... 181
- SECTION 4: TEACHING IN AND ACROSS THE DISCIPLINES ..... 182
  - 1. LITERATURE STUDY ..... 182
  - 2. MATHEMATICS ..... 190
  - 3. SCIENCE ..... 194
  - 4. THE ARTS ..... 200
  - 5. INTERDISCIPLINARY STUDIES ..... 204
- ACTIVE LEARNING ON YOUR OWN ..... 210
- APPENDIX 1: STUDENT AND TEACHER PERFORMANCE STANDARDS AND RUBRICS ..... 213
  - 1. Student Performance and Rubrics ..... 213
  - 2. Teacher Performance and Rubrics ..... 220
- APPENDIX 6: TEXTS FOR DISCUSSION ..... 223
  - Discussions and Forums ..... 223
  - The Gifford ..... 224
  - Remembering Columbus ..... 226
  - How and the Seal Ship ..... 227
  - Jack and the Beanstalk ..... 229
  - SP's Head 4 for the Student ..... 231
  - Enhanced Lecture in Opposition to the Kyoto Protocol on Reducing Greenhouse Gas Emissions ..... 232
  - The Three Billy Goats Gruff ..... 233
- GLOSSARY ..... 235
- REFERENCES ..... 240


11:45 AM 8/14/2023

Research Design: Qualitative, Quantitative, and Mixed Methods App... | 1 / 438 | 54%

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCEN%20BOOK/creswell.pdf

COVER:

JOHN W. CRESWELL • J. DAVID CRESWELL



FIFTH EDITION

**RESEARCH DESIGN**

Qualitative, Quantitative, and Mixed Methods Approaches

11:48 AM 8/14/2023

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENSI%20BOOK/creswell.pdf

Research Design: Qualitative, Quantitative, and Mixed Methods App... 2 / 438 54%

### Table of Contents

- [Half Title](#)
- [Acknowledgments](#)
- [Title Page](#)
- [Copyright Page](#)
- [Half Contents](#)
- [Detailed Contents](#)
- [Analytic Contents of Research Techniques](#)
- [Preface](#)
- [Companion Website](#)
- [Acknowledgments](#)
- [About the Authors](#)
- [Part I Preliminary Considerations](#)
- [Chapter 1 The Selection of a Research Approach](#)
- [Chapter 2 Review of the Literature](#)
- [Chapter 3 The Use of Theory](#)
- [Chapter 4 Writing Strategies and Ethical Considerations](#)
- [Part II Designing Research](#)
- [Chapter 5 The Introduction](#)
- [Chapter 6 The Purpose Statement](#)
- [Chapter 7 Research Questions and Hypotheses](#)
- [Chapter 8 Quantitative Methods](#)
- [Chapter 9 Qualitative Methods](#)
- [Chapter 10 Mixed Methods Procedures](#)
- [Glossary](#)
- [References](#)
- [Author Index](#)
- [Index](#)

11:48 AM  
8/14/2023

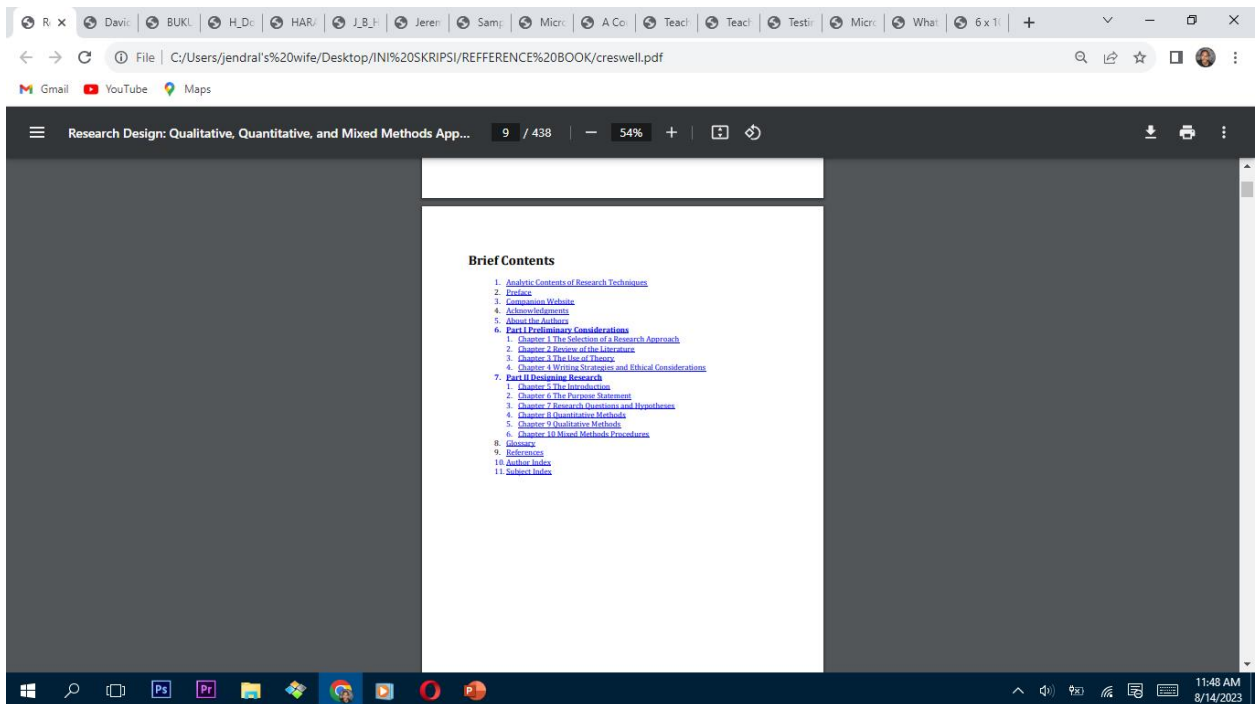
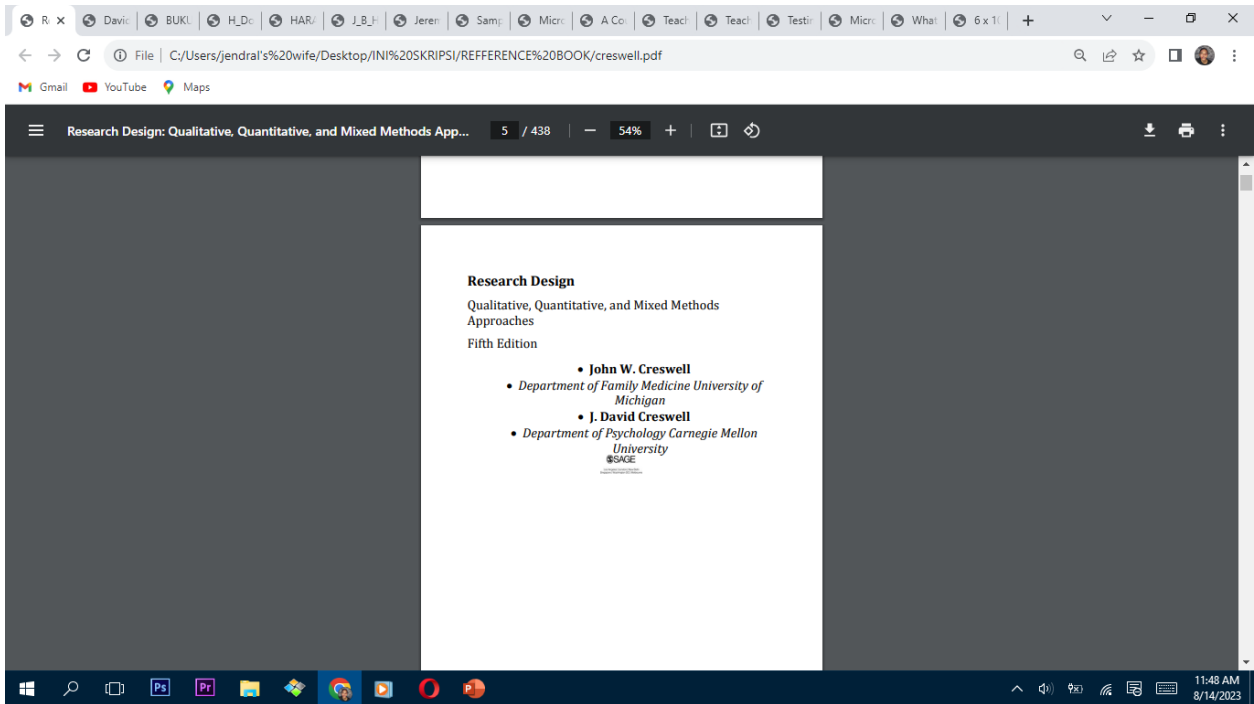
File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENSI%20BOOK/creswell.pdf

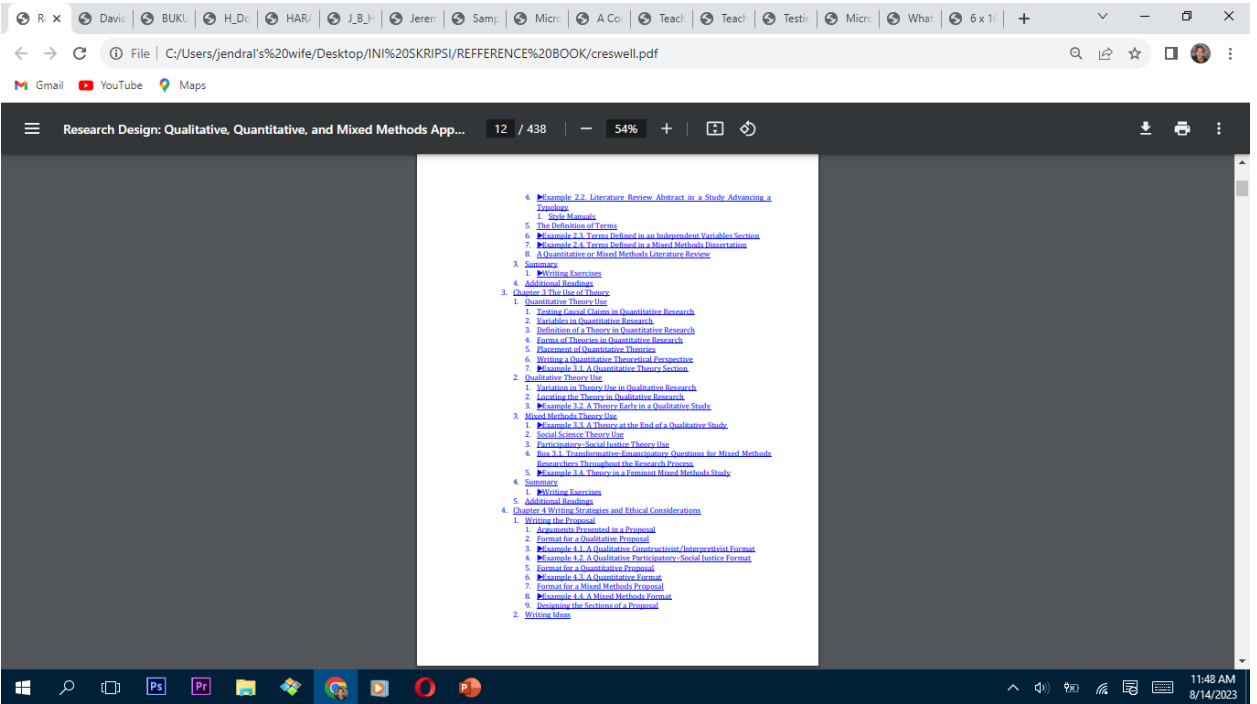
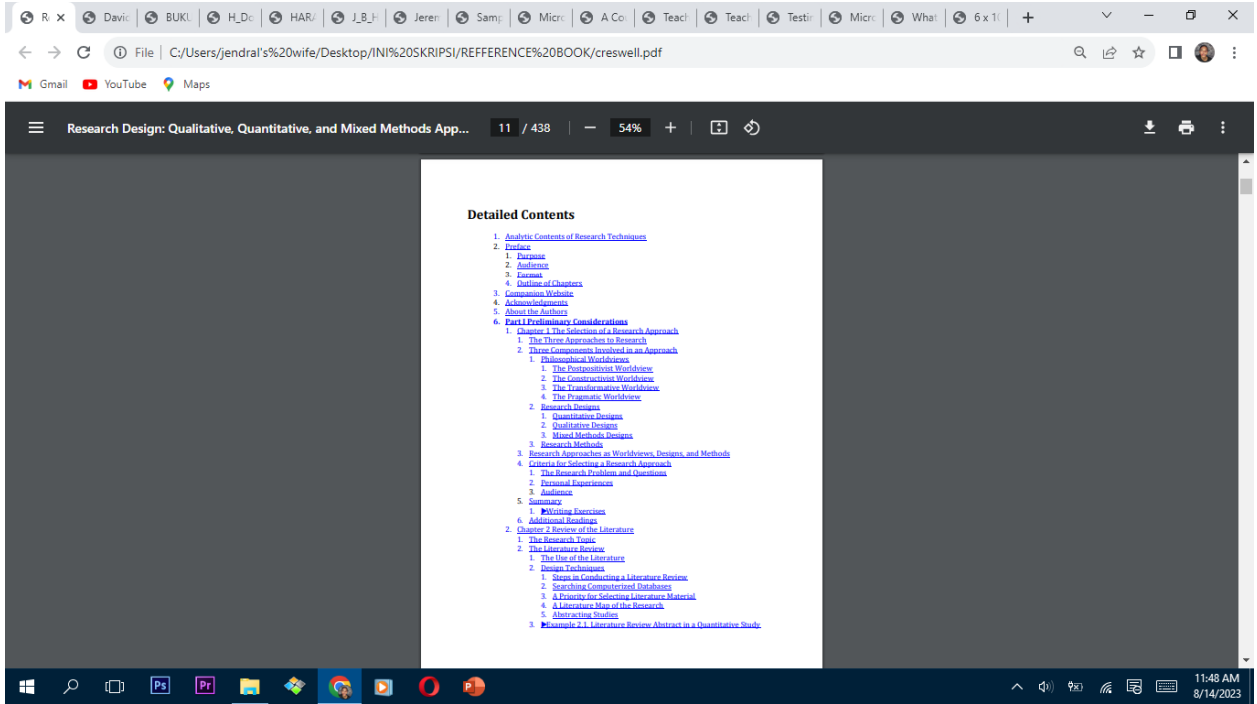
Research Design: Qualitative, Quantitative, and Mixed Methods App... 2 / 438 54%

### Table of Contents

- [Half Title](#)
- [Acknowledgments](#)
- [Title Page](#)
- [Copyright Page](#)
- [Half Contents](#)
- [Detailed Contents](#)
- [Analytic Contents of Research Techniques](#)
- [Preface](#)
- [Companion Website](#)
- [Acknowledgments](#)
- [About the Authors](#)
- [Part I Preliminary Considerations](#)
- [Chapter 1 The Selection of a Research Approach](#)
- [Chapter 2 Review of the Literature](#)
- [Chapter 3 The Use of Theory](#)
- [Chapter 4 Writing Strategies and Ethical Considerations](#)
- [Part II Designing Research](#)
- [Chapter 5 The Introduction](#)
- [Chapter 6 The Purpose Statement](#)
- [Chapter 7 Research Questions and Hypotheses](#)
- [Chapter 8 Quantitative Methods](#)
- [Chapter 9 Qualitative Methods](#)
- [Chapter 10 Mixed Methods Procedures](#)
- [Glossary](#)
- [References](#)
- [Author Index](#)
- [Index](#)

11:48 AM  
8/14/2023





Microsoft Word - REVISION NEW TEXTS.doc

5 / 252 | 55%

### CONTENTS

PREFACE	ix
SECTION 1: PRINCIPLES OF ACTIVE LEARNING AND CRITICAL THINKING	1
The Most Productive Teaching	1
Designing Instruction for Active Learning	2
Thinking Critically	4
The Classroom Environment	7
How to Make the Most of This Learning Program	9
SECTION 2: TEACHING METHODS AND STRATEGIES	10
Core Lessons and How To Read Them	10
FIRST CORE LESSON: LEARNING INFORMATION FROM TEXT	13
How to Read This Lesson	13
LESSON	13
METHODS	22
Structural Overview	22
Know-What-to-Know/Explain	23
Read-Reading/Planed Summarizing	25
Value Line	26
Classwork	27
VARIATIONS AND RELATED METHODS	27
What's So What? How-What?	27
Brainstorming	29
Read-Brainstorming	29
Question Board	30
Question Search	31
SECOND CORE LESSON: UNDERSTANDING NARRATIVE TEXT	35
How to Read This Lesson	35
LESSON	35
METHODS	42
Directed Reading Activity (DRA)	42
VARIATIONS AND RELATED METHODS	44
Directed Reading/Thinking Activity (DRTA) and Chart	44
THIRD CORE LESSON: COOPERATIVE LEARNING	48
How to Read This Lesson	49
LESSON	49
METHODS	54
Mini-Frame/Pair	54
Class Reading with Text Coding	55
Jigsaw	56
VARIATIONS AND RELATED METHODS	58
Bubbles in Cooperative Groups	58
Community Agreements	59
Pops in the Middle	61
Walk-Around/Call-Around	63
One-Step/Three-Step	63
Academic Community	64
Track-a-Problem	65

11:45 AM 8/14/2023

Microsoft Word - REVISION NEW TEXTS.doc

1 / 252 | 44%

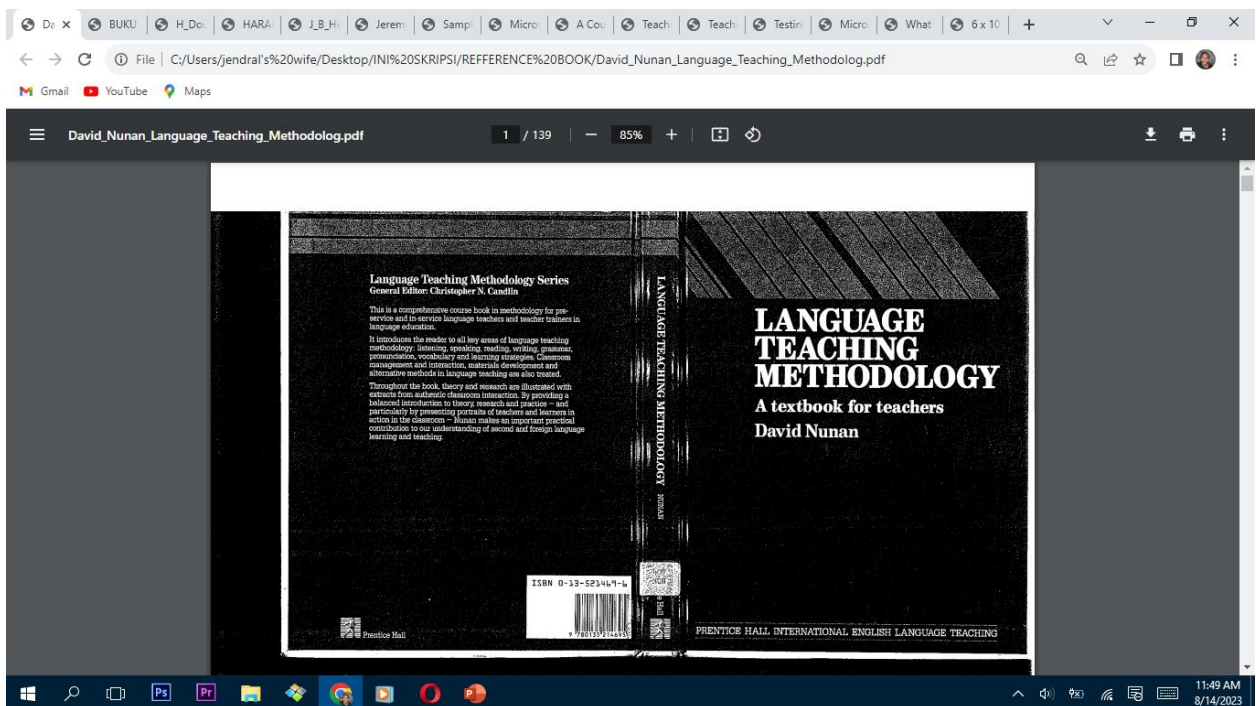
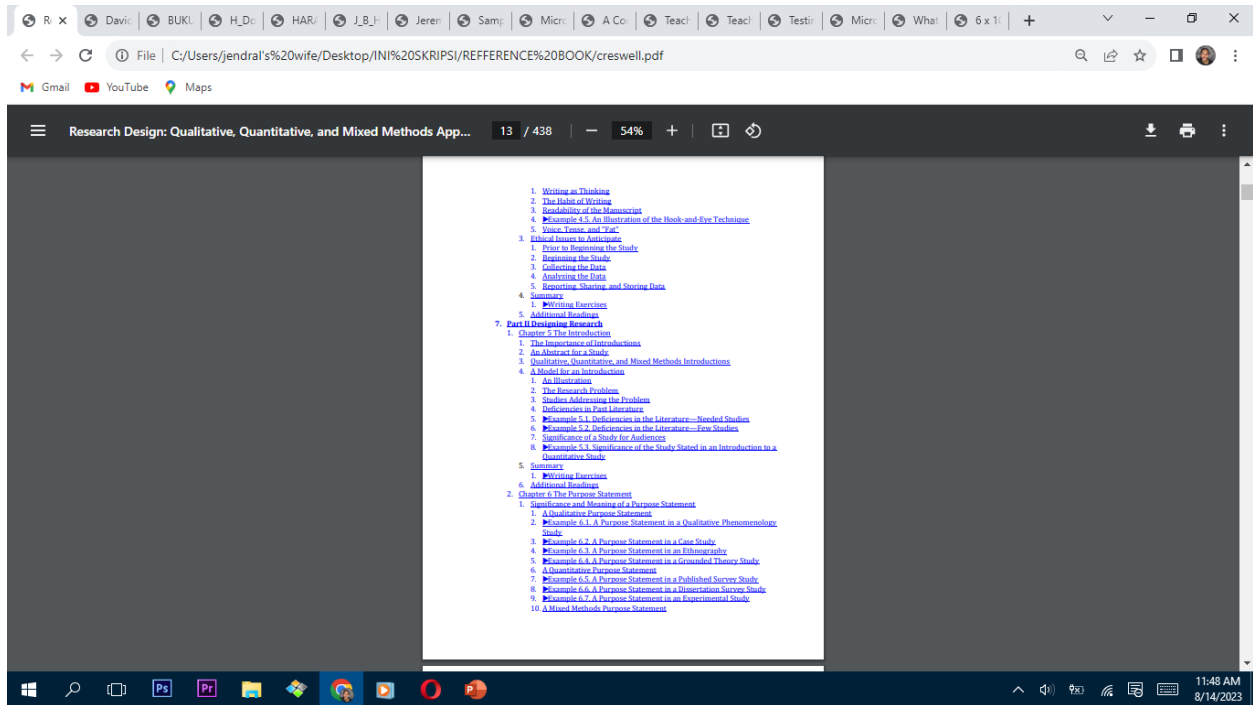
**TEACHING AND LEARNING STRATEGIES FOR THE THINKING CLASSROOM**

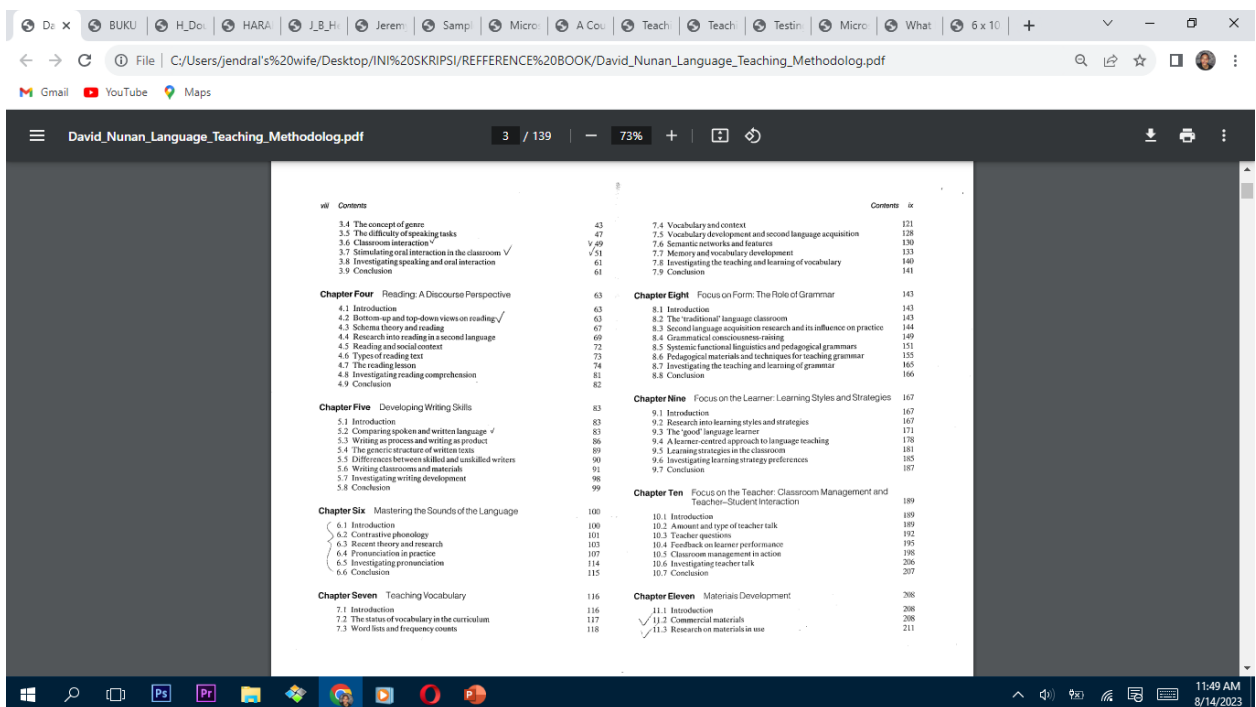
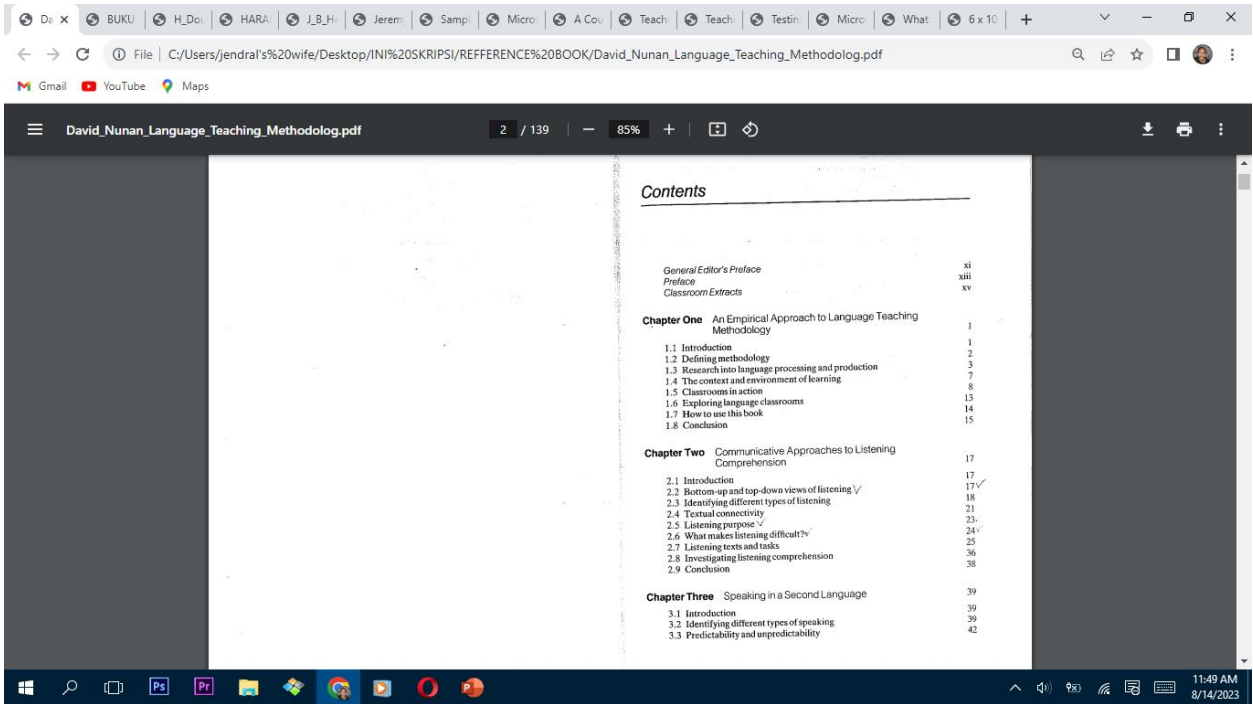
ALAN CRAWFORD,  
E. WENDY SADLE,  
SAMUEL MATHEWS,  
AND JAMES MAKINSTER

A PUBLICATION OF:  
THE READING AND WRITING  
FOR CRITICAL THINKING PROJECT  
[www.rwct.org](http://www.rwct.org)

11:45 AM 8/14/2023







David Nunan Language Teaching Methodolog.pdf 4 / 139 73%

**Contents**

- ✓11.4 Materials and methods 213
- ✓11.5 Materials design 214
- ✓11.6 Materials adaptation 219
- ✓11.7 Investigating materials 223
- ✓11.8 Conclusion 227

**Chapter Twelve** Language Teaching Methods: A Critical Analysis 228

- 12.1 Introduction 228
- 12.2 The psychological tradition 229
- 12.3 The humanistic tradition 234
- 12.4 The second language acquisition tradition 240
- 12.5 Investigating methods 247
- 12.6 Conclusion 248

References 249  
Author Index 259  
Subject Index 262

**General Editor's Preface**

A glance at the available literature for teachers-in-training in a range of educational subject matters reveals a strong tendency towards revealed truth. Unfortunately for these trainees, however, the pathway towards this goal is not couched in terms of personal exploration but is expressed more as sets of precepts for teachers' actions, tied to inspections and bonuses about desirable (and very frequently undesirable) classroom behaviours. Prescriptions for practice abound and are presented unquestioningly, placing the teacher/trainee in a characteristically mimetic role, expected to mark and follow what has been laid down, often by writers unfamiliar to these readers and from culturally and educationally alien worlds. Very often these prescriptions are bundled together to constitute a *method*, a pathway to presumed effectiveness in the classroom. Language teaching, among all disciplines, has suffered particularly from these recipes for life.

Although such an approach has been hugely successful in terms of publication, it has been much less so in terms of teacher conversion to innovative classroom actions. Despite what they may appear to support in theory, or say they are in favour of in training seminars, teachers seem in actuality strongly resistant to changes to their established practices. It sometimes seems as if they operate in two worlds, a world of apparent acceptance in one plane and one of actual rejection in the other. There is undoubtedly some correlation between being presented with someone else's answers to what they perceive to be your problems and your likely unwillingness to adopt such solutions and to convert them to your personal intellectual and practical philosophy.

If this disparity is as prevalent as it appears to be, then there are serious questions to be raised about the nature and process of language teacher education, and about the delivery modes and vehicles for pre- and in-service teacher development. Ways need to be found where the experiences of successful teaching, the results of relevant research into language and learning and the exigencies and demands of the classroom can be woven into a set of principles for practical experimentation and challenge by classroom teachers and their learners.

It is this objective that David Nunan sets himself in this latest contribution to the Language Teaching Methodology Series. First and foremost the reader is introduced, through carefully chosen and apt extracts, to the world of language teaching classrooms, which, if not directly identifiable, are at least familiar in outline to the practising teacher, whatever her or his context. From these extracts, problems and

11:49 AM  
8/14/2023

BUKURIDHANI 1 / 165 70%

Prof. Dr. Ridhahani, M.Pd.

**METODOLOGI PENELITIAN DASAR**  
*bagi mahasiswa dan peneliti pemula*



11:49 AM  
8/14/2023

BUKU RIDHANI 8 / 165 70%

DAFTAR ISI

PENGANTAR PENULIS .....	III
PENGANTAR EDITOR .....	V
DAFTAR ISI .....	VII
<b>BAGIAN PERTAMA .....</b>	<b>1</b>
<b>ILMU DAN PENELITIAN .....</b>	<b>1</b>
HAKIKAT ILMU .....	1
<b>BAGIAN KEDUA .....</b>	<b>17</b>
<b>PENELITIAN PENDIDIKAN .....</b>	<b>17</b>
TUJUAN PENELITIAN PENDIDIKAN .....	17
MANFAAT PENELITIAN PENDIDIKAN .....	18
JENIS-JENIS PENELITIAN PENDIDIKAN .....	20
<b>BAGIAN KETIGA .....</b>	<b>33</b>
<b>MERUMUSKAN MASALAH PENELITIAN .....</b>	<b>33</b>
MENCARI MASALAH PENELITIAN .....	33
MENETAPKAN MASALAH PENELITIAN .....	36
MERUMUSKAN MASALAH DAN JUDUL PENELITIAN .....	38
<b>BAGIAN KEEMPAT .....</b>	<b>43</b>
<b>TEORI, ANGGAPEAN DASAR, DAN HIPOTESIS .....</b>	<b>43</b>
TEORI DASAR PENELITIAN .....	43
ANGGAPEAN DASAR PENELITIAN .....	45
HIPOTESIS PENELITIAN .....	47
<b>BAGIAN KELIMA .....</b>	<b>55</b>
<b>TEKNIK DAN INSTRUMEN PENGUMPULAN DATA .....</b>	<b>55</b>
ANGKET (KUESIONER) .....	55
INTERVIEW (WAWANCARA) .....	66
OBSERVASI (PENGAMATAN) .....	70
<b>BAGIAN KEENAM .....</b>	<b>75</b>
<b>POPULASI DAN SAMPEL .....</b>	<b>75</b>
POPULASI .....	75
SAMPEL .....	76

viii

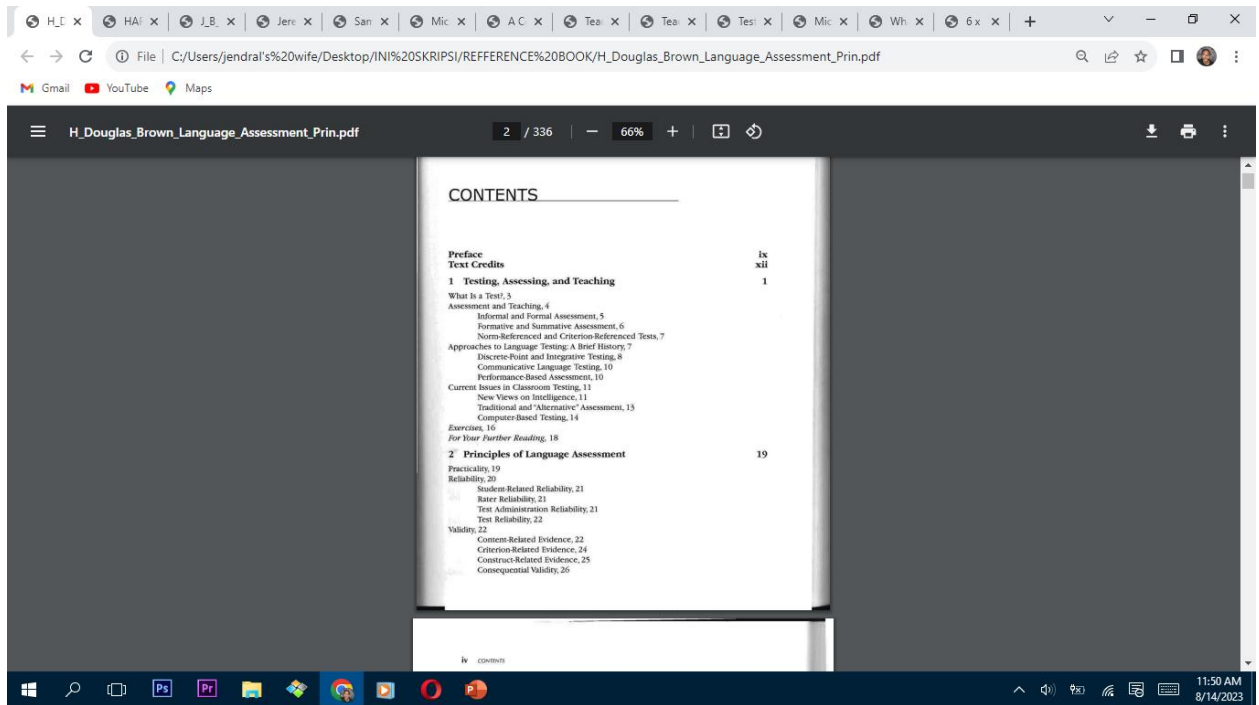
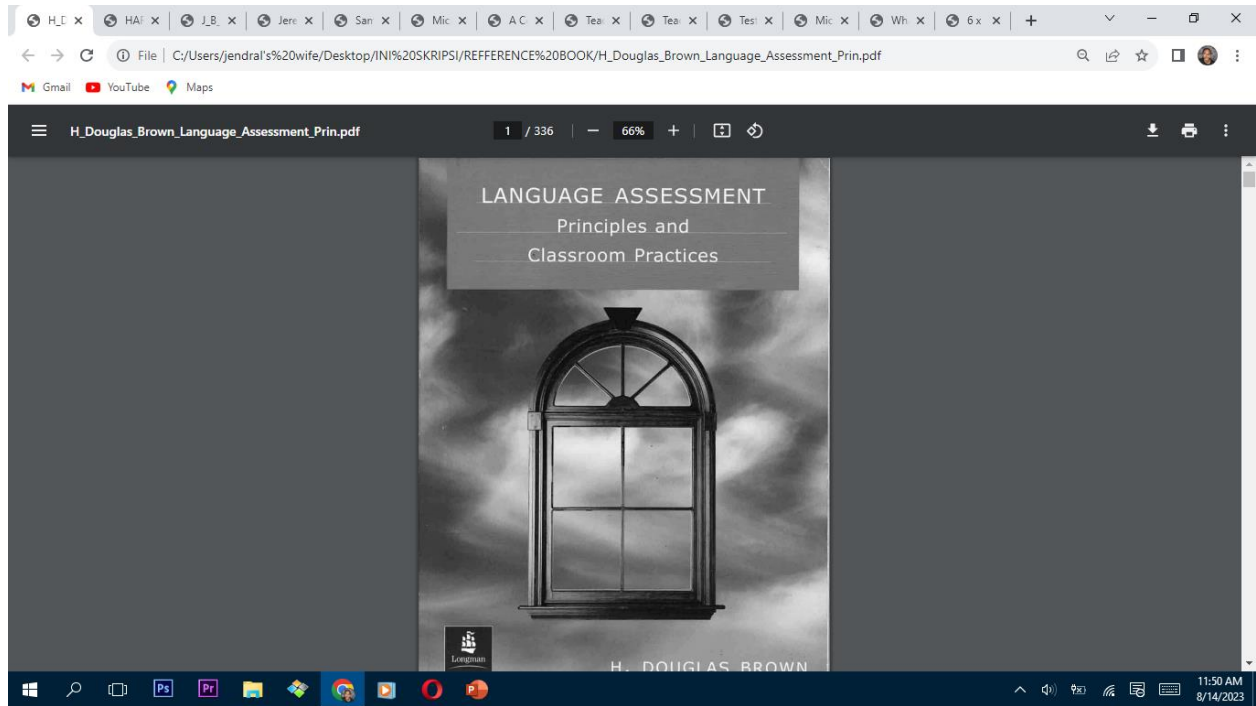
11:49 AM 8/14/2023

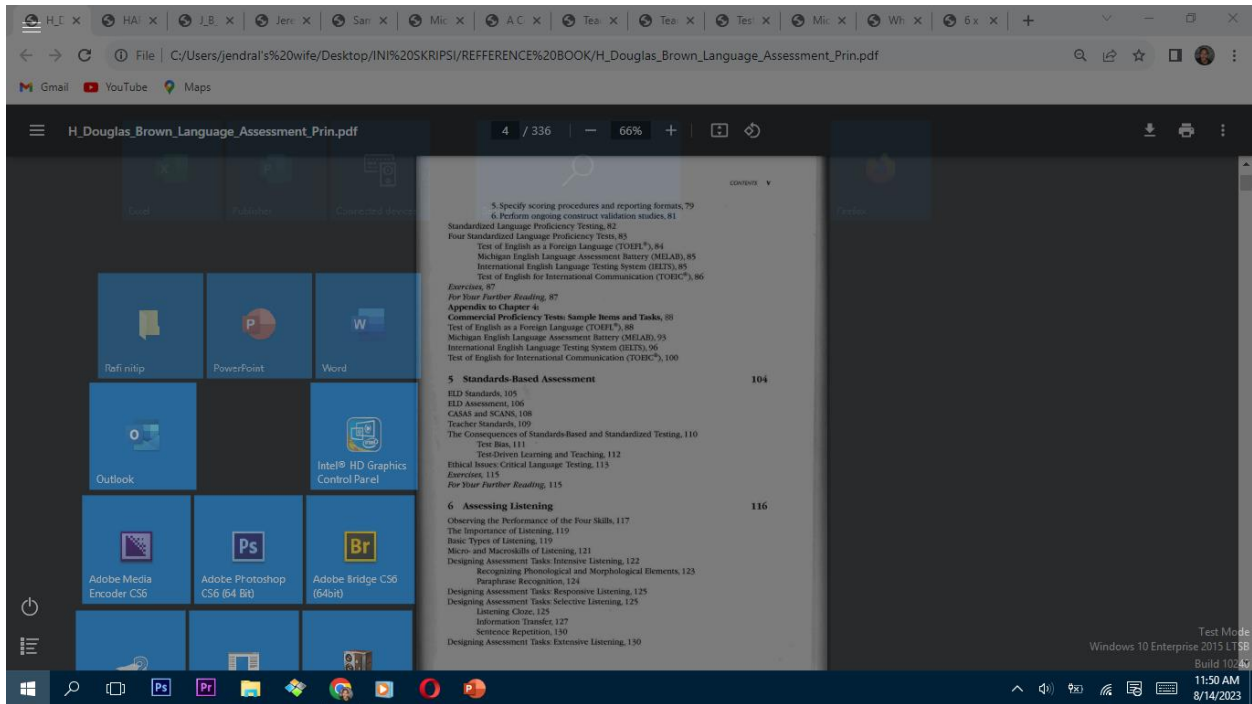
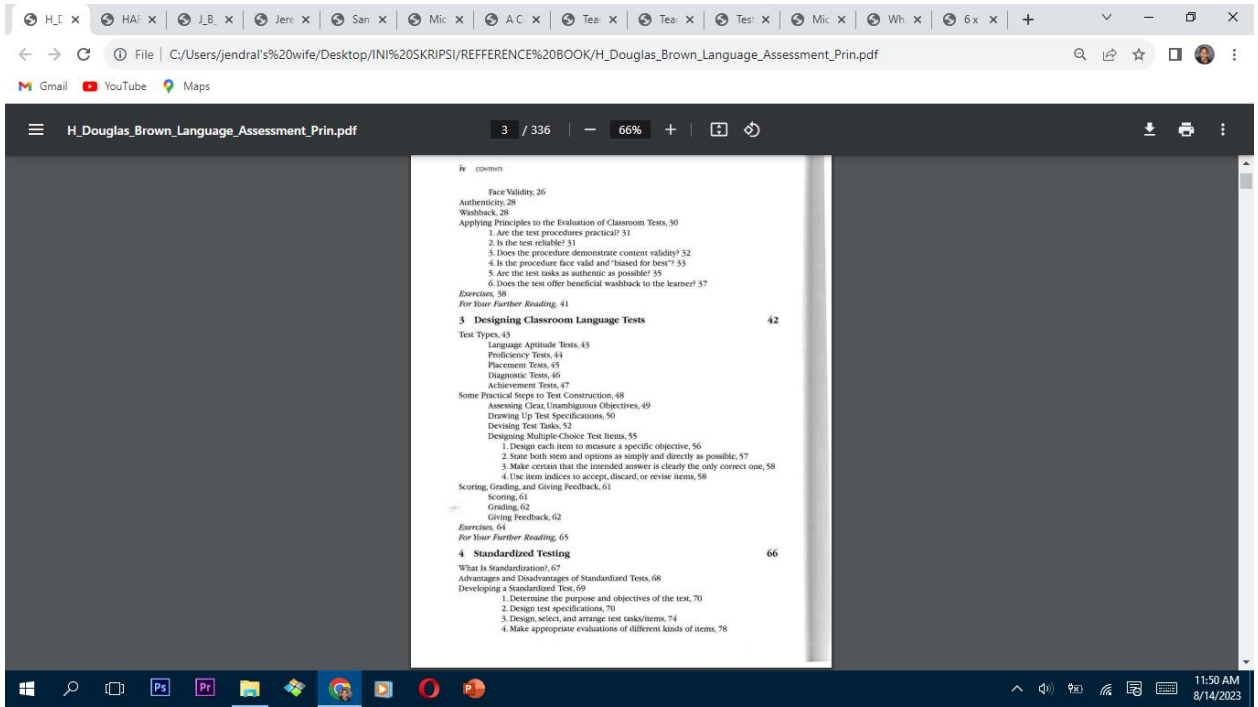
BUKU RIDHANI 9 / 165 70%

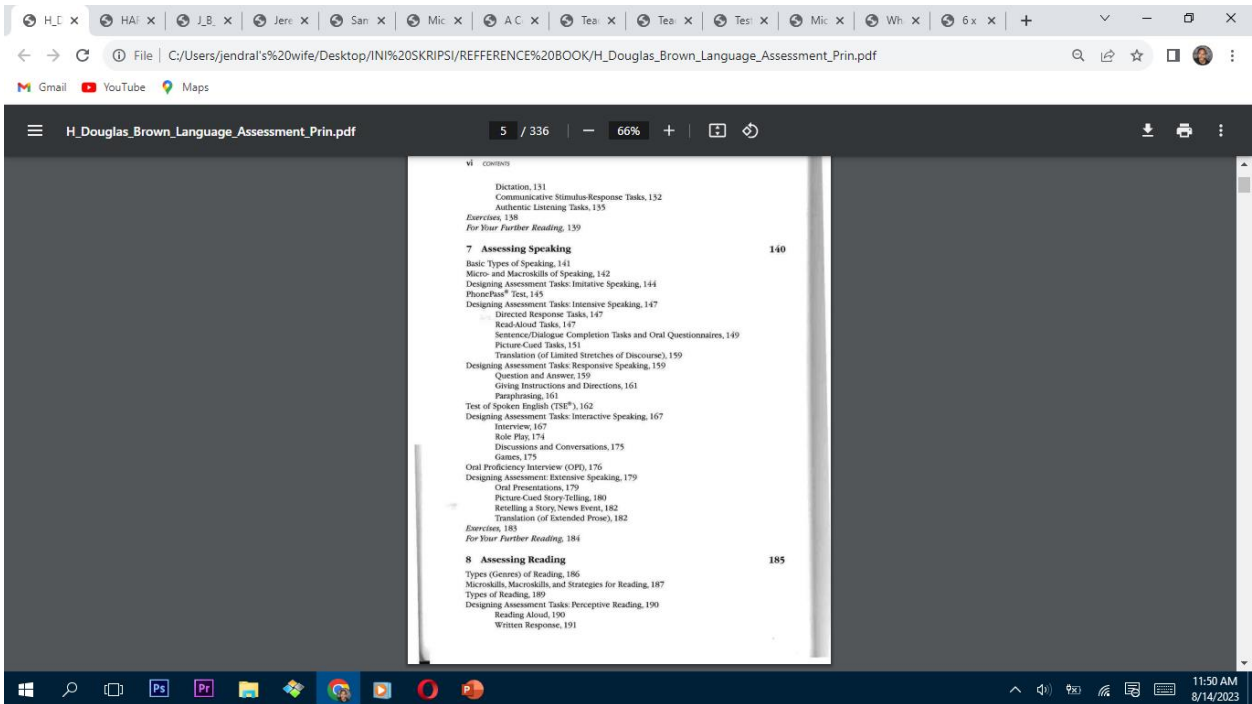
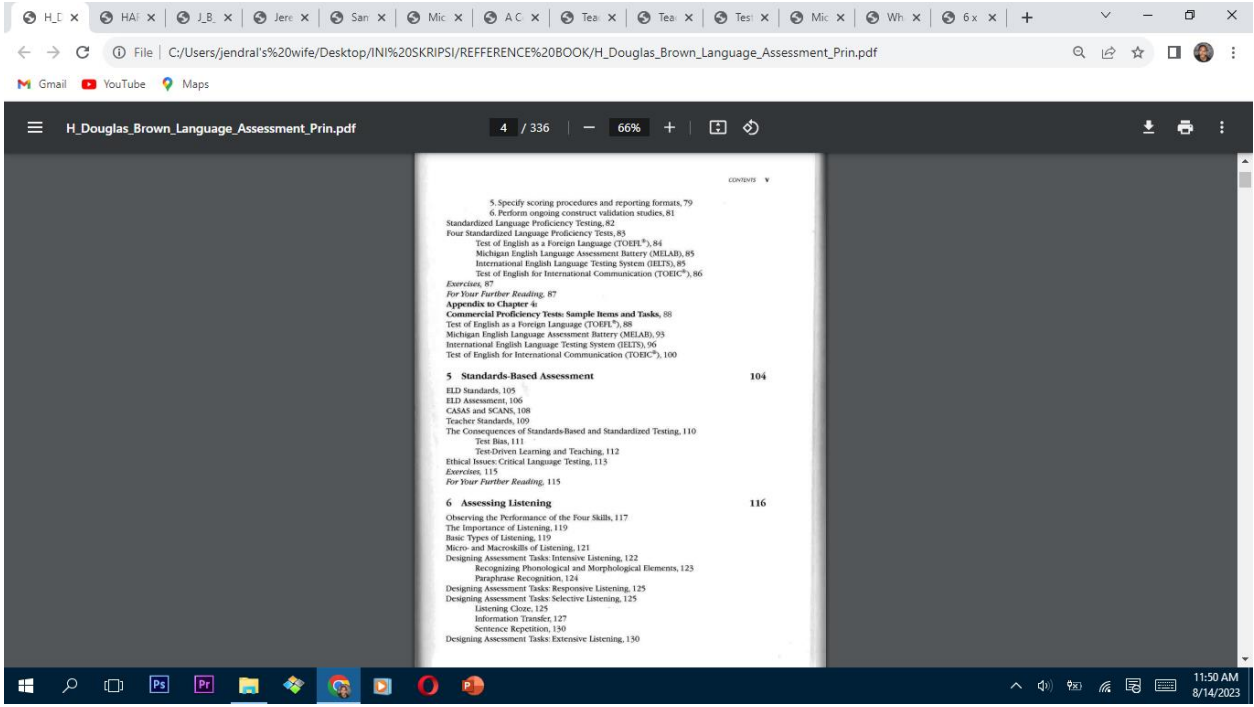
<b>BAGIAN KETUJUH .....</b>	<b>83</b>
<b>VARIABEL, KONSEP DAN PENGUKURAN .....</b>	<b>83</b>
VARIABEL .....	83
KONSEP DAN PENGUKURAN .....	89
<b>BAGIAN KEDELAPAN .....</b>	<b>95</b>
<b>MENGOLAH DAN MENGANALISIS DATA .....</b>	<b>95</b>
MENGOLAH DATA .....	95
MENGANALISIS DATA .....	101
<b>BAGIAN KESEMBILAN .....</b>	<b>111</b>
<b>MERENCANAKAN PENELITIAN .....</b>	<b>111</b>
USUL PENELITIAN .....	111
BAHASA DALAM KARYA ILMIAH .....	122
<b>DAFTAR PUSTAKA .....</b>	<b>151</b>

viii

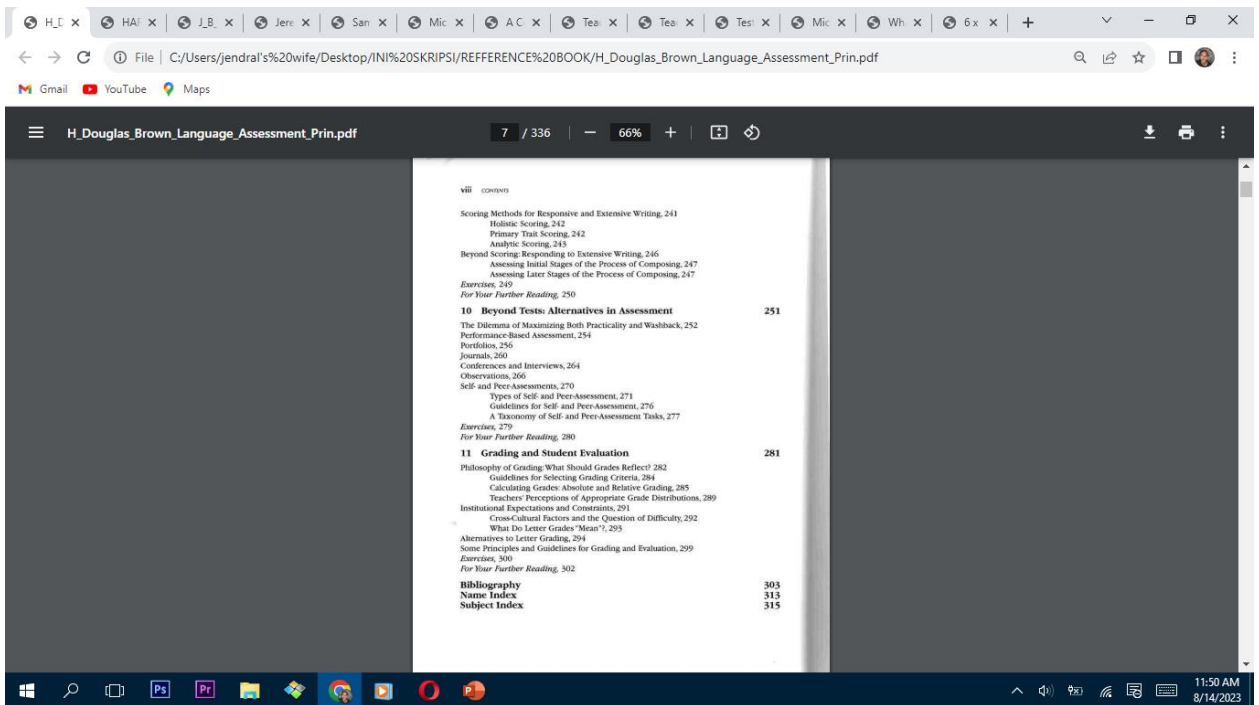
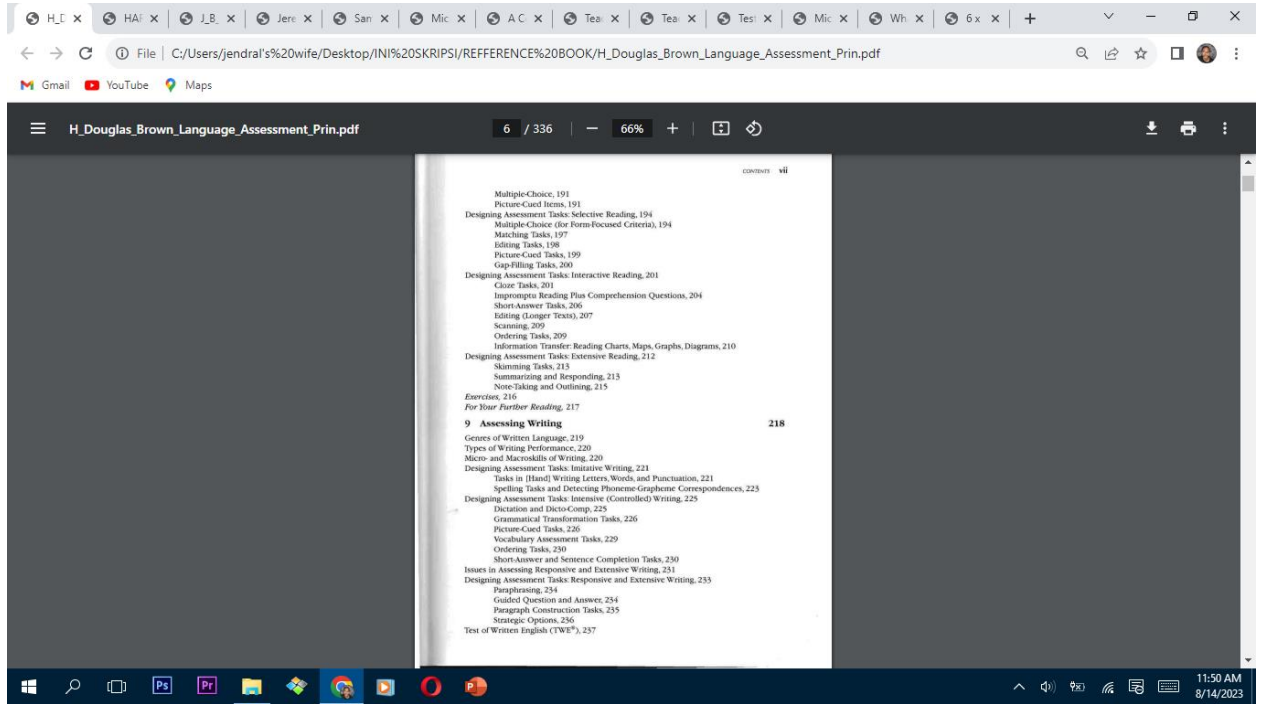
11:49 AM 8/14/2023











Browser window showing a PDF document titled "HARAHAP.pdf". The document content includes:

**AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE SMP 8 RAMBAH HILIR**

SHI Surinah Harahap<sup>1)</sup>, Iki Anton<sup>2)</sup>, Ummi Rawatiah<sup>3)</sup>

<sup>1,2,3)</sup> English Study Program, Faculty of Teacher Training and Education, University of Paitung

**ABSTRACT**

The purpose of this research was to find out students' speaking skill. Speaking is one of the some skills among listening, writing, reading. This research used descriptive qualitative research design where the writer described and analyzed the students' errors in speaking skill. The population of this research was taken from the second grade students at SMP 8 Rambah Hilir in Rambah Hilir district is about 21 students. Based on the result, the writer concludes that the second grade students' of SMP 8 in Rambah Hilir district year 2014/2015 in speaking were good in speaking skill. The result of the analysis showed that 87% out of 21 students have good speaking ability, 33 % of 21 students had average to good speaking ability. No students were in poor to average and poor level ability. The conclusion is the students' speaking skill is good.

**Key Word :** Speaking Skill, descriptive qualitative

**ABSTRACT**

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam berbicara. Berbicara adalah salah satu dari beberapa keterampilan di antara wawancara, menulis, dan membaca. Penelitian ini adalah Deskriptif kualitatif dan memiliki satu variabel yaitu tentang kesalahan yang dilakukan oleh siswa dalam berbicara. Populasi penelitian ini diambil dari siswa kelas dua di SMP 8 Rambah Hilir di yang berjumlah 21 siswa. Berdasarkan hasil analisis, penulis menyimpulkan bahwa siswa kelas dua dari SMP 8 di Rambah Hilir tahun 2014/2015 mempunyai kemampuan yang baik dalam berbicara dalam berbicara. Hasil analisis menunjukkan bahwa 87% dari 21 siswa memiliki kemampuan berbicara yang baik, sedangkan 33% dari 21 siswa memiliki kemampuan berbicara yang sedang. Tidak ada siswa dalam kelas ini yang mempunyai kemampuan dibawah rata-rata. Kesimpulan yang didapat kemampuan berbicara siswa di SMP 8 Rambah Hilir adalah baik.

**Kata Kunci:** berbicara, deskriptive qualitative

**INTRODUCTION**

English is an international language. In Indonesia English is very important especially in education and to get the job. For the formal and informal education are very important to get English certificate and get English knowledge.

English has important roles as the communication media. It is also used for challenges of technology, science and other that requires us to learn English deeply. In English education, there are four language skills that need to be mastered by students, listening, speaking, reading, and writing.

Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of wealth that usually convey by someone through communication.

\*Hp : 08228445121  
Email : shifly\_santiahy@yahoo.co.id

Therefore, human being will use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intention, or needs. Therefore, the correct way of speaking will make sure the success of interaction among people.

Junior High School curriculum emphasizes the teaching of English integrated through the three language skills. They are speaking, reading, and writing. This curriculum also emphasizes that teaching English as foreign language should be based on the communication approach. This approach is based on the teaching of the language as a means of communication.

Based on the interview to the student of SMP 8 Rambah Hilir, students are not interesting study English because they think that English is difficult especially in speaking. They said that speaking are difficult because in speaking there made grammatical sentence so students were worried if their sentence were not correct. However, this is the problem for Junior high school students, particularly students of Junior High School 8 Rambah Hilir. They might have lack of vocabularies, so they can't to keep silent and even avoided talking or being asked by the teacher.

Browser window showing a PDF document titled "HARAHAP.pdf". The document content includes:

**3 / 8**

They said that English are difficult and very complicated because the material used were not interesting and the material were also difficult to understand by their students. So they felt difficult to create their idea to speak up. The students at SMP 8 Rambah Hilir were still unable to produce English during the English session, only few of them were able to do so. Majority of students cannot speak the language because of satisfaction with language learning among the students and their teachers. Beside that, their knowledge were limited about vocabulary, grammatical, pronunciation, and fluency.

Speaking is one of important elements in studying English. Students have to be able to speak English. To get more details about the concept of speaking, the researcher tries to discuss some definitions of speaking from some experts.

Calle and Chalker (2005:9) express their idea about speaking. "Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple form."

According to Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interaction, in which someone speak to someone directly.

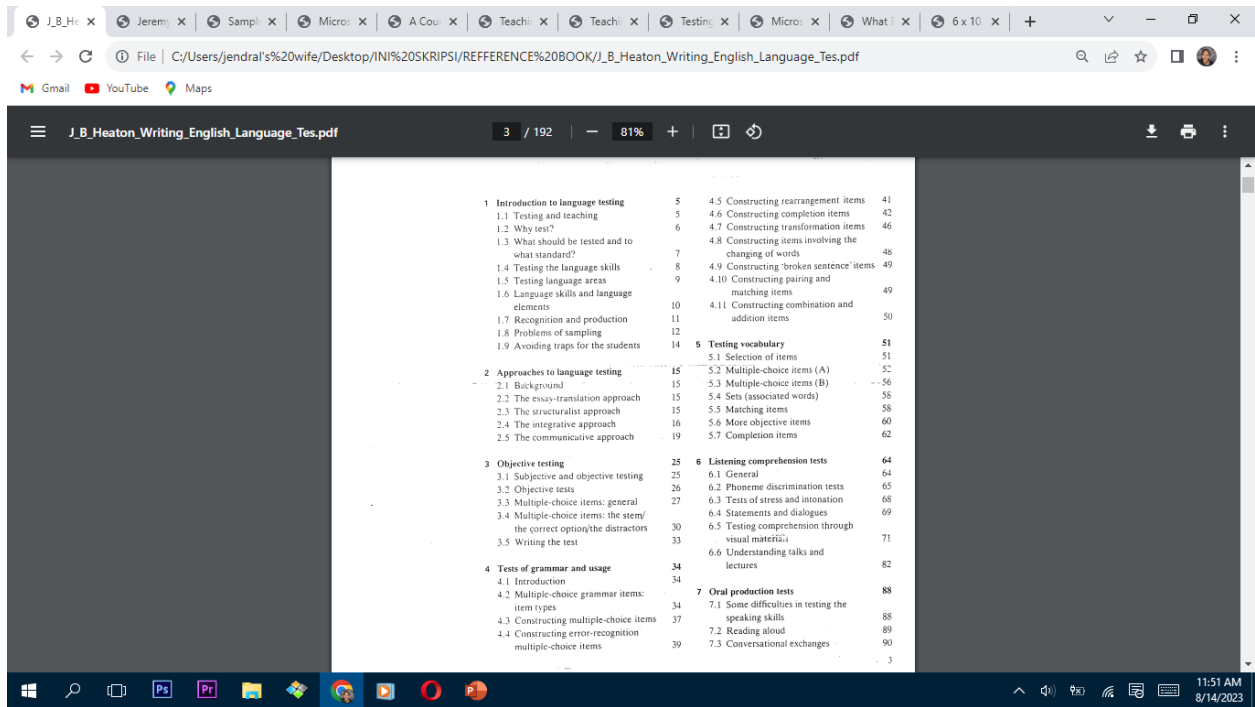
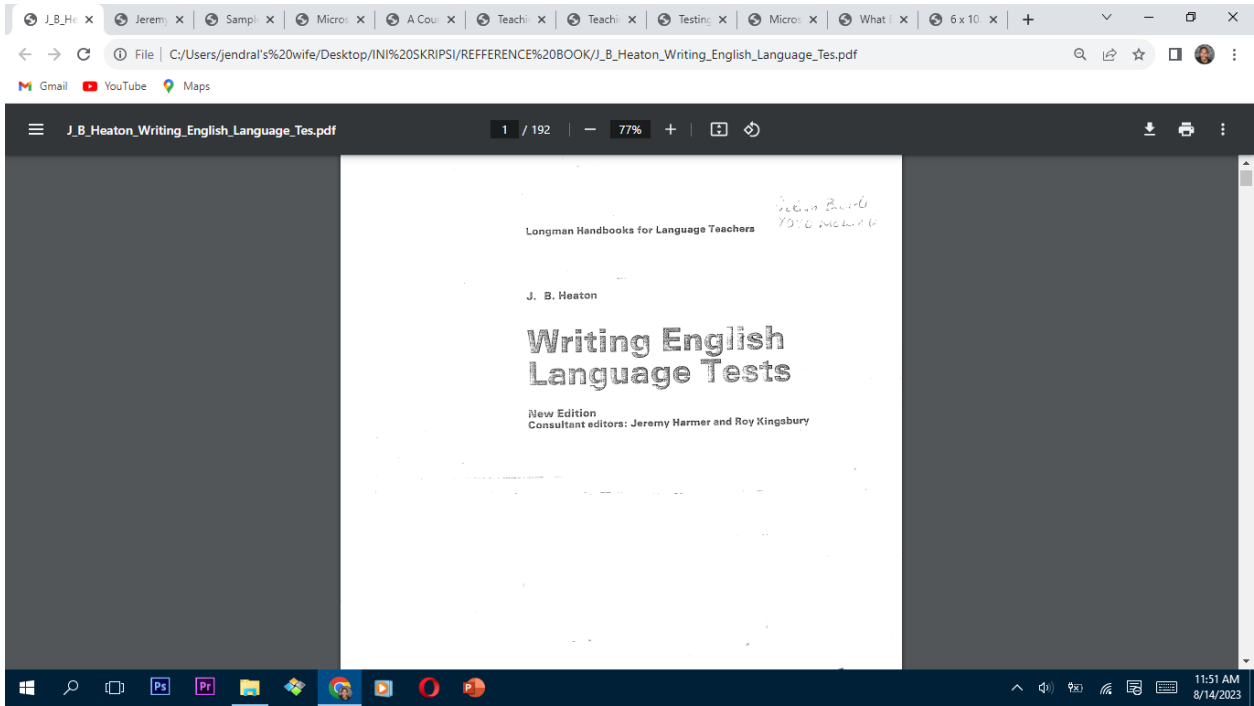
According to Chaturan (2004), speaking is a productive skill since it produces ideas, message, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced our speaking skill.

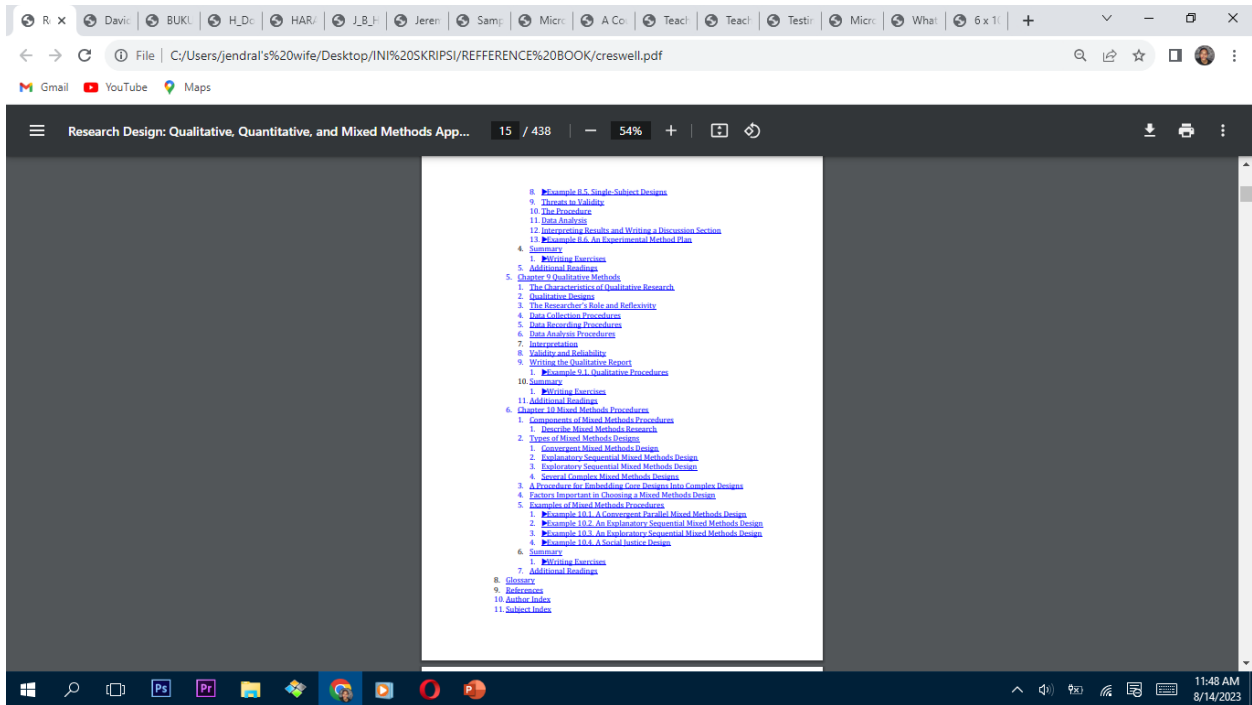
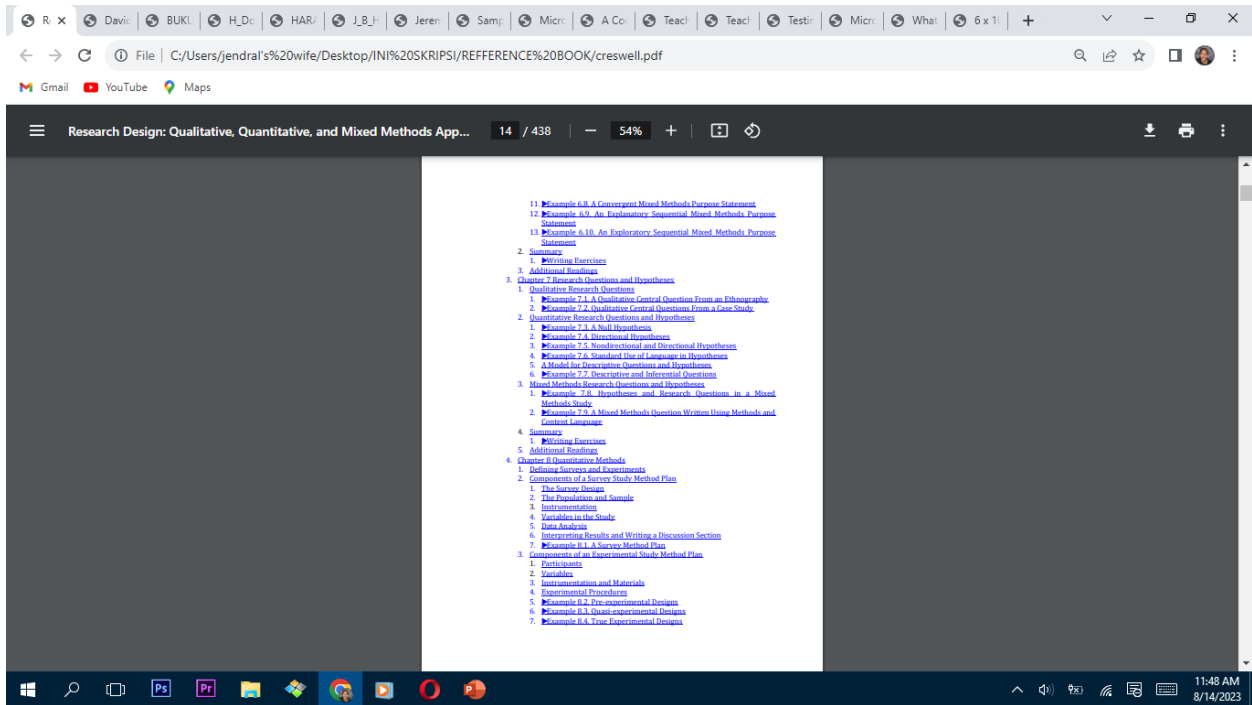
Speaking in linguistics terms has various definition. In Hornby, speaking means saying something to express ideas and opinions. According to Kasahertanti (2005:32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion.

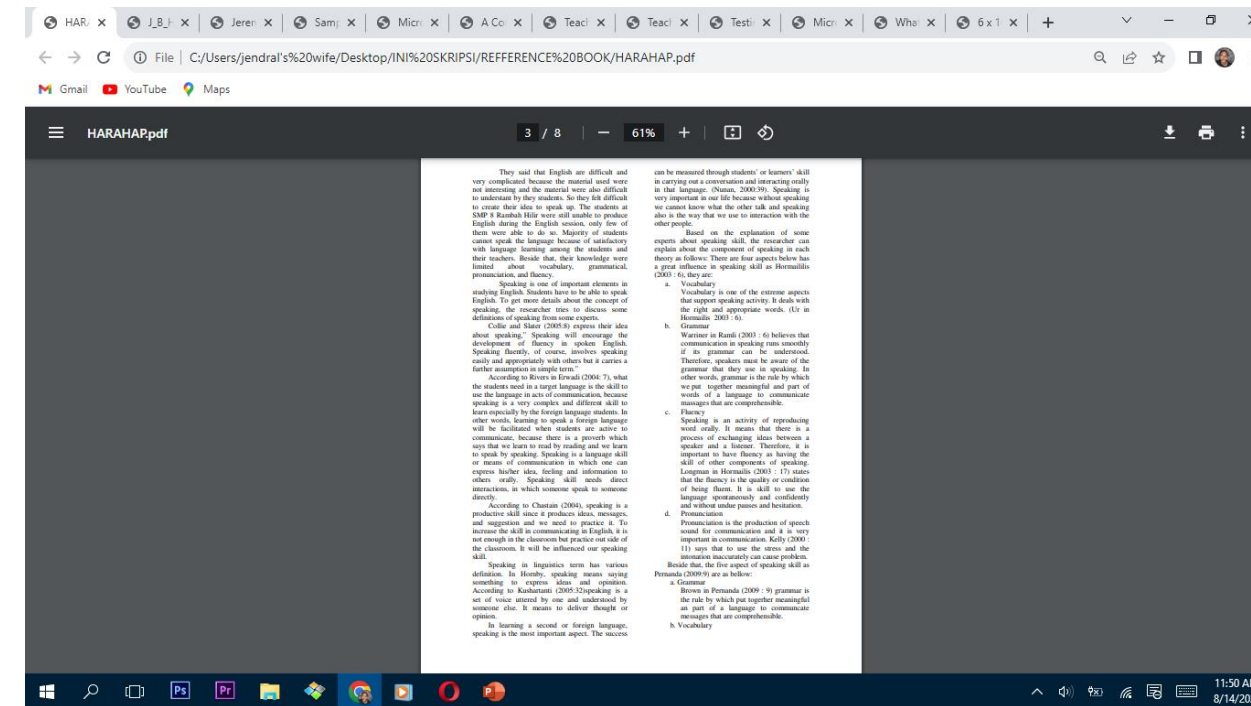
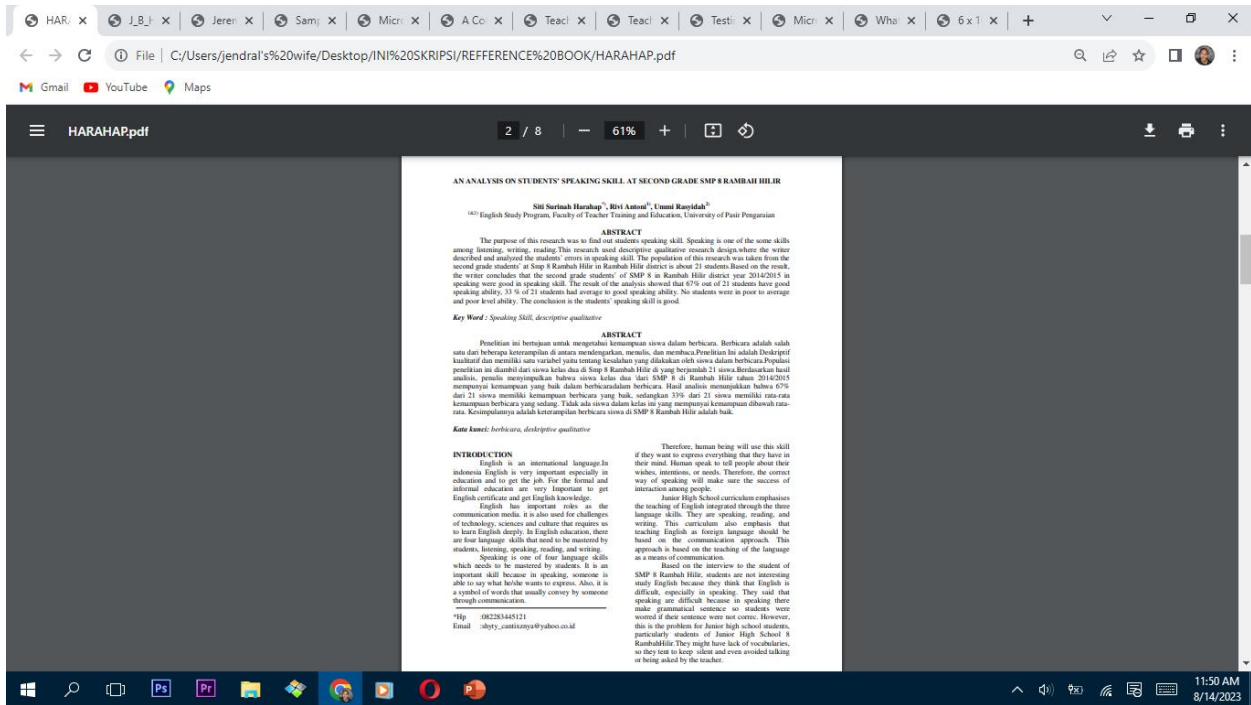
In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or learners' skill in carrying out a conversation and interacting orally in that language. (Nunan, 2000:39). Speaking is very important in our life because without speaking we cannot know what the other talk and speaking also is the way that we use to interaction with the other people.

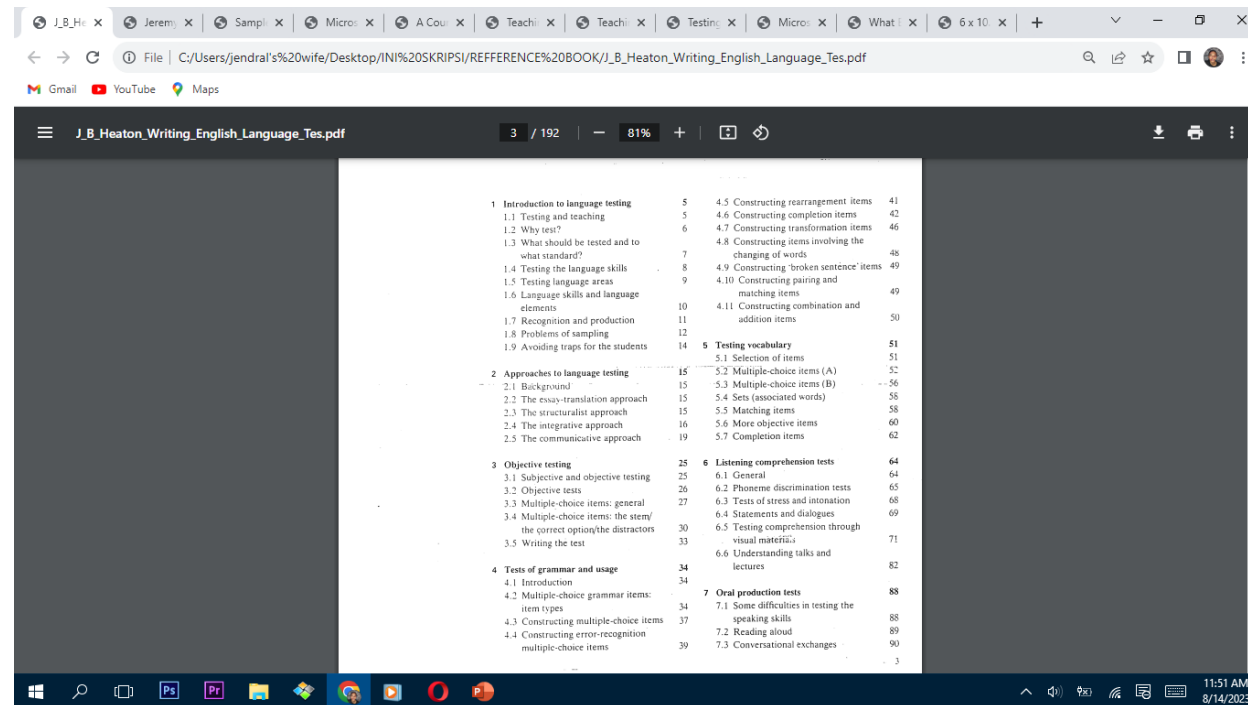
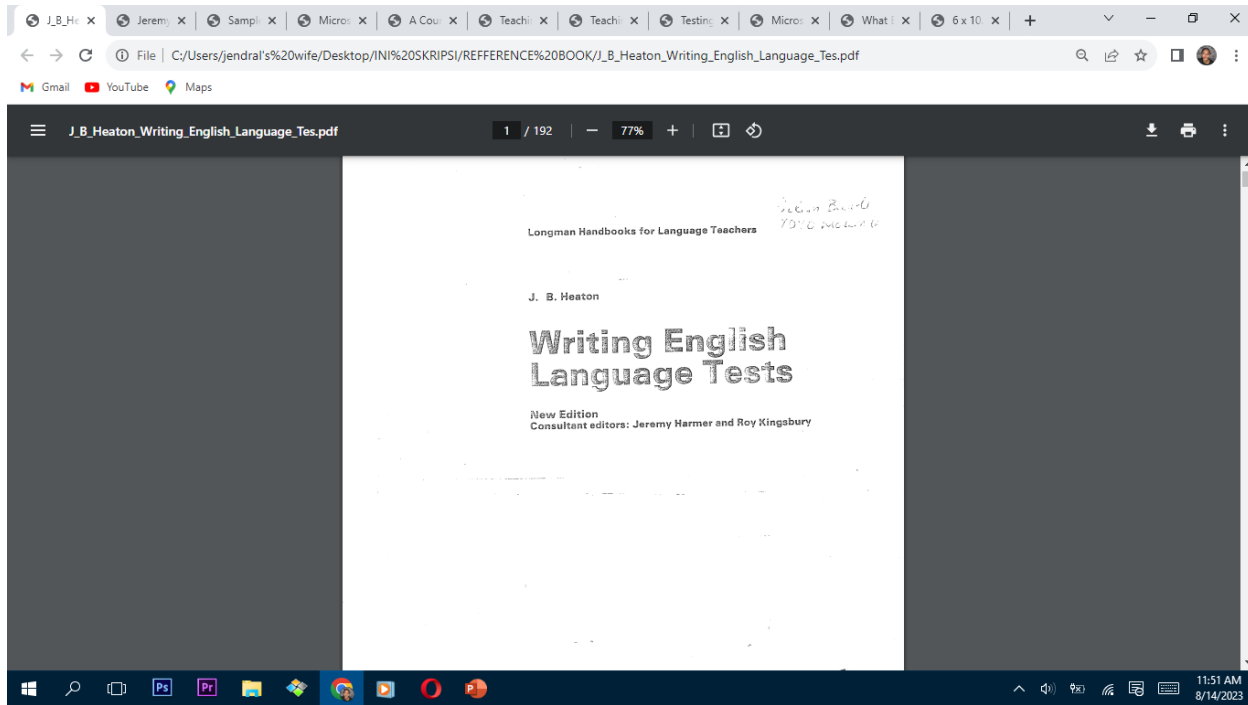
Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows. There are four aspects below has a great influence in speaking skill as Horvathitis (2003: 6), they are:

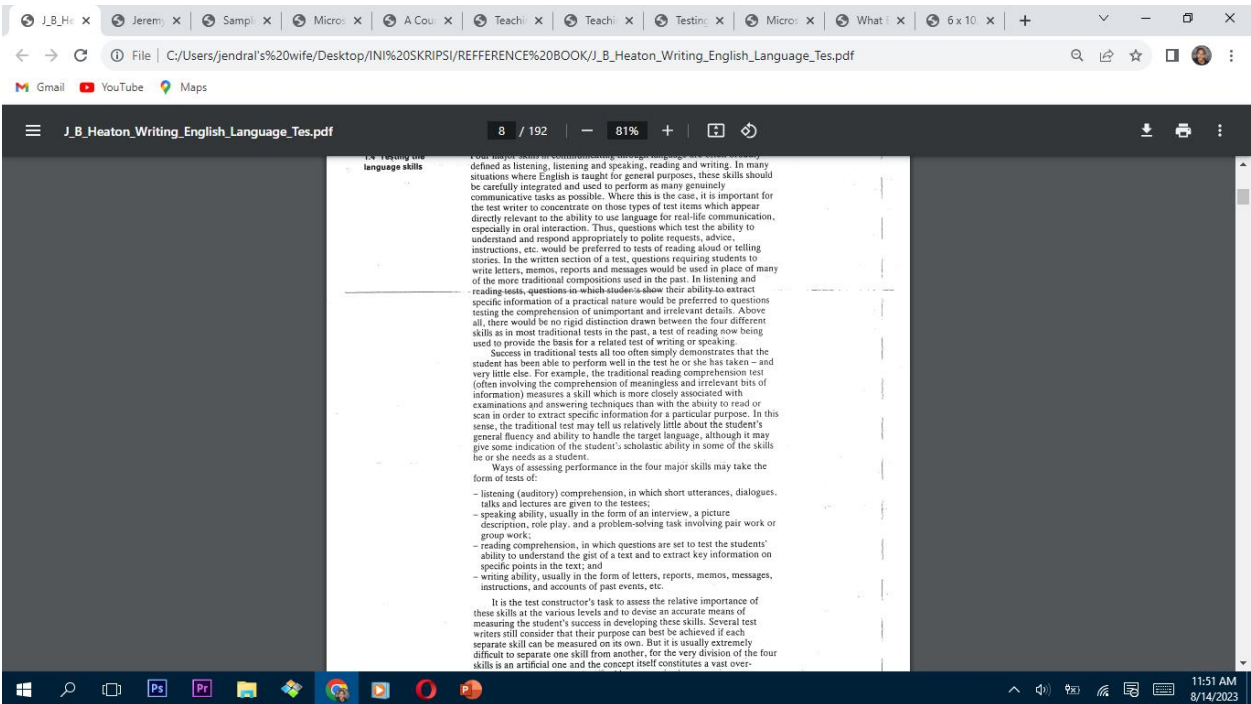
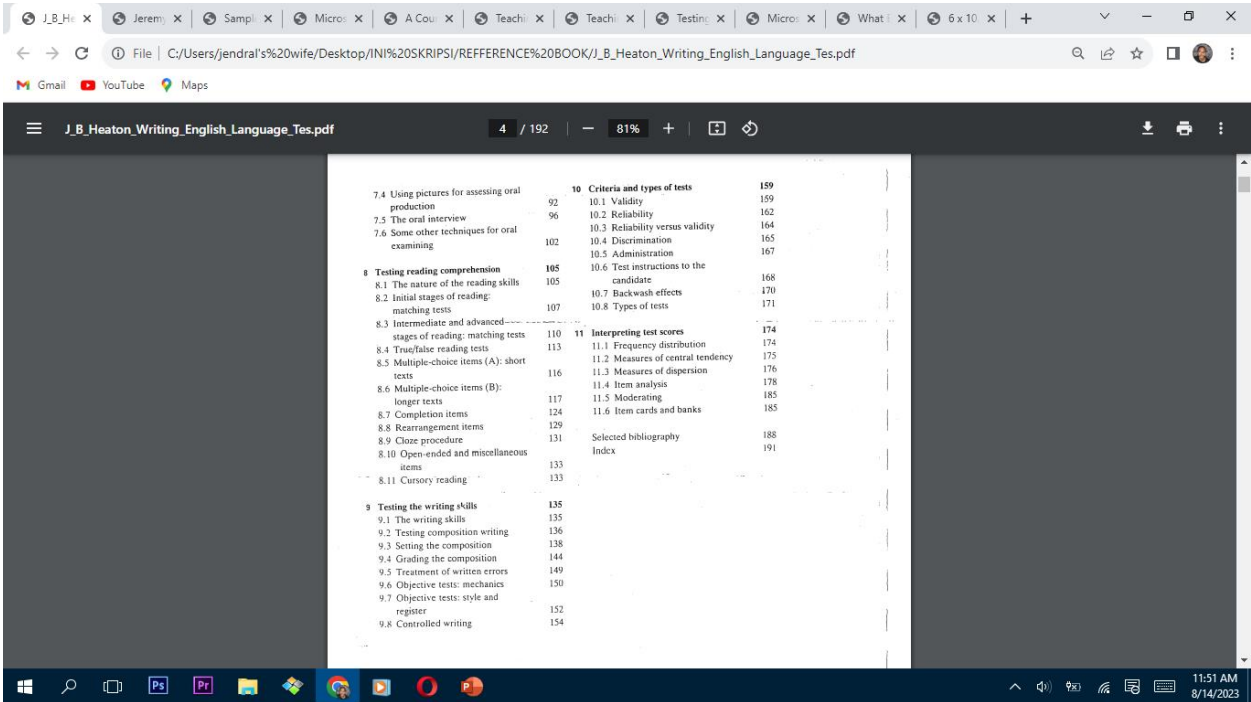
- Vocabulary**  
Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Li in Horvathitis, 2003: 6).
- Grammar**  
Wartner in Ranti (2001 : 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.
- Fluency**  
Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Horvathitis (2003 : 13) states that fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without under pauses and hesitation.
- Pronunciation**  
Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000 : 11) says that to use the stress and the intonation inaccurately can cause problem. Beside that the first aspect of speaking skill as Peranda (2009:9) are as below:
  - Grammar**  
Brown in Peranda (2009 : 9) grammar is the rule by which put together meaningful as part of a language to communicate messages that are comprehensible.
  - Vocabulary**



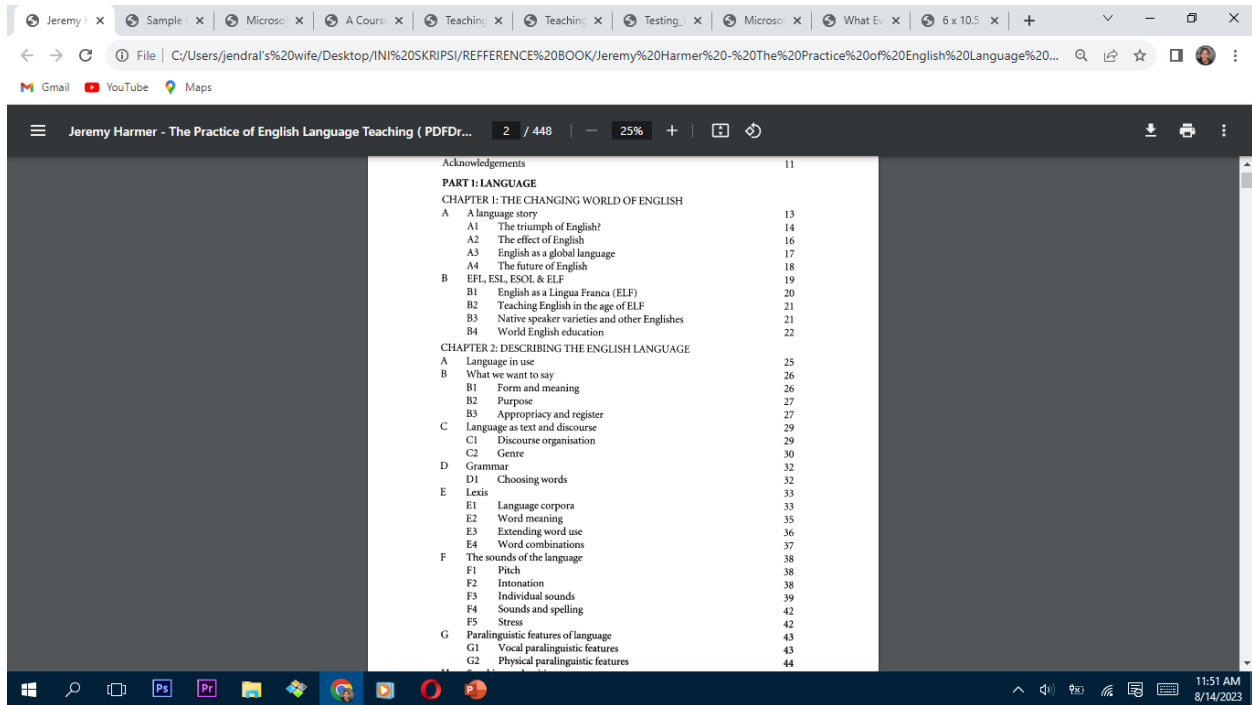
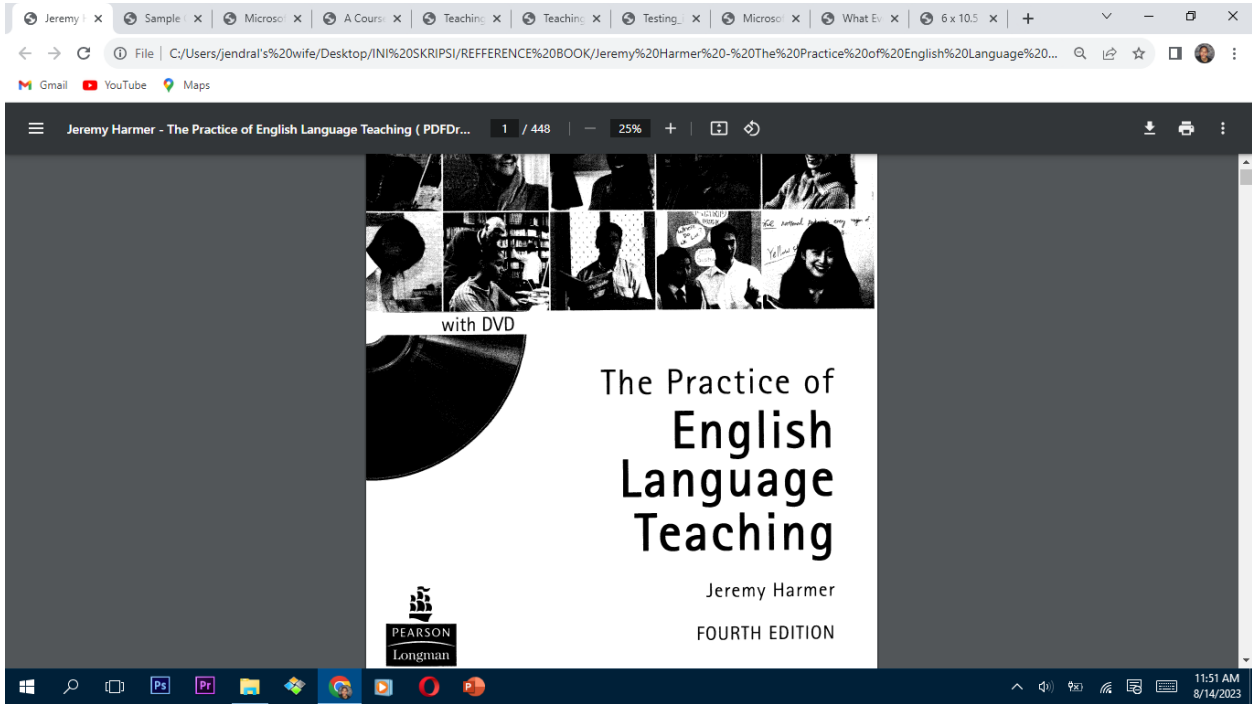
















Jeremy Harmer - The Practice of English Language Teaching ( PDFDr... 6 / 448 | 25%

K	Six questions	195
<b>PART 6: FOCUSING ON THE LANGUAGE</b>		
<b>CHAPTER 12: TEACHING LANGUAGE CONSTRUCTION</b>		
A	Studying structure and use	200
A1	Language study in lesson sequences	200
A2	Choosing study activities	201
A3	Known or unknown language?	202
B	Explain and practise	203
B1	Explaining things	204
B2	Practice (accurate reproduction)	206
C	Discover (and practise)	207
D	Research (and practise)	208
<b>CHAPTER 13: TEACHING GRAMMAR</b>		
A	Introducing grammar	210
B	Discovering grammar	216
C	Practising grammar	219
D	Grammar games	223
E	Grammar books	224
E1	Using grammar books	227
<b>CHAPTER 14: TEACHING VOCABULARY</b>		
A	Introducing vocabulary	229
B	Practising vocabulary	235
C	Vocabulary games	238
D	Using dictionaries	239
D1	Reference and production dictionaries	239
D2	Dictionary activities	241
D3	When students use dictionaries	246
<b>CHAPTER 15: TEACHING PRONUNCIATION</b>		
A	Pronunciation issues	248
A1	Perfection versus intelligibility	248
A2	Problems	249
A3	Phonemic symbols: to use or not to use?	250
A4	When to teach pronunciation	251
A5	Helping individual students	252
B	Examples of pronunciation teaching	253
B1	Working with sounds	253
B2	Working with stress	256

11:51 AM 8/14/2023

Jeremy Harmer - The Practice of English Language Teaching ( PDFDr... 7 / 448 | 25%

A2	Integrating skills	266
A3	Language skills, language construction	267
A4	Integrating skill and language work	268
A5	Top-down and bottom-up	270
B	Receptive skills	270
B1	A basic methodological model for teaching receptive skills	270
B2	The language issue	272
B3	Comprehension tasks	274
C	Productive skills	275
C1	A basic methodological model for teaching productive skills	275
C2	Structuring discourse	276
C3	Interacting with an audience	277
C4	Dealing with difficulty	277
C5	The language issue	278
D	Projects	278
D1	Managing projects	279
D2	A webquest project	280
<b>CHAPTER 17: READING</b>		
A	Extensive and intensive reading	283
A1	Extensive reading	283
A2	Intensive reading: the roles of the teacher	286
A3	Intensive reading: the vocabulary question	286
A4	Intensive reading: letting the students in	287
B	Reading lesson sequences	288
B1	Examples of reading sequences	288
<b>CHAPTER 18: LISTENING</b>		
A	Extensive and intensive listening	303
A1	Extensive listening	303
A2	Intensive listening: using audio material	304
A3	Who controls the recorded material?	306
A4	Intensive listening: 'live' listening	306
A5	Intensive listening: the roles of the teacher	307
B	Film and video	308
B1	Viewing techniques	308
B2	Listening (and mixed) techniques	309
C	Listening (and film) lesson sequences	310
C1	Examples of listening sequences	310
D	The sound of music	319

11:51 AM 8/14/2023



Sample Ch x Microsoft x A Course i x Teaching E x Teaching... x Testing\_in x Microsoft x What Ever x 6 x 10.5 Lc x +

File C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/klingsner.pdf

Gmail YouTube Maps

Sample Chapter: Teaching Reading Comprehension to Students with ... 1 / 13 69%

This is a chapter excerpt from Guilford Publications, *Teaching Reading Comprehension to Students with Learning Difficulties*, Second Edition. By Janice K. Klingner, Sharon Vaughn, and Rose Beckett. Copyright © 2015. Purchase this book now: [www.guilford.com/klingsner](http://www.guilford.com/klingsner)

## CHAPTER 1

### Overview of Reading Comprehension

#### STUDY GROUP PROMPTS

1. How do good and poor readers differ when they talk about text they have read? Think of ways good (poor) readers respond to text that you might use in adapting your instruction to all learners. Can you determine from students' responses to text whether they really understood what they read?
2. What are some of the possible explanations when students with reading difficulties/disabilities have trouble with comprehension? Are there other factors related to reading comprehension that might need to be considered?
3. Determine how well students understand what they read if it is difficult because so much of it occurs "in the head" and isn't readily observable. What can you do to determine how well your students understand what they read?
4. What are some of the key elements in the Common Core State Standards (CCSS) that relate to reading comprehension instruction? Which of your current instructional practices might you change to conform with the Common Core practices? What instructional practices might you add?

How is it that children learn to understand what they read? How do some stu-

11:52 AM 8/14/2023

Sample Ch x Microsoft x A Course i x Teaching E x Teaching... x Testing\_in x Microsoft x What Ever x 6 x 10.5 Lc x +

File C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/klingsner.pdf

Gmail YouTube Maps

Sample Chapter: Teaching Reading Comprehension to Students with ... 2 / 13 69%

2 TEACHING READING COMPREHENSION TO STUDENTS WITH LEARNING DIFFICULTIES

of the students we taught who had learning disabilities also read well and with comprehension. In this chapter we present an overview of reading comprehension and related factors, particularly as they relate to students with significant reading and learning disabilities.

Understanding text, learning from it, and enjoying reading are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the "sine qua non of reading" (Beck & McKeown, 1998). Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency (McKeown, Beck, & Blake, 2009; Corraldi & Ouellet, 2013; Rasinski, Blachowicz, & Lems, 2012).

In the last few years the phonological awareness and decoding skills of students with reading disabilities have been identified as significant inhibitors to successful reading (Ball & Blachman, 1991; Bridges & Catts, 2011; O'Connor & Jenkins, 1995). Although there is little question that difficulties in these foundational skills impede successful growth in reading for many students, it is also true that many students with learning disabilities have significant challenges understanding and learning from text even when they are able to decode adequately (Williams, 1998, 2000). Explicit and highly structured development of beginning reading skills is required, as is highly structured instruction in reading comprehension (Gersten, Fuchs, Williams, & Baker, 2001).

In a landmark reading study, Spillain (1978–1979) conducted a series of observations of reading comprehension instruction. She revealed that typical comprehension instruction wasn't very engaging or likely to improve reading comprehension. She summarized reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through worksheets or skill sheets, and finally assess whether or not they used the skill successfully. Instruction was notably missing. Perhaps of even greater concern than the quality of comprehension instruction was the dearth of reading instruction observed. Based on more than 4,000 minutes of reading instruction observed in fourth-grade classrooms, only 20 minutes of comprehension instruction was recorded. This study significantly influenced research in reading comprehension. However, subsequent observation studies revealed little influence on classroom practice (Klingner, Urbach, Gokos, Brownell, & Menon, 2010; Yowley & El-Dinary, 1997; Swanson & Vaughn, 2010; Vaughn, Moody, & Schumm, 1998). The Common Core State Standards (CCSS) for English language arts were constructed, in part, to address the issue of opportunity to read text. The goal is that students spend adequate time reading and responding to highly challenging and engaging text.

In an attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence understanding of the teachers of reading.

11:52 AM 8/14/2023

Microsoft Word - Layout-IES-p82 1 / 11 67%

### The Impact of Using Brainstorming in the Development of Creative Thinking and Achievement in the English Language of the 10th Grade Students at King Abdullah II Schools of Excellence in Amman

Amal Al Maari<sup>1</sup>  
<sup>1</sup> Princess Alia University College, Al-Balqa Applied University, Jordan  
Correspondence: Amal Al Maari, Princess Alia University College, Al-Balqa Applied University, Jordan

Received: August 11, 2018 Accepted: September 22, 2018 Online Published: January 30, 2019  
doi:10.5539/ies.v12n2p82 URL: <https://doi.org/10.5539/ies.v12n2p82>

#### Abstract

This study aimed to identify the effect of using brainstorming in the development of creative thinking and achievement in the English language among 10th grade students at King Abdullah II School of Excellence. The study sample consisted of 160 students. The problem of the study was to answer the main question: What is the impact of using brainstorming strategy in the development of creative thinking and achievement in English language of 10th grade students at King Abdullah II School of Excellence in Amman? To answer this question and the sub-questions, the researcher built the study tools, which were: 1) A test for creative thinking in English prepared by the researcher. 2) Achievement test of English language prepared by the researcher and consisted of (30) multiple choice questions.

The validity and reliability of the tools were verified. The researcher used the semi-experimental method according to the nature of the study. The researcher applied the pre and post study tools to the two groups (experimental and control). Where the students of the control group were taught using the normal way, while the experimental group was taught using the brainstorming strategy. The study was conducted in the second semester of the academic year 2017/2018.

The results of the study showed that there were statistically significant differences at ( $\alpha < 0.05$ ) between the mean scores of the experimental group (taught using the brainstorming strategy) and the control group (taught in the usual way) in the pre-posttest of creative thinking. Results also showed there were statistically significant differences at ( $\alpha < 0.05$ ) between the mean scores of the experimental group (taught using the brainstorming strategy) and the control group (taught in the usual way) in each skill of creative thinking (fluency, flexibility and originality) in the pre-posttest of creative thinking. And also there were statistically significant differences at ( $\alpha < 0.05$ ) between the mean scores of the experimental group and the control group in the achievement test of English language.

In light of the results of the study, the researcher proposed some recommendations such as: English language books in the educational stages should include some creative thinking skills, such as fluency, flexibility and originality, and the use of modern methods and strategies in teaching English in different educational stages, such as the use of brainstorming.

**Keywords:** creative thinking, brainstorming, King Abdullah II Schools of Excellence

#### 1. Introduction

The Concept of Brainstorming Strategy:  
It may be called brain drain or generate ideas, as the mind recognizes the problem and then examines it and checks its particles so that it can reach the appropriate creative solution. And the first person who established this method (Alex Osborn) and then developed and amended it in 1957, and this method is to produce ideas first and then trial and modify and develop it. The method of brainstorming is used to solve problems individually or collectively, and training is meant to increase efficiency and raise the creative abilities of the individual (Al-Hamad, 2005).

A Course in Language Teaching: Practice of Theory 1 / 388 56%

A Course in Language Teaching  
Practice and theory  
Penny Ur  
CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT  
Series Editors: Marion Williams and Tony Wright  
CAMBRIDGE TEACHER TRAINING AND DEVELOPMENT

Teaching English as a Foreign Language

3 / 176 | 74%

# TEACHING ENGLISH AS A FOREIGN LANGUAGE

2nd Edition

Ag. Bambang Setiyadi

11:53 AM 8/14/2023

A Course in Language Teaching: Practice of Theory

4 / 388 | 56%

## Contents

Units with a ► symbol are components of the 'core' course; those with a ◊ symbol are 'optional'.

Acknowledgements ix

Read this first: To the in-trainee teacher xi  
To the trainer xii

Introduction 1

**Part I The teaching process** 10

**Module 1: Presentations and explanations**

- Unit One: Effective presentations 11
- ◊ Unit Two: Examples of presentation procedures 13
- Unit Three: Explanations and instructions 16

**Module 2: Practice activities**

- Unit One: The function of practice 19
- Unit Two: Characteristics of a good practice activity 21
- Unit Three: Practice techniques 24
- ◊ Unit Four: Sequence and progression in practice 27

**Module 3: Tests**

- Unit One: What are tests for? 33
- Unit Two: Basic concepts: the test experience 35
- Unit Three: Types of test elicitation techniques 37
- ◊ Unit Four: Designing a test 41
- ◊ Unit Five: Test administration 42

**Part II Teaching the language (TL) The 'what'** 46

**Module 4: Teaching Pronunciation**

- Unit One: What does teaching pronunciation involve? 47
- ◊ Unit Two: Listening to accents 50
- Unit Three: Improving learners' pronunciation 52
- ◊ Unit Four: Further topics for discussion 54
- Unit Five: Pronunciation and spelling 56

Contents

11:52 AM 8/14/2023

Teaching English as a | x Teaching\_Speaking\_Sl... x Testing\_in\_English\_as... x Microsoft Word - Lay... x What Every School Le... x 6 x 10.5 Long Title.P6... x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching%20English%20as%20a%20Foreign%20Second%20edition-final%20(2)...

Gmail YouTube Maps

Teaching English as a Foreign Second edition.indd 9 / 176 74%

**PREFACE** vii  
**CONTENTS** ix  
**CHAPTER 1 LANGUAGE TEACHING** 1  
 1.1 History of Language Teaching 1  
 1.2 Approach, Method and Technique 6  
 1.3 English as a Foreign Language and English as a Second Language 16  
 2.1 Background of Grammar Translation Method 25  
**CHAPTER 2 GRAMMAR TRANSLATION METHOD AND DIRECT METHOD** 25  
 2.2 Assumptions About Language and Language Learning 26  
 2.3 Principles of Grammar Translation Method 27  
 2.4 Procedures of Grammar Translation Method 28  
 2.5 Background of Direct Method 35  
 2.6 Basic Assumptions About Language 37  
 2.7 Basic Assumptions About Language Learning 39  
 2.8 Procedures of Direct Method 40  
**CHAPTER 3 AUDIO-LINGUAL METHOD** 43  
 3.1 Background 43  
 3.2 Principles of Audio Lingual Method 45  
 3.3 Assumptions About Language 46

x *Teaching English as Foreign Language*

3.4 Assumptions About Language Learning 47  
 3.5 Teaching Skills 48

11:53 AM 8/14/2023

Teaching English as a | x Teaching\_Speaking\_Sl... x Testing\_in\_English\_as... x Microsoft Word - Lay... x What Every School Le... x 6 x 10.5 Long Title.P6... x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching%20English%20as%20a%20Foreign%20Second%20edition-final%20(2)...

Gmail YouTube Maps

Teaching English as a Foreign Second edition.indd 10 / 176 74%

3.4 Assumptions About Language Learning 47  
 3.5 Teaching Skills 48  
 3.6 Types of Pattern Drills 50  
**CHAPTER 4 SILENT WAY** 61  
 4.1 Background 61  
 4.2 Principles of Silent Way 64  
 4.3 Basic Assumptions About Language 65  
 4.4 Basic Assumptions About Language Learning 66  
 4.5 Procedures of Silent Way 68  
 4.6 Error Correction 72  
**CHAPTER 5 COMMUNITY LANGUAGE LEARNING** 79  
 5.1 Background 79  
 5.2 The Principles of CIL 81  
 5.3 Assumption About Language 85  
 5.4 Assumption About Language Learning 86  
 5.5 Procedure of CIL 87  
**CHAPTER 6 SUGGESTOPEDIA** 91  
 6.1 Background 91  
 6.2 Principles of Suggestopedia 93  
 6.3 Basic Assumptions About Language 96  
 6.4 Basic Assumptions About Language Learning 97  
 6.5 Procedures of Suggestopedia 98  
**CHAPTER 7 TOTAL PHYSICAL RESPONSE** 103  
 7.1 Background 103  
 7.2 Principles of Total Physical Response 105  
 7.3 Basic Assumption About Language 106  
 7.4 Basic Assumption About Language Learning 107  
 7.5 Procedures and Techniques of Tpr 109  
**CHAPTER 8 COMMUNICATIVE LANGUAGE TEACHING** 117  
 8.1 Background 117  
 8.2 Principles of CLT 119  
 8.3 Basic Assumptions About Language 122  
 8.4 Basic Assumptions About Language Learning 125

11:54 AM 8/14/2023



Microsoft Word x A Course in L x Teaching Eng x Teaching\_Spe x Testing\_in\_Eng x Microsoft Wo x What Every S x 6 x 10.5 Long x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENC%20BOOK/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-...

Gmail YouTube Maps

A Course in Language Teaching: Practice of Theory 5 / 388 56%

Contents

Module 5 Teaching vocabulary	60
▶ Unit One: What is vocabulary and what needs to be taught?	61
▶ Unit Two: Presenting new vocabulary	64
▶ Unit Three: Remembering vocabulary	64
▶ Unit Four: Ideas for vocabulary work in the classroom	68
▶ Unit Five: Testing vocabulary	69
Module 6 Teaching grammar	75
▶ Unit One: What is grammar?	76
▶ Unit Two: The place of grammar teaching	78
▶ Unit Three: Grammatical forms	81
▶ Unit Four: Presenting and explaining grammar	81
▶ Unit Five: Grammar practice activities	83
▶ Unit Six: Grammatical mistakes	85
Module 7 Topics, situations, notions, functions	90
▶ Unit One: Topics and situations	92
▶ Unit Two: What ARE notions and functions?	92
▶ Unit Three: Teaching chunks of language: from text to task	96
▶ Unit Four: Teaching chunks of language: from task to text	96
▶ Unit Five: Combining different kinds of language systems	98
<b>Part III Teaching the language (2): The 'how'</b>	<b>103</b>
Module 8 Teaching listening	107
▶ Unit One: What does real-life listening involve?	107
▶ Unit Two: Real-life listening in the classroom	111
▶ Unit Three: Learner problems	112
▶ Unit Four: Types of activities	113
▶ Unit Five: Adapting activities	115
Module 9 Teaching speaking	120
▶ Unit One: Successful oral fluency practice	122
▶ Unit Two: The functions of topics and tasks	124
▶ Unit Three: Discussion activities	128
▶ Unit Four: Other kinds of spoken interaction	129
▶ Unit Five: Role-play and related techniques	131
▶ Unit Six: Oral testing	133
Module 10 Teaching reading	138
▶ Unit One: How do we read?	141
▶ Unit Two: Beginning reading	141
▶ Unit Three: Types of reading activities	143
▶ Unit Four: Improving reading skills	147
▶ Unit Five: Advanced reading	150

11:53 AM 8/14/2023

Teaching English as a x Teaching\_Speaking\_Sl x Testing\_in\_English\_as x Microsoft Word - Lay x What Every School Le x 6 x 10.5 Long Title.P6 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENC%20BOOK/Teaching%20English%20as%20a%20Foreign%20Second%20edition-final%20(2)...

Gmail YouTube Maps

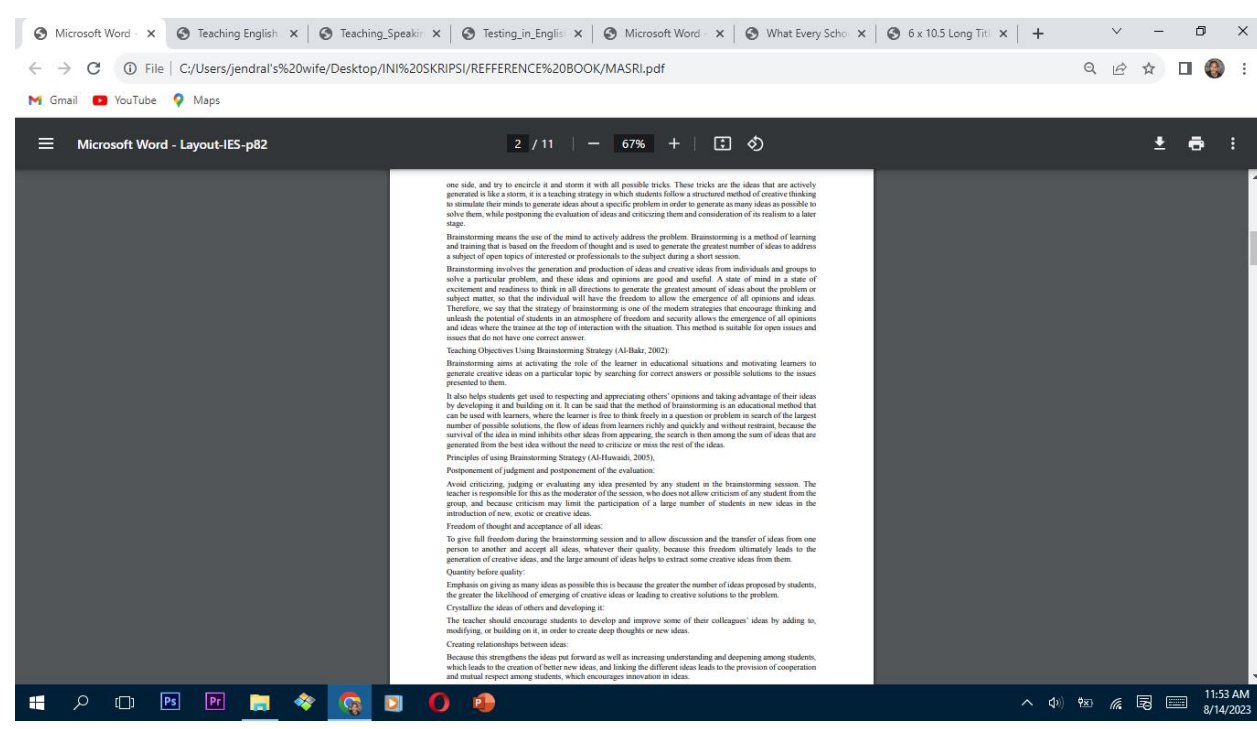
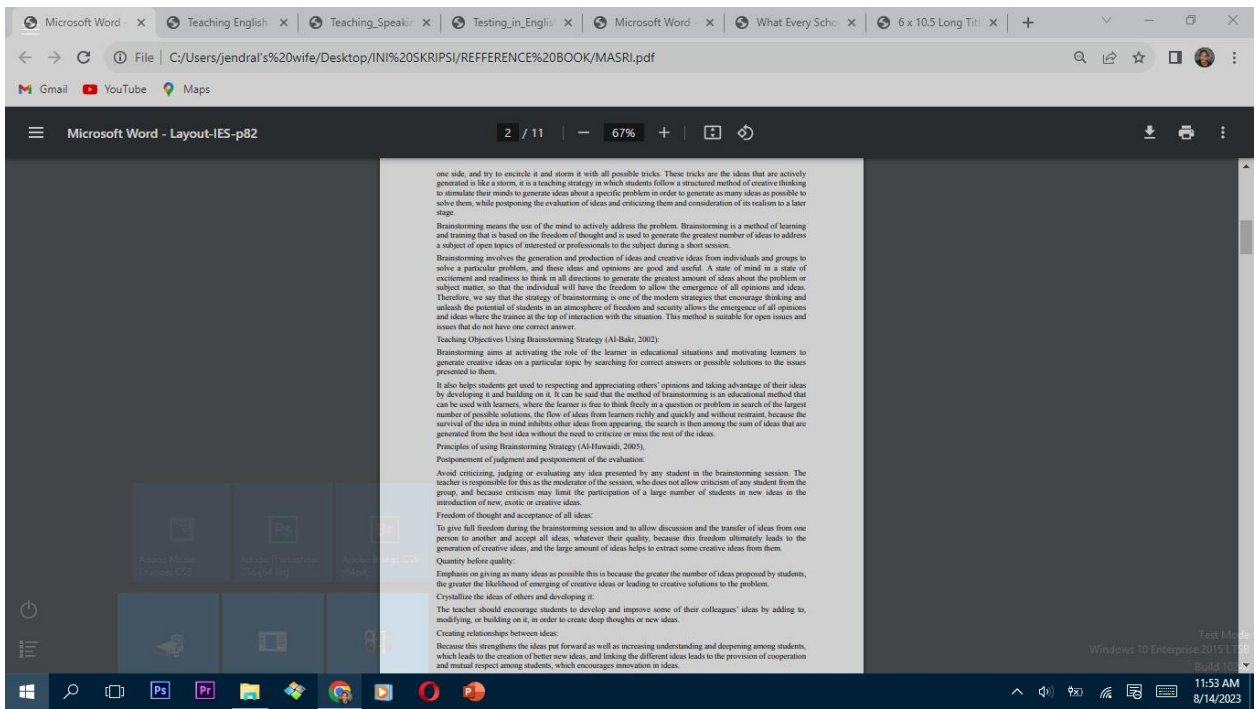
Teaching English as a Foreign Second edition.indd 11 / 176 74%

Contents

	xi
8.5 Some Misconceptions About CLT	126
8.6 Procedures of Teaching A Language Through CLT	128
9.1 Background	135
<b>CHAPTER 9 NATURAL APPROACH</b>	<b>135</b>
9.2 Assumptions About Language	139
9.3 Assumptions About Language Learning	139
9.4 Procedures of Natural Approach	144
10.1 Introduction	149
<b>CHAPTER 10 TEACHING ACROSS AGE LEVELS</b>	<b>149</b>
10.2 Teaching Children	151
10.3 Teaching Teenagers	152
10.4 Teaching Adults	154
<b>REFERENCE</b>	<b>159</b>

-oo000-

11:54 AM 8/14/2023



Teaching\_Speaking\_Skills\_in\_ x Testing\_in\_English\_as\_a\_Secc x Microsoft Word - Layout-IES x What Every School Leader N x 6 x 10.5 Long Title.P65 x + -

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching\_Speaking\_Skills\_in\_Communication\_Classroom.pdf

Gmail YouTube Maps

Teaching\_Speaking\_Skills\_in\_Communication\_Classroom.pdf 1 / 9 | 100% + -

ResearchGate


See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/325600985>

## Teaching Speaking Skills in Communication Classroom

Article · June 2018  
DOI: 10.20431/2454-9479.0303003

CITATIONS	READS
41	161,189

1 author:

 **Shafaat Hussain**  
Newcastle University  
20 PUBLICATIONS 99 CITATIONS  
[SEE PROFILE](#)

Windows taskbar: 11:54 AM 8/14/2023

Teaching\_Speaking\_Skills\_in\_ x Testing\_in\_English\_as\_a\_Secc x Microsoft Word - Layout-IES x What Every School Leader N x 6 x 10.5 Long Title.P65 x + -

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching\_Speaking\_Skills\_in\_Communication\_Classroom.pdf

Gmail YouTube Maps

Teaching\_Speaking\_Skills\_in\_Communication\_Classroom.pdf 2 / 9 | 100% + -

*International Journal of Media, Journalism and Mass Communications (IJMJMC)*  
Volume 3, Issue 3, 2017, PP 14-21  
ISSN 2454-9479  
<http://dx.doi.org/10.20431/2454-9479.0303003>  
[www.arcjournals.org](http://www.arcjournals.org)

---

## Teaching Speaking Skills in Communication Classroom

**Shafaat Hussain**  
Assistant Professor of Journalism and Communication, MadaWalabu University, Bale Robe, Ethiopia

**Abstract:** Language is first and foremost a spoken and not a written entity. Human beings talked and listened ages before there was anything for them to read. This is why it is said that in the long history of the human race, the invention of writing was an event of yesterday. Speaking is a major skill in communication. This review article highlights how the skill of speaking is taught in communication classroom; what are the prominent beliefs about the speaking skill; what are the principles of learning and teaching speaking skills; the different activities and tasks associated to enhance the communication skill and finally, how to teach pronunciation to the learners of communication.

**Keywords:** Journalism and communication, classroom, speaking skill, pronunciation, Oral skill

---

### 1. INTRODUCTION

Language is primarily speech. A very large number of languages in the world are only spoken with no writing script. Majority of languages even with writing scripts use their spoken forms more than the written ones. It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings (Anuradha, Raman & Hemamalini 2014). Listening and speaking are the fundamental skills, and if only the foundation is firm, the edifice built on it will be durable. In mother tongue, children get a very natural opportunity of listening and speaking in their surroundings. Thereafter, they are sent to the school to learn reading and writing skills. But, in the case of communication classroom, the available environment of the learner is

Windows taskbar: 11:54 AM 8/14/2023

Teaching\_Speaking\_Skills\_in\_ x Testing\_in\_English\_as\_a\_Sec... Microsoft Word - Layout-IES x What Every School Leader N x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching\_Speaking\_Skills\_in\_Communication\_Classroo.pdf

Gmail YouTube Maps

Teaching\_Speaking\_Skills\_in\_Communication\_Classroo.pdf 3 / 9 100%

**2. BELIEFS ABOUT DEVELOPING SPEAKING SKILLS**

According to Rao (2012), the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;
- Speech is important because it provides the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction then accuracy among EFL learners; and
- It enables the teacher to use the class time economically.

**3. PRINCIPLES OF TEACHING SPEAKING SKILLS**

According to Anuradha et al (2014), following are the principles of teaching speaking skills:

- Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- Tolerate the students if some of them simply repeat what they say.
- If a student gives one word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have.
- Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.

11:54 AM 8/14/2023

Teaching\_Speaking\_Skills\_in\_ x Testing\_in\_English\_as\_a\_Sec... Microsoft Word - Layout-IES x What Every School Leader N x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/Teaching\_Speaking\_Skills\_in\_Communication\_Classroo.pdf

Gmail YouTube Maps

Teaching\_Speaking\_Skills\_in\_Communication\_Classroo.pdf 4 / 9 100%

**Shafaat Hussain**

- Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.

**4. CLASSROOM ACTIVITIES AND TASKS FOR PRACTICING SPEAKING SKILLS**

Repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills (Jyothsna&Rao 2009). Moreover, according to Kumari (2014), a variety of function based activities and tasks can be used to develop speaking skills which are given as under:

**4.1. Dialogue**

Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc.

**Example**

A	B
Hello Workenish!	Hello/Asanti!
How are you doing?	Fine, thank you.
Where are you going?	To the library, will you come with me?
I am sorry; I am going to submit my assignment.	Okay, no problem. Can you come my home this evening?
Anything special?	Yes, today is my birth day.
Oh really, Happy birthday to you!	Thank you. Don't forget to come.
Okay, bye!	See you.

**Taskl** : Form a pair in the class and make a dialogue with your friend with the help of clues given under:

**Place** : Home

**People** : You and your friend

**Your Friend** : Greets

**You** : Return greeting

**Your Friend** : Apologies for being late

**You** : Accept apology, ask for reason

11:54 AM 8/14/2023

Testing\_in\_English\_as\_a\_Second\_L... Microsoft Word - Layout-IES-p92 x What Every School Leader Needs x 6 x 10.5 Long Title.P65

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENC%20BOOK/Testing\_in\_English\_as\_a\_Second\_Language.pdf

Gmail YouTube Maps

Testing\_in\_English\_as\_a\_Second\_Language.pdf 1 / 32 100%

**DOCUMENT RESUME**

ED 135 206 FL 008 271

**AUTHOR** Garcia-Zamor, Marie; Birdsong, David  
**TITLE** Testing in English as a Second Language: A Selected, Annotated Bibliography. CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.

**INSTITUTION** ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

**SPONS AGENCY** National Inst. of Education (DHEW), Washington, D.C.  
**PUB DATE** Jan 77

**NOTE** 32p.

**AVAILABLE FROM** Teachers of English to Speakers of Other Languages, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

**EDRS PRICE** MF-\$0.83 HC-\$2.05 Plus Postage.

**DESCRIPTORS** \*Annotated Bibliographies; \*English (Second Language); Language Instruction; \*Language Proficiency; Language Skills; \*Language Tests; Resource Materials; Second Language Learning; Student Evaluation; \*Test Construction; Testing

**ABSTRACT** This bibliography on testing in English as a second language (ESL) is divided into four sections. Section 1, Second language Testing, includes texts and articles that treat the general and overall aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The

11:54 AM  
8/14/2023

Testing\_in\_English\_as\_a\_Second\_L... Microsoft Word - Layout-IES-p92 x What Every School Leader Needs x 6 x 10.5 Long Title.P65


File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENC%20BOOK/Testing\_in\_English\_as\_a\_Second\_Language.pdf

Gmail YouTube Maps

Testing\_in\_English\_as\_a\_Second\_Language.pdf 2 / 32 100%

**Testing in English as a Second Language:  
A Selected, Annotated Bibliography**

Marie Garcia-Zamor  
David Birdsong



U.S. DEPARTMENT OF HEALTH,  
EDUCATION AND WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

11:54 AM  
8/14/2023

Testing\_in\_English\_as\_a\_Second\_L... x Microsoft Word - Layout-IES-p92 x What Every School Leader Needs x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERRECE%20BOOK/Testing\_in\_English\_as\_a\_Second\_Language.pdf

Gmail YouTube Maps

Testing\_in\_English\_as\_a\_Second\_Language.pdf 5 / 32 100%

A SELECTED BIBLIOGRAPHY ON  
TESTING IN ENGLISH AS A SECOND LANGUAGE

The works cited in this bibliography address a wide variety of topics and issues in second language testing. The first group of items provide a background on language testing in general; all other entries relate specifically to testing in English as a second language. In order to make the bibliography as current as possible, the compilers concentrated on documents published after 1969. They did include, however, a few valuable works which appeared prior to 1970. Although an effort was made to include representative and comprehensive sources on major issues, inevitably some interesting areas and worthwhile contributions have been overlooked.

The bibliography is divided into four sections. The first section includes texts and articles that treat the general or overall aspects of Second Language Testing. Many of the theories, techniques, and tests discussed in these works also apply to English as a second language.

The items listed under *Testing Theory* provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas.

Some *Test Design* items describe the construction of a prototype ESL test or related experimentation. Others provide teachers with suggestions for design and construction of their own tests.

The section on *Tests and Test Assessments* contains descriptions of specific ESL test instruments and also includes some evaluations. Unless otherwise noted, tests cited in this portion of the bibliography are available commercially or can be obtained from a specified source.

To order documents identified by an ED number in the bibliography, write to ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ED numbers must be specified. ED documents may also be read on microfiche at an ERIC library collection. For lists of local ERIC collections, contact User Services, ERIC/CLL, Center for Applied Linguistics, 1611 North Kent St., Arlington, VA 22209.

11:54 AM  
8/14/2023

Microsoft Word - Layout-IES-p92 x What Every School Leader Needs x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERRECE%20BOOK/The\_Effectiveness\_of\_Using\_Brainstorming\_Strategy\_.pdf

Gmail YouTube Maps

Microsoft Word - Layout-IES-p92 1 / 9 100%

International Education Studies; Vol. 11, No. 3; 2018  
ISSN 1913-9020 E-ISSN 1913-9039  
Published by Canadian Center of Science and Education

The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public Schools in Jordan

Nibal Abdelkarim Mousa Malkawi<sup>1</sup> & Mona Smadi<sup>2</sup>

<sup>1</sup> Al Balqa Applied University, Salt, Jordan  
<sup>2</sup> Princess Alia University College, Al Balqa Applied University, Amman, Jordan  
Correspondence: Nibal Abdelkarim Mousa Malkawi, Al Balqa Applied University, Salt, Jordan. E-mail: nibal\_malkawi@yahoo.com

Received: October 2, 2017 Accepted: November 20, 2017 Online Published: February 25, 2018  
doi:10.5539/ies.v11n3p92 URL: <https://doi.org/10.5539/ies.v11n3p92>

**Abstract**  
The study aims to identify the effect of using brainstorming method in the teaching of English grammar; to improve the level of sixth grade students in English grammar at public schools in Jordan. The study population consisted of all sixth grade students of both sexes. The sample of the study was chosen in the random stratified manner, represented in four schools: two for males and two for females, which were divided into two groups (experimental and control). The results showed that there were significant differences at the level of ( $\alpha = 0.05$ ) in the achievement test in the English grammar, in favor of the experimental group. The results also showed significant differences between males and females in the achievement test in favor of the females. One of the most prominent recommendations was to refer to those concerned with educational guidance, and school administrations to give priority to the issue of the weakness of students in English grammar by focusing on the use

11:54 AM  
8/14/2023



Microsoft Word - Layout-IES-p92 x What Every School Leader Needs: x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/The\_Effectiveness\_of\_Using\_Brainstorming\_Strategy...pdf

Gmail YouTube Maps

Microsoft Word - Layout-IES-p92 2 / 9 | 100% + |

92

ies.ccsenet.org International Education Studies Vol. 11, No. 3; 2018

given in one direction from the teacher to the learner" (Husari et al., 2000).

Fontaine (1981) stressed that brainstorming is a way of bringing ideas without consideration of their evaluation. This does not mean leaving the evaluation, but only postponing it to the end of the session. The brainstormer should be aware that brainstorming is not guaranteed to get new ideas. "Brainstorming is not just a way to encourage new ideas, but to encourage all participants to contribute to teamwork (Wahib & Zidane, 2001).

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 one of the most distinctive ways to develop creative thinking, so the nature of the brainstorming is characterized as working on the flow of ideas without criticism and try to speed thinking, break the deadlock, and challenge the minds (Hassanein 2002), focuses on the positive participation of learners in the educational process, and invites them to build different patterns and images of ideas, to expand their creative views, and open their minds, during addressing problems, proposing solutions, and presenting terminology, on the contradictions existing in problem, and then the learners can collect scientific knowledge of the facts and concepts and scientific principles, laws and theories, and the collection of cognitive aspects necessary to understand phenomena, events and adaptation with it (Abdelkader, 1997)

*1.1 Problem of the Study*

Despite the continuous efforts exerted by the Ministry of Education in Jordan, represented by all its educational institutions, aimed at improving the quality of the learning process, there is still a gap between the negative results in terms of the level of achievement in English language skills and its grammar did not reach the required level.

Within the framework of the search for finding a way to overcome this phenomenon, the study seeks to research

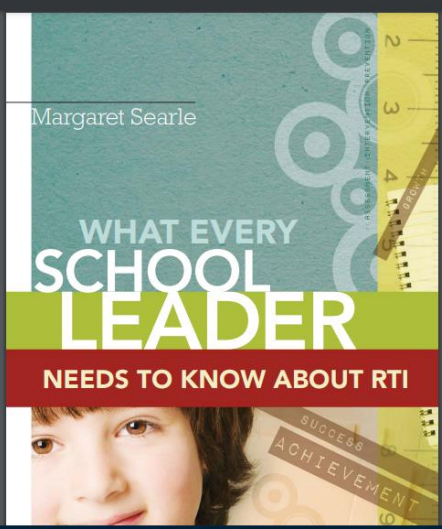
11:55 AM 8/14/2023

What Every School Leader Needs: x 6 x 10.5 Long Title.P65 x +

File | C:/Users/jendral's%20wife/Desktop/INI%20SKRIPSI/REFERENCE%20BOOK/what-every-school-leader-needs-to-know-about-rti-1416609938-978141660993... Q

Gmail YouTube Maps

What Every School Leader Needs to Know about RTI 1 / 213 | 70% + |



Margaret Searle

WHAT EVERY SCHOOL LEADER NEEDS TO KNOW ABOUT RTI

SUCCESS ACHIEVEMENT

11:55 AM 8/14/2023



What Every School Leader Needs to Know about RTI

6 / 213 | 70%

# SCHOOL LEADER NEEDS TO KNOW ABOUT RTI

Preface.....	vii
Acknowledgments .....	xi
Chapter 1: What Is RTI and Why Should We Care?.....	1
Chapter 2: A Visible Means of Support .....	22
Chapter 3: It's Not the Tool, It's the Operator .....	45
Chapter 4: Using Universal Screen Results to Set Goals .....	60
Chapter 5: The Tiered Pyramid of Interventions .....	78
Chapter 6: Prevention is More Efficient Than Cure .....	103
Chapter 7: What to Do When You Don't Know What to Do.....	144
Chapter 8: Compassionate and Competent Education .....	180
References.....	185
Index.....	191
About the Author.....	197

11:55 AM 8/14/2023

6 x 10.5 Long Title.P65

1 / 24 | 100%

CAMBRIDGE

Cambridge University Press  
978-0-521-27384-8 - Teaching the Spoken Language  
Gillian Brown and George Yule  
Excerpt  
[More information](#)

## 1 The spoken language

### 1.0 Preliminaries

In this chapter we shall explore some of the differences in form and in function between spoken and written language. We shall point out that, within spoken language, certain distinctions need to be drawn, because they have an effect on the forms of language which are produced. The bulk of the chapter is devoted to considering the uses to which spoken language is put by native speakers of English, with extensive transcribed illustrations of this use. In the last sections we consider the implications of research findings about the behaviour of native speakers for the teaching of the spoken language to foreign learners.

11:55 AM 8/14/2023

