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**The Implementation of Brainstorming Method by EFL Teachers in Improving Students’ Engagement in Speaking Class**

**A Case Study at SMAN 1 Pangalengan**

**Neng Nisa Anisa Padilah**

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Institut Prima Bangsa

[*nengnisaanisaa*@gmail.com](mailto:nengnisaanisaa@gmail.com)

**Aldha Williyan**

Institut Prima Bangsa

[*alwilliyan@gmail.com*](mailto:alwilliyan@gmail.com)

**Utami Rosalina**

Institut Prima Bangsa

[*utami.rosaline@gmail.com*](mailto:utami.rosaline@gmail.com)

**Abstract:**

This study aims to explore how EFL teachers implement brainstorming methods to increase student engagement in speaking classes and how it impacts student engagement. The method used in this research is qualitative method and case study. Utilizing a qualitative case study approach, this research involves observations, interviews, and document analysis to gather data on how brainstorming activities affect student participation and speaking skills. The results of this study show that EFL teachers at SMAN 1 Pangalengan use brainstorming method to increase student engagement in speaking class. The steps include making lesson plans, choosing the type of brainstorming, preparing teaching materials, conditioning the class, dividing groups, brainstorming sessions, and classifying ideas. The types of brainstorming used were round robin, mind mapping, role storming, and brainwriting. The impact was increased participation, confidence, motivation, critical thinking skills, focus, concentration, and English language skills. This method makes learning more varied and dynamic.

**Keywords**: Brainstorming Method, Student Engagement, Speaking Class

**INTRODUCTION**

Low student engagement in the speaking classroom is a major challenge for EFL teachers. This phenomenon indicates an urgent need to create a more inclusive and supportive learning environment for all students. In the English learning process, the majority of students tend to be quiet and less active in speaking. This can be caused by various factors, ranging from lack of confidence to fear of speaking in front of the class. This makes EFL teachers faced with additional challenges in designing effective learning strategies to overcome this problem.

The application of innovative teaching methods is crucial in improving the learning experience and outcomes in the EFL classroom. Among various learning methods, brainstorming method has been identified as a powerful method to stimulate student participation and improve speaking skills. The brainstorming method is a way to generate ideas, enhance creativity, or find problem solutions in which group participants develop ideas about a topic or problem in a judgment-free atmosphere and follow appropriate ground rules of behaviour (Wilson, 2013). Brainstorming is a learning method that involves classroom discussion with the aim of gathering opinions, information, ideas, experiences, and knowledge from all learners (Kurniawan et al., 2022). In its implementation, the teacher will provide a problem to students, then students will provide various ideas, opinions, information, ideas, experiences, and their knowledge related to the given problem. This method aims to encourage students to be able to develop and convey as many ideas as possible in solving existing problems. In addition, the brainstorming method is used to encourage student involvement to be more active in speaking in class.

This study will discuss the implementation of brainstorming method by English as a Foreign Language (EFL) teachers in an effort to increase students' engagement in speaking activities in class. This research was conducted using qualitative approach and case study at SMAN 1 Pangalengan. The researcher chose SMAN 1 Pangalengan, as the research location because there are some students there have low engagement when learning English especially in speaking class. The aim of this study is to explore in depth the use of brainstorming method by EFL teachers and its impact on students' engagement in speaking activities in class. The research will also involve observations, interviews, and document analysis to gain a comprehensive understanding of the method.

This research focuses on the implementation of brainstorming method by EFL teachers at SMAN 1 Pangalengan, exploring its impact on students' engagement in classroom speaking. The research aims to provide insight into the practical implementation of brainstorming in an EFL setting and its effectiveness in fostering a collaborative learning environment. This study is important to conduct in order to understand the application of brainstorming method by EFL teachers in improving students' engagement in speaking classes. This study can also be the basis for developing a more flexible English curriculum that is sensitive to the needs of students in Pangalengan. The results are expected to build students' English communication skills and prepare them to face global challenges. This study also aims to provide practical recommendations for EFL teachers to create a more interactive and participatory learning environment, thus improving the quality of learning and students' communication skills.

**METHODOLOGY**

This research adopts a qualitative case study approach. Case study research is a qualitative research approach in which researchers focus on a unit of study known as a finite system (for example, individual teachers, classrooms, or schools) (Gay et al., 2012). The researchers use case study to explore how EFL teachers implement brainstorming methods to increase student engagement in speaking classes and how it impacts student engagement. Data collection methods include classroom observations, semi-structured interviews with teachers and students, and analysis of relevant documents. The participants consist of EFL teachers and students at SMAN 1 Pangalengan. The data analysis technique used in this research is thematic analysis. Thematic analysis is a method to identify themes and patterns of meaning that emerge in all data related to research questions (Braun & Clarke, 2013). This analysis technique allows the researcher to organize and explain the data in detail, providing deep insights into how certain themes emerge and interact within the research context.

**FINDINGS AND DISCUSSION**

Based on the results of observations, interviews and document analysis, all EFL teachers at SMAN 1 Pangalengan have long used brainstorming methods to teach English. This is because brainstorming helps to assist them in conditioning the class, concentrating students, diagnosing students' ability and readiness to learn, and increasing student engagement in the classroom.

**The implementations of Brainstorming Methods by The EFL Teachers in Improving Students’ Engagement in Speaking Class**

In implementing the brainstorming method, each EFL teacher has different steps depending on the material, technique, students' needs, learning objectives, and classroom context. In general, there are seven steps that EFL teachers commonly use to increase student engagement in English speaking classes.

The first is to make a lesson plan. This is in line with the lesson plan theory by Puspitorini (2022) which states that the lesson plan is the first step for a teacher to create effective and quality learning. The second step is to determine the type of brainstorming method that will be used. The selection of this type of brainstorming is adjusted to the material to be taught, so that it can optimally support learning objectives. The third step is to prepare teaching materials in the form of power points, audio, video, text, or images that are tailored to the material and the type of brainstorming to be used. These teaching materials should include the problems that will be used in the brainstorming session. This preparation is important to ensure that the materials can be understood and support the brainstorming process effectively.

The fourth step is to condition the class to be ready and comfortable for learning. EFL teachers usually do ice breaking such as singing and playing games to create a relaxed and fun atmosphere, ensuring students are ready to actively participate. This is in line with the ice breaking theory proposed by Makhmudovna (2022) that Icebreaking is an activity that can be used to reduce student tension and boredom in learning, thus creating a pleasant and conducive classroom atmosphere before starting the main activity.

The fifth step is to divide students into groups. This group division is done carefully to ensure the effectiveness of the brainstorming method in the learning process. This is in line with what was stated by Wilson (2013) that the basic step in using the brainstorming method is to establish groups with members of three to ten participants who have different backgrounds. Wilson emphasized the importance of diversity in the group to generate more varied and creative ideas. The next step is to start the brainstorming session. The teacher has an important role in creating a conducive atmosphere for students to feel comfortable expressing ideas. Teachers usually start with a triggering question or present a problem for discussion. This is in line with the theory put forward by Wilson (2013) that one of the steps in implementing the brainstorming method is to present a clear problem, question, or topic to the group.

Then, the last step is to collect and classify all the ideas that have been put forward by the students. This is in line with the research of Haidar & Maunah (2024) who suggested that all ideas that have been collected will be classified and conclusions drawn as problem solvers. This process is important for documenting and analyzing ideas from brainstorming sessions, making it easier to draw conclusions, and determine effective solutions. This ensures every idea is carefully considered and only the most appropriate ideas are used to solve problems or deepen understanding of the material.

EFL teachers at Sman 1 Pangalengan implement various types of brainstorming methods. The types of brainstorming methods that are often used when teaching students in speaking classes are Round Robin Brainstorming, Mind Mapping, Roleplay Brainstorming, and Brainwriting.

Round robin brainstorming is a type of brainstorming method that makes the teacher a facilitator who guides the brainstorming session by asking questions that provoke students' ideas so that all students can express their opinions. This method is most often used by EFL teachers at SMAN 1 Pangalengan because its application is easy and more effective. Wahyuni et al (2023) stated that the use of Round Robin Brainstorming method can improve students' speaking ability because the rules in this method require each student to convey their ideas.

Mind Mapping is one of the effective brainstorming methods used by EFL teachers to classify students' ideas. In its implementation, the students' ideas are written on the board using charts, diagrams or mind maps. This finding is in line with the theory of Alqasham & Al-Ahdal (2021) which suggests that the mind mapping technique is a visual method for organising and representing information hierarchically using images, key words, and relationships between concepts.

Roleplay Brainstorming is a type of brainstorming method that directs students to act as something or someone related to the material to be taught. By using this method, students are given a specific role that is relevant to the learning topic, so that they can explore the material in a more in-depth and contextualized way. Berry & Kowal (2022) suggested that the roleplay method is a great strategy to foster critical thinking skills and increase student engagement in discussions. They highlighted that through roleplay, students are encouraged to think critically and reflectively, as they have to understand and respond from the perspective of the role they are playing.

The last brainstorming method type finding is brainwriting. Brainwriting is a type of brainstorming method that directs students to express their ideas in writing. This finding is in line with the theory of brainstorming according to Wilson (2013) who suggests that Brainwriting is a method for generating ideas quickly by asking students to write down their ideas on paper (or online) and exchange ideas in writing rather than expressing these ideas orally. This method is done by expressing ideas in writing, so as to develop students' creativity in writing. This is in line with the findings of Goh & Marsevani (2023) who suggested that through the brainwriting method, students easily develop their ideas, criticisms, and creative thoughts in writing.

**The Impact of Brainstorming Method by The EFL Teachers on Students’ Engagement in Speaking Class**

The implementation of brainstorming method by EFL teachers had a positive impact on students' engagement in speaking class at SMAN 1 Pangalengan. Based on the results of the study, there are six impacts of the application of brainstorming method. The first impact is increasing students' participation and involvement in class. brainstorming method can increase students' participation in class. This finding is also in line with the findings of Haidar & Maunah (2024) who suggested that the implementation of the brainstorming method can increase student activeness in class. The second impact is increased self-confidence and speaking courage. This finding is in line with Alqasham & Al-Ahdal (2021) who stated that the brainstorming method increases confidence in generating, organising, and utilising ideas with digital mind mapping.

The third impact is increased motivation and enthusiasm for student learning. the findings of this study are in line with the findings of Nasda (2020) research which suggests that the brainstorming method can increase student learning motivation. The fourth impact is the improvement of critical thinking skills. This finding is in line with Hazaymeh & Alomery (2022) findings which suggest that the mind mapping method (one type of brainstorming method) is proven effective in improving students' critical thinking and reading skills by interpreting, analysing, and concluding advanced English texts.

The fifth finding on the impact of brainstorming method is the improvement of students' focus and concentration, as well as the improvement of English comprehension and language skills. This finding is in line with the findings of Octaria et al (2021) who suggest that the brainstorming method improves students' speaking skills by providing more practice, explanations of how to use it, and having them display their ideas, so that students become more fluent and natural in expressing ideas and are more actively involved in the teaching and learning process. The last impact is to make learning methods more varied. Variation in learning methods is very important to maintain students' interest and motivation.

Overall, the use of brainstorming methods in EFL teaching provides many benefits, ranging from increased focus and concentration to improved English language skills and variety in learning methods. By adopting various brainstorming techniques, teachers can create a dynamic and effective learning environment, which supports the development of students' language skills in a fun and engaging way.

**CONCLUSION**

EFL teachers at SMAN 1 Pangalengan have long used brainstorming methods in English teaching to condition the class, focus students, and diagnose learning abilities. The steps applied include making lesson plans, choosing the type of brainstorming, preparing teaching materials, conditioning the class, dividing groups, starting the brainstorming session, and collecting and classifying ideas. The types of brainstorming that are often used include round robin, mind mapping, role play, and brainwriting. Round robin ensures even participation, mind mapping visually organizes ideas, role play increases engagement through character roles, and brainwriting allows ideas to be written down. The impact of the brainstorming method includes increasing students' participation, confidence, motivation, critical thinking skills, focus, and English comprehension, as well as making learning more varied and dynamic.

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