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JURNAL BAHASA, SASTRA DAN BUDAYA

Enhancing Students' Speaking Ability Using the Plan-Ahead Brainstorming Technique

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Abstract

This study aimed at finding out whether or not the use of Plan-ahead Brainstorming in helping the second-year students of SMAN 1 Bantaeng to enhance their speaking skill. The steps of Plan-ahead Brainstorming in implementing consist of (1) giving the topic, (2) plan-ahead session, (3) brainstorming in small group, (4) individual oral report. This study employed pre-experimental method. The authors used random sampling technique and the selected sample was the students in XI IPA1 with the total 28 number of students. The instrument of this study was speaking test in the form of oral test. The data acquired were then analyzed through descriptive and inferential statistics. The result of the data analysis showed that the probability value (0.00) was smaller than the level of significance (0.05). This indicated that the implementation of Plan-ahead Brainstorming enhanced the students` speaking skill. This indicates that the alternative hypothesis (H1) accepted. This study contributed extensively the theory about plan-ahead brainstorming in enhancing students speaking ability. The plan-ahead brainstorming is the technique that can influence the students speaking fluency effectively. The outcome of the use of plan-ahead brainstorming is useful in learning English, especially students in learning speaking. The student can decrease their skepticism and stammer in plan-ahead session to prepare what they want to utter. The authors found that this technique is useful for teachers in order that they can use this technique more effectively as long as the teacher prepare specific time to implement this technique in several time.

Keywords: *Plan-ahead Brainstorming, Speaking skill, Second year students of SMAN 1 Bantaeng.*

INTRODUCTION

Speaking is a very important skill because by mastering speaking skill, people can carry out conversation with others, give ideas and exchange information with others. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic skill for communication and it is the most difficult skill (Aungwatanakun, 1994). Shumin (2002) also states that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. Hence, in speaking classroom, the learners should work as much as

possible on their own, talk to one another directly and upgrade the medium of the teacher in teaching process.

One of the aims of the teaching of English as a second or foreign language is to make the learners able to communicate information effectively in spoken English (Brown and Yule, 1983). Regarding the statement, the teachers of English must have hard responsibility as they are demanded to have teaching technique in order to solve the problems faced by the students in learning English. The teachers must be able to arrange their assignment effectively. They are demanded to motivate the students in order to learn English well. The students are expected to be competent users of English in communicating with others. For example, in teaching speaking, they are expected to be able to do and realize the speech, such as opening, defending, closing the conversation, and asking for help which are realized on the form of language rule and vocabulary.

In speaking course, there is one technique that is appropriate with the students who have poor idea development in speaking called brainstorming. Brainstorming is an activity used to generate ideas in small groups. The concept was first introduced by Alex Osborne in the 1930s. It is a tool for generating ideas (Nurkhasanah, 2011). Specifically, Cullen (1998) explain that the purpose of brainstorming is to generate as many ideas as possible within a specified time-period, the ideas are not evaluated until the end and a wide range of ideas is often produced. It means, each idea produced does not need to be usable. Instead, initial ideas can be used as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas.

Generally, brainstorming technique is usually applied in teaching writing but there is the plan-ahead brainstorming as a branch of brainstorming that is possible as a technique to boost speaking ability. This brainstorming technique is used by sending out a statement of the problem or challenge to participants a few times/days before the brainstorming session then ask them to bring their ideas. The authors became interested to investigate the use of this technique because there have been no study studies conducted on its use before Similar study studies done by (Houston, Rao, and Brown), have looked at the use of brainstorming for teaching writing. The present study is the first in the field to look at plan-ahead brainstorming technique.

Based on the reasons above, the authors are interested in conducting study under the title "Enhancing the Students' Speaking Ability Using the Plan-Ahead Brainstorming Technique".

METHOD

This consists study design and its data, technique of collecting data, instrument, procedure, and analysis method of data

Study Design

The design of this study was pre-experimental by using one group pretest-posttest design. It aimed at finding out the improvement of the second-year student of SMAN 1 Bantaeng using plan-ahead brainstorming.

Note: O_1 = Pretest

O_1	X	O_2

X_1 = Treatment

O_2 = Posttest
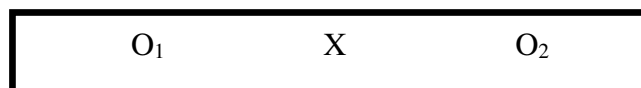
(Gay L.R., et al, 2006: 255)

Study Variables and Operational Definitions

This part describes the study variables and operational definitions. Study variables are divided into dependent and independent variable. The operational definition of this study consists of speaking and plan-ahead brainstorming.

1. **Study Variables**
   a. Independent Variable
      The independent variable in this study is plan-ahead brainstorming technique.
   b. Dependent Variable
      The dependent variable in this study is the students' speaking ability of year of SMA 1 Bantaeng.
2. **Operational Definitions**
   a. Speaking Ability
      Speaking ability are emphasized on three element, those are fluency, accuracy, and comprehensibility.
   b. Plan-ahead Brainstorming
      Plan-ahead Brainstorming is the technique of developing idea which provides a time to build the topic before brainstorming. There is a significant time to prepare speaking performance that is called plan-ahead session.

Population and Sample

1. Population
   The population of this study was the second year students of SMAN 1 Bantaeng in the academic year 2013/2014. The authors chose SMAN 1 Bantaeng by considering the accessibility. The numbers of classes were eight classes. Each class consists of 30 students. The total number of populations was 280 students.
2. Sample
   In this study, the authors used cluster random sampling. XI IPA 1 was taken as sample. The sample consists of 28 students.

Instrument of the Study

In order to answer the study question, the instrument of this study was speaking test in form of oral presentation test. Speaking test divide into two part such as pre-test and post-test. The pre-test was intended to see the students' prior knowledge on speaking before giving treatment. The post-test was administered to know students' speaking ability after the implementation of plan-ahead brainstorming technique.

Procedure of Collecting Data

The following procedures are used to collect data:

1. Pre-test
   Before giving treatment, the authors administered a pre-test. It was intended to identify the students' prior speaking ability. The authors recorded the data and showed as a transcript to analyse objectively. The students were given a topic before the test started. They were asked to take oral tests. One of them was oral report. This kind of technique

was chosen in this pre-test. Each student gave an oral presentation The authors provided list of topics and let them select the title that they want to talk about such as juvenile delinquency, educational problem, internet, and traffic jam, corruption, natural disaster and illegal lodging. They had 15 minutes for preparing the speech before delivering it.

2. Post-tests

After doing the treatment, post-test is carried out. The authors employed a post-test to find out the value of treatment whether or not the speaking ability of the students enhances or not. The students are given the topic that is prepared by authors such as uniform, drugs, rubbish, culture, National Examination, and library, to measure the student's speaking ability in pre-test and post-test, the authors will make a decision about the students' score.

Treatment

The treatment was done five times before applying the post-tests. The authors also divided the student into several groups that consist of four students. Each group consists of Leader, Spokesperson, and Secretary who did drill in every meeting. The authors provided some topics which were arranged at five meetings such as, educational problem at first meeting, juvenile delinquency at the second, corruption at third, natural disaster at the fourth, and internet at the five. The students chose and discuss topics that they will brainstorm in the next meeting. The authors provided a time for student at least one day to brainstorm individually before he/she join in his/her group. The details of teaching scenario are divided into four steps below:

1) Giving the Topic

The first step was the authors provides several topics that the student can choose randomly. It was discussed by student in small group of five. There were several topics that was provided such as; educational problem, juvenile delinquency, corruption, natural disaster, and internet.

2) Plan-ahead Session

Every member of group who has chosen the topic prepared their ideas before entering in their small group. So, the student had to prepare their topic individually, wrote down their ideas in a paper, and then submitted their works to the authors before the discussion begun. The authors provided at least one day to generate and develop their ideas individually.

3) Brainstorms in Small Groups

This step created opportunities for students to engage in a discussion to experience lifelike communication situations without any interruption from the authors. The student could speak fluently and express their idea freely. In this step the authors give the role for each member in a group. There was a leader to lead the discussion as moderator, secretary to write all ideas in their group, and spokesperson to express their group conclusion orally in front of the class.

4) Individual Oral Report

This was the final step in plan-ahead brainstorming. This step gave a chance to the speaker of every group express their ideas as a represent of their brainstorm in their small group.

Anticipated Problem

There was problem that influenced the data validity, such as time consuming before speaking session begins in the class. This problem can be solved by the teacher who gives special time to build up the student's ideas in their home.

Technique of Data Analysis

To analysis the data, the writer employed the formula as follows:

1. Scoring

In analysing data pre-test and post-test scores based on students' accuracy, fluency, and comprehensibility, the authors used levels of classification scores as follows:

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.
Average	3	Pronunciation is seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Classification	Score	Criteria

Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
Average	3	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey massage or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek

		clarification. Cannot understand many of the speaker' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

(Heaton, 1988:100)

2. Converting
   The converted score used the following formula:
   Where: X   : Score
            NS   : Score of Students
            NT   : Highest Score

$$X = \frac{NS}{NT} \times 100$$

3. Classifying
   The result from the converted score will put in this score classification:

The Table of Achievement

Criteria of Mastery	Grade
86 – 100	Very good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
less than 40	Very poor

(Depdiknas 2006)

4. Finding out the mean score of the students' answer by using SPSS 20.
5. Finding out standard deviation of the students' pre-test and post-test by applying SPSS 20.
6. Finding out the significant difference between pretest and posttest by calculating the value of the test using SPSS 20.

FINDINGS AND DISCUSSIONS

This chapter consists of two sections. Those are findings and the discussion. The finding deals with the result of data analysis. The discussion deals with the explanation of the study result.

Findings

1. The Distribution of Frequency and Percentage Score

The authors have already stated in the previous chapter that data was collected through oral test report. The oral report test was administered two times, that is, in pre and post-test. It aimed at collecting data in order to know whether or not the students could significantly improve their speaking ability after the treatment The Plan-ahead Brainstorming.

The result of descriptive analysis of this study shows the distribution of frequency and percentage score as well as the mean, standard deviation and test of significance of speaking fluency, accuracy, and comprehensibility. In addition, this part further shows the overall speaking ability based on the students' achievement in those three aspects.

The result of data analysis of student's pre-test shows that the highest score is 66.7 and the lowest is 33.3, meanwhile student's post-test after get treatments show that the highest score 83.3 and the lowest 61.1. The distribution of frequency and percentage of student's score were presented in the following table:

Table 1. The Distribution of Frequency and Percentage Score of Students' Speaking Skill

SCORE	CATEGORY	PRE-TEST		POST-TEST	
		F	%	F	%
86-100	Very Good	0	0	0	0
71-85	Good	0	0	14	50
56-70	Fair	6	21	14	50
41-55	Poor	20	71	0	0
Less Than 40	Very Poor	2	7	0	0
Total		28	100	28	100

Based on the Table 1 above, the pre-test is shows that the students were classified into very poor category just reach 7% or 2 students. 71% or 20 students of all students were classified into poor and 21% or 6 students categorized as fair.

In the post-test result, there were 50% or 14 students categorized as fair and half of them, also 50% or 14 students classified as good. Unfortunately, there was no student classified as very good and also poor to very poor.

a. Accuracy

Table 2. The Distribution of Frequency and Percentage Score of   Speaking Accuracy

SCORE	CATEGORY	PRE-TEST		POST-TEST	
		F	%	F	%
86-100	Very Good	0	0	0	0
71-85	Good	3	11	5	18
56-70	Fair	3	11	16	57
41-55	Poor	18	64	7	25
Less Than 40	Very Poor	4	14	0	0
Total		28	100	28	100

Table 2 above shows that there were 14% or 4 students categorized as very poor. There were 64% or 18 students categorized as poor. Meanwhile, student categorized as fair and good had same of percentage in 11% or 3 students. Unfortunately, there were no students categorized as very good classification.

In the post-test result, there was no student categorized as very poor classification as well as Very Good. The only classifications are poor, fair and good. There were 25% or 7 students categorized as poor, 57% or 16 students as fair, and 18% 5 students as good.

b. Fluency

Table 3. The Distribution of Frequency and Percentage Score of Speaking Fluency

SCORE	CATEGORY	PRE-TEST		POST-TEST	
		F	%	F	%
86-100	Very Good	0	0	0	0
71-85	Good	0	0	4	14
56-70	Fair	0	0	23	82
41-55	Poor	19	68	1	4
Less Than 40	Very Poor	9	32	0	0
Total		28	100	28	100

Table 3 above shows that none of students were categorized as fair, good, and neither are very good. There were 32% or 9 students categorized as very poor and 68% or 19 students in poor classification.

In post-test result, there were only 4% or 1 student categorized as poor while 82% or 23 students categorized as fair. Besides, there 14% or 4 students categorized as good.

c. Comprehensibility

Table 4. The Distribution of Frequency and Percentage Score of Speaking Comprehensibility

SCORE	CATEGORY	PRETEST		POSTTEST	
		F	%	F	%
86-100	Very Good	0	0	0	0
71-85	Good	0	0	13	46
56-70	Fair	10	36	13	46
41-55	Poor	16	57	2	7
Less Than 40	Very Poor	2	7	0	0
Total		28	100	28	100

Table 4 above shows that only students 7% or 2 students categorized as very poor. There were 57% or 16 students categorized as poor and 36% or 10 students were classified into fair. Meanwhile, there was no student categorized as good and very good.

In the post-test result, there were 7% or 2 students categorized as poor. There were same percentage of student's classification as fair and good at 46% or 13 students for each. None of the students were classified into very good.

2. Mean Score and Standard Deviation

After gathering the frequency and percentage data, the mean score and standard deviation of pre-test and post-test were presented from whole speaking score then following by its components such as accuracy, fluency, and comprehensibility.

Table 5. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	69.04	28	7.32	1.38
	Pretest	50.79	28	8.67	1.64

The Table 5 above shows the difference of mean score and standard deviation between pre-test and post-test. The mean score was improved from 50.58 in pre-test, to 69.04 in post-test. Meanwhile, the standard deviation in pre-test is 8.67 and 7.32 in post-test.

a. Accuracy

The mean score and standard deviation of students` speaking accuracy in pre-test and post-test are presented the following table:

Table 6. The Mean Score and Standard Deviation of Speaking Accuracy

Descriptive Statistics

	N	Mean	Std. Deviation
Accuracy Pretest	28	52.98	13.65
Accuracy Posttest	28	65.48	11.04
Valid N (listwise)	28		

The Table 6 above shows the difference of mean score and standard deviation between pretest and posttest. The mean score was improved from 52.98 in pre-test, to 65.48 in post-test. Meanwhile, the standard deviation in pre-test is 13.65 and 11.04 in post-test.

b. Fluency

The mean score and standard deviation of students` speaking fluency in pre-test and post-test are presented the following table:

Table 7. The Mean Score and Standard Deviation of Speaking Fluency

Descriptive Statistics

	N	Mean	Std. Deviation
Fluency Pretest	28	44.64	7.93
Fluency Posttest	28	68.45	6.94
Valid N (listwise)	28		

Table 7 above shows the difference of mean score and standard deviation between pretest and posttest. The mean score was improved from 44.64 in pre-test, to 68.45 in post-test. Meanwhile, the standard deviation in pre-test is 7.93 and 6.94 in post-test.

c. Comprehensibility

The mean score and standard deviation of students` speaking comprehensibility in pre-test and post-test are presented the following table:

Table 8. The Mean Score and Standard Deviation of Speaking Comprehensibility

Descriptive Statistics

	N	Mean	Std. Deviation
Comprehension Pretest	28	54.76	10.00
Comprehension Posttest	28	73.21	10.48
Valid N (listwise)	28		

Table 8 above shows the difference of mean score and standard deviation between pertest and post-test. The mean score was improved from 54.76 in prêt-test, to 73.21 in post-test. Meanwhile, the standard deviation in pre-test 10.00 and 10.48 in post-test.

3. Hypothesis Testing

The hypotheses stated earlier were tested by using inferential analysis, in this case, the writer used t-test (test of significance) to know whether or not, there is a significant difference between the result of students' mean score in pre-test and posttest of experimental group. Below is the value of students' speaking ability.

Table 9. Significance Difference in Pre-test and Post-Test

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	18.26	6.40	1.21	15.77	20.74	15.09	27	,000

Table 9 above shows After calculating the students' scores of the post-test, as the final result in the t-test formula, the writer found that the result by comparing the probability value with the level of significance, where the value of probability (0.000) was smaller than the level of significance (0.05). Hence, it principally means that there was significant influence upon the students speaking ability. Since the result of the value of probability (0.00) was smaller than the level of significance (0.05), then the null hypothesis (H_0) was rejected, and automatically the alternative hypothesis (H_1) was accepted. It concludes that the using of Plan-ahead Brainstorming enhance significantly of student's speaking ability.

It proved that the students' achievement on The Plan-ahead Brainstorming Technique was significantly edified. It can be concluded that the use of The Plan-ahead Brainstorming Technique to enhance the students' speaking ability was able to give significant contribution in teaching Speaking.

Discussion

This part presents the discussion of the data that the authors had analysed along teaching by using Plan-ahead Brainstorming technique. It describes how the Plan-ahead Brainstorming enhance the student's speaking ability that includes accuracy, fluency and comprehensibility of the scond year students of SMAN 1 Bantaeng.

1. Accuracy

Basically, the students' speaking accuracy was dominating classified poor in pre-test. There were 64% or 18 students categorized as poor and there were 14% or 4 students categorized as very poor. The mean of speaking accuracy gained 52.98. The authors found that there were some factors influencing the students' speaking accuracy, namely their mother tongue, mispronunciation, grammar, and less vocabulary. The main component that influences the students in speaking performance was their pronunciation, grammar, and vocabulary.

   a. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced. It influences the quality of the students' ability to speak English. Some mispronunciations appear when the students pronounce the words because they were influenced by the mother tongue as their first language. For example:

- Now /noʊ/ shlould be /naʊ/
- First / f iːst shlould be /ˈfɜːst/
- Even / ɝː v ə n / shlould be /ˈiː.v ə n/
- Study /ˈst ʊ di/ should be /ˈstʌd.i/
- Said /said/ should be /sed/

b. Grammar

Grammar also plays an important role to the students' speaking quality. The quality of students' speaking ability will be better if they have a good structure. The authors found some errors in students' grammar in speaking performance test, for example: *'We can using facebook for communication* should be *we can use facebook for communication*

c. Vocabulary

Vocabulary is all the words that a person knows or uses. Using appropriate vocabularies can help students to produce good sentences. The examples of errors in word choice (vocabulary) such as *(Finally, internet **every** using for business)* it should be *(finally internet **always** using for bussines)*. Seeing the example above, it can be noticed that the students are less stock of the word and diction. Therefore, they did some wrong words choice which they believe that they had used appropriate words.

2. Fluency

Fluency refers to be able to communicate the ideas without thinking too much about the things to say or having to stop. Fluency is indicated by natural fast speed of speaking and only little number pauses. The students pre-test was no categorized as fair, good, and neither are very good. There were 32% or 9 students categorized as very poor and 68% or 19 students in poor classification. Low achievement of the students' speaking fluency sometimes is caused by the the pressure of atmosphere that made them must speak in pre-test without any preparation before. for example (*The second, i love .....ee...., our prophet Muhammad SAW and the third e...e my family*). Based on the example, students' speaking fluency was still low. Some of the students made many unnatural pauses. Therefore, when they thought certain words to express their idea, the filler suddenly appears from their mouth. It caused less of confident and vocabulary of the students, sometimes they didn't know what they wanted to say because they were not relaxed.

After implement Plan-ahead Brainstorming, students' speaking fluency were increase higher than other speaking element. In post-test result, there were only 4% or 1 student categorized as poor while 82% or 23 students categorized as fair. Besides, there 14% or 4 students categorized as good. Fortunately, the students' weakness decreased after having treatment. The students trained to speak relax and well, so that they didn't make any unnatural pauses. They arranged the word and said it well. It because they have developed their ideas in plan-ahead session to cover all branch of topic that they want to speak fluently.

3. Comprehensibility

Comprehensibility deals with the awareness of the overall meaning conveyed by the speaker or the general meaning of the speech delivered. The students gained 54.76. This thing happened because the poor ability of student to reutterance what they had read into

their speech. there were only small bits can be understood when the students speak. The authors had to make interruption to some students to clarify what they were trying to say or convey.

Some of the students didn't know how to make their sentences easy to understand. Some of them were speech shortly and didn't know what they want to talk about the topic during pre-test. But the students' speaking comprehensibility enhanced after giving the treatment.

The result shown that there was significant difference between the pre-test and post-test. This can be seen in the mean score of fluency, accuracy, and comprehensibility that were improved. The mean score of fluency was improved from 44.64 in pre-test, to 68.45 in post-test. The mean score of accuracy was improved from 52.98 in pre-test, to 68.484 in post-test. The mean score of comprehensibility was improved from 54.76 in pre-test, to 73.21 in post-test. Overall, The mean score of speaking ability was improved from 50.79 in pre-test, to 69.04 in post-test.

Among all elements of speaking ability, the fluency of students was improved most significantly than the others speaking element. It could be seen with difference mean score in pre-test and post-test that shows 23.81 as difference value before and after implement Plan-ahead Brainstorming. Then comprehensibility shows the difference value 18.45, meanwhile accuracy 12.50.

Among all topics of pertest, the majority of students have chosen educational problem and internet meanwhile in the post-test National examination and drugs. The students' tendentious of the topic absolutely influence the result of the test in measuring of expressing idea in speaking ability. The student tried to raise the topic that familiar and easy to them. Sloane (2010) stated that there are three criterions here that is important to ensure that fresh ideas are valued highly as follows; is it feasible? is it attractive? is it novel? In this case, the students just create a feasible idea.

It can be interpreted that Plan-ahead Brainstorming improved the fluency of the students most significantly. It is because in Plan-ahead Brainstorming, the students were required to prepare their idea in plan-ahead session, moreover the students also develop their idea by using Brainstorming. If an idea that we want to utterance had developed in many branches, it can be easy to speak fluently.

The brainstorming has been stated by Keh (1990) is method of ideas generation in which student were told to come up with many ideas as possible on a topic given. Houston (2009: 2) and Rao (2007) explains that brainstorming activities can help more advanced students writing tasks to produce ideas for essays, projects, and professional presentations. Base on their previous study, the authors try to study the branch of brainstorming that can be used in teaching speaking called plan-ahead brainstorming. In fact, the plan-ahead brainstorming which has plan-ahead session to developed an idea can be used in teaching speaking. The student can elaborate their idea and prepare what the point that they want to utter in speaking. When speaking the student can be easy to deliver their idea fluently.

The description above shows the relevance between the findings and theories. In other words, the speaking skill of XI Science students of SMAN 1 Makassar was enhanced after following the treatment that was plan-ahead brainstorming technique.

CONCLUSION

Based on the result of data analysis and findings in the previous chapter, it is concluded that the implementation of The Plan-ahead Brainstorming Technique in the classroom enhanced the speaking skill of the second semester students of SMAN 1 Bantaeng academic year 2013/2014. It is proven by the value of significant 0.000 which was lower the level of significance (α) = 0.05. It means that (H_1) is accepted and (H_0) is refused Mean score of post-tests (69.04) is greater than the mean score of the pre-test (50.79).

This study has contributed extensively to the theory about plan-ahead brainstorming in enhancing students' speaking ability. It has shown that plan-ahead brainstorming is the technique that can improve the students speaking fluency. On the other side, speaking accuracy cannot be increased effectively because there is rule in plan-ahead brainstorming which ban the critics in the plan-ahead brainstorming activity.

The outcome of the use of plan-ahead brainstorming is useful in learning English, especially students in learning speaking. The student can decrease their unconfidence and stammer in plan-ahead session to prepare what they want to utter. The authors found that this technique is useful for teachers in order that they can use this technique more effectively as long as the teacher prepare specific time to implement this technique in several time.

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