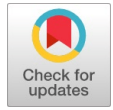


Adopting the Plan-Ahead Brainstorming Technique to Boost Students' Speaking Ability

Nur Aeni, Fauzan Hari Sudding Sally, Sakaria Sakaria, Tuti Wijayanti



Abstract: *The pre-experimental approach was used in this study. The students in XI IPA1, out of a total of 28, were chosen as the sample by the researcher using a random sampling procedure. Speaking tests in the form of oral exams served as the research tool. After that, descriptive and inferential statistics were used to examine the collected data. The data analysis's outcome demonstrated that the level of significance (0.05) was greater than the probability value (0.00). This demonstrated that the use of Plan-ahead Brainstorming improved the students' ability to communicate. This suggests the acceptance of the alternative hypothesis (H1). This study made a significant contribution to the theory of using plan-ahead brainstorming to improve students' speaking abilities. The method that can most effectively affect students' speaking fluency is plan-ahead brainstorming. The outcome of using plan-ahead brainstorming helps students learn English, especially those learning to speak. The student can decrease their anxiety and stammer in plan-ahead session to prepare what they want to utter. The researcher found that this technique is helpful for teachers, enabling them to use it more effectively if they prepare a specific time to implement it on several occasions.*

Keywords: *Plan-Ahead Brainstorming, Speaking Skills, Second Year Students of Senior High School*

I. INTRODUCTION

This chapter consists of background, problem statement, objective, significance, and scope of the research.

A. Background

Speaking is an essential skill because by mastering it, people can engage in conversations with others, share ideas, and exchange information. In foreign language teaching and learning, the ability to speak is the most essential skill, as it is the basic skill for communication and the most challenging (Aungwatanakun, 1994). Shumin (2002) [17] also states that speaking English is the most difficult for learners [19]. EFL

learners often struggle with stammering when speaking English. Hence, in a 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 the teaching process [20].

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) [2]. Regarding the statement, English teachers have a significant responsibility, as they are expected to employ effective teaching techniques to address the problems students face in learning the English language. Teachers must be able to arrange their assignments effectively. They are required to motivate the students to learn English well [4]. 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 realise speech acts, such as opening, defending, closing the conversation, and asking for help, which are realised using language rules and vocabulary.

In a speaking course, there is one technique that is particularly suitable for students who struggle with idea development in speaking, called brainstorming. Brainstorming is an activity used to generate ideas in small groups. Alex Osborne first introduced the concept in the 1930s. It is a tool for generating ideas (Nurkhasanah, 2011) [12]. Specifically, Cullen (1998) [3] explain that the purpose of brainstorming is to generate as many ideas as possible within a specified period, the ideas are not evaluated until the end, and a wide range of ideas is often produced. It means that 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, the brainstorming technique is typically applied in teaching writing; however, a plan-ahead brainstorming approach, a branch of brainstorming, can be used as a method to enhance speaking ability. This brainstorming technique involves sending out a statement of the problem or challenge to participants a few times or days before the brainstorming session, then asking them to bring their ideas. The researcher became interested to investigate the use of this technique because there have been no research studies conducted on its use before. Similar research 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 the plan-ahead brainstorming technique.

Based on the reasons above, the researcher is interested in conducting research under the title "Adopting the Plan-Ahead Brainstorming Technique to boost Students' Speaking Ability".

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B. Problem Statement

Based on the background above, the researcher is interested in raising the plan-ahead brainstorming technique to enhance speaking ability. The reason is that the plan-ahead brainstorming technique has not been the subject of any previous research studies.

Based on the problem statement, the researcher formulated the research question as follows:

Does the use of plan-ahead brainstorming enhance the speaking ability of the second-year students of SMAN 3 Selayar?

C. Objective of the Research

This research aims to determine whether the use of plan-ahead brainstorming enhances the speaking ability of second-year students at SMAN 3 Selayar.

D. Significance of the Research

The research results are expected to provide a valuable reference and information for teachers in teaching speaking and students in learning speaking, especially in cooperative learning activities such as plan-ahead brainstorming.

i. Theoretical Significance

This research can significantly contribute to the theory of plan-ahead brainstorming in enhancing students' speaking ability.

ii. Practical Significance

a. For Students

The outcome of this research is expected to be valuable and helpful for everyone learning English, especially students learning to speak the language. It is also likely that it fulfils students' need to enhance their English-speaking ability to communicate effectively in spoken English.

b. For Teachers

The findings of this research regarding the use of plan-ahead brainstorming are expected to be useful for teachers, enabling them to employ this technique more effectively and fruitfully in enhancing their students' speaking ability, particularly in developing their students' ideas in speaking.

II. REVIEW OF RELATED LITERATURE

This chapter comprises a review of previous related studies, pertinent ideas, a summary, a theoretical framework, and a hypothesis.

A. Previous Related Studies

Some researchers have already conducted studies related to this research. Houston (2009: 2) and Rao (2007) [13] explains that brainstorming activities can help more advanced students with writing tasks to produce ideas for essays, projects, and professional presentations. Richards (1990) [14] also emphasize that brainstorming was an effective way to improve the ability in generating and organizing ideas as possible of a topic meanwhile Brown (2001: 184-185) defines brainstorming as a technique whose purpose is to initiate some thinking process. McCoy (1976) [11] also stated that by carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.

Previous related studies have shown the advantage of brainstorming in general, but there are no studies that specifically discuss brainstorming in writing. This research aims to utilise the specific technique of Brainstorming, which involves planning, as a new method for enhancing students' speaking ability.

Based on the previous study (Houston, Rao, Richards, McCoy, and Brown), Brainstorming is a technique for developing ideas that is usually used in teaching writing. However, there is no previous study about Plan-ahead brainstorming in teaching speaking. The plan-ahead brainstorming technique has not been the subject of any prior research studies.

There are many types of Brainstorming; one of them is Plan-ahead brainstorming. The researcher is interested in conducting the research using the plan-ahead brainstorming technique to determine if it is an effective method for enhancing students' speaking ability, as there are no prior research studies specifically on plan-ahead brainstorming. Planning will give students opportunities to develop their ideas freely because the method provides sufficient time for refinement.

B. Some Pertinent Ideas

a. Definitions of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts. In *the Oxford Advanced Dictionary*, the definition of speaking is to express or communicate opinions, feelings, ideas, etc., by or as talking, and it involves the activities of the speaker in the psychological, physiological (articulator), and physical (acoustic) stages.

b. Elements of Speaking

Heaton (1988: 100) proposed three elements that are used as parameters in assessing speaking skills. Those are accuracy, fluency, and comprehensibility [7].

i. Accuracy

The criteria used for defining accuracy in most standardized test include components such as grammar, vocabulary, and pronunciation. Accuracy refers to producing correct sentences by using proper language and grammar.

a. Pronunciation:

Pronunciation is how a language, a particular word, or a sound is pronounced.

b. Vocabulary

Vocabulary is all the words that a person knows or uses. Using appropriate vocabularies can help students to produce good sentences.

c. Grammar

Grammar also plays an essential role in the students' speaking quality. The quality of students' speaking ability will be better if they have a good structure.

ii. Fluency

Fluency refers to the ability to communicate ideas without thinking too much about what to say or having to stop. Fluency is indicated by a natural, fast speed of speaking and only a small number of pauses.

iii. Comprehensibility

Comprehensibility refers to the awareness of the overall meaning conveyed by the speaker, without requiring excessive attention to individual linguistic and paralinguistic features in the speech signal. It covers the big picture, and it is not always restricted to pronunciation and inappropriate vocabulary. Therefore, comprehensibility refers to the general meaning of speech delivered.

a. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking. Brown and Yule (1983) made a helpful distinction between the interactional functions of saying, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

iv. Talk as Interaction

Talk as interaction refers to what we usually mean by “conversation” and describes interaction that serves a primarily social function.

v. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done, rather than on the underlying meaning. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

vi. Talk as Performance

The third type of talk can be usefully distinguished as talk as performance. This refers to public speaking, which is the act of conveying information to an audience, such as classroom presentations, public announcements, and speeches.

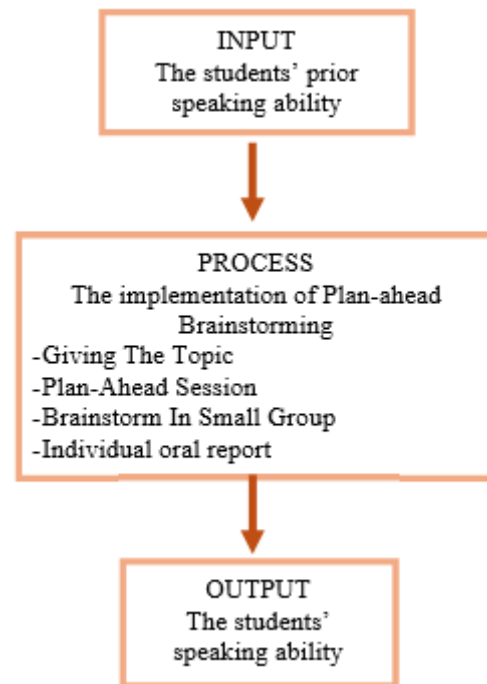
C. Resume

Speaking is one of the essential skills to master. Because of this, teachers must assume a significant responsibility, as they are expected to employ effective teaching techniques to address the problems students face in learning English, especially in speaking.

Teaching technique refers to the method used by the teacher in teaching and learning activities. Based on the statement, plan-ahead brainstorming is a possible technique in enhancing the students’ speaking ability. The plan-ahead brainstorming technique can significantly support obtaining more productive outcomes.

D. Theoretical Framework

This research aims to determine whether the implementation of the Plan-ahead brainstorming technique enhances students’ speaking ability. The theoretical framework is put in the diagram below:



In the diagram above, the three main components are input, process, and output.

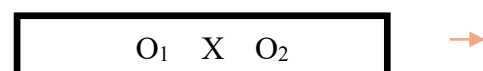
1. Input refers to the students’ prior speaking ability before implementing the plan-ahead brainstorming technique.
2. Process refers to the implementation of the plan-ahead brainstorming technique to enhance students’ speaking ability. The process consisted of three steps: presenting the topic, a plan-ahead session, brainstorming in small groups, and an individual oral report.
3. Output refers to the students’ speaking ability after implementing the plan-ahead brainstorming technique.

III. RESEARCH METHOD

This chapter outlines the research design, variables, population, sample, research instrument, data collection procedure, and data analysis technique.

A. Research Design

The design of this research was pre-experimental, utilising a one-group pretest-posttest design. It aimed to find out the improvement of second-year students of SMAN 3 Selayar using plan-ahead brainstorming.



Note: O₁ = Pretest

X₁ = Treatment

O₂ = Posttest

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

B. Research Variables and Operational Definitions

This part describes the research variables and operational definitions. Research variables are divided into dependent and independent variable [5]. The operational definition of this research consists of speaking and plan-ahead brainstorming [6].

C. Research Variables

a. Independent Variable

The independent variable in this research is the plan-ahead brainstorming technique.

b. Dependent Variable

The dependent variable in this research is the students' speaking ability at SMAN 3 Selayar.

D. Operational Definitions

a. Speaking Ability

Speaking ability is emphasised on three elements: fluency, accuracy, and comprehensibility.

b. Plan-ahead Brainstorming

Plan-ahead Brainstorming is the technique of developing ideas that provides time to build the topic before brainstorming. There is a significant time to prepare for a speaking performance, which is called a plan-ahead session.

E. Population and Sample

i. Population

The population of this research was the second-year students of SMAN 3 Selayar in the academic year 2023/2024 [1]. The researcher chose SMAN 3 Selayar due to its accessibility. There were eight classes. Each class consists of 30 students. The total number of students in the population was 280.

ii. Sample

In this research, the researcher uses cluster random sampling. XI IPA 1 was taken as a sample. The sample consists of 28 students.

F. Instrument of the Research

To answer the research question, the instrument used in this study was a speaking test in the form of an oral presentation. The speaking test is divided into two parts: a pretest and a posttest. The pretest was intended to assess the students' prior knowledge of speaking before administering the treatment. The posttest was administered to assess students' speaking ability after implementing the plan-ahead brainstorming technique.

G. Procedure for Collecting Data

The following procedures are used to collect data:

i. Pre-test

Before giving treatment, the researcher administered a pre-test. It was intended to identify the students' prior speaking ability. The researcher recorded the data and presented it as a transcript to facilitate objective analysis. The students were given a topic before the test started. They were asked to take oral tests. One of them was an oral report. This kind of technique was chosen in this pre-test. Each student gave an oral presentation. The researcher provided a list of topics and allowed them to select the title they wanted to discuss, such as juvenile delinquency, educational problems, the internet, traffic congestion, corruption, natural disasters, and illegal housing. They had 15 minutes to prepare the speech before delivering it.

ii. Post-test

After the treatment, a post-test is conducted. The researcher employed a post-test to determine the value of the treatment,

whether the speaking ability of the students was enhanced. The students are given topics prepared by the researcher, such as uniform, drugs, rubbish, culture, National Examinations, and libraries, to measure the students' speaking ability in pre-tests and post-tests. The researcher will then decide the students' scores.

iii. Treatment

The treatment was done five times before applying the posttest. The researcher also divided the students into several groups, each consisting of four students. Each group consists of a Leader, Spokesperson, and Secretary, who conduct drills in every meeting. The researcher provided some topics, which were discussed at five meetings, including educational problems at the first, juvenile delinquency at the second, corruption at the third, natural disasters at the fourth, and the internet at the fifth. The students chose and discuss topics that they will brainstorm in the next meeting. The researcher provides at least one day for students to brainstorm individually before they join their group. The details of the teaching scenario are divided into four steps below:

iv. Giving the Topic

The first step is for the researcher to provide several topics that the student can choose randomly. It was discussed by a student in a small group of five. Several topics were offered, including educational problems, juvenile delinquency, corruption, natural disasters, and the internet.

v. Plan-ahead Session

Every member of the group who has chosen the topic prepared their ideas before entering their small group. So, the student had to prepare their topic individually, write down their ideas on paper, and then submit their work to the researcher before the discussion began. The researcher provided at least one day to generate and develop their ideas individually.

vi. Brainstorms in Small Groups

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

vii. Individual Oral Report

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

IV. FINDINGS AND DISCUSSION

A. Findings

i. The Distribution of Frequency and Percentage Score

The researcher has already stated in the previous chapter that data was collected through an oral test report. The oral report test was administered twice, that is, in the pre-test and post-test. It aimed to

collect data to determine whether the students could significantly improve their speaking ability after the treatment, specifically the Plan-ahead Brainstorming.

The results of the descriptive analysis of this research show the distribution of frequency and percentage scores, as well as the mean, standard deviation, and test of significance for speaking fluency, accuracy, and comprehensibility. Additionally, this part further demonstrates the overall

speaking ability based on the students' achievements in these three areas.

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

Table 1: The Distribution of Frequency and Percentage Score of Students' Speaking Skills

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

Figure Based on Table 1 above, the pre-test shows that the students were classified into the inferior category, reaching 7% or two students. 71% of all students, or 20 students, were classified as poor, and 21% of all students, or six students, were categorised as fair.

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

B. Accuracy

Table 2: The Distribution of Frequency and Percentage of Speaking Accuracy

Score	Category	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 14% of the students, or four students, were categorised as very poor. There were 64% or 18 students categorized as poor. Meanwhile, students categorised as fair and reasonable had a percentage of 11% or three students. Unfortunately, there were no students categorised as having a perfect classification.

In the posttest results, there were no students categorised as having very poor classification, nor were there those classified as very good. The only classifications are poor, fair and reasonable. There were 25% (seven students) categorised as poor, 57% (16 students) as fair, and 18% (five students) as good.

C. Fluency

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

Score	Cate Gory	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 the students were categorised as fair, reasonable, or very good. There were 32% (9 students) categorised as very poor and 68% (19 students) in the poor classification.

In the post-test results, there were only 4% or one student categorised as poor, while 82% or 23 students were categorised as fair. Besides, there 14% or four students categorized as good.

D. Comprehensibility

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

Score	Category	Pretest		Posttest	
		F	%	F	%
85-100	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	0	0	0	0
Total		28	100	28	100

Table 4 above shows that only 7% of students, or two students, are categorised as very poor. There were 57% or 16 students categorised as inadequate, and 36% or 10 students were classified as fair. Meanwhile, there was no student categorised as 'good' or 'very good'. In the post-test results, 7% or two students were categorised as poor. There was an exact percentage of students classified as fair and reasonable at 46%, or 13 students for each. None of the students were classified as very good.

E. Mean Score and Standard Deviation

After gathering the frequency and percentage data, the mean scores and standard deviations of the pre-test and post-test were presented, followed by their components, including 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
Part 1	Pretest	61.94	28	7.32	1.38
	Posttest	50.71	28	8.67	1.64

Table 5 above shows the difference in mean score and



Adopting the Plan-Ahead Brainstorming Technique to Boost Students' Speaking Ability

standard deviation between the pre-test and post-test. The mean score improved from 50.58 in the pretest to 69.04 in the posttest. Meanwhile, the standard deviation in the pre-test is 8.67 and 7.32 in the post-test.

F. Accuracy

The mean score and standard deviation of students' speaking accuracy in the pre-test and post-test are presented in 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		

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

G. Fluency

The mean score and standard deviation of students' speaking fluency in the pre-test and post-test are presented in 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 in mean score and standard deviation between the pretest and posttest. The mean score improved from 44.64 in the pre-test to 68.45 in the post-test. Meanwhile, the standard deviation in pre-test is 7.93 and 6.94 in post-test.

H. Comprehensibility

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

Table 8: The Mean Score and Standard Deviation of Speaking Comprehension Descriptive Statistics

	N	Mean	Std. Deviation
Comprehension Pretest	28	54.76	10
Comprehension Posttest	28	73.21	10.48
Valid N (listwise)	28		

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

I. Hypothesis Testing

The hypotheses stated earlier were tested using inferential analysis. In this case, the writer used a t-test (a test of significance) to determine whether there is a statistically significant difference between the results of the students' mean scores in the pretest and post-test of the experimental group. Below is the value of students' speaking ability.

Table 9: Significance Difference in Pre-test and Post-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference		t	Df	Sig. (1-tailed)
					Lower	Upper			
Pair 1	Posttest -Pretest	18.28	6.4	1.21	15.77	20.74	15.09	27	.000

Table 9 above shows that, after calculating the students' scores on the posttest, the writer applied the t-test formula to obtain the result. By comparing the probability value with the level of significance, it was determined that the value of probability (0.000) was smaller than the level of significance (0.05). Hence, it principally means that there was a significant influence on 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 use of Plan-ahead Brainstorming significantly enhances the students' speaking ability.

It proved that the students' achievement using the Plan-ahead Brainstorming Technique was significantly improved. It can be concluded that the use of the Plan-ahead Brainstorming Technique to enhance students' speaking ability made a significant contribution to teaching Speaking.

V. DISCUSSION

This section presents the discussion of the data that the researcher analysed while teaching using the Plan-ahead Brainstorming technique. It describes how Plan-ahead Brainstorming enhances the speaking ability of second-year students at SMAN 3 Selayar, including accuracy, fluency, and comprehensibility.

A.Accuracy

Basically, the students' speaking accuracy was classified as poor in the pre-test. There were 64% (18 students) categorised as poor, and 14% (4 students) categorised as very poor. The mean of speaking accuracy gained was 52.98. The researcher found that several factors influenced the students' speaking accuracy, including their mother tongue, mispronunciation, grammar, and limited vocabulary. The main components that influence students' speaking performance are their pronunciation,



grammar, and vocabulary.

B. Pronunciation

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

- Now /nou/ should be /naʊ/
- First / f i:st should be /'fɜ:st/
- Even / ɜ: v ə n / should be /'i:v ə n/
- Study /'st ʊ di/ should be /'stʌd.i/
- Said /said/ should be /sed/

C. Grammar

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

D. 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, the internet is always used for business), should be " Finally, the internet is always used for business ". Upon examining the example above, it becomes apparent that the students lack proficiency in word choice and diction. Therefore, they made some incorrect word choices, which they believed were appropriate.

E. Fluency

Fluency refers to being able to communicate the ideas without thinking too much about what to say or having to stop. Fluency is indicated by a natural, fast speed of speaking and only a small number of pauses. The student's pre-test was categorised as neither fair nor reasonable, and neither is very good. There were 32% (9 students) categorised as very poor and 68% (19 students) in the poor classification. The low achievement of students' speaking fluency is sometimes caused by the pressure of the atmosphere, which makes them speak in the pre-test without any preparation beforehand. for example (*The second, i loveee...., 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 of certain words to express their idea, the filler suddenly appeared from their mouth. It caused the students to lose confidence and vocabulary, as they sometimes didn't know what they wanted to say because they were not relaxed.

After implementing Plan-ahead Brainstorming, students' speaking fluency increased higher than any other speaking element. In the post-test results, there were only 4% or one student categorised as poor, while 82% or 23 students were categorised as fair. Besides, there 14% or four students categorized as good. Fortunately, the students' weakness decreased after having treatment. The students were trained to speak relax and well, so that they didn't make any unnatural pauses. They arranged the words and said it well.

They have developed their ideas in a plan-ahead session to cover all branches of the topic, which enables them to speak fluently.

F. 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 happened because of the students' poor ability to reutter what they had read into their speech. There were only small bits that could be understood when the students spoke. The researcher had to interrupt 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 spoke briefly and didn't know what they wanted to say about the topic during the pre-test. However, the students' speaking comprehensibility improved after receiving the treatment.

The results showed a significant difference between the pretest and posttest. This is evident in the improved mean scores for fluency, accuracy, and comprehensibility. The mean score of fluency was improved from 44.64 in the pre-test to 68.45 in the post-test. The mean score of accuracy was improved from 52.98 in the pre-test to 68.484 in the post-test. The mean score of comprehensibility was improved from 54.76 in the pre-test to 73.21 in the post-test. Overall, the mean score of speaking ability improved from 50.79 in the pre-test to 69.04 in the post-test.

Among all elements of speaking ability, the fluency of students was improved more significantly than the others. It can be seen from the difference in mean scores between the pre-test and post-test, which shows a 23.81 difference value before and after implementing Plan-ahead Brainstorming. Then, comprehensibility shows a difference value of 18.45, while accuracy shows a value of 12.50.

Among all topics of the pretest, most students chose educational problems and the internet, whereas in the post-test National examination, the topics included drugs. The students' tendency to focus on the topic significantly influences the test result in measuring their ability to express ideas in speaking. The student tried to raise the topic that was familiar and easy for them [16]. Sloane (2010) [8] stated that there are three criteria here that are 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 create a feasible idea [9].

It can be interpreted that Plan-ahead Brainstorming improved the fluency of the students most significantly [10]. It is because in Plan-ahead Brainstorming, the students were required to prepare their idea in the plan-ahead session; moreover, the students also developed their concept by using Brainstorming [18]. If an idea that we want to utterance has developed in many branches, it can be easy to speak fluently.

The brainstorming method, as described by Keh (1990), is a technique for generating ideas in which students are asked to come up with as many ideas as possible on a given topic. Houston (2009: 2) and Rao (2007) explain that brainstorming activities can help more advanced students with writing tasks, enabling them to produce ideas for essays, projects, and professional presentations. Based on their

previous research, the researchers aim to study a branch of brainstorming that can be applied in teaching speaking, called plan-ahead brainstorming. The plan-ahead brainstorming, which involves a plan-ahead session to developed an idea, can be used in teaching speaking. The student can elaborate on their idea and prepare what point they want to convey in their speech. When speaking, the student can easily deliver their concept fluently.

VI. CONCLUSION AND SUGGESTION

A. 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 skills of the second-semester students of SMAN 3 Selayar, academic year 2023/2024 [15]. It is supported by the value of 0.000, which is lower than 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 research has made a significant contribution to the theory of plan-ahead brainstorming in enhancing students' speaking abilities. It has been shown that plan-ahead brainstorming is a technique that can improve students' speaking fluency. On the other hand, speaking accuracy cannot be increased effectively because there is a rule in plan-ahead brainstorming that prohibits critics from participating in the plan-ahead brainstorming activity.

The outcome of using plan-ahead brainstorming helps students learn English, especially those learning to speak. The student can decrease their anxiety and stammer in plan-ahead session to prepare what they want to utter. The researcher found that this technique is helpful for teachers, enabling them to use it more effectively as long as they prepare a specific time to implement it on several occasions.

B. Suggestion

Based on the conclusion above, the researcher would like to give the following suggestions:

1. It is suggested that teachers use Plan-ahead Brainstorming in teaching speaking as a technique for developing ideas before students are ready to study, because plan-ahead brainstorming is a technique that directs students to think freely, especially when expressing ideas.

2. For the future researcher, study about brainstorming, especially in speaking, you should analyse whether the student express their idea by memorize or brainstorming because by memorizing the cannot boos their idea as many as possible.

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