

## **BRAINSTORMING TO IMPROVE STUDENTS' ENGLISH SKILLS IN THE ENGLISH EDUCATION STUDY PROGRAM AT ISLAMIC UNIVERSITY OF AHMAD DAHLAN**

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### **Abstract**

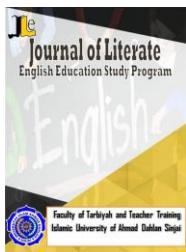
Today, in higher education, as at the university level, the learning process is still evolving. The objective of this study is to determine how to use the brainstorming concept to help students, particularly those who are already in semester 5, improve their English language skills. In this way, knowledge that may explicitly examine the degree of function is studied and explored by students in order to help them understand the concept of learning. Research design is use quantitative and survey as an approach whereas observation and questionnaire to collecting data. The result shows that brainstorming method was effective in improving the students' language skills especially for the 5 grade English learning program. Brainstorming talks about two possibilities of memory, short-term memory (STM) and long-term memory (LTM), as it is said to stimulate the minds of learners to activate creative thinking skills to build new ideas by connecting new knowledge with old, to build new links, to rearrange or reverse knowledge, to make connections between different concepts, to form make new connections or apply knowledge to a new field for learners to strike a balance. This research recommended the subsequent investigation to develop the method especially brainstorming for improving the students' English skills.

**Key words;** *Brainstorming, English Skills, English Education*

### **Abstrak**

*Dewasa ini, di perguruan tinggi, seperti halnya di tingkat universitas, proses pembelajaran masih terus berkembang. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana menggunakan konsep brainstorming untuk membantu siswa, khususnya yang sudah berada di semester 5, meningkatkan kemampuan bahasa Inggris mereka. Dengan cara ini, pengetahuan yang secara eksplisit memeriksa derajat fungsi dipelajari dan dieksplorasi oleh siswa untuk membantu mereka memahami konsep pembelajaran. Rancangan penelitian menggunakan pendekatan kuantitatif dan survei sedangkan observasi dan kuesioner untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa metode brainstorming efektif dalam meningkatkan kemampuan bahasa siswa khususnya untuk program pembelajaran bahasa Inggris kelas 5. Brainstorming berbicara tentang dua kemungkinan memori, memori jangka pendek (STM) dan memori jangka panjang (LTM), karena dikatakan merangsang pikiran peserta didik untuk mengaktifkan keterampilan berpikir kreatif membangun ide-ide baru dengan menghubungkan pengetahuan baru dengan yang lama, membangun mata rantai baru, mengatur ulang atau membalikkan pengetahuan, membuat hubungan antara konsep yang berbeda, membentuk membuat koneksi baru atau menerapkan pengetahuan ke bidang baru bagi pembelajar untuk mencapai keseimbangan. Penelitian ini merekomendasikan penyelidikan selanjutnya untuk mengembangkan metode terutama brainstorming untuk meningkatkan kemampuan bahasa Inggris siswa.*

**Kata kunci;** *Brainstorming, Keterampilan Bahasa Inggris, Pendidikan Bahasa Inggris*



## 1. Introduction

Teaching a foreign language, especially English, is one of the most important curriculums in Indonesia. Today, in higher education, as at the university level, the learning process is still evolving. Development orientation is a way to improve student performance, especially when it comes to communication skills.(Syukri, 2015, p.). In the process of learning English, most teachers have not used potential approaches to improve students' skills. Brainstorming is a good method to know student performance through short-term memory or long-term memory. The researcher found that in many areas of education, teachers were not informed in advance about what to learn, learning goals, especially indicators of learning success in learning English. It is related to the fact that it is to experimentally identify the interactions between thought processes and their collaborative interactions without significantly changing the design process.(Sauder dan Jin 2016), (Navaresta 2020), (Rao 2007),(Alrubaie dan Daniel 2014), and (Shirvani dan Porkar 2021)

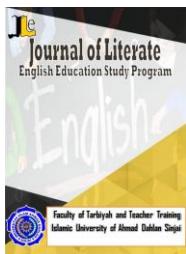
Brainstorming is an effective technique to develop and enhance critical thinking skills for students in science, as it helps activate student's thinking to explore new options instead of merely receiving information from a teacher. This strategy has been developed by researchers to support and enhance students' speaking ability when studying English.(Li, Wu, dan Lin 2019) and (Sharp dan Whaley 2018). In a journal, "*Revisiting the Cognitive Processes of the Brainstorming Technique*" (Alrubaie dan Daniel 2014) reported that brainstorming is not new and has been used in teaching and learning for many years.

The cognitive processes associated with the brainstorming technique include creative and critical thinking and problem solving skill. Numerous analysts have named this approach as a device to upgrade the students' considering within the English learning preparation. An conceivable theoretical position for these cognitive shapes is fundamental the procedural steps of the conceptualizing methodology inside the science classroom and how learning might happen in the midst of the utilization of the conceptualizing methodology in guideline and learning science (Al-Samarraie dan Hurmuzan, 2018), (Alqasham dan Al-Ahdal 2022), (Fathi dan Gasemifar, 2002), (Hashempour, Rostampour, dan Behjat, 2015), and (Shirvani dan Porkar 2021).

The objective of this study is to determine how to use the brainstorming concept to help students, particularly those who are already in semester 5, improve their English language skills. In this way, knowledge that may explicitly examine the degree of function is studied and explored by students in order to help them understand the concept of learning. aspects of meaning and comprehension of each utterance and discourse investigated, as well as grammatical and communicational functions. The distinction from previous studies is that the lecturer gives background information on the material to be taught before inviting students to explore early learning opportunities, such as learning about short tales or specific topics like novels, literary works, and other works of literature. However, lecturers provide a different strategy by using regional drama as a teaching tool in recent studies. The local drama in question is a sort of folklore that originates from and evolves around student life. According to (Syukri, 2021) the media approach to drama appears to have made a positive contribution to encouraging students to discover means of expressing their ideas and connect with the circumstances shown in the dramatization. However, this way of thinking needs to be developed more.

The purpose of brainstorming is to activate learners' creative thinking skills to connect new knowledge to old ones, make new connections, rearrange, or reverse knowledge, and make connections between different concepts, generating new ideas by making new connections and applying knowledge to new areas. The brainstorm discusses her two methods of memory: short-term memory (STM) and long-term memory (LTM)(Deuja dkk. 2014), (Hashempour et.al 2015), (Irfan et.al 2019), (Krätschmer dan Kaufmann 2002), and (Sutton dan Hargadon 1996).

What distinguishes it from previous studies is that most of them used brainstorming as approach in improving the students' writing ability, reading comprehension, play and role-play in classroom activities and explored how the method encouraged interaction among students and



participation in the learning process. In fact, it is not many to assist students in improving their speaking ability effectively. As impact above, the students' speaking ability is still low. So, it needed to find an excellent approach to figure out the problem. And, the most important is how involve the all students in higher participation in learning process. Currently, researchers are promoting local drama as a tool for drama activities. The local drama here has to do with what is inherent in its culture and life. It is hoped that the use of the local history approach as a unique medium will improve student participation and help achieve the goals of the learning process. A major aspect of these very important aspects was media such as theater with a brainstorming approach to help students improve their skills, especially their speaking ability.

## 2. Method

A mixed method using observations and questionnaires was used to conduct this study in collecting data from the field. The design of this method was quantitative. Quantitative data were presented first, then qualitative, and interpreted using descriptive analysis.

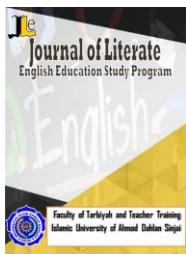
### 2.1 Participants

In this study, the population of Islamic University Ahmad Dahlan for the 2021/2022 academic year was sampled. The total number of students is 1,654. Of these, 699 are in Faculty A, 331 in Faculty B, and 624 in Faculty C. Purposeful sampling is a technique used to extract data from class performance. In this case, researchers consciously set criteria for sample selection. This standard provides a basis for explaining and defending targeted sampling. Each faculty member represented one of her classes in her six classroom lessons and her four performances, including two drama stories. Faculty A consists of 25 students, Faculty B consists of 25 students, and Faculty C consists of 25 students.

### 2.2 Instruments

The purpose of this study is to explore how using local historical plays in classroom drama activities can improve students' speaking skills through a brain storming approach. A local drama utilizing the "Topekong Agreement" is a historical tale of Sinjai as local wisdom. It is the unique history of the Sinjai tribe. In addition, this study aims to examine the extent to which community the class activities improve students' speaking skills and brainstorming approaches to learning. The study was conducted in his three departments at the university in Sinjai and data collection was done using mixed methods. The Data Collection section describes the types of data collected. You can determine whether the data collected is of the type narrative, numeric, or both. Questions regarding both quantitative and qualitative approaches are asked and explained. Researchers used questionnaires as quantitative data to determine how strong student responses were when utilizing local interactivities in the classroom. We then used the observations as qualitative data to monitor student activity during the activities.

The questionnaire is used in collecting the data to know students' responses about drama activities in the class. In this section, researchers provided students with a list of 20-question questionnaires. The validity of the (quantitative) data of the questionnaire is based on survey variables X and Y, taking into account local activity (X) and English skills (Y) through a brainstorming method. And, by the relevance of (qualitative) observational data, we explore how local drama activities can help students brainstorm to improve and stimulate their English skills. The purpose of this questionnaire was to provide responses to students regarding the use of drama technology in the



learning process. The results of the questionnaire show the students' interest and motivation, especially in learning English. Students will then learn how to develop their skills based on cultural values through the integration of the drama of local history and the brainstorming approach as an analytical tool.

### **2.3 Procedures**

Researchers distributed drama texts to students before the therapeutic activity took place in class. The drama texts were read and discussed between the teacher and students before being presented in class. The drama text consists of 1) drama text "Wolf Boy", 2) intermediate drama text "Princess's Suitor", and 3) "Topekong Agreement" (specifically drama text base). based on the inherent history of the local culture). Data collection procedures are presented in chronological order for pretest, posttest, and treatment. Treatment is done in 6 or 6 sessions. Each session lasts 90 minutes. The flow of treatment was as follows. (1) Teachers give suggestions and motivations to students before they start communicating language successes. (2) The teacher introduces the topic. (3) The teacher explains the theme of the play. (4) The teacher divides the students into small groups. (5) Ask each group to reread and discuss the lines of the drama. (6) Students are asked to select the character they would like to play. (7) Have each group perform a play that has been evaluated after the theater activity.

The researchers chose the above drama text vehicle for several reasons: a) the text of the drama is interesting folklore, b) the content of the text of the drama talks about social and cultural aspects, and c) the characters in the dialogue of the text of the drama describe their culture and social life. It represents, d) the message within the text of the drama can provide important input as students traverse and appreciate their own cultures. e) Researchers believe that local history is unique to students when presented in the classroom as a tool for learning English (Syukri, 2015)

Data collected from the instrument were analyzed using the following methods.

1. Identify and describe the statistical analysis of the survey data results. In this case, the aim was to see how the students would react after learning English through a local historical drama.
2. How does brainstorming on local drama improve students' English skills?
3. Using a brainstorming approach, discuss aspects related to the variables of how local history can be used to improve students' speaking skills.

The text is balanced in terms of qualitative and quantitative approaches.(Gay 1980) Questionnaire data : A four- category Likert scale (strongly agree, disagree, strongly disagree) All data were interpreted using descriptive descriptions.

### **3. Result**

The indication students' intersect and recognize their culture was shown through the result of their interest in the learning process. In this case, Implementation used the local history drama technique with starting by brainstorming and then discussion in the classroom. It could enhance the interest in the second semester of The University of Islamic Ahmad Dahlan Singai at A faculty, B faculty, and C faculty for the academic year 2021-2022. Students trained with intersect and recognize the value of culture through local drama activities where the teacher convey the heritage of the events, moral message, and presenting a character in drama.

In addition, the brainstorming approach enabled students to utilize their short-term and long-term memory for historical terms such as vocabulary and certain expressions influenced by culture and local languages. Similarly, students at the time were trained to learn some new words in ongoing

dialogue while playing their part in a dramatic activity. The results are illustrated by students questionnaire, as shown in Table1.

Table 1. The score in the percentage of students' interest

No	Interval Scores	Category	F	%
1	66-80	Strongly interested	65	86.67
2	50-65	Interested	10	13.33
3	35-49	Uninterested	0	0
4	20-34	Strongly Uninterested	0	0
	N = 75	Total	75	100

Regarding the student interest percentage scores in the table above, the results show that no students indicated that they were not interested in using local history drama techniques. Sixty-five (86.67 percent) students were keenly interested in how quickly they could achieve a score of 66-80. Based on the student's degree of interest in the questionnaire, the highest score is 79, reported as 'strong interest', and the lowest score is 61, which is reported as 'interesting category'. Based on pre-test (6.63% to 7.83% post-test) results, 65 of his students with the "very interesting" category were affected, or 86.67 students. The average score at this point was 69.09, which puts it in the "interesting" category.

Carried out shows that students have great interest in interacting and speaking in the classroom through the medium of theater, especially local theater. Local plays are popular among students and can also improve listening skills and retain vocabulary in both short and long term memory. The brainstorming approach to training students to listen and respond relies heavily on learning to memorize vocabulary. Observations show that learning outcome achievement rates are 68% (after the test) versus 12% before (before the test), which is on average in the good category. ) based on the Speaking Skills section .

#### 4. Discussion

##### a) Using Brainstorming as stimulation

Brainstorming or warming up is the first step of a teacher before beginning activities in the class. in this research, teachers implemented an approach to the principle for designing speaking techniques (Brown, 2007). The aim of this strategy is to know how the students' basic ability, their knowledge, and most important is what the student's language competence. The activities of brainstorming consist of:

1. Open class
2. Mention about the objective of teaching
3. Explain about teaching material or theme of dialogue and discussion activities.
4. Ask the students to give comment or questions and then give answer
5. Convey to the students what procedure will do during class.

In this section, result of the research shows that brain storming is very important to begin all activities in teaching speaking. It is based on pretest and posttest where the gain scores significantly improve from fairly good to good and very good categories. The researcher assumed that when the

teacher gives initial information about the topic of material, and other aspect related to the topic, for instance, historical background, social relationship, culture, values and other things basically related to the topic.

Look at the data which show us what the students' responses to the first treatment section.

#### **The teachers' questions**

- 1.What is the topic of the dialogue?
- 2.Could you mention the characters in the dialogue.?
- 3.Find the main idea in the dialogue.
- 4.Could you mention some messages in the dialogue?
- 5.Mention some funniest thing in the dialogue

<b>Quest No</b>	<b>Respd. code</b>	<b>Answered</b>
1	A.1.2	“The boy who cried wolf”
2		Hery (Antagonist) Draco (Protagonist) Hermione, (Protagonist) Ron (Protagonist) Author (Neutral)
3		There was boy who was a liar
4		“don’t like to lie” “Do not always to say that is not true”
5		a. The funniest thing is when Draco tripped and rolled to the side of a hill b. While Ron wearing tight clothes with a black mini skirt, with a bright green and high heels.

In the process above where the teacher provides a number of questions that would be discussed by the student in a small group, is the beginning step to know what the students get from the dramatic text. As a researcher notes, brainstorming activities in relating to the use dramatic text has helped the students begin to explore their ideas. Then, it seems that they can understand what the topic of discussion and find out the main idea of the dialogue. Besides that, the intriguing aspect is when they find the characters and their role. The data above indicate that the brainstorming is one way to begin to stimulate the students' interest to explore their ideas.(Sutton dan Hargadon 1996), (Hashempour et.all, 2015), (Fathi dan Gasemifar 2002), and (Alqasham dan Al-Ahdal, 2022).

This way is started by warming up and explain in brief what the topic would be discussed in the class. To convey the material, the teacher describes the main point of the dramatic text and then asked the students to give comment or question. As it has in fact been pointed out in the preceding, this process is conducted to know the students basic knowledge or understanding of the topic. So, the teacher asks the students to give initial information what they know about the dramatic text in ongoing class. One important thing that the students have achieved at this point is they can expressing the main idea of the dialogue. As we can see below :

Questions : what the main idea in the dialogue?

Answer : There was a boy who was a liar

In spite of the fact that the student's reaction appears straightforward, it is shown that within to begin step they start and endeavor to explore their thoughts. Moreover, the essential thing that ought to be considered in arrange to extend the students' reaction within the discourse or talk exercises is

inquiring the understudies to discover the center of the dialogue. So, the understudies will figure out by reply all of the questions which have been talked about within the gather segment (Alrubaie dan Daniel 2014).

Furthermore, in the second treatment, the researcher found increasing some points about their responses to the teacher's questions. For example, looked at the response to the fourth question:

Teacher's question : "what is the main ideas of the dialogue?"

Student's answer : - We are not believed a liar.  
- Do not be arrogant  
- Do not like a provoked  
- We must help each other  
- We must honorable the other people.

The response above indicates that the students' effort to find some meanings or messages and then expressed them in the class discussion. It means that through this way they have provided and opportunity to engage and explored their idea referring to the topic.

The result of perception within the lesson of the six times shows that brainstorming way just like the steps over, would give an opportunity the understudies to discover the substance of the content specific sensational content. It was conceivable since the teacher gives event to the understudy to include within the interaction straightforwardly. In this case, the brief term of viability within the conceptualizing handle such as; present the subject, then inquire the understudies to grant comment, and input of the instructor exercises, at the researcher's point of see could be exceptionally great way to the understudies as the middle of learning. (Navaresta 2020), (Alrubaie dan Daniel 2014), and (Al-Samarraie dan Hurmuzan 2018).

### b) Exchange Information Through Discussion

The researcher assumed that dialogue is one way to exchange ideas or information among participants. And the class activity during research showed that in dialogue students had more opportunities to express their idea or convey some information or feedback on the under-topic discussion. On the other hand, (Brown, 2007, p. 54), (and Frahm & Brown, 2005) keep up acting inside the part can offer assistance under studies to investigate unmistakable sentiments, focuses of see, courses of movement, and decision-making methodologies. They moreover can find the dialect in utilize as they express the skill of the individual they have got received. Role-play can offer assistance college under studies investigate social and private inconveniences, comprehensive of sexual orientation, way of life, and value, through picking up information and ability of any other culture's conventions, speech, narrating, movement, music, and move.

The dialogue below can show us as a transactional (dialogue), they are:

Student A: What is the main idea of the dramatic text?

Student B: the main idea of the dramatic text is a fundamental event that talks about how the "Topekkong Agreement" was conducted.

When a student asked the other student with the "*what's the main idea*" question, the research indicates that if the topic is interesting and understood by students well it will be more interactive with the class. Drama as a medium for exploring their emotions in real life also influences the students' awareness of their culture there. Likewise, the result of his study, (Gorjian, 2010)points out that performing inside the function can assist college students to explore one-of-a-kind feelings, factors of view, guides of motion, and choice-making techniques.

They too can find the dialect in utilize as they have particular know-how of the character they have got taken after. Role-play can help understudies to investigate social and private issues, in conjunction with sexual orientation, way of life, and reasonableness, through picking up data and ability on a few other subcultures' conventions, speech, narrating, development, music, and movement. (Young, 2012) and (Edmiston 2016).

### **c) Development of Interpersonal Communication**

Dialogue and discussion are two kinds of activities that involve interpersonal events. The purpose of this is to build the social relationship between students in the group or among students and the teacher. The teacher sometimes comes up to class with certain material which is inherent to the student's life such as local history in drama text form, it stimulated the students to give responses and comments. In this case, the researcher used some steps as a design of the learning process. They are:

1. Brainstorming
2. Rereading and Discussion
3. Performing
4. Reflecting on activities, and
5. Intersecting and recognizing the value of culture.
6. Building the students' community.

The result of the research showed that after treatment, there is an improvement in proficiency from fairly good to good category. It means that the procedures above can improve the students' speaking ability in learning English.(Octarina, Rizal, dan Zasrianita 2021).

### **d) Student's Speaking Skills**

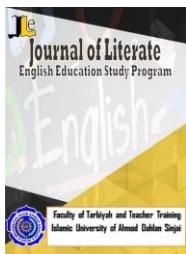
After using integrating local history drama technique in the classroom for six times, the students could gain a significant progress in improving their speaking achievement. It can be seen in the result of their test. The students' pretest result was fairly good category and the students' posttest result was very good category.

Based on the data, it can be concluded that after given treatment by using local history drama technique, the students were in very good category. It means that the use of local history drama technique gives better effect on the second grade students of Islamic University of Ahmad Dahlan in Sinjai for academic year 2013-2014. The result of pretest and posttest show significant improvement from fairly good category to very good category.

The findings were supported by a theory in Chapter II. There are some principles for designing speaking technique as follows:

1. Technique should cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency;
2. Techniques should encourage the use of authentic language in meaningful contexts;
3. Provide appropriate feedback and correction;
4. Capitalize on the natural units between speaking and listening;
5. Give students opportunity to intimate oral communication;
6. Encourage the development of speaking strategies.(Frahm dan Brown 2005)

Theater is aimed at developing language, personal awareness, group collaboration, sensory awareness and imagination. Previous research on speaking ability has shown that using small group discussions in speaking classes may improve students' speaking interactions within the classroom, giving students more opportunities to speak and more confidence in speaking. Take a positive attitude towards small group discussions. (Chang 2009) and (Edmiston 2007). The most importance single factor in the use of drama as a genuine part of education is the teacher a really full, generous, and compassionate interest in children, irrespective of academic ability or gift, is the first requisite, a knowledge of why to use drama is another, the freedom to approach the matter from where he or she feels happiest and most confident is another.



The student's performance in part can offer assistance to understudies to investigate diverse sentiments, focuses of see, courses of activity, and choice-making forms. They can moreover investigate dialect in utilize as they express understanding of the individual they have embraced. Part play can offer assistance in studies investigating social and individual issues, counting sexual orientation, culture, and value, within the handle picking up information and understanding of another culture's conventions, speech, narrating, development, tune, and movement (Edmiston 2007). (Edmiston 2007).

Underlying the data above, the results show that almost all of the students felt confident in speaking, whether discussing the dialogue of drama or dramatizing local history in the classroom. The researcher assumed that treatment and communication in class encouraged the students to attend class with more interest, mainly due to the students having been very pleased with the material or topic related to the real world; authentic, and concerning their daily lives or past events related to their nation, community, or to their own personality.

Likewise, in the result of his study, the students are involved in a play by being assigned character roles, they have to present the play in traditional form, yielding to their active performance. Being engaged in active drama, language learners can imagine themselves living in the world of the play and this could increase their motivation. In a situation like this where learners must rehearse the lines before performing on stage, each student in a group takes charge of one role and memorizes the lines of his or her own turn while other students in the group are responsible for other roles. This type of practice, though presumably more time-consuming, might appear traditional and less meaningful. (Bahman Gorjani, 2010). However, it is different from the outlandish dress-rehearsal that is reminiscent of traditional approaches. One argument to support this practice is that language learners should practice in the presence of the group members, and so it is not an individual practice, but a group enterprise, neither is it choral memorization of the lines. It is unique in as much as they practice the lines individually while other members rehearse other lines, and then they join to dramatize the play. Instructor and understudies in these classrooms are mindful that the world could be a complex put in which different view points exist and truth is regularly a matter of interpretation, and they recognize that learning and the method of surveying are perplexing and require interaction from understudies and educator as well as time, documentation, and examinations by both instructor and understudies. The explanation over suggests that learning a dialect has included numerous perspectives, not as it were on the phonetic perspective but moreover nonlinguistic perspective (Paulus and Brown 2007). In this research, the speaking skills that would be analyzed based on the research are :

a) Fluency and Accuracy

Both aspects of speaking are inter related. Students are trained for fluency and accuracy as they indirectly participant in class dialogues, presentations, and discussions. Students were enthusiastic about speaking and encouraged to be more active. It depends not only on the good materials teachers bring to class, but also on the students' motivation and interesting learning English. In fact, students always notice their mistakes when speaking or interacting in class and try to correct them more precisely this time too (Bashir, Azeem, dan Dogar 2011), (Hussain 2017), (Leong dan Ahmadi 2017), and (Romero 2006). On the other hand, parts of the fluency and accuracy are pronunciation, vocabulary and grammar the showing that significant improvement from fairly good to very good category after treatment in the classroom. The data, transcription shows that the students still difficult to pronounce some morphemes or word fluency. For instance, see the data below:

<b>Morfem</b>	<b>Transcription</b>
/cried/	[craied]
/mention/	[ 'menʃn ]
/happy/	[ 'hæpi ]
/liar/	[ 'laɪə ]
/believe/	[bɪ'li:v ]
/attend/	[ə'tend ]
/nearby/	[ 'nɪəbaɪ ]
/reseat/	[ ,ri:'si:t ]
/trouble/	[ 'trʌbl ]
/sunddenly/	[sunddenly]
/fix/	[ fiks ]
/over/	[ 'əʊvə ]
/claim/	[ kleɪm ]
/determine/	[dɪ'tɜ:mɪn ]
/think/	[ 'θɪŋk ]
/attitude/	[ 'ættɪtju:d ]
/wanted/	[ 'wɒntɪd ]
/feeling/	[ 'fi:ljɪŋ ]
/danger/	[ 'deɪndʒə ]
/shut/	[ ʃʌt ]

Based on the data above, the students' difficulties in pronounce accurately and fluency are on the words as follows :

/cried/	<i>voiced</i> > [cried]
/liar/	<i>voiced</i> > [ 'laiyar]
/claim/	<i>voiced</i> > [ klaim ]
/wanted/	<i>voiced</i> > [ 'wonted ]
/shut/	<i>voiced</i> > [ ſu:t ]

Generally, at first, students difficult to pronounce the words with diphthongs /ie/, /ai/ , and /ia/. But after treatment they can correct and well voiced. Besides that, the words with the CV pattern (consonant vowel) also difficult to express appropriate, such as: /hu/ and /an/ > /shut/ and /wanted/. So, this is the phonological aspect that should be considered to exercises in many frequencies.

By and large, familiarity works out (saying or composing an unfaltering stream of dialect for a brief period of time without any self- or other rectification at all) are at this level. They offer assistance to induce understudies over the bump of continuously having to say or compose everything accurately. Moreover, familiarity is likely best accomplished by permitting the “stream” of discourse to “flow”; at that point, as a few of this discourse spills over past comprehensibility, the rivers bank” of instruction on a few subtle elements of phonology, language structure, or talk can channel the discourse on a more intentional course.(Brown 2007).

## b) Comprehensibility

Research shows that listening is also a challenging aspect, especially in speaking activities. In the first section or treatment, the students had great difficulty comprehending meaning and understanding what the speaker was saying. In this case, you should listen carefully to all the phrases you hear during class. After treatment, researchers noticed a significant improvement from the "fair" category to the "good" category (Syukri 2018), (Nurhayati 2016), and (Frahm dan Brown 2005). The data shows that when the teacher gives some questions to discuss in their group to start understand the meaning for examples :

*The teacher question:* could you mention some messages in the dialogue?

*Students answer* : Don't like to lie  
: \*Do not always say that is not true

Or the other question :

*The teacher question* : Mention some funniest thing in the dialogue?  
*Students' answer* : Draco tripped and rolled to the side of a hill

On the above aspect, the students easily understand the question and catch what the purpose of the question. The students comprehensibility is helped by their vocabulary proficiency and listening comprehension. Beside that, the topic which is interesting could stimulate the students to understand quickly. So, the aspects what was talked in the class provide and opportunity the students to engage in interact each other. In the phonological aspects, at the beginning process, students still difficult to fast understand what the speaker says. The students' difficult is on the derivation process such as verb to noun (V>N), noun to verb (N>V), or noun to adjective (N>Adj), etc. for example :

/lie/ > /liar/  
/want/ > /wanted/  
/feel / > /feeling/

In the pre-test, some of the students sometimes difficult to understand the meaning of the words that changed itself. For instance, the word changing of /lie/ to /liar/, or /want/ to /wanted/. In this case, the students have a problem in grammatical aspect. As an effort to overcome the problem, the teacher gives correction, clarification, and even elaborate about grammatical that should be understood by the students. And so, after treatment and learning process about all of aspects related to the purpose of learning, the students begin to identify the form of words.

Related to this point, some specific questions that should be considered by the teacher about listening comprehension:

1. What are listener "doing" when they listen?
2. What factors affect good listening?
3. What are the characteristics of "real-life" listening?
4. What are the many things listener listen for?
5. What are some principles for designing listening techniques?
6. How can listening techniques be interactive?
7. What are some common techniques for teaching listening?

The researcher would like to stress the question of "What are the characteristics of "real-life" listening?". This question concern about what inherent to the students' real life. For instance, when the teacher comes up to class with an authentic material, specifically "short story" about their village, their culture or their regency and then the teacher brain storms the theme first (Rao 2007) and (Li dkk. 2019). The researcher assumed that it would be more interesting and encourage the students to engage in learning process. Why? This is related to their environment, social life, history or whatever inherent to the students' daily life. The number of words that inherent to the students can be seen in the datas below :

## Morfem

/kindship/	[ kindship ]
/witnessed/	[ 'wɪtnəst ]
/desire/	[ dɪ'zaiə ]
/brotherhood/	[ 'brʌðəhʊd ]
/kingdoms/	[ 'kɪŋdəmz ]
/agreement/	[ ə'grɪ:mənt ]
/planting/	[ 'pla:ntɪŋ ]
/symbol/	[ 'sɪmbəl ]
/bureal/	[ bureal ]
unified/	[ 'ju:nfaɪd ]
/united/	[ ju: 'naɪtɪd ]
brotherhood/	[ 'brʌðəhʊd ]

## Transcription

Based on the specific words above, repeating those words gives students the opportunity to explore further in class. Also, the word count depends on the topic of discussion. It must also be emphasized that language and stage influence each other. This means that interactions involving cultural aspects and exposure to real life and authenticity can encourage students to participate more actively in speaking activities.

Regarding the researcher's view above: In any case, the key element of listening. For example, listener characteristics such as ability, memory, attention, attitude, gender, age, background schema, and even her L1 deafness influence the listening process. Student characteristics are important to encourage students to work on the ideas, explore them, and gain insight into the process at hand. And speaking intent drives student performance. (Paulus dan Brown 2007), (Octarina dkk. 2021), and (Brown 2007).

## 5. Conclusion

In summary, the questioner's results show that the 65 or 86.67 students with the 'Very Interesting' category had a significant impact on the students' answers about their interest in learning English. The average score at this point was 69.09, which puts it in the "interesting" category. Most students are interested in and improve their speaking skills using local drama and brainstorming as an approach to measure a student's short-term and long-term memory during the learning process.

Students respect and enjoy theatrical activities through local historical plays. One of the benefits a student can get from utilizing local historical dramas is to improve her speaking skills through a brainstorming approach. In this case, the main aspect of this research is the use of local drama activities in the classroom, where teachers encourage students to use short –and long-term memory to improve their English skills such as vocabulary, speaking, and comprehension. The researchers recommended applying this approach to the learning process, especially learning English, and how to improve students' English skills using a brainstorming approach as a good approach.

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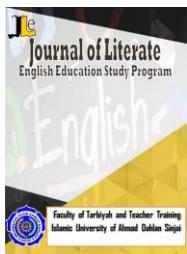
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