

RESEARCH FINDING

This chapter presents the research findings and discussions of the study. It describes about the data result about types of brainstorming activities provided by student-teachers and their brainstorming skills. While, the discussion of this study deduces the findings to then concludes it.

A. Findings

1. Brainstorming Activities

a. Student-teacher 1

Table 4.1
Brainstorming Activities of Student-teacher 1

Meetings	Brainstorming	Session			Description
Class	Activities	Pre-	Main	Closing	
1st (10 APK 3)	Free- wheeling	√			Teacher gave the theme or problem (introduce ourselves) and then asked about what we need to do to introduce ourselves. Then students produced the ideas freely and randomly until none gave the additional ideas.
	Brain-netting		√		Teacher used electronic device (laptop) to give input and defined the topic including the picture, words, and text (taken from internet) relating with the topic (introducing self). Then

					teacher asked the students to find the mistake from the text and give the solution
	Random input		√		Teacher provided text and then she asked about the important components in introducing ourselves and students tried to analyze about the information inside the letter and email from new friend (in pair).
2nd (10 APK 1)	Free-wheeling	√			Teacher asked students to mention about what we had to said when introducing ourselves.
	Brain-netting		√		Teacher showed two reading texts and she asked all of things related with the topic (introducing self) from the text. Teacher asked them to mention many kinds of hobby.
3rd (11 TPPPP 1)	Free-wheeling	√			Teacher asked students about what the meaning of folklore is by saying an example about folklore(Cinderella) then asked students to give another folklore.
	Brain-netting		√		Teacher provided pictures of various folklore, then asked about the things that they usually read inside each folklore (characteristic, setting, etc.) and teacher tried to clarify it with all of students.
	Group ideation			√	Students in groups produced an opinion about moral value from the reading text
	Random input			√	Each groups tried to give their opinion about moral value from the text, and had to present it in front of the class.

4th (11 TKJ 1)	Free-wheeling	√			Teacher asked the students about folklore and the examples of it
	Brain-netting		√		Teacher provided pictures of various folklore, then asked about the things that they usually read inside each folklore (characteristic, setting, etc.) and teacher tried to clarify it with all of students.
	Random input		√		Teacher provided words with different form and asked students to tell the different about that two words, then they tried to give opinion about that similar word with different form.
	Group ideation			√	Students in groups produced an opinion about moral value from the reading text.
	Random input			√	Each groups tried to give their opinion about moral value from the text, and had to present it in front of the class.
5th (11 TKJ 2)	Free-wheeling	√			Teacher asked about students' background knowledge about folklore then students mentioned the examples of folklore
	Brain-netting		√		Teacher provided pictures of various folklore, then asked about the things that they usually read inside each folklore (characteristic, magical features, setting, etc.) and teacher tried to clarify it with all of students.
	Random input		√		Teacher showed the video about the examples of verb 2 (regular and irregular) and asked student to mention another words in verb2 form (regular and irregular)

	Group ideation			√	Students in groups produced an opinion about moral value from the reading text.
	Random input			√	Each groups tried to give their opinion about moral value from the text, and had to present it in front of the class
6th (10 AK 2)	Brain-netting	√			Teacher showed two videos to define the topic and asked to students about what is the case of those video.
	Free-wheeling	√			Teacher gave some questions to students then they had to answer it by their own answer or ideas or opinion
	Group ideation		√		Teacher divided students into 7 groups and gave them a paragraph for each group (different case) then they were asked to discuss about the main point of that paragraph given
	Random input			√	Still in their group, teacher asked students to give opinion about the paragraph and solution to solve that problem
7th (11 TKJ 2)	Brain-netting	√			Teacher showed video from YouTube and students were asked to give opinion about it.
	Free-wheeling	√			After giving opinion, teacher asked about students' understanding toward topic (bullying) and they mentioned all the things related with it.
	Group ideation		√		Teacher divided students into 5 groups and gave them a different paragraph for each group. Then, they had to share about the main point of that paragraph
	Random input		√		After sharing the main point of the paragraph, students were asked to give

a) Teacher provided pictures and words in the PPT. Those things were used in the matching word and picture activity on PPT.



b) The next brain-netting was providing short texts about person's identity. Students were asked to mention all-of the things related to the topic (introducing ourselves). After that, teacher

T : “*pardon, phone number?*”

S : “yes”.

T : “*and then?*”

S : “family” (low voice)

T : “sorry, can you repeat?”

S : “Family”

T : “Okay, family.”

From those conversations, it becomes clear that teacher tried to provoke students for producing any ideas and sharing it. Then, teacher tried to verify students' answer if they were uncertain with it. To record all of the things that they had been mentioned, teacher asked them to make their personal identity containing all the things relating with the topic that they mentioned before.

The second brainstorming activity conducted in this meeting was brain-netting. Applying this activity, teacher provided two slides of PPT which contained of a text to give any input and key words that are usually used to introduce their own self.

Here, students were asked to mention all of the things in the text relating with the topic (introducing self). Here is the text employed:

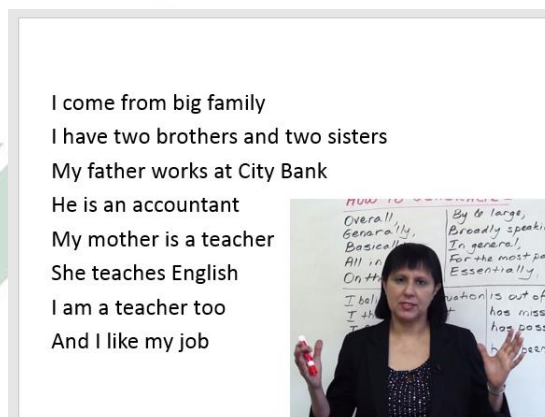


Figure 4.4
Brain-netting Media: Short text about Personal Identity

The second slide was a slide containing of some key words of introducing self. These words became a guide in doing the task during this activity. The tasks were asking students to correct the pronoun and imagining that the key words on the slide are their new identity. Then, in the point of “hobby”, teacher asked students to mention various hobbies. Here are the conversations between teacher and students to encourage students’ ideas relating with the topic:

T : “*contohnya hobi tu apa saja?*”

S : “bicycle, swimming, walking, singing, running, snorkeling,”

T : “*tambahkan sesuatu..*”

S : “*cooking..*

The last activity in this meeting was random input activity. This activity was conducted in the last session of this meeting. Before doing this activity, teacher asked the students to translate folklore under the title “An Enchanted Fish”. After they had translated the story, each groups tried to contribute their opinions related to the moral value found from the text. They had to present it in front of the class. In giving their opinion, students tried to link between the story (intrinsic meaning) and their experience.

In the fourth meeting, there were five brainstorming activities; free-wheeling, brain-netting, group ideation, and random input. The same with the previous meeting, teacher asked students about folklore and the example of it. The sentence was: “*What is folklore?*”. Then, students answered by “*dongeng*”. After that, teacher asked students about the example and students’ answer were “*Si Kancil, Timun Mas, Snow White*”.

[illegible]

The next activity was random input. Teacher provided words with different form and asked students to tell the different about those words. Then, they tried to give opinion about that similar word with different form. This activity required students to link between the problem (different words in form) and their knowledge about grammar. Here are lists of different words:

The fourth activity was group ideation. Teacher divided students into groups consisting of three students. Each group produced an opinion about moral value from the reading text.

[illegible]

5) Meeting 5

There were five brainstorming activities in this fifth meeting. The activities were free-wheeling, brain-netting, random input, group ideation, and random input. In the first activity, teacher asked about students' background knowledge about folklore then students mentioned the examples of folklore. Here are the conversations:

T : “Do you know about folklore?”

S : “*Dongeng*”

T : “Do you know the example about folklore?”

S : “Kancil, Timun Mas,..”

The second activity was brain-netting. This activity was conducted in main activity. Teacher provided pictures of various folklore on slides of PPT. Then, students were asked about the things that they usually read inside each folklore (characteristic, magical features, setting, etc.). Moreover, teacher tried to clarify it with all of students. Stepping further, teacher provoked students' ideas by asking about "*Gin*", magical creature in Aladdin story. It was asked to students about what they want to do if they have magical creatures in their life.

The third activity was random input. Teacher showed the video about verb 2. After watching video, students were asked to mention other examples about verb 2 (regular and irregular).

The last activity was random input. In connection with previous activity, students must link between the intrinsic meaning of the story and their knowledge to produce the ideas about moral value of the story.

the story and their knowledge to produce the ideas about m
of the story.

6) Meeting 6

In the sixth meeting, there were four brainstorming
The activities are brain-netting, free-wheeling, group ide
random input. In the first activity, teacher provided two vi
YouTube to define the topic (bullying) and then she as

The second activity was free-wheeling. In this activity, teacher gave some questions about the topic and students tried to answer it by their own opinion. Here are the questions given to students:

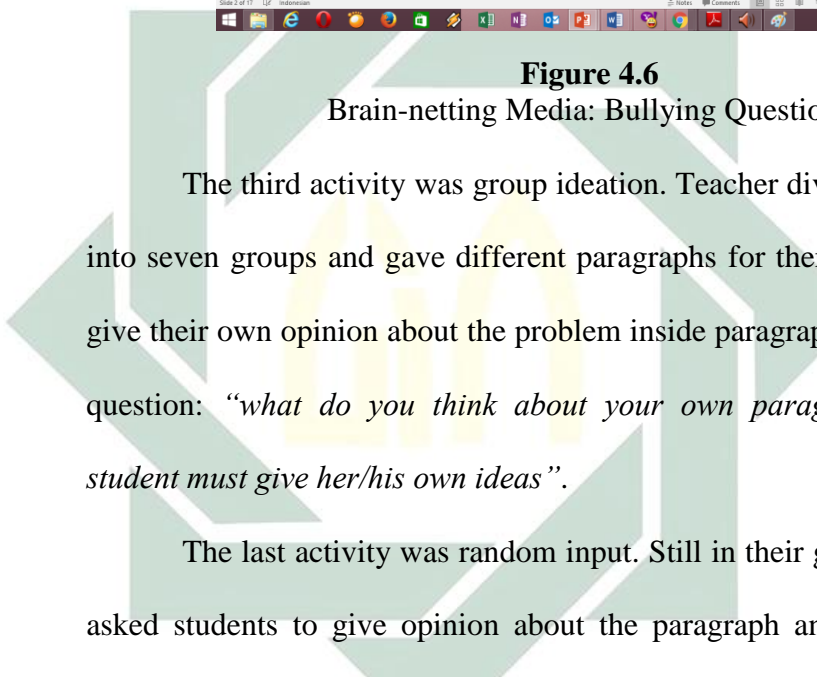


Figure 4.6

The third activity was group ideation. Teacher divided students into seven groups and gave different paragraphs for them. They must give their own opinion about the problem inside paragraphs. It was the question: *“what do you think about your own paragraph? Every student must give her/his own ideas”*.

The last activity was random input. Still in their group, teacher asked students to give opinion about the paragraph and solution to solve that problem. This task was done by linking their understanding about the paragraph and real case in life.

7) Meeting 7

This meeting was similar with the previous paragraph. There were four brainstorming activities conducted in this meeting; brain-netting, free-wheeling, group ideation, and random input. The first activity, teacher showed two videos to define the topic (bullying).

After that, she asked to students about their understanding and opinion about the cases in video. Students shared their ideas in front of the class.

After sharing their opinion, they were asked to mention all of the things relating with the topic. Here, the teacher did free-wheeling activity to call out students' ideas freely.

Then, the next activity was conducted in main activity of the session. Here, teacher divided students into five groups. After that, she gave five different paragraphs and they understand the meaning and producing opinion based on their own ideas.

The last was random input which linked their analytical thinking about paragraph given and their background knowledge to produce the way to solve the problem in their paragraph. This activity involved their understanding toward paragraph given and experience in their real life.

S : “Malingkundang, Bawang merah-Bawang Putih, Timun Mas, Keong Mas, Tangkuban Perahu...”

From the previous dialogues, it can be seen that students mentioned the examples of folklore in Indonesia. The teacher would move to next activity after no one of students gave any additional ideas.

The next brainstorming activity was group ideation. Teacher divided students into seven groups then asked them to make their own folklore by their own ideas. After they finished in making folklore, they had to share their story in front of the class.

2) Meeting 2

Brainstorming in this meeting was brain-netting. Firstly, teacher provided a slide containing of short text about watching television excessively. This slide aimed to provoke students' ideas. After reading the text, they were asked to give their opinion in form of suggestion as the topic in this meeting. This activity was conducted in main activity of the teaching-learning session. The slide that was used by teacher showed as follow:

Brain-netting: Imagine the Problem

In this third meeting, there were three brainstorming activities conducted by student-teacher. Those are free-wheeling, brain-netting, and group ideation. To know students understanding, teacher asked them about the topic, “bullying”. The conversation will be written as follows:

S : “mencemooh, meledek, perkelahian, melawan, penindasan...”

[illegible]

Students were asked to find the main point of the paragraphs of the article and they also gave their own opinion about it.

The last activity was group ideation. This activity was continuation from previous activity. It was conducted in main activity. Students were divided into seven groups to discuss about the paragraphs given to look for the main point and make the opinion about it.

4) Meeting 4

There were two brainstorming activities in this meeting; group ideation and random input. This meeting was continued from last meeting. Then, teacher immediately divided students into seven groups. He gave different paragraphs for each group. He asked them to retail the paragraph by their own words in front of their friends. After that, they shared the opinion of their group about the case that was happened in the story.

The next activity was random input. After group ideation activity which demanded students to share their opinion and to give the solution in solving the case of the text, teacher repeated all the opinions and solutions. By reviewing and linking the connection among the paragraphs, teacher asked the students to make general opinion about it freely. Then, all of students shared it by linking all of

a. Meeting 1

Table 4.3

The Amount of Qualifications									The Number of Qualifications Reached
a	b	c	d	e	f	g	h	i	
√	√	√	√	√	-	√	-	√	7

[illegible]

demonstrating proper background knowledge, expressing no negative evaluation of any idea presented, generating more ideas, recording the ideas produced, providing atmosphere which caused students encourage ideas freely, and beginning activities with students' interest in, comments, question, etc.

The first qualification reached was “teacher creates positive attitude”. In her teaching, the first student teacher behaved not as a teacher who dominate the class, but as an interested student that ask anything said by her students during the lesson. This case however creates a chance in which students can elaborate more about the topic. Here are the conversations between teacher and students in the class:

T : “what you have to mention if you want to introduce yourself?”

S : “Name...address... age... number telephone...”

T : “only four? What else?”

S : “...”

T : “How about ‘hobby’? can we add it, Guys?”

S : “yes. Hobby.”

From the conversations above, it can be seen that teacher tried to behave like a student. When students did not add anything for the things, she

offered a word that can be added. Here, teacher did not immediately decide it, but she asked the agreement to the students such doing a simple discussion.

This attitude of teacher also could provide the atmosphere which involved students to produce their ideas. Treating students as friends, teacher could set students feeling enjoy and comfort to follow the teaching-learning activity. Another thing to notice from this teaching is that teacher's position where teacher did not stand in front as the conservative one, in fact could provide positive atmosphere in the classroom.

The second reached qualification is “teacher demonstrates the proper background knowledge.” When students did something wrong in pronouncing the words, the teacher corrected it by saying the right way to pronounce that words. Unfortunately, here, teacher did not criticize students because it is not permitted in brainstorming activity. The way the teacher pronounced the words showed that teacher mastered the topic and demonstrated the proper background knowledge. To give a brief illustration about the explanation, here are the conversations at that meeting:

T : “what you have to mention when you want to introduce yourself?”

S : “name (students pronounced /nem/)

T : “Name (teacher said the right pronunciation /neim/)

S : “yes ... name (Students followed how the teacher pronounced that word)

Then, it was happened in the next conversation, students produced the idea but the term was not suitable with the topic. Here are the dialogues:

T : “Then, what else?”
S : “Old...”
T : “What do you mean by ‘old’?”
S : (a student raise her hand) “Age?”
T : “Yes, age.”

From the above conversation, it is clear that teacher was already mastering the lesson. The reason is that when students said inappropriate word “old” which defined by “age”, teacher asked them the right word used. She did not criticize the students about the wrong word they said.

“Teacher did not criticize students’ ideas” was the next qualification of brainstorming skill fulfilled by student 1. She did not evaluate what they produced, because in brainstorming activities are aimed to provoke students in producing ideas. In contrast, motivation was given in much to students in order that they can freely arouse their ideas.

The next qualification reached is that teacher already provided enough space to brainstorm students' mind dealing with the topic. It is in line with this qualification "the more ideas generated by students, the better brainstorming activity provided." In this meeting, teacher provided three brainstorming activities; free-wheeling, brain-netting, and random input.

In the first activity, free-wheeling, teacher defined the theme or topic of that meeting then asked the students to mention what they need to do to introduce themselves. This activity provoked students to produce ideas freely and randomly until no one give any additional ideas. Furthermore, the second activity - brain-netting was provided by using electronic media and exploited the internet, website, or anything else related with technology to encourage student' ideas.

The next activity was random input. This activity needed the ability of students to link the media provided with the background or prior knowledge of students.

Something important in encouraging students' ideas is by providing what they interest in, questions, or positive comments. Something that the teacher provided was showing a text on slide containing of a Japan artist, "Taka". The result is that students showed that they were interested in following the activity.

In contrast to the mentioned qualifications reached by student teacher, there were two items which had not been reached yet by her. Those two items are setting a limit of time and providing novelty ideas and situations. Actually, in her teaching, any attractive activities were provided already. Unfortunately, she did not limit the time. As a consequence, the time was so much wasted for

ideas because surely students had much information about it rather than asked them to mention foreign fairytale.

When the teacher provided a brainstorming activity, group ideation, he asked about the title of story used by certain group. The members of that group said “*beauty sleeping*”, then without criticize what they had said, teacher immediately said, “*Sleeping beauty*.” This case proved that teacher demonstrated enough background knowledge to then transfer it without expressing negative evaluation such as “*wrong or no*”.

Furthermore, conducting group ideation as decided by teacher makes students easier and more free to share their own ideas. Besides, teacher limited the time to make a story. She gave ten minutes to finish their work. To limit the time, teacher created an atmosphere in which students behaved actively inside the class. However, it was important not waste the time to much stuck on a particular activity.

In contrast, there were three items of brainstorming activities that have not completed yet by teacher. Those three items are teacher did not provide positive attitude, record the ideas, and provide novelty ideas, situation, and motivation.

Teacher was still dominant in behaving toward students. When the teacher asked about the definition of fairytale and students did not know about

the answer, he immediately answered without provoking students to give answer. Here were the dialogues:

T : “Do you know fairytale?”

S : “...”

T : “dalam bahasa Indonesia itu dongeng”.

Those dialogues proved that without asking and provoking students to produce ideas, teacher answered it. Actually, students could answer it by having little clues from teacher. But here, he behaved like teacher who have authority in the class. That teacher's attitude also influences the atmosphere of the class.

In those two brainstorming activities, he did not record any ideas produced by students. Recording any ideas presented was important to help them in producing the novelty ones so they may not repeat the ideas that have presented.

T : “I think word “she” matched with number 1”.

S : “No, number 2”.

T : “okay”.

From the conversation above, teacher made students feel that there was not space between teacher and students. Then, another conversation also showed that teacher tried to lose the gap between teacher and students. Here are the dialogues:

T : “what is the meaning of ‘teacher’?”

S : “*Guru*”.

T : “*kalau I’m a teacher?*”

S : “Saya seorang guru.”

T : “*kalau American?*”

S : “*Amerika*”.

T : “berarti kalau ‘I’m American’? Saya Amerika?”

S : “*bukan miss... negara..orang amerika (laughing)*”.

In the first brainstorming, it is also found that teacher recorded the ideas given by students. The ideas had the things that have to be mentioned in introducing self. She typed it on a slide of PPT and then showed that ideas by adding some items needed. Furthermore, the students were asked to make their personal identity with those items showed.

The next qualification achieved is that the teacher demonstrated proper background knowledge to students. It was proven when teacher showed slide of PPT containing text about person's identity, students were asked to mention subjects and verbs of the text. When some students did a mistake, teacher evaluated the mistake. She explained the right answer clearly. It showed that teacher demonstrated proper background knowledge clearly to students.

Then, to create an atmosphere which involved students' ideas, teacher asked students to come forward and introduce their identity as at the moment when they first time entering that school.

The eighth qualification is providing novelty ideas, situations, and motivation for students. After none of students added the things that they needed to introduce their self, teacher showed it on slide of PPT and added some novelty ideas to generate the novelty ones from students. The novelty ideas from teacher are by adding profession, nationality, father's profession, and profession. When they finished sharing their identity, some students shared about her father's profession or job. She said "*my father's profession is official.*" After that, other students tried to ask what the meaning of it. After they knew the meaning, then students whose father's profession are the same with the previous student follow to use that word.

There are two items of brainstorming skill which had not yet been completed by teacher; expressing no negative evaluation and setting a limit of time. When a student said “*she is hobby*”, the teacher immediately express negative evaluation by saying “no”

Table 4.6
Qualifications of Brainstormer Skill reached by Student-Teacher 2
in meeting 2

The Amount of Qualifications									The Number of Qualifications Reached
a	b	c	d	e	f	g	h	i	
√	√	√	√	-	-	√	-	√	6

In this meeting, there were six qualifications of brainstorming skill achieved by teacher; creating the positive attitude in which student behave not to be a teacher but an interested student, expressing no negative evaluation of any idea presented, generating more ideas, providing the atmosphere in which

which student behave not to be a teacher but an interested student, demonstrating the proper background knowledge, expressing no negative evaluation, generating more ideas, setting a limit of time, providing the atmosphere in which involving students to encourage the idea, and initiating activities which students' interest in, comments, questions, and etc. The teacher started her activity by asking a question. She asked about the various folklores in Indonesia and other countries. Almost of students shared the folklore that they know whether it comes from Indonesia and other countries.

To generate ideas, she conducted the next brainstorming activity, group ideation. She divided the students into some groups to then translating a text provided on slide. In further, the moral value of the text was discussed. During the process of discussing moral value of the text, teacher visited every group to provoke them producing ideas. The follows are the dialogues transcribed:

T : (teacher visited a group and sat among them) How was the discussion?

S : “bingung miss...”.

T : “ceritanya tentang apa sich “en enchanted fish” itu?
Intinya apa?”

S : “itu miss minta kejaiban ke ikan”.

 T : “who asked request?”

S : “his wife miss. Istrinya nelayan”.

T : “*nelayannya?*”

S : “no miss. Istrinya serakah”.

T : “okay...continue your discussion” (leave that group and visited the other group).

From the conversation above, teacher's action by giving some clues through question showed that she tried to be a student distributing the idea. She gave five minutes to students in producing the moral values. Besides, this activity could provide the class atmosphere to involve students in generating ideas because each group had five members and surely it could generate more ideas by that amount of members from each group.

The teacher demonstrated the proper background knowledge. One of the activities showed that item in mastering vocabulary. When the teacher evaluated students' task, there was a sentence: "*the fisherman used to go fishing every day*". Some students were confused with that phrase then they asked it to the teacher. The teacher did not immediately answer it, she shared it in front of the class. But no one gave the right answer. Here is the conversation:

T : “who knows the meaning of ‘used to’?”

S : "... 'menggunakan untuk' miss?"

T : “if we use that meaning, is it appropriate?”

S : “No...

discussion. When the teacher asked about the definition of bullying, the students answered it by *menyiksa*, *kekerasan*, and something that related with violence.

Surely 'bullying' is disturbing people. Then 'bullying' is not only something that related with violence but the things that disturb someone's condition. By this case, to show the various bullying, teacher showed the videos about a boy who did mistake and got derision from his friend. Then the teacher said that 'bullying' is not only about violence, but the things that humiliate individual is included 'bullying'.

In evaluating students' ideas, the teacher did not give negative evaluation. He also limited the time to do brainstorming group for about three minutes. His effort to provide atmosphere supporting students to generate more ideas was seen from his action to divide students into some groups so they could freely encourage ideas.

There are some unidentified qualifications of good brainstorming skill from teacher' teaching; creating the positive attitude in which student behave not to be a teacher but an interested student, generating more ideas, recording each idea, and providing novelty ideas. During the first activity, he conducted a class discussion by asking the definition of bullying. This case was happened because the teacher did not give enough input to students. He was

said a wrong tittle of ‘folklore’. The teacher gave the right title by repeating the tittle. When she corrected the tittle, she didn’t express negative evaluation. She just asked him to repeat what she said. Here is the conversation:

T : “what else, the example of folklore?”

S : “*Maling Kundang*”.

T : “Okay, Malin Kundang. Can you repeat what I’ve said?”

S : “*Malin Kundang*”.

By mentioning the right title of folklore, teacher demonstrated the proper background knowledge about folklore. Furthermore, the teacher did not only focus on the way to teach how to comprehend the text in this reading subject but also she provided the knowledge related with the text such as providing general structure, plot, and the characteristics in the story.

When the teacher did brain-netting containing the pictures of some folklores, she provided a Japan picture which not familiar for students. It was named ‘Momotaro’. It was useful when the teacher provided it as novelty idea, the students could generate the novelty ones.

Teacher could generate students' ideas moreover by stimulating them to produce the novelty ideas. Besides, she was also good in managing the time. She limited the time to do brainstorming activity. But from all the skills that reached by her, the teacher did not reach three qualifications of

There were six items of brainstorming skill had not achieved yet by the teacher. Those are creating the positive attitude, demonstrating the proper background knowledge, generating more ideas, providing the atmosphere in which all students are involve to encourage idea freely, providing novelty ideas, situation, and motivation to them in generating the novelty ones, and initiating activities which students' interest in, comments, questions, and etc.

Actually, this brainstorming activity supported students to generate the ideas but in the beginning of the lesson the teacher immediately divided the students into some groups without giving any input to them. Without giving any input or information about the topic, the students did not maximal in encouraging the ideas. They were difficult to produce the novelty idea because the teacher did not provide the atmosphere of class which involved students to generate ideas. This case was proved by the ideas shared by students. From seven groups, they just produced two moral values from the paragraphs given; stop bullying and discussion as a problem solver.

record any ideas presented by students. The slide of PPT helped her to create the atmosphere of class because she provided various pictures which students interested in. Besides the teacher also did not provide students' novelty ideas, situation, and motivation.

2) Student-Teacher 2

Table 4.12
Qualifications of Brainstormer Skill reached by Student-Teacher 2
in meeting 5

The Amount of Qualifications									The Number of Qualifications Reached
a	b	c	d	e	f	g	h	i	
-	-	√	-	-	√	-	-	-	2

The teacher achieved two items of brainstorming skill; expressing no negative evaluation and setting a limit of time. Teacher immediately asked students to read the paragraph provided on slide of PPT. Teacher asked the students to share main point of paragraph and discuss the idea together in class discussion. When a student shared uncomplete main point, he received it and did not express negative evaluation. he verified the ideas shared after no one give the ideas anymore.

Sometimes, he immediately translated the paragraph. This thing caused the students be passive, because the teacher seemed have full authority

questions related with the topic. Then if the teacher asked them to produce the ideas, they would encourage ideas freely and one line with the topic. The questions also became one of the ways to demonstrate background knowledge of the topic.

To provide the supporting class atmosphere, teacher asked some questions to the students about their opinion about the case in videos. Some students answered and gave any inappropriate opinions by saying “*it was amazing.*” But the teacher did not express negative evaluation. The teacher also limited the time for about five minutes to discuss the ideas in group ideation. In group ideation activity, sometimes teacher visited all the groups. Those behaviors aimed to know the process in producing the ideas. by visiting all groups and helped them to develop ideas, teacher showed positive attitude.

But, the teacher did not achieve three items of brainstorming skill. They are: creating the positive attitude, recording each idea, and providing novelty ideas, situation, and motivation to involve in encouraging students’ ideas.

B. Discussion

Based on findings, from seven meetings for student-teacher 1 and five meetings for student-teacher 2, there were 4 brainstorming activities provided by students-teacher and 8 brainstorming activities which were not provided by students-teacher.

[illegible]

This also happened in the meeting provided by student-teacher 2. Although the teacher did not provide it in every meeting he has, this type of brainstorming activities often conducted by him. From 5 meeting conducted by student-teacher 2, he did that type in three meetings.

In brain-netting, the student-teachers used an electronic document stored whether she did it by using electronic device or take the media from internet. Brinkley says that many web sites offer primary documents, secondary literature, sound, and images from a various of source.⁴ Student-teachers provided a picture, text, videos, and words related with the topic. Those medias taken from the internet or electronic document stored. In generating the students' ideas, teacher provided pictures, texts, videos, and words in slides of PPT.

The second brainstorming activity was random input. in this type of brainstorming activities, random input was conducted in six meetings

³ Alan Brinkley, et al., *The Chicago Handbook for Teachers: A Practical Guide to the college Classroom*. (Chicago: University of Chicago Press, 1999), 67-143.

⁴ Alan Brinkley, et al., *The Chicago Handbook for Teachers: A Practical Guide to the college Classroom*.(Chicago: University of Chicago Press, 1999), 73.

of seven meetings provided. When conducting this brainstorming activity, teacher linked the thinking pattern into the other to generate ideas.⁵ student-teacher 1 conducted this brainstorming activity to produce students' opinions and moral values from the stories. She tried to make students to link their thinking pattern about the theory to produce novelty ones. She did random input in six meetings of all the meetings conducted.

In contrast, student-teacher 2 just provided random input activity once from 5 meetings he has. He also used the text to link students' thinking pattern to produce the opinion and moral value of the paragraphs.

The third brainstorming which provided by student-teacher was free-wheeling. This activity involved students to recommended the ideas.⁶ That statement proved by the teacher used this activity to involve the students to encourage students' ideas freely and randomly until no one of students has anything to add. Students teacher often used this activity in the beginning of the lesson.

Student-teacher 1 conducted this activity in seven meetings. She used the questions to encourage students' ideas. usually, this activity conducted in class discussion. So that the student teacher often provided it

⁵ Stephen Sterling, "Linking Thinking" *education and learning: an Introduction*, (www.eauc.org.uk, accessed on February 3rd, 2005).

⁶ Timothy M. Franz. "Group Dynamics and Team Interventions". *Understanding and Improving Team Performance*. Wiley-Blackwell, 2012.

in teaching-learning process. student-teacher 2 also often conducted this activity. He conducted it in three meeting of five meetings that were done by him.

The last activity was group ideation. This activity was conducted in form of group. By dividing students into form of groups, much ideas will be produced. That was also supported by Osborn says that to do active brainstorming is by forming the people in form of group to produce the ideas together.⁷ Student-teacher 1 provided this activity in 5 meetings and student-teacher 2 in three meetings. By doing this activity also can produce various ideas because the ideas come up from every single of persons in that group.

2. Brainstormer Skill

There were nine qualifications of brainstorming skill. from those nine qualification, not all of it provided by students-teacher. Based on findings, student-teacher 1 have reached seven qualifications of brainstorming skill. this achievement happened in three meetings; meeting 1, meeting 2, and meeting 3.

⁷ Karen E. Burris, “Leading Brainstorming Session: How to facilitate Ideation and creative Problem Solve”. *Society for Healthcare Strategy & Market Development of The American Hospital Association*. 2015.

From her achievement, the qualifications which often appeared were demonstrating the proper background knowledge, generating more ideas, initiating with students' interest in, question and comment, expressing no negative evaluation, providing the atmosphere in which all students are involve to encourage idea freely, creating positive attitude to behave like a student, setting a limit of time. And two qualifications which seldom appeared were recording each idea and providing students' novelty ideas.

Then, student-teacher 2 achieved six qualifications of brainstorming skill. from his achievement, the qualifications which appeared were creating the positive attitude, demonstrating the proper background knowledge, expressing no negative evaluation, generating more ideas, recording each idea, setting a limit of time, providing the atmosphere which involve students to encourage ideas, and initiating the activities which students' interest in, comments, question, etc. Besides there was one qualification which never appeared; providing novelty ideas.

From all of those qualifications, the students-teacher showed that they were good in demonstrating the background knowledge. This qualification is the foundation in knowing the students understanding toward the material will be taught. According to Huang which stated that

