

## THE EFFECT OF BRAINSTORMING TECHNIQUE AS A PRE-WRITING ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMAN 1 PRINGSEWU

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**Abstrak.** Penelitian ini bertujuan untuk mengetahui pengaruh teknik brainstorming terhadap prestasi menulis siswa. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 33 siswa tingkat pertama sekolah menengah atas (SMA). Tes menulis digunakan sebagai alat pengumpulan data. Data dianalisis dengan menggunakan *Repeated Measure t-test*. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan pada kemampuan menulis siswa antara pre-test dan post-test dengan tingkat signifikansi 0,05. Hal ini menandakan bahwa teknik brainstorming dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

**Abstract.** The objective of this research was to find out the effect of brainstorming technique on the students' writing achievement. The approach of the research was quantitative. The subjects were 33 students of the first grade of SMA. The writing tests were used as the research instrument. The data were analyzed by using Repeated Measure t-test. The result showed that there was a statistically significant difference of the students' writing ability between the pre-test and the post-test with the significant level of 0.05. This suggests that brainstorming technique facilitates the students to improve their ability in writing skills.

**Keywords:** *writing, writing ability, brainstorming technique*

## **INTRODUCTION**

Writing is one of skills that has to be learned by English learners. It is a complicated skill that needs processes because many aspects should be considered. Brown (2001) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

Based on the 2013 Curriculum for senior high school, the students need to make communicate in oral and written text. Through writing, students can deliver their arguments in many aspects or field. According to Harmer (2004), "Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language". Harmer (2004) states that "the students are reluctant to write because they rarely write, even in their own language". Writing is a skill that can be improved if the students want to learn it every time.

Raimes (1983) says that writing is an ability in which we express the ideas, feelings, and thought arranged in words, sentences and paragraphs using eyes, brain, and hand. But, this objective is very hard to achieve. The students often get the difficulties during the learning process, especially to express their ideas into words or sentences. Almost all of the students are still confused about what will they write and how to write it. Accordingly, most of students still experience difficulties in writing. Diharyono (1990) said that students know or have the ideas what they were going to write but they did not know how to put them into words. The students often get difficulties to express their ideas into words or sentences. When their teacher asked them to make a composition, they got confused about expressing themselves in written form.

Because of that problem, the teacher should have an appropriate strategy to make students more interesting in writing. That strategy can be anything as long as

students can get motivation to express their idea in writing. Thing that teacher should be considered is the strategy have to interesting enough so that students will not feel bored. Because basically, the students or children enjoy experimenting with writing and putting their ideas down on paper (Linse, 2006). This means that enjoy the writing process is a very important aspect.

One of the strategies that were proposed in this research is brainstorming. Brainstorming is proposed to be an effective way in teaching writing for students. Ploeger (1999) states that the most important point of this method is to get our ideas down on a piece of paper fast. We do not have to worry about grammar, punctuations, spellings, and even complete sentences. Just record our ideas as they enter our mind. Stanley et al (1992) state brainstorming is the simplest method of generating ideas, the most versatile, and probably the most commonly used by students. Essentially, brainstorming is just what the words suggest. It makes ideas flow and appear easily in students' mind when they begin to write. Thus, brainstorming is an effective way on the production of ideas in writing.

There are several previous studies about the effect of brainstorming technique in teaching writing. The first previous research by Shufi (2011) was conducted a Classroom Action Research by using Brainstorming as a teaching technique entitled "Improving class VII-A Students' Writing Achievement by using Brainstorming Technique at MTsN Jember III in the Academic Year 2010/2011". He reported that the students made improvement in their writing achievement. The improvement could be seen from the results of students' percentage that got higher in Cycle II that increase from 60% in the first cycle to 85.75% in the second cycle. In addition, a study conducted by Noor (2012) entitled "*The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)*". The result of the study proved that the implementation of brainstorming technique improved the students' writing skill in writing descriptive text. The research findings indicated the positive direct impact

of implementation of brainstorming technique was shown by the writing test score of students in each cycle.

In reference to the explanation above, the writer was inspired to make a study about the effect of brainstorming teaching technique as a pre-writing activity on students' writing achievement.

## **METHOD**

The approach of the research was quantitative. The design was one group pre-test and post-test design. The population of the research was students of the first grade of SMAN 1 Pringsewu and the sample of the research was class X consisting of 33 students. The activities were started from administering pre-test, doing treatment, and administering post-test.

The instruments used were writing tests. The writing test was administered twice: the first was pre-test and the second was post-test. Pre-test was conducted to know the students' writing ability before being given the treatment and post-test was given to know the students' writing ability after treatment. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. In this research, the test has content validity because the researcher made this test based on the course objectives in syllabus of first graders students at SMAN 1 Pringsewu. In this research, the researcher asked the students to write a descriptive text to measure the students' writing ability. The researcher classified the score using writing descriptive scoring rubric by Brown (2007). The technique of scoring is based on five aspects. They are content, organization, grammar, vocabulary and mechanic.

Reliability concerns with the consistency of the gained score from a test or instrument (Setiyadi, 2006). In order to achieve the reliability of the writing of the students, *interrater reliability* was used in this study. In this study, the first rater was the researcher and the second rater was the English teacher in the school. The result of reliability score of pre-test was 0.813335561 (very high reliability), and the result of reliability score of post-test was 0.941249582 (very high reliability).

## RESULTS AND DISCUSSION

### Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

**Table 4.1. Frequency Distribution of Students' Writing Score of Pre-test and Post-test**

No.	Score	Frequencies of Pre-Test	Percentage	Frequencies of Post-Test	Percentage	Category
1	43-50	2	6,06	0	0	Very Low
2	51-58	8	24.24	0	0	Low
3	59-66	18	54.55	3	9.09	Average
4	67-74	3	9.09	18	54.55	Good
5	75-82	2	6.06	11	33.33	High
6	83-90	0	0	1	3.03	Very High
<b>Total</b>		<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>	

Table 4.1. above show that the students' writing improved from low category to good and high category. That indicates brainstorming technique facilitates students' to improve their writing achievement.

**Table 4.2. The Difference of Students' Writing Descriptive Text**

Mean Score of Pretest	Mean Score of Posttest	Increase
62.48	73.50	11.02

Table 4.2. shows that there is statistically difference on the students' writing achievement through brainstorming. The mean score in pre-test was 62.48 meanwhile, the mean score of post-test was 72.50. The increase of the mean score

was 11.02. Also, to prove whether the hypothesis proposed by the researcher is accepted or not the researcher did hypothesis testing. The researcher used Paired Sample T Test to test the hypothesis and this was the result of the test.

**Table 4.3. T-Test Result of Pretest and Posttest.**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST	73.5038	33	5.41252	.94220
	PRE	62.4811	33	6.87764	1.19724

<b>Paired Samples Test</b>									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST - PRE	11.02273	5.63978	.98176	9.02295	13.02251	11.228	32	.000

Null hypothesis is rejected if t-value > t-table with the level of significance at <0.05. From the data in Table 4.2., it could be seen that 11.228 > 2.037 and 0.00 < 0.05. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It means that there was statistically difference on the students' writing achievement through brainstorming.

The researcher also found that through Brainstorming technique, each aspects of writing of students improved. The differences of student's achievements are presented as follows:

**Table 4.4. The Increase of Aspects in Writing of Students' Writing Ability of**

**Descriptive Text**

Aspects of Writing	Mean Score of Pretest	Mean Score of Posttest	Increase	Percentage
Content	86.82	90	3.18	7.21
Organization	33.33	52.73	19.4	44.00
Grammar	44.55	55.15	10.6	24.04

Vocabulary	45.68	52.5	6.82	15.47
Mechanics	39.55	43.64	4.09	9.28
Total	249.93	294.02	44.09	100

Based on Table 4.4. we could see that there was an improvement in each aspect of writing after the implementation of brainstorming in teaching descriptive text for two times, where the highest improvement was on the organization aspect.

Finally, according to the results above, it is concluded that the implementation of brainstorming technique gives some positive effect on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. In other words, the result of the research proved that brainstorming technique gave improvement to the students' writing especially in terms of organization.

### **Discussion**

The objective of this research was to find out whether there is an effect of brainstorming technique on the students' writing achievement, it could be seen that there are some positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. It was taken from the hypothesis testing. It indicated that the hypothesis proposed was accepted. The difference could be seen by comparing the mean scores of the pre-test and posttest, 58.48 and 72.50. The increase of the mean score was 11.02. This improvement was because brainstorming was easily introduced to the students in teaching of writing particularly in generating, developing, and organizing ideas.

In this research, there was only one class used as the sample of the research. The research was began by conducting pre-test and was finished by conducting post-test. The students were given three times of treatments. After conducting the post-test, the result was analyzed by using SPSS. This study found that teaching writing through brainstorming technique was effective.

In order to know the basic ability of the students in writing descriptive text, the pre-test was administered in the first meeting of the research. The average score of pre-test was 62.48 with the highest score was 80.63 and the lowest score was

49,36. From the results of pre-test, the researcher found out the capacity of the students. They were still lack of knowledge of writing aspects. For instance, the students had an idea or knew the content but they were still confused to express their ideas into words or sentences.. It was also found that the students still made simple mistakes in using grammar. The students also could not find some proper words in English. From the organization aspect, the students were not able to compose a product of writing in a well-organized composition. They were confused to organize the paragraph coherently. Besides, they also made mistakes for the mechanic aspect, such as omitting the use of full stop and comma. Generally, the students did not know how to compose a good text in pretest; they tend to write what came to their mind.

Therefore, the observer conducted treatments and gave them material that was relevant to students' capacities. The results of this research also proved previous research by Finnochiaro (1964) who asserts that in order to be successful in writing, the material has to be relevant to the students' interest, needs, capacities, and ages until they are able to make a composition with few or even no errors. After being taught by brainstorming technique, the students could improve their ability of writing and improve aspects of writing regarding to the results of posttest. The aspects of writing are content, grammar, vocabulary, organization, and mechanic. The major improvement can be seen statistically significant on organization. It was because the teacher guided step by step. They were guided by the teacher how to make sentences from the words produced in the brainstorming process, and how to develop sentences and compile paragraphs.

In grammar, the researcher explained the rule of grammar after giving examples first, from given materials about descriptive text, specifically describing animals. In this case, the students were taught about the use of simple present tense and structure. In aspect of vocabulary, the students were able to use some vocabularies on their writing exercise, e.g. adjectives, nouns, and pronouns. It was because brainstorming is a technique for gathering ideas. The students are asked to write what they thought about a topic, trough this process the students' vocabulary increased unconsciously, because they get new words from other students.



In aspect of mechanic students made a little improvement. This happened because brainstorming technique did not specifically discuss the mechanic the students. Whilst, the minor improvement happened in aspect of content, in this case, the students already had an idea or knew the content but they were still confused to generate their ideas into words or sentences. As a result, the students' achievement in terms of content was the lowest. Therefore, brainstorming technique facilitate the students to elaborate their idea. In fact, brainstorming technique does not only improve student's writing in descriptive text, but it also helps students to improve their writing of other texts and other skills.

The findings was supported by the previous study by Shufi (2011), he conducted a Classroom Action Research using Brainstorming as a teaching technique entitled "Improving class VII-A Students' Writing Achievement by using Brainstorming Technique at MTsN Jember III in the Academic Year 2010/2011". He reported that the students made improvement in their writing achievement. The improvement could be seen from the results of students' percentage that got higher in Cycle II that increase from 60% in the first cycle to 85.75% in the second cycle.

In addition, a study conducted by Noor (2012) entitled "The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013). The result of the study proved that the implementation of brainstorming technique improved the students' writing skill in writing descriptive text.

According to the findings of the previous research above and in this research, it proved that there are some positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. It could be concluded that the application of brainstorming could help the students to generate and write a descriptive paragraph effectively and creatively.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The objective of this research is to find out there is an effect of brainstorming technique on the students' writing achievement. In relation to the results of the study, it was concluded that:

1. Brainstorming technique gives a positive effect on students' writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. Students need the process of writing a text where they are guided step by step that covers each aspect of writing. Brainstorming is a technique that can improve students' writing skill effectively. The technique helps students to get their ideas down on a piece of paper fast.
2. Organization is the aspect that improves the most among the other aspects. This happened because brainstorming technique generates the ideas that will eventually become the thesis statement and supporting points. Developing a clear thesis will help students know what to write and how to organize it.

### **Suggestions**

In reference with the conclusion above, the writer gives some suggestions as follow:

1. For English Teachers
  - a. English teachers may start using brainstorming technique by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their writing ability step by step.
  - b. English teacher should be able to maintain the students' activity, it is important because sometimes there are some students who cheat from internet.
  - c. During the learning process, teachers are expected to make sure that students pay attention to them.
2. For further research

- a. In this research, the researcher used brainstorming technique to help students in writing descriptive text. The further researcher might use this technique for another text type or skill.
- b. Related to this research, the further research might be used another instrument in order to find out more about the students' response.

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