

**JOURNAL**

***THE EFFECT OF USING BRAINSTORMING IN  
TEACHING WRITING TO THE EIGHT GRADE STUDENTS OF  
MTsS AL MUWAZANAH IN ACADEMIC YEAR 2016/2017***



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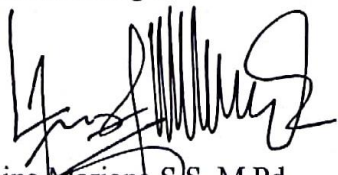

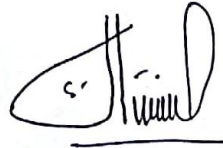
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## THE EFFECT OF USING BRAINSTORMING IN TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF MTsS AL MUWAZANAH IN ACADEMIC YEAR 2016/2017

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### ABSTRACT

**SUKADI.** The Effect of Using Brainstorming in Teaching Writing to the Eight Grade Students of MTsS Al Muwazanah in Academic Year 2016/2017. English Education Department. The Faculty Of Teacher Training And Education. Nusantara PGRI Kediri University.

**Keyword:** Writing, Teaching writing, Brainstorming

Writing is very difficult for foreign language learner to acquire. This problem can be caused by some factors, such as inappropriate teaching strategies applied by the teacher, low ability of the student, and the material used. This research aims at answering the question: 1) is brainstorming effective in teaching writing? And 2) is there any significant effect before and after using brainstorming?

The variable used in this research were writing as dependent variable and brainstorming technique as independent variable. Then, the approach applied in this research was quantitative approach, and the technique used was one group pre-test and post-test design. This research was held in MTsS Al Muwazanah Gondang, Plosoklaten Kediri. The data were obtained from the eighth grade students, of which 26 students were taken as sample. The researcher used the form of essay test writing descriptive text as instrument to measure the students' writing ability. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula.

From the data analysis, the researcher had concluded that brainstorming technique is effective to be used to teach writing. The calculation result in hypothesis testing showed that mean of students' post-test was increased from student pre-test. It is proved by the result of this research that the t-test score (13,162) which is higher than t-table 5% (2.060) or 1% (2.787). It means that the Alternative Hypothesis ( $H_a$ ) was accepted and it proved that brainstorming technique had significant effect to the students' writing ability.

From the finding above, it can be concluded that 1) brainstorming technique helps students to improve their achievement in writing ability, 2) brainstorming technique is proved giving a significant effect to the students' writing ability. Based on the conclusion above, the writer suggests that: the teacher should use this brainstorming technique to help students organize their paragraph organization. For other researcher, the researcher expects that they are able to improve their research and make better research by exploring on brainstorming for writing.

## I. BACKGROUND

Writing is one way of a communication of a writer to express and communicate their ideas to the reader who are actually separated by both time and space. As Nunan (2003:88) says that writing is a process of expressing ideas into written text in the form of sentence and paragraph. In line with this statement, Brown (2001:335) also states that writing is the written product 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 convention coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Based on Broughton et al. (2003:116), there are a number of aspects which need to be considered in order to enable students to produce fluent, accurate and appropriate written English, those aspects are: Mechanical problems with the script of English; Problems of accuracy of English grammar and lexis; Problems of relating the style of writing to the demands of a particular situation; Problems of developing ease and comfort in expressing what needs to be said. It can be concluded that writing is a complicated activity than speaking.

Because of the reasons above, writing is one of the four skills which have a high status as a part of the culture of society or institution. Writing is one of the communication means by which the students can communicate their ideas and thought. It involves composing which implies the ability either to tell or retell pieces of information in the form of narration, description, or transform information into text. It can be said that the student success in writing if they are able to master the whole component in writing. Nunan (1998:37) proposes some components which contribute to the successful writing. They are: mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and the complete text to reflect give new information and topic comment statement, polishing and revising one's initial efforts, selecting an appropriate style for one's audience experiences.

The most difficult process in writing that faced by the eight grade students of MTsS Al Muwazanah is the prewriting stage. In this stage the students need to collect the ideas before they write a sentence and the whole text. It happens because the students do not know how to arrange their ideas, or sometimes the

students have difficulties in the topic and the taught in their mind. Moreover, the students are having difficulties to arrange their ideas into the proper structure. It happens because they do not know the structure of the text that being write.

There are some strategies, techniques and methods that have been used by the teachers and also the researchers all around the world to develop the students' writing ability and also to solve the problems in writing that being faced by the students. According to Brown (2000:346), "Strategies are specific methods of approaching a problem or task, modes of operation for achieving particular end, or planned design for controlling and manipulating certain information". From that statement we can understand that strategies are needed to be taken as good problem solving in language learning especially in writing process. There are many strategies that have been used by the teacher all around the world to improve their students ability especially in writing skill namely flowchart, jigsaw, webbing, learning log, ventdiagram, modeling, free writing, picture series, brainstorming, etc. Those strategies have been proven to improve the students writing ability. Based on the difficulties that faced by students eight grade student of MTsS Al Muwazanah, the researcher would like to improve the students' writing ability

through one of the strategies that have been mentioned above which is through brainstorming technique. According to Blanchard and Root (2003: 41), brainstorming is a quick way to generate a lot of ideas on a subject. Then Oshima (2000: 263) states that there are four kinds of brainstorming activity. They are journal writing, listing, claustrering, free writing. Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. It means that brainstorming can help student to collect many ideas that come to their mind without disturbing how it will be used in their writing and it is very useful to help writers organize their thought.

Brainstorming is a technique which is generally used in a group setting to quickly generate a large number of ideas about a specific problem or topic. Brainstorming offers the teacher an opportunity to help students to be more active, giving feedback on ideas, working together in a group, drawing connections among various concepts, and helping students developing the topics.

Brainstorming also helps to develop organizational skill as students have an opportunity to clarify and organize ideas



before they write. This technique gives enough opportunity for students to express their ideas freely about the main topic given by teacher, and then they could discuss and share ideas with each other. This technique also could help students in solving the problem when they have difficulty in writing, especially in writing descriptive paragraph.

After analyzing the result of the study that had been conducted above, the researcher believes that through brainstorming technique the students at MTsS Al Muwazanah are confidently be able to write their text individually. Furthermore, the researcher hopes that by using brainstorming in writing will give impact in improving writing skill, behavior, and motivation toward teaching writing. Therefore the researcher conducted an experimental research entitled "The Effect of Using Brainstorming Technique in Teaching Writing to The Eighth Grade Students of MTsS Al Muwazanah in the Academic Year 2016/2017".

## II. RESEARCH METHOD

The approach of the research used quantitative approach, and the strategy is experimental research using one - group pretest - posttest design. In this design the researcher manipulates the independent variable, while the dependent variable is

controlled by the purpose of determining the effect of the independent variable on the dependent variable. This research was conducted in MTsS Al Muwazanah in academic year 2016/2017. The subject of the study was VIII-A class as the sample of the research. There are 26 students in this class, with 11 male and 15 female. The researcher used clustering sampling because the school had classified the students into two classes in the same level of ability. The researcher conducted the technique of collecting data by using test distributed into pre-test and post-test. The test was intended to know the students' writing ability in descriptive text. It involved pre-test given in the early meeting to know the students' earlier ability in writing descriptive text and post-test given in the last meeting to know the students' final ability in writing descriptive text after getting the treatment using brainstorming technique.

To start the process of the research, the researcher conduct the pre-test by asking the students to write descriptive text about famous people. In the following meeting, the students are taught descriptive text by using Brainstorming technique as the treatment. Then, the researcher gave the treatment into two meeting to have better outcomes to the students. And finally, the post-test was conducted by giving the same activities and level of difficulty as in pre-

test by asking the students to write descriptive text but in different kind of famous people. Then the researcher compared the scores between pre-test and post-test score to know the differences.

To analyze the significance, the researcher used statistic analysis by using t-test single sample because only one class which is examined. To examine the hypothesis proposed by the researcher about the effect of using brainstorming in teaching writing to the eight grade students' writing descriptive text, the researcher used t-test by calculating the difference score between pre-test and post-test. According to Arikunto (2010: 349) the formulation described as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

t :t-test of non-independent data

Md :Mean of difference between posttest and pre test

D :the distance between posttest and pre test

N : the number of students

### III. RESEARCH FINDINGS AND DISCUSSION

Base on the data that has been analyzed, the purpose of the researcher was to find out the answer of question study that is the students' writing achievement before and after being taught using Brainstorming technique and whether there

is significant effect of Brainstorming technique on students' writing achievement at the eight grade students of MTsS Al Muwazanah.

The first finding shows the result data the total of students' pre-test score was 1616 and the total of mean score of pre-test can be counted from the total of students' pre-test score divided by total of samples 26 was 62,2. While from the post-test score, the total of students' post-test score was 1880. The total of mean score of post-test was 72,3. It means that the students' score after getting treatment is better. Then, from the t-test calculation, it is found that t-score was 10,632. After the t-score found, it is compared to the t-table. Then the researcher used the level of significance (1% and 5%) to assert whether the null hypothesis was rejected or accepted.

The result of the research shows that t-score was 13,162 at the degree of freedom 25 and the t-table was 2.060 at the level of significance 5%, 2.787 at the level of significance 1%. And it was compared to the t-table, the t-score (13,162) > t-table at the level of significance 5% (2.060) or very significance 1% (2.787).

According to the result of data analysis above, the result of the research was very significance that t-score is higher than t-table. It means that the Null Hypothesis (Ho) was rejected while the Alternative Hypothesis (Ha) was accepted.

It can be concluded that students after being taught by brainstorming technique have better ability in writing descriptive text than those before. It means that teaching writing using Brainstorming affects positively to develop the students' ability in writing descriptive text.

Therefore, the brainstorming technique is a strategy that can be used to teach the students in writing descriptive text and required to be applied by English teacher to teach writing especially descriptive text at the eight grade students of MTsS Al Muwazanah in academic year 2016/2017.

#### IV. CONCLUSION

According to research finding and the result data, it can be concluded that students' writing ability before being taught using Brainstorming Technique was low and after being taught using Brainstorming Technique was increased. It means that Brainstorming Technique positively give significant effect on students' writing ability and can be used to teach writing.

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