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The Use of Brainstorming Technique to Improve the Student's Ability in Writing Descriptive Text: A Case of The Eight Grade Students of SMPN 1 Sayung Demak in the Academic Year 2018/2019

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Abstract

The objectives of the final project were purpose 1) to find out the students' ability in writing descriptive text before being taught using brainstorming technique. 2) to find out the students' ability in writing descriptive text after being taught using brainstorming technique. 3) to find out the significant difference of students' ability in writing descriptive text after and before being taught using brainstorming technique. The researcher did this research by quantitative data. The researcher had pre-experimental research. The researcher got the finding and discussion to know the value of the data. The researcher did pre-test and post-test of the class. The mean score of students' pre-test 54.75 in the range of bellow 60 that were included to fail. The mean score of students' post-test 82.78 in the range of 80-89 which is included very good category. The result of t-test was 14.599 and t-table of df 30 is 2,045. If t-test > t-table means that there was a significant difference of the students' writing ability in descriptive text before and after being taught using Brainstorming technique. The conclusion that this study was effective. The researcher suggested to the English teachers that they should use an interesting method or media in teaching learning process in order to make the students interested and not bored in learning English.

Key words: *Brainstorming game, writing ability, teaching English*

Introduction

In Indonesia, English is considered as the foreign language and is taught from society language up to university level. It means that the government of Indonesia wants the students to understand English as early as possible. English is taught in school as the subject of study. The students have to reach that, they will master it for having interaction and communication with foreign people. It is in line as stated by Harmer. According to Harmer, the level of the students and however language study is organized within ESA teaching sequence, there are four things that students need to do with new language: be exposed to it, understand its meaning, understand its form (how its constructed) and practice it (2001).

The 1ˢᵗ Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
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Writing activities are not only done by writing a descriptive, report, etc. And some students who have the perception that the writing was boring activity, especially writing text in English (Prastikawati et al., 2020). Not familiar with the English language before, the effect from this case that the learners have some difficulties in learning English. The factors are the students will feel difficult learning process in English, maybe the teachers who did not master learning material, and fewer students master the English language lesson (Prastikawati et al., 2016). The researcher chooses to use brainstorming technique that the students not bored in lesson writing activities. In the brainstorming technique has three type, they are listing, freewriting, and mapping.

Based on the problems above, the researcher intended to improve the students' ability in writing descriptive text using the brainstorming technique. This study will be important for SMP Negeri 1 Sayung Demak in order to improve students' writing skill in the teaching process.

Related Literature

Review of Previous Studies

The researcher found some related researches, the related literature presents the concepts that state the topic of the research. The researcher took the references from some related book to improve the theory. The researcher found some researchers from Nurfiryalianti, Jamailudin, and Hastini entitled 'Improving Writing by Using Free Writing Technique'. This research aimed at finding out whether the use a writing technique could improve students writing skill especially in writing a descriptive paragraph or not. The quasi-experimental research design was applied in this research. This research was conducted at SMP N 1 Pasangkayu. The population was the eighth-grade students and the sample was class VIIIB as an experimental class and VIIIC as control class. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed that the t-counted(7,49) was greater than the t-table (2,021) by applying 0,05 level of significance and the degree of freedom (df) was 40. In conclusion, the use of free writing technique can improve the students writing skill particularly in writing a descriptive paragraph.

The second previous study is from a final project by Sri Sulastri, Anshari Syafar, and Budi entitled' Improving the ability of the research of the seventh-grade students in writing simple descriptive text paragraph through clustering strategy'. The objective of this research is to find out that the use of Clustering Strategy can improve the ability of the seventh-grade students of SMP N 1 Sindue Tombusabora in writing a simple descriptive paragraph.

"Writing is a two-step process. First, you figure out your meaning, then you put it into language: Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message, and opinion through words" (FestiHimatu K and Hesti Utami:2017) .

Review of Related Theories

The 1ˢᵗ Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education, English Education Study Program
August 7, 2021

Writing is one of the very important skills of the four other skills such as listening, speaking, reading and writing. According to Hayland (2003), writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Furthermore, Hayland (2003:3) add writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners ability to produce the well-formed sentence. Meanwhile, Brown (2001:335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, not every speaker develops naturally.

Based on the definition above, it can be constructed that writing is complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and variety of tasks. In conclusion, before doing the writing activity the students must have prior knowledge in mastering the components of writing to increase their writing ability.

METHOD

Research Design

In this research, the researcher used quantitatively. The research focused on the effort to improve the students' ability in writing descriptive texts by use brainstorming. The researcher invited the English teacher and students to work collaboratively on the research. Based on the definition, the researcher used a kind of experimental design, that is pre-experimental design especially one group pre-test and post-test design.

Pre-experimental one group pretest-posttest design provides a pre-test measure followed by a treatment then completed by the post-test measure for a single group:

The design of the research as follows :

Table 1: Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	O_1	X	O_2

Where:

O_1: Observation will be done before doing treatment (pre-test)
O_2: Observation will be done after doing treatment (post-test)
X: Treatment using "Brainstorming Technique"(after giving the treatment)
Cohen, Louis et.al 2005: 212)

Research Instrument

Which the researcher used pre-test and post-test to collect and analyze the data.
1. Pre-test
    The researcher had given pre-test to students before they got the treatment. This pre-test aims to find out the students' ability in writing descriptive text before being taught using brainstorming technique.
2. Treatment

The 1ˢᵗ Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education, English Education Study Program
August 7, 2021

An independent variable that had given treatment to the students after doing a pre-test. Then taught students a whole material writing, descriptive text, then using brainstorming technique.

3. Post-test

The researcher had given post-test to students after they get the treatment. This post-test aimed to find out the students ability in writing descriptive text after being taught using brainstorming technique. The result of post-test is compared with the result of pre-test in aims to find out was any significant result or not.

Data Collection and Data Analysis

To collect data, the researcher used a test to measure the students' ability in writing descriptive text. They are pre-test and post-test. And the step had been done by the researcher as follows:

1. Pre-test

The first step of this research is pre-test. Before being given the treatment, it is used to measure the students' ability in writing descriptive text.

2. Treatment

After pre-test, the treatment was given to the students.in this research, using brainstorming technique focused on listing method is the treatment to teach writing descriptive text. The researcher applied this treatment is about three meetings.

3. Post-test

Post-test is used to measure the students' ability in writing descriptive text after giving the treatment. This post-test purposed to find out whether any significant differences of the students' ability in writing descriptive text after the treatment has given or not. The researcher expected that the result of post-test is better than the result of pre-test or treatment. So the method is a success and effective to the students.

Research Finding and Discussion

1. The Findings Before Using Brainstorming Technique

The total score of pre-test were 1800.

Table 2: The Result of Pre-Test Before Giving The Treatment

Students' Mark	Category	Frequency
90 – 100	Excellent	-
80 – 89	Very Good	-
70 – 79	Adequate	-
60 – 69	Inadequate	3
Bellow 60	Fail	30

The 1st Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education, English Education Study Program
August 7, 2021

Based on the data above, there were 3 students who were categorized Inadequate and 30 students were categorized Fail. There was no students categorized Excellent, Very Good, and there was no students categorized Adequate. The mean score of pre-test was 54,55. It can be concluded that teaching writing descriptive text before being taught using Brainstorming technique was categorized Fail. There are three pictures that served, and students chose one of them.

2. The Findings After Using Brainstorming Technique

The total score of post-test score were 2646.

Table 3: The result of post-test after giving the treatment

Students' Mark	Category	Frequency
90 – 100	Excellent	0
80 – 89	Very Good	21
70 – 79	Adequate	12
60 – 69	Inadequate	-
Bellow 60	Fail	-

Based on the table, we know there were 21 students who were categorized Very Good, 12 students who were categorized Adequate. There was no student categorized Inadequate and Fail.

Table 4: The mean score of post-test

Statistics		
Pretest		
N	Valid	33
	Missing	0
Mean		80.18
Std. Deviation		3.917
Minimum		72
Maximum		86

Based on the table, it shows that the mean score of post-test is80,18. It can be concluded that teaching descriptive text using Brainstorming technique is good.

Below are the students' writings in writing descriptive text after using Brainstorming technique.

The 1ˢᵗ Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education, English Education Study Program
August 7, 2021

Table 5: Students' T-test of Pre-test and Post-test

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest -posttest	-25.636	4.485	1.781	-27.227	-24.046	-32.837	31	.000

Based on the table 4.8 above, it could be seen that the lower of confidence interval difference in 95% was -27.227 and the upper was -24.046, it could be seen that the t-test was 32.837. Then, the writer found the t table from the df. Df is 33 (N – 2 = 33 – 2 = 31). The value of t-table was got from df=31, so the t-table on significant degree was 5% or 0,05 = 2,045. It can be concluded that the result of t-test and t-table was 32.837 > 2,045. It means that t-test > t-table, Ha was accepted and Ho was rejected. Thus the third objectives of the research successfully answered that there is a significant difference between the students' writing ability in descriptive text before and after being taught using Brainstorming technique and the t-test was acceptable.

Discussion

First, the writer measured the students' writing ability in descriptive text before being taught using Brainstorming technique. The students of VIII A were given a pre-test. The pre-test was given to them before they got the treatment. In pre-test, the writer asked to the students for making the descriptive text based on the three pictures served. It proves that many students got unacceptable and fail category. The mean of students' pre-test was 54.55 that showed if the score was fail.

After getting the treatment, the students were given a post-test. In post-test, the writer asked them to write a descriptive text based on the topics given. The mean score of the post-test was 80.18. It showed that the score was very good. There was an improvement score from pre-test to post-test. It is the evidence that Brainstorming technique was effective. The statistic showed that the improvement was from 54.55 to 80.18.

After calculating the data, the writer got the significant difference of the students' writing ability in descriptive text before and after using Brainstorming. The numbers of students in this study were 33 students. The degree of freedom (df) was N-2= 31. Based on the df of 31 and t table on significant degree was 5% or 0,05 = 2,045. It can be concluded that the result of t-test and t-table was 32.837 >2,045. It means that there was a significant difference.

Based on the result above, it is proved that Brainstorming technique is effective to improve the students' writing ability in descriptive text for the eighth grade students of SMP N 1 Sayung Demak.

The 1ˢᵗ Undergraduate Conference on Applied Linguistics, Linguistics, and Literature
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
August 7, 2021

Conclusion and Suggestion

Conclusion

Based on the previous chapter, there are three conclusions as follows:
1. The students' writing ability in descriptive text of the eight grade students of SMP N 1 Sayung Demakin the academic year 2018/2019 before using Brainstorming technique was unacceptable. It can be seen from the mean score of students' pre-test 54.55 in the range of bellow 60 that was included to fail.
2. The students' writing ability in descriptive text of the eight grade students of SMP N 1 SayungDemak in the academic year 2018/2019 after using Brainstorming technique was very good. It can be seen from the mean score of students' post-test 80.18 in the range of 80-89 which is included very good category.
3. The result of t-test was 32.837 and t-table of df 31 is 2,045. If t-test > t-table means that there was a significant difference of the students' writing ability in descriptive text before and after being taught using Brainstorming technique. We know that this study was effective.
4. Brainstorming Technique is not the only method to improve the students' writing ability in descriptive text. There are another factors or variable such unsocial status and background of the students themselves.

Suggestions

Based on the result of the research, the writer puts three suggestions as follows:
1. Teachers
   a. The teacher should use Brainstorming technique in language learning especially in writing.
   b. The teacher should create cheerful and comfortable atmosphere in teaching English in order to make the students feel interest and more enjoy to study.
2. Students
   The students should learn English especially in writing and make themselves familiar with vocabulary and grammar.
3. To readers
   The readers should use the new technique to increase writing skill abilty based on their mind using brainstorming technique.

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Universitas PGRI Semarang, Faculty of Language and Arts Education,
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August 7, 2021

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