

The Effectiveness of Brainstorming in Teaching Writing

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ABSTRACT

In this research problem, it was found that there were several problems faced by students in writing, such as grammar, spelling, punctuation, and vocabulary choice. Likewise when researchers face problems in teaching programs students are still confused in learning to write, both in expressing ideas or in the correct composition of writing. Brainstorming is a technique that provides a free environment to present individual ideas, without attracting criticism. Each idea generated is recorded and considered as a solution to a problem. the function of the brainstorming technique is one of the techniques that serve to improve writing skills in narrative texts for class XI IPS students at Madrasah Aliyah PUI Maja in 2021/2022. This study aims to determine the effect of using brainstorming in the writing learning process. This research method is a quantitative quasi-experimental, the population in this study is the eleventh social science class, and the data collection technique uses purposive sampling with a total sample of 29 experimental classes and 29 control classes with a total of 58 sample data. The study used normality tests, homogeneity tests, and hypothesis testing. Based on the results of the study, it can be concluded that the experimental class in the std table. deviation can be seen in the difference between the experimental class and the control class $2.117 < 2.525$. it means that the experimental class is smaller than the control class, in this case, the brainstorming technique in learning to write in the experimental class there is no significant change compared to the control class in learning to write brainstorming at Madrasah Aliyah PUI Maja.

Keywords: *brainstorming technique, narrative text, teaching writing*

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INTRODUCTION

Writing is one of the productive skills that must be mastered by students in addition to other language skills. Writing plays an important role in learning English. According to Ruswinarsih, (2015), there are several reasons why writing is absolutely necessary. First, writing is one way of communication to communicate with other people in the world. Second, writing skills are required in most jobs. Finally, writing can be considered as one of the characteristics of an educated person. In this case, writing is not just a way to demonstrate what is already known, more than that writing is a way to understand what is already known. Furthermore, writing is an integral part of the entire learning process experienced by students while studying at school. Writing requires skills because it requires continuous practice. Therefore, students are expected to be able to write correctly for this purpose, especially for high school students. Writing is an activity to convey or express thoughts and ideas in a coherent and coherent manner into written text. Writing is a process of finding ideas, thinking of ways to express them, and compiling them into statements and paragraphs whose purpose is to communicate something with others indirectly, students get the effort to express their thoughts through written language.

In fact, students still have problems that are always faced by these students both in writing texts, grammar, spelling, and finding an idea in a piece of writing where students tend to have the same

difficulty in writing it in English. Peter & Singaravelu, (2021), revealed that there are several problems faced by students in writing, namely grammar, spelling, punctuation, and choice of vocabulary. Likewise, when researchers face problems in teaching programs. The first problem is that students have limited vocabulary which can be seen in their difficulty in choosing diction and constructing sentences.

According to Atika Nasution & Asahan University, (2017), writing is a complex process which in the process can be developed using dynamic thinking skills, analytical abilities, and the ability to distinguish things accurately and validly. In this case, writing is not just a way to demonstrate what is already known, more than that writing is a way to understand what is already known. Furthermore, writing is an integral part of the entire learning process experienced by students while studying at school. Writing requires skills because it requires continuous practice.

Saputra & Mantasiah (2017), in this study entitled " The Effectiveness of Brainstorming Techniques in Writing German Essays for Class XI Science Sungguminasa 1 Sungguminasa Students " stated that brainstorming technique is effective in learning German essay writing skills in class XI IPA SMA Negeri 1 Sungguminasa, Gowa Region. The effectiveness can be seen from the results of the t-test analysis on the students' post-test scores after the t-test was carried out in each group with the results of data analysis, namely $t_{count} = 5.81 > t_{table} = 1.998$ at a significance level of 0.05. German essay writing skills German essay writing skills in class XI IPA 2 SMA Negeri 1 Sungguminasa, Gowa Regency experienced a significant improvement after applying the brainstorming technique, students were able to write essays in German well, were able to develop each main idea into a German essay.

The difference between the previous study and this research is that this research has more discussion on how to write an essay for the task in the English lesson. Although, this previous and this research both implementing brainstorming technique in teaching writing.

Based on the background of the research above, the formulation of the research problem is as follows: "Is there a significant effect of using brainstorming techniques in teaching writing?"

Based on the formulation of the research problem above, the purpose of this study is to reveal whether there is a significant impact on the use of brainstorming techniques in teaching writing.

METHODS

According to (Sugiyono, 2017) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. Through research on the results of this experimental trial, the authors tried to find quantitative data related to students' abilities in learning to write narrative texts. The data used to analyze with a quantitative approach is data in the form of numbers.

In experimental research, there are several forms of design, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design. The design chosen by the researcher is a quasi-experimental design or a quasi-experimental design. According to (Sugiyono, 2017) the quasi-experimental design has a control group, but cannot fully control the external variables that affect the implementation of the experiment. This quasi-experimental study was used to determine the differences in the ability of the treated class and the untreated class. The experimental research design used in this study was a nonequivalent control group design. According to (Sugiyono, 2017), in this study, there will be two groups that are not chosen randomly. Both were then given a pretest to determine the initial state and the difference between the experimental group and the control group. A good pretest result is when the scores of the experimental group in the control group are not significantly different. Based on the research design that has been stated above, the following is an overview of the nonequivalent control group design research design.

the population in this study were all eleventh graders in Madrasah Aliyah PUI Maja in the 2020/2021 period. The total population is 165 students consisting of 5 classes.

Purposive sampling is a sampling technique for data sources with certain considerations (Sugiyono, 2017: 300). From this statement, the sample in this study is the sample, namely students in class XI IPS 2 and class XI IPS 4.

There is test test is the main instrument in this research. The test technique is used to see the results of students' improvement in writing narrative texts. Test means a person's knowledge or skills in a particular field or subject. Pre test was given to the experimental and control groups at the first meeting. The pre-test was given by the researcher to determine or measure the level of students' intelligence in writing skills. The pre-test material is written from, contains (using brainstorming technique). And thah the post test After all the material had been taught, the researcher gave a post-test at the last meeting to find out whether the brainstorming technique improved the students' writing skills. Post-tests were given to the experimental group and the control group. In addition, the test is given in the written form. After the post-test, the scores of the two groups were compared to find out the significant difference. The researcher analyze the data by using SPSS version 26.

RESULTS AND DISCUSSION

This research was conducted on students of class XI SMA in the academic year 2021/2022. The researcher took class XI IPS 4 as an experimental group that was taught using brainstorming strategies and class XI IPS 2 as a control group that did not taught not use strategy. The results of the test are:

The results of analyzing the independent sample T-test

	score	N	Means	Std. deviation	Std. error means
Class	test	29	15.86	2.117	.393
	control	29	16.66	2.525	.469

Can be simplified the class test on the std table. deviation can be seen difference Between class test and control class $2.117 < 2.525$. it means class tests are more small than control class, in Thing this deep brainstorming technique learning write on class test no there is significant change _ compared with inner control class learning writing brainstorming at Madrasah Aliyah PUI Maja.

Samales T Test Independent						
		Test Levene for Equality variance		t-test for Equality means		
		F	Sig	T	df	Sign hand. (2-tail)
Results	Same variant assumed	.896	.348	-1.296	56	.200
	Same variance _ no assumed			-1.296	54,342	.200

In this case, what is observed is compared with t_{table} , whereas if it is observed $> t_{table}$, the null hypothesis (H_0) is accepted. Interpret the significance value, if it is greater than 0.05 ($sig > 0.05$, H_a is rejected if it is smaller than 0.05 ($sig < 0.05$) H_0 is accepted, in other words, H_a is rejected if $sig < 0.05$ and $t_{count} > t_{table}$ then H_0 is accepted.

Based on the above calculation, the degrees of freedom (df) is 56 ($29+29-2= 56$) and the critical value of df using the 5% significance level from the table is 1.672 and t_{count} is -1,296. This means that the post-test value of the experimental class is higher than the value of the control class. The result of the comparison between $t_{arithmetic}$ and t_{table} is $-1.296 > 1.673 = t_{arithmetic} > t_{table}$. In conclusion, from the hypothesis, it was obtained that at $df = 56$ and the 5% significance level the value of the significance level was 1.673 (obtained based on $df = 59$ and $\alpha = 0.05$). By comparing the t_{value} of the observation that greater than t_{table} is $-1.296 < 1.673$ then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted.

It can be proven that there is a difference, but not too significant, between the results of using brainstorming techniques in teaching writing narrative text in class XI Madrasah Aliyah PUI Maja students in 2021/2022.

The purpose of this study was to reveal whether there was a significant effect of brainstorming techniques in teaching writing in class XI Madrasah Aliyah PUI Maja in the academic year 2021/2022. Teaching and learning activities are carried out in three meetings in each class. Researchers conducted a pre-test at the first meeting of the two classes, and the second and third meetings were treated with different media. During the treatment, brainstorming as a medium was applied in the experimental class to improve their narrative text writing skills. In contrast, 31 students in the control class were taught using ordinary learning media. And the last meeting the researchers conducted a post-test on the control and experimental classes.

In the description of the data taken from 29 experimental class students, Table 4.2 shows a description of the experimental class, the average pre-test score was 8.55 before the application of the brainstorming technique. In addition, after the students were given the application of the brainstorming technique, the average post-test score was 15.86. Meanwhile, the description of the data taken from 29 control class, Table 4.3 shows the description of the control class, the average pre-test score was 8.07 and the post-test average was 16.66. In short, the post-test students in the control class got higher scores. Then students in the experimental class. The increase in the experimental class was 7.31 from 8.55 to 15.86. Meanwhile, the control class increased by 8.59 points from 8.07 to 16.66. This means that the value of the control class is more significant than the experimental class and both classes from the pretest and post-test get normality and homogeneity data to find out whether students have the same ability to be sampled.

Based on the hypothesis, it is obtained that at $df = 56$ and at the 5% significance level, the value of the degree of significance is 1.673 (obtained based on $df=56$ and $\alpha 0.05$). By comparing the t -observe value which is greater than t_{table} , namely $-1.296 < 1.673$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It can be proven that there is no significant difference between the results of using brainstorming in teaching writing narrative texts at Madrasah Aliyah PUI Maja. From the analysis of the data above, it can be concluded that the brainstorming technique cannot have a significant effect on students' narrative text writing, the brainstorming technique as a medium can help students practice writing narrative texts but does not have a very significant impact. In fact, brainstorming techniques can be applied to any type of text or to work in general. This is because the brainstorming technique is a technique that helps in increasing ideas in group activities.

CONCLUSION

Write not only skill that asks for writer or student to arrange a number of sentences to become an organized essay with fine but also Skills convey the meaning message to the reader. The brainstorming technique is one of the most important strategies for provoking creativity and problem-solving in

educational, commercial, industrial, and political fields. In doing the study, the researcher applies the brainstorming technique on class XI IPS 4 as a group experiment and XI IPS 2 as a group control that doesn't use technique whatever.

Results data analysis using formula t-test, based on previous data explained that the value of t is bigger than t of -1,296, a significance of 0.05, and t value 1,672. Finally, the researcher has answered the question of hypothesis research. From the average grade post-test score experiment 15,86 _ more tall from class control 16.66. So Hypothesis Research (Ha) rejected and Null hypothesis (Ho) is accepted . and value class control more tall from class experiment.

Based on the statement above could be concluded that the use brainstorming technique assessed not enough effective in increasing the ability of student in learning to write narrative text, however in Thing this view data that has been discussed before, this brainstorming technique have a role important in activity writing, especially in generating ideas. that's how it feels student moment this brainstorming session done. And of course in thing this also have good influence for students.

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