

The Effect of Brainstorming Technique as a Pre-Writing Activity on the Students' Achievement in Writing Descriptive Text

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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 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 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: *Brainstorming Technique; Pre-writing Activity; Students' Achievement; Writing Descriptive Text.*

INTRODUCTION

Learning English in modern times is very important because English is a universal language used throughout the world (Safitri et al., 2022). In the teaching and learning process, there are four English skills that must be mastered, namely listening, speaking, reading, and writing (Sugiyanto & Sari, 2021). 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. These values support the creation of educational goals relevant to the applied curriculum (Rahmawati et al., 2021). Through writing, students can deliver their arguments in many aspects or fields. writing is an activity to express one's thoughts, ideas, and feelings expressed in written language (Amalia Solikhah & Herlisya, 2021). 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. He 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 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 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, teachers also should know how to design good material to improve students' achievement in the learning process (Nurchurifiani et al., 2021). 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 the motivation to express their idea in writing. The thing that teacher should be considered is the strategy have to be 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 enjoying 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, punctuation, spelling, and even complete sentences. Just record our ideas as they enter our minds. 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 appears easily in students' minds 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 Mahdian Mehr et al., (2016) stated. brainstorming had a positive effect on students' writing achievements and had a great impact on the participants' work, with the help of brainstorming technique, it is clear that learners are given the guidance needed to produce a more successful piece of work. In addition, Abedianpour & Omidvari (2018) concluded that there is a significant relationship between brainstorming strategy and the writing performance of the target group. Moreover, it was found that the majority of the learners found brainstorming a useful strategy in enhancing their writing skills.

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

Based on the background of the problem, The objective of this research was to find out the effect of brainstorming technique on the 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.

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 30%, organization 20%, grammar 20%, vocabulary 15% and mechanics 15%. 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.

FINDINGS AND DISCUSSION

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

Table 1. Frequency Distribution of Students' Writing Score of Pre-test and Post-test

No	Score	Frequency of Pre-Test	Percentage (%)	Frequency 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
Total		33	100	33	100	

Table.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 2. The Difference of Students' Writing Descriptive Text

Mean Score of Pretest	Mean Score of Posttest	Increase
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62.48	73.50	11.02
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Table 2. shows that there is 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 3. T-Test Result of Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Post	73.5038	33	5.41252	.94220				
	Pre	62.4811	33	6.87764	1.19724				

Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post - Pre	11.02273	5.63978	.98176	9.02295	13.02251	11.228	32	.000

Null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance at <0.05 . From the data in Table 3., 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. The Increase of Aspects in Writing of Students' Writing Achievement 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. 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 mechanics. In other words, the result of the research proved that brainstorming technique gave improvement to the students' writing especially in terms of organization.

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 by comparing the mean scores of the pre-test 58.48 and post- test 72.50. The increase of the mean score was 11.02. In addition, the average score of pre-test was 62.48 with the highest score was 80.63 and the lowest score was 49,36. This improvement was because brainstorming was easily introduced to the students in teaching writing particularly in generating, developing, and organizing ideas. As Rao (2007), stated that brainstorming can stimulate the thinking process of the learners and help the learners create and organize their ideas in a logical manner.

In addition, brainstorming technique gives some positive effect on the students writing achievement in five aspects of writing.. The major improvement can be seen in organization with 44 %, followed by grammar, vocabulary, mechanics, and content. It was because the teacher guided the students step by step. The students 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. Ibnian (2011), he has pointed to the positive role of brainstorming in students' essay writing skills in terms of content and organization, mechanics of writing, language use, and skills emerged form creative thinking abilities (fluency, flexibility, originality and elaboration).

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. It could be concluded that the application of brainstorming could help the students to generate and write a descriptive paragraph effectively and creatively.

CONCLUSION

The objective of this research was to find out the effect of brainstorming technique on the students' writing achievement. In relation to the results of the study, it was concluded that brainstorming technique is a really good choice to facilitate the students to elaborate their idea. In fact, it helps students to improve their writing achievement. Thus, the researcher suggested further research to use this technique for another text type or skill.

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