

Promoting brainstorming technique in teaching writing

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Abstract

Writing is one of skills to express ideas, feelings, and thoughts in the form of words to create sentences by paying attention to several punctuation. Brainstorming technique plays a significant part not only in the writing process of idea generation but also in fostering students' creativity, especially in producing descriptive texts. The purpose of this study is to determine the effect of brainstorming techniques on the students' writing skill of the tenth grade at SMA Negeri 7 Kediri. The method used in this study was quantitative method with pre-experimental design by using pretest and post-test. The population of this study was the tenth grade students of SMA Negeri 7 Kediri and the sample was taken from class X- ECP 2 consisting of 32 students. The technique of collecting data used was pretest, treatment, post-test and it will be analyzed by using t-test through SPSS version 23. The results of this present study showed that Brainstorming technique had significant impact on the students' writing skill of the tenth grade at SMAN 7 Kediri. It can be seen that pretest was higher than post-test with the mean value of pretest was 61.47 and the mean value of post-test was 83.06. The standard deviation of pretest was 13.320 while standard deviation of post-test was 6.101. Finally, this research will be useful in the teaching writing. The research can be useful to the teachers, students and the readers.

Keywords: brainstorming technique; descriptive text; writing skills

INTRODUCTION

Writing is a process of creating ideas, considering how to convey them, and arranging them into sentences and paragraphs that are understandable to the reader. Writing involves students' creativity in forming writing and taking note of numerous symptoms (commas, slashes, citation marks and periods) that integrate phrases and letters to make sentences. Writing is unique capacities which help author put their supposed into words in a meaningful shape and mentally engage with the conversation. It has a purpose not only for media but also additionally for giving information. According to Harmer (2001), "Writing is a form of communication to deliver through or to express feeling through written form." It means that writing is a written communication used to express individual concept to the anthology. In writing, learners can explicit their ideas, feelings, opinion and they can get several vocabularies in getting to know writing.

Writing is essential in language teaching and learning. Richard and Renandya (2002) claimed that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating ideas into readable texts. Due to the fact, it is far the most delicate skill to study, it wishes through thinking in producing words and paragraph. It means that the delicate outcomes in writing are producing, organizing and translating the ideas. Through writing, it can inform to other and discover ways to generate the ideas. According to Coulmas (2003), writing should only be studied as a means of expressing speech because it is dependent on and subordinate to speech.

Currently, the skill to write has come to an necessary skill in our global educated community. In fact, many students got difficulties in writing certain type of texts, especially in creating descriptive texts. This research is required them to have a good vocabulary, attention to several signs, organizing words and structures. Students spend much time to start their writing, they do not know how to organize their ideas correctly. Furthermore, the researcher discovered some problems of high school students in writing skills. Most high school students do no longer apprehend a way to write properly and efficaciously, and students have issue in expressing their written thoughts. Firstly, since English is not the students' first language, it is hard for them to create simple sentences. It also depends on which level of vocabulary mastery they have. Due to lack of vocabulary they have, it limits them in producing ideas and ends up to translate word by word from Indonesia to English which is incorrect in writing a good sentence structure. Thus, mastering sentence structure will significantly influence to the students' writing skill. Secondly, they do not have ideas how to start writing their ideas. They already get confused to construct a simple sentence. The researcher easily comprehend this phenomenon and conclude that the other problem is the the way to generate the ideas into a well-

structured paragraph properly. They usually stop at the middle of their writing because they do not know what to write right after finishing their first sentence. In the other hand, they have lack of knowledge of writing process, especially in writing descriptive texts. Finally, the students do not pay attention to the instruction given before they start writing. When the teacher explains the materials for the whole class, they have such a short focus span. The researcher was sure that their understanding might not same as they goal the researcher set and as they were expected to during teaching and learning process. Besides, they are afraid to ask something they do not know to the teacher which leads to their motivation to produce writing.

Furthermore, in Indonesian curriculum of senior high school, students are demanded to write various types of English texts. One of them is called as descriptive texts. Descriptive texts are created to tell or describe information as general knowledge for readers. Emilia and Christie (2013) claimed that descriptive texts also describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it. Writing a descriptive text can help the writer forms an impression of the subject and paints a clear picture of it. Additionally, the use of descriptive activities helps readers understand what is being described, making it easier for them to picture the object being described as the genuine thing. There are two generic forms for descriptive texts, namely identification and description, according to Gerot and Wignell (1994). The students will identify the phenomenon or topic that will be described during identification. While describing an object, the students will be specific in describing its pieces, traits, and attributes. Furthermore, they go through the grammar aspects of descriptive texts, including vocabulary, mechanics, and language elements like the simple present tense, action verbs, and adjectives. In keeping with the aforementioned concept, there are a few telltale signs of an English descriptive writing, including generic structure (identification and description), grammatical traits (simple present tense, action verb, adjective), vocabulary, and mechanics. However, they still get difficulties in creating a well-structured descriptive text.

From the above troubles there are many teaching techniques that can be implemented to improve the students' writing skill. The researcher attempts to determine one technique that can help students enhance their writing talents namely brainstorming technique. Brainstorming is a popular technique that helps students produce creative results to a problem. A person or group can use the process of brainstorming to engage in critical thinking and develop a wonderful idea and solution to their challenge. It's especially helpful when we want to get students out of ingrained, established thought patterns so they may create new perspectives on results (Alex Osborn, 1953s). In addition, Isaksen (1998) stated that brainstorming is an abbreviated summary of how Osborn actually introduced this well-known group approach to idea generating is given. The steps of brainstorming techniques presented by Coffin ,et al (2003), a pre-writing approach called brainstorming can help writers come up with ideas, get their brains going, gather ideas, and arrange their thoughts. Students mirror ideas off one another during brainstorming after a talk or reading. It is good for students to develop the ideas in order to provide several thoughts on a topic without immediately deciding which ones should be developed. The student makes notes of their ideas on the board or paper. Al Mutairi (2015) clarified that because brainstorming is entertaining, all students can participate and offer ideas while also discovering written uplifting solutions to their issues. According to Oshima and Hogue (1997), there are several steps in implementing brainstorming technique. First of all, students have to write down a general subject or topic, for example teenagers interests, summer activities, ways to stay healthy, etc. After that, they make a list of everything comes to their mind about one of the topics chosen. It is beneficial to set boundaries which words should and should not be put in the list. Then, they have to use words, phrases, and or sentences which relate to the topic. They should not be worry about order of ideas, writing mechanics, grammatical structure, and spelling. Finally, they are able to just write down all the things come to their mind until they run out of ideas because they are only brainstorming and it is acceptable if they repeat several ideas.

Based on the explanation above, using the right strategies is crucial and has an impact on how well students learn and produce written English. The researcher draws a conclusion that brainstorming is a practical method that may be used in the pre-writing stage to assist students to generate ideas on a particular topic they are about to write about. The use of the brainstorming technique inspired the researcher to help students improve their writing skills. The researcher decided to construct a study about teaching writing skills to students by implementing brainstorming technique in SMAN 7 Kediri.

METHODS

This study offers a quantitative methodology to determine whether or not the brainstorming technique affects students' descriptive writing. Data is presented numerically in quantitative research. Ary et al (2006) claims that quantitative research use objective measurement to collect numerical data that is utilized to respond to inquiries and evaluate prepared hypotheses. The method of this research use experimental design. According to Ary et al (2006), a test is a scientific disquisition in which the researcher manipulates one or further independent variables, controls any other material variables, and observes the effect of the manipulations on the dependent variable. The researcher use pre-experimental design with the form of one group pretest post-test design. Pre-experimental research, according to Adnan (2016), is a study in which a pretest is given prior to treatment and a posttest is given after treatment in order to compare the mean results on the two tests and ascertain if the variable under study had an impact or not. So, in this research, the researcher will give pretest and put up post-test to the students to understand their writing capability and among them, there can be treatment.

Everything is a variable, including the subject of a study, a factor to be investigated, and the data to be collected. Variables are a trait or feature of the individualists that experimenters explore, according to Creswell (2012). It signifies that a variable is a group of traits or values from people, things, or conditioning that vary somewhat and that will be examined and drawn conclusions from. There are two variables namely independent variables and dependent variables. Independent variables are antecedent to dependent variables and are recognized or are hypothetical to effect the structured variable, that is the outgrowth. In experimental studies, the treatment is the independent variable and the belief is the established variable. The researcher will do the exploration by the usage of brainstorming technique as approach during the treatment as independent variable additionally, the dependent variable is students' writing functionality in descriptive text that presumed to be due to the independent treatment conditions. The researcher also determines the writing score by following the components below.

Table 1. Writing score

Aspect	Score	Performance Description	Weighting
Content (C) 30% Topic Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are not relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connection	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connection	
	2	Identification is not complete and descriptions are arranged with few misuses connection	
	1	Identification is not complete and descriptions are arranged with misuse connection	
Grammar (G) 20% Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numeorus gramatical or agreement innaccuracies	
	1	Frequent gramatical or agreement innaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forme	1,5 x
	3	Few misuse of vocabularies, word form, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization	1,5x

Spelling Punctuation Capitalization	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

The location of this observation took place at SMAN 7 Kota Kediri. This school is located in Kediri, East Java Indonesia. The population became all of the student of tenth-grade high school students. For the pattern, the researcher chose purposive sampling to decide the sample from the one class, with 32 students for experimental class and control class. A written test was also employed by the author to assess the students' writing skills, and an independent t-test was performed to analyze the data.

FINDINGS AND DISCUSSION

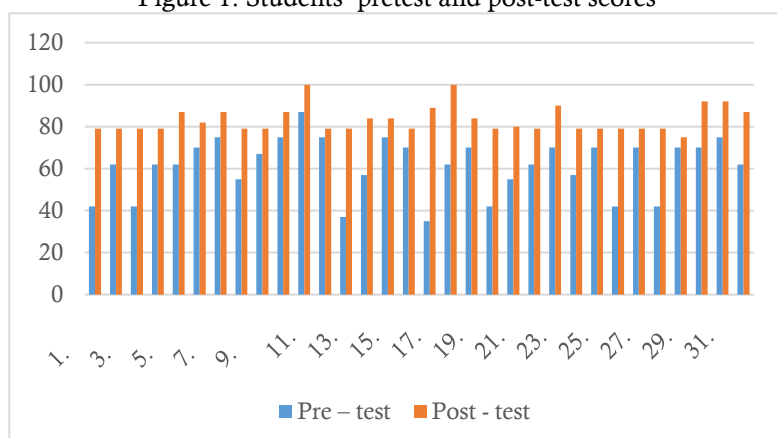
The researcher describes the research's findings after analyzing them with a t-test. This section examined the pretest, treatment, and post-test processed and reported the pretest and post-test data scores.

Students' writing skills before being taught using Brainstorming Technique

Tenth grade students from SMAN 7 Kota Kediri were served as the research subjects for the study. The pretest was given to the 32 students in the class on May 23, 2023, and the only historical building descriptions allowed for this research's limitations. Students who received a score of less than 75 did not pass the pretest. The researcher entered the classroom for the first time, and both she and the students prayed before beginning the session. To make the test easier for them to complete, the researcher prepared them to ask certain questions about the topic which they focus on. Following that, the researcher gave each student a pretest paper and instructed them to create a description text based on the information provided by the researcher. The purpose of this test was to ascertain the students' writing skills prior to the use of the brainstorming technique. After that, the researcher invited the students to turn in their paper answers once they had done their exercise, and then she checked some of the students' work. The researcher then bid the class farewell and left. After administering the pretest to the students, the researcher received the results without treatment in pretest.

The researcher administered a number of tests to learn about the students' pretest data, and after learning the results, she was able to clarify why 32 students out of the overall sample had a total score of 2.094. The lowest score was 35, the highest was 87, and only one student received a score. Additionally, based on the pretest findings, the researcher can draw the conclusion that students struggle with writing about certain topics. The researcher discovered that many students struggled to express their ideas in their assignments, found it challenging to arrange sentences into a text, was unaware of the appropriate grammatical forms, and lacked vocabulary.

Figure 1. Students' pretest and post-test scores



Students' Writing Skills After Being taught using Brainstorming Technique

32 students took the post-test, which was administered on May 24, 2023. A review of the treatment was given after the researcher checked the student attendance list and prayed with the kids before

entering the classroom. Then the researcher gave the students their pieces of paper. The post-test's historical structures topic was the same as that of in the pretest. When the post-test for the students was finished, the researcher requested them to collect it. The researcher then reviewed the post-test and checked some of the students' work. The final section was the researcher bid the students farewell and exited the classroom. Researchers collected information on students' writing abilities following therapy in the post-test after administering the post-test to students.

The post-test findings were known to the researcher after it was administered, and the table above shows that the final score was 2,658. Students' overall scores increased from 2,094 to 2,658 on the post-test, indicating that they performed better than they did on the pre-test. With 32 students taking the post-test, the best score was 100 and the lowest score was 79. Students who employed the brainstorming process when writing descriptive texts can produce some texts more quickly since their pretest issues can be resolved in the post-test. According to the post-test results, brainstorming techniques can therefore assist students who are having writing skills issues.

Discussion

Knowing the outcomes of the aforementioned data analysis, researchers can draw the conclusion that the pretest and post-test results are different, with the pretest's mean score being lower than the post-test's mean score of 61.47 and the post-test's mean score being higher at 83.06. It can be concluded that the students' writing skills were poor prior to receiving tutoring using the brainstorming technique because they received the lowest scores with a minimum of 35. The brainstorming technique is different from lesson writing and can make students more comfortable writing some texts. Additionally, using the brainstorming technique has many benefits for students in the teaching and learning process, including facilitating the communication of ideas, making it simpler to produce some texts, particularly descriptive ones, having a broad vocabulary, being aware of the different grammatical structures, and increasing students' attention to the teaching and learning process.

Al-Mutairi (2015) provided evidence for this claim when he stated that the "brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher." It follows that the brainstorming strategy can assist the students in concentrating on their writing abilities for a descriptive composition. In addition, the idea needs to be supported by earlier studies. Then, as Maghsoudi and Haririan (2013) claimed, they conducted a study titled "The Impact of Brainstorming Strategies Iranian EFL Learners' Writing Skill Regarding their Social Class Status." The results of the analysis of covariance showed that teaching the brainstorming technique improved the writing skills of EFL students. Additionally, it made them more engaged, which may have made them more accountable for their learning and more willing to do so. Brown (2001) also showed that brainstorming is a method that aids in the beginning of the thought process. According to this study, brainstorming is a very effective strategy in SMAN 7 Kota Kediri.

CONCLUSION

It can be said that writing is a skillful type of written communication for expressing emotions. Readers will comprehend the objective of writing more clearly when pupils have strong writing skills.

Additionally, writing abilities are extremely hard to develop but crucial to master in the teaching of writing. In order to aid teachers and students in learning to write, methods are crucial. It might make it easier for teachers to comprehend the supplied material. One method is brainstorming, which is particularly effective when writing descriptive texts and can raise students' motivation to learn English. Because the brainstorming process can make it easier for students to write throughout the writing stage. Additionally, SMAN 7 Kota Kediri's use of brainstorming strategies to teach writing skills, particularly in the area of descriptive texts, has had very positive outcomes. Students can more readily write writing, explore their ideas, and understand how to structure the content after the researcher demonstrates the technique.

The purpose of this study is to ascertain how brainstorming strategies affect the students of tenth grade of reading comprehension. The use of brainstorming approaches as a teaching and learning technique has been studied by researchers. The following are some theoretical and real-world implications. According to Owo, Idodo, and Ikwut (2016), brainstorming is a strategy that may be utilized by an individual or group to engage in critical thinking in order to come up with a brilliant idea and solution to their problem. It shows that they can develop their ideas more confidently and develop an interest in the material the instructor is explaining. Students also understand how to correctly write material.

The findings of this study, which demonstrate a difference between pretest and post-test outcomes, thus demonstrate the validity of this idea.

Students' writing skills can be enhanced by using brainstorming strategies during the writing process, particularly when coming up with ideas. In order for the students to comprehend and feel in accordance with the topic or content offered, the teacher must guide them gradually as they apply it. Teachers can use it by providing students with a text and instructing them to complete the six steps of the brainstorming technique, which are selecting a topic, identifying a general subject, listing ideas in the generic structure, developing ideas using words, phrases, or sentences, developing your ideas using the best lexical and grammatical structure for a descriptive text, and developing your ideas into a descriptive text. This unquestionably has an impact on the outcomes of creating descriptive text because, with the aid of the brainstorming technique's steps, the text's material is maximized and its organization is sound.

The use of brainstorming strategies in teaching writing skills has a good impact, according to the data analysis of this study. The following ideas are made by the researcher in order to improve the teaching and learning process. First, the researcher advises English teachers to actively participate in the teaching and learning process and to be selective in the methods they choose to use. In this instance, it aids English teachers in resolving the issue, and it is advised to use brainstorming strategies while writing. The reason for this is that the brainstorming process can help students who are having trouble writing texts, especially descriptive texts. Second, the researcher advises students to employ brainstorming approaches to find solutions to all of their problems, particularly when it comes to writing descriptive prose. Students should therefore acquire English from a variety of sources outside of school. Students must therefore develop a habit of using English to comprehend English-related subjects. Finally, for those who are interested in carrying out similar research in the future might use this study as a guide. It can broaden knowledge and benefit everyone working to improve the standard of English education. The research can then be further upon by additional researchers by include some materials that have not yet been discovered.

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