

IMPROVING WRITING SKILL OF THE TENTH GRADE STUDENTS THROUGH BRAINSTORMING

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Abstract

The purpose of this research was to find out whether the students' writing skill can be improved through brainstorming or not. This research used an intact group comparison research design that involved two groups; they were an experimental group and a control group. The population of this research was the tenth grade students of SMA Negeri 1 Torue. It consisted of 9 parallel classes. Each class consisted of 32 students. The researcher selected the sample by using purposive sampling technique. The sample was Class X A as the experimental group and Class X B as the control group. In collecting the data, the researcher used test (post-test). The data obtained from the test were analyzed statistically. The result of the data analysis shows that there was a significant difference between the result of the experimental and the control group. In other words, the t_{counted} (4.22) was greater than the t_{table} (1.999). It means that the research hypothesis was accepted. In short, the use of brainstorming technique could improve writing skill of the tenth grade students of SMA Negeri 1 Torue in writing descriptive paragraph.

Keywords: Improving; Writing Skill; Brainstorming

INTRODUCTION

Language is used to communicate. People interact each other by using language. In the world, there are many languages and one of them is English as a global language used to communicate with other people around the world. Everyone can use it to express ideas, feelings, and experiences in oral or written form.

In Indonesia, English is taught as foreign language. English has become a compulsory subject taught at junior high schools and senior high schools, even at university in Indonesia. The students who learn English are expected to master the four skills that cannot be separated one from the other. They are: listening, speaking, reading, and writing. This is intended to help them communicate easily whether in oral and written form. Those skills are divided into two divisions, they are productive skills: speaking and writing, and

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receptive skills: listening and reading. Productive skills especially writing is considered more difficult because the students need to master all of the language component like organization, grammar, punctuation, and mechanics. Listening and reading have their own relationship with writing. To know how far the students understand about what they have heard and read in reading process can be measured through writing. In other words, writing is the implication of the other skills.

Writing is very important in mastering English. The purpose of writing is communication. People can express their feelings, ideas, experiences, and desires in written form. Writing is a powerful tool for getting thing done and a language skill to convey knowledge and information. Through writing, people may know what the writer wants to share with readers. By looking at the students' writing, we also know how far they understand the language.

Teaching writing is not easy as we think. We need good skill and wide understanding about written language. Teaching to write is not like teaching to speak. Teaching to write needs to teach correct grammar to convey messages while, speaking is commonly performed in face to face interaction. In speaking, the use of body language also helps the listener to understand the intended message. Besides that, it needs an extra effort to make the student understand how to write ideas because in writing they not only organize the structure but also express their opinion. Expressing ideas is quite difficult for students. To help the students decrease the existence of such a problem, the teachers should have an effective method to teach writing.

In this research, the researcher improved the students' writing skill by guiding them in writing a paragraph. Paragraph is a part of writing containing of someone's ideas in written form. It consists of several sentences which talk about one topic. It includes some information or message for reader. Paragraph has some type such as descriptive, narrative, procedure, recount and report paragraph. The researcher limited her discussion on writing descriptive paragraph.

Descriptive is a type of paragraph which tells about something like people and place. Through descriptive paragraph, students can comprehend the details of description, including the sounds, smells, sight and feelings associated with a person or places. Moreover it is easier for the students to write because in this paragraph the students can write what they ever see and use their sense of feeling, seeing, smelling, and tasting of experience they have.

Based on the researcher's experience when having an interview with the English teacher of SMA Negeri 1 Torue, the tenth grade students faced difficulties in writing. They are lack of vocabulary, and it makes them difficult to put out their ideas. Ideas are important to write. Without ideas, it is impossible for someone to write. Having and organizing ideas are difficult to do, whereas to start writing we need ideas. Ideas that come to our mind will be organized and become sentences and paragraph as a result of our thinking. Writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, to give them structure and coherent organization. Therefore, an idea is important part of writing. Based on the problem above, the researcher used brainstorming technique to help students generate their ideas.

Brainstorming is a technique for getting ideas. It is process to get all possible raw materials on paper. We concentrate on writing situation and jot down every thought we do not pay attention to the complete sentences or spelling. We just write everything that comes to mind as much as possible. Turkenik (1998:10) states, "one way to get ideas about a subject is to focus your thoughts on it and then let your mind run free in all direction around it. Let your mind release a storm of ideas. This process is called brainstorming". Writing down the ideas helps the students remember what they want to write and organize their ideas they have before writing a paragraph.

Based on the problem above, the researcher conducted research on the writing skill on "improving writing skill of the students in senior high school through brainstorming technique". The object of the research is the tenth grade students of SMAN 1 Torue. The research question is formulated "*Can the writing skill of the tenth grade students of SMA Negeri 1 Torue be improved through brainstorming technique?*" The objective of the research was to find out whether the skill of the tenth grade students of SMA Negeri 1 Torue in writing descriptive paragraph can be improved through brainstorming technique.

METHODOLOGY

In carrying out this research, the researcher conducted this experimental research. The researcher used intact group comparison design where one class as the experimental group and one class as the control group. In this research, there was no pre-test but those two groups were given the same test for the post-test. In the intact group design, the treatment was only given to the experimental group while the control group was not. The design of the research as recommended by Hatcch and Farhady (1982:21) is as follows:

G1	X	T1
G2		T1

Where :

G1	: experimental group	X	: treatment
G2	: control group	T1	: post test

Margono (2007) states population is all the data that concern us in a scope and time that we set. The population of this research was the tenth grade students of SMA Negeri 1 Torue. The population consisted of nine classes from X A to X I. The total number of the students was 288.

Best (1981:8) states, “Sample is a small proportion of population selected for observation and analysis”. The researcher used purposive sampling technique to select the sample of this research. As the result, Class X A was chosen as the experimental group while Class X B was the control group.

Related to the title of the research, the researcher used two variables in this research. They were dependent and independent variables. The dependent variable was writing skill of the tenth grade students of SMA Negeri 1 Torue while the independent variable was the use of brainstorming technique.

Instrument is a tool used by researcher to collect data. In this research, the researcher used test to collect data. The test only consisted of post-test which was given to the experimental and the control group. The researcher only used post-test test to measure the student’s ability in writing descriptive paragraph and to find out the effectiveness of the treatment. The criteria of scoring are adapted from Wair in Weigle (2009) as shown in the table below:

Table 1
The Scoring Rubric of Writing

No	Writing components	Score	Explanation
1.	Grammar	3	Almost no grammatical patterns inaccurate.
		2	Some grammatical inaccuracies.
		1	Frequent grammatical inaccuracies.
		0	Almost all grammatical patterns inaccurate.
2.	Organization	3	Overall shape and internal pattern clear. Organizational skill adequately controlled.
		2	Some organizational skills in evidence, but not adequately controlled.
		1	Very little organization of content. Underlying structure not sufficiently controlled.
		0	No apparent organization of content.
3.	Vocabulary	3	Almost no inadequacies in vocabulary for the task. Only rare inappropriate and/or circumlocution.
		2	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriate and/or circumlocution.
		1	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriate and/ or repetition.
		0	Vocabulary inadequate even for the most basic parts of the intended communication.

Firstly, the researcher computed the individual score by using the formula stated by Purwanto (2008) as follows:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP : students' score
R : score obtained
SM : maximum score of the test
100 : constant number

Secondly, the researcher computed the mean score of the students of both groups by using the formula stated by Hatch and Farhady (1982:55) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : mean score
 $\sum X$: total of the individual scores
N : total of students

Thirdly, after getting the mean score, the researcher counted the individual deviation of the students' score in experimental group and control group. The researcher used the formula by Hatch and Farhady (1982: 59):

$$x = X - \bar{X}$$

Where:

x : individual deviation
 X : students' score
 \bar{X} : mean score

After getting the individual deviation, the researcher squared the standard deviation of the students' score of the experimental group and the control group. The researcher computed the score by using formula stated by Hatch and Farhady (1982: 59)

$$S = \sqrt{\frac{\sum x^2}{N-1}}$$

Where:

S : standard deviation
 $\sum x^2$: sum of individual deviation squared
 N : total of students

After getting the standard deviation, the researcher calculated the standard error first by using the formula proposed by Hatch and Farhady (1982:112) in order to find out the value of t_{value} :

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

Where:

$S_{\bar{x}_e - \bar{x}_c}$: standard error of differences between means
 S_e : standard deviation of experimental class
 S_c : standard deviation of control class
 n_1 : total students of experimental class
 n_2 : total students of control class.

Finally, the researcher calculated the t_{value} to find out the significant result of the experimental and control group by using the formula by Hatch and Farhady (1982: 111):

$$t_{obs} = \frac{\bar{x}_e - \bar{x}_c}{S(\bar{x}_e - \bar{x}_c)}$$

Where:

t_{obs} : significant result of experimental and control group
 \bar{x}_e : mean score of experimental group
 \bar{x}_c : mean score of control group

FINDINGS

The researcher analyzed the data taken from the post-test of the experimental and the control group in order to find out how the brainstorming technique improved the writing skill of students. The post-test was given after the treatment, but it was only applied to the experimental group. The treatment was conducted from 27th April 2015 until 23rd May 2015. While, the post-test was given on 23rd may 2015. The data obtained through the test were analyzed statistically. The presensation and analysis of the data are completely presented in the following table:

Table 2
Students' score on post-test in Experimental Group

No	Initials	Gram (3)	Org (3)	Vocab (3)	Total Score	Students' Score
1	Ahm	0	0	1	1	11
2	Amn	1	1	2	4	44
3	Ayh	2	2	3	7	78
4	Ayn	1	2	3	6	67
5	Dia	2	2	3	7	78
6	Din	1	1	2	4	44
7	Ega	1	2	1	4	44
8	Fit	1	1	2	4	44
9	Fra	2	2	2	6	67
10	Gre	2	2	2	6	67
11	Ida	2	2	3	7	78
12	Jef	0	0	1	1	11
13	Ket	2	2	2	6	67
14	Kev	0	0	1	1	11
15	Kri	2	2	3	7	78
16	Krs	1	2	3	6	67
17	Lud	2	3	3	8	89
18	Mes	2	2	3	7	78
19	Mir	2	3	3	8	89
20	Nia	1	1	2	4	44
21	Nil	2	3	3	8	89
22	Nov	2	3	3	8	89
23	Nur	1	2	3	6	67
24	Rez	0	0	1	1	11
25	Sal	1	2	3	6	67
26	Ser	2	2	3	7	78
27	Sil	2	2	3	7	78
28	Sya	2	3	3	8	89
29	Wil	0	1	1	2	22
30	Win	2	3	3	8	89
30	Yus	0	0	0	0	0
32	Zul	0	0	1	1	11
Total Score					1843	

The post-test result of the experimental group shown in the table above indicates that the highest score is 89 and the lowest score is 0. After computing the students' grade, the researcher computed the mean score of the experimental group in pre-test by using the formula bellow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1843}{32}$$

$$\bar{X} = 57.59$$

Table 3
Students' Score on Post-test in Control Group

No	Initials	Gram (3)	Org (3)	Vocab (3)	Total Score	Students' Score
1	Agu	0	0	0	0	0
2	Ahm	1	1	2	4	44
3	Ali	0	0	0	0	0
4	And	0	1	1	2	22
5	Ani	0	1	2	3	33
6	Ast	1	1	3	5	56
7	Arm	0	0	0	0	0
8	Ayu	0	0	1	1	11
9	Bam	0	0	1	1	11
10	Ded	0	1	2	3	33
11	Des	2	2	2	6	67
12	Dew	1	1	1	3	33
13	Diw	1	1	2	4	44
14	Edi	0	1	1	2	22
15	Eva	1	1	2	4	44
16	Fer	1	2	2	5	56
17	Fid	1	1	2	4	44
18	Gra	0	1	1	2	22
19	Han	2	2	2	6	67
20	Lin	2	3	3	8	89
21	Luk	1	1	1	3	33
22	Mar	0	1	1	2	22
23	Muh	0	0	0	0	0
24	San	2	1	2	5	55
25	Sit	1	1	2	4	44
26	Sri	1	1	1	3	33
27	sya	1	1	2	4	44
28	Tin	0	1	1	2	22
29	Tri	0	0	0	0	0
30	Yui	0	0	1	1	11
31	Yun	1	1	1	3	33
32	Vin	2	2	2	6	67
Total Score					1062	

Based on the table above, it is found that the greater score of control group is 89 and the lowest score is 0. After calculating the post-test score of the control group, the

researcher computed the students' mean score. The mean computation is presented as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1026}{32} = 33.19$$

Based on the data above, the researcher find that the result of post-test done by the experimental and the control group is really different. The students' mean score of the post-test of the experimental group is 57.59 while the students' mean score of the post-test of the control group is 33.19. It shows that the ability of the experimental group has improved after g the treatment.

After getting the mean score, the researcher continued to count the deviation and square deviation of the students' scores on the post-test (both in experimental and control groups). The results of the deviation are presented in the following:

Table 4
Deviation Post-test in Experimental group

No	Initials	Post-test (Xx)	Mean Score (X)	Deviation (Xy)	Square Deviation (x2)
1	Ahm	11	57.59	-46.59	2169.24
2	Amn	44	57.59	-13.59	184.69
3	Ayh	78	57.59	20.41	416.57
4	Ayn	67	57.59	9.41	88.55
5	Dia	78	57.59	20.41	416.57
6	Din	44	57.59	-13.59	184.69
7	Ega	44	57.59	-13.59	184.69
8	Fit	44	57.59	-13.59	184.69
9	Fra	67	57.59	9.41	88.55
10	Gre	67	57.59	9.41	88.55
11	Ida	78	57.59	20.41	184.69
12	Jef	11	57.59	-46.59	2169.24
13	Ket	78	57.59	9.41	88.55
14	Kev	11	57.59	-46.59	2169.24
15	Kri	78	57.59	20.41	416.57
16	Krs	67	57.59	9.41	88.55
17	Lud	89	57.59	31.41	986.59
18	Mes	78	57.59	20.41	416.57
19	Mir	89	57.59	31.41	986.59
20	Nia	44	57.59	-13.59	184.69
21	Nil	89	57.59	31.41	986.59
22	Nov	89	57.59	31.41	986.59
23	Nur	67	57.59	9.41	88.55
24	Rez	11	57.59	-46.59	2169.24
25	Sal	67	57.59	9.41	88.55
26	Ser	78	57.59	20.41	416.57
27	Sil	78	57.59	20.41	416.57
28	Sya	89	57.59	31.41	986.59
29	Wil	22	57.59	-35.59	1266.65
30	Win	89	57.59	31.41	986.59
31	Yus	0	57.59	0	0
32	Zul	11	57.59	-46.59	2169.24
Total		1843		3.12	22276.63

After calculating the mean deviation, the researcher continued to count the deviation score of post-test of the experimental group. The result of the deviation score is presented below

$$\begin{aligned}
 S &= \sqrt{\frac{\sum x^2}{N-1}} \\
 &= \sqrt{\frac{22276.63}{32-1}} \\
 &= \sqrt{\frac{22276.63}{31}} \\
 &= \sqrt{718.60} = 26.80
 \end{aligned}$$

Table 5
Deviation Post-test in Control group

No	Initials	Post-test (Xx)	Mean Score (X)	Deviation (Xy)	Square Deviation (x2)
1	Agu	0	33.19	0	0
2	Ahm	44	33.19	10.81	116.86
3	Ali	0	33.19	0	0
4	And	22	33.19	-11.19	125.22
5	Ani	33	33.19	-0.19	0.04
6	Ast	56	33.19	22.81	520.29
7	Arm	0	33.19	0	0
8	Ayu	11	33.19	-22.19	492.39
9	Bam	11	33.19	-22.19	492.39
10	Ded	33	33.19	-0.19	0.04
11	Des	67	33.19	33.81	1143.12
12	Dew	33	33.19	-0.19	0.04
13	Diw	44	33.19	10.81	116.86
14	Edi	22	33.19	-11.19	125.22
15	Eva	44	33.19	10.81	116.86
16	Fer	56	33.19	22.81	520.29
17	Fid	44	33.19	10.81	116.86
18	Gra	22	33.19	-11.19	125.22
19	Han	67	33.19	33.81	1143.12
20	Lin	89	33.19	55.81	3114.76
21	Luk	33	33.19	-0.19	0.04
22	Mar	22	33.19	-11.19	125.22
23	Muh	0	33.19	0	0
24	San	56	33.19	22.81	520.29
25	Sit	44	33.19	10.81	116.86
26	Sri	33	33.19	-0.19	0.04
27	Sya	44	33.19	10.81	116.86
28	Tin	22	33.19	-11.19	125.22
29	Tri	0	33.19	0	0
30	Yui	11	33.19	-22.19	492.39
31	Yum	33	33.19	-0.19	0.04
32	Vin	67	33.19	33.81	1143.12
Total				0.92	10909.72

Then, after getting the mean deviation on post-test of the control group, the researcher computed the standard deviation of post-test of the control group which is presented as follows:

$$\begin{aligned}
 S &= \sqrt{\frac{\sum x^2}{N-1}} \\
 &= \sqrt{\frac{10909.72}{32-1}} \\
 &= \sqrt{\frac{10909.72}{31}} \\
 &= \sqrt{351.93} = 18.76
 \end{aligned}$$

Having counted the deviation both the experimental group and the control group, the researcher then computed the standard error of difference between the means which is presented below:

$$\begin{aligned}
 S_{\bar{x}_e - \bar{x}_c} &= \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2} \\
 &= \sqrt{\left(\frac{26.80}{\sqrt{32}}\right)^2 + \left(\frac{18.76}{\sqrt{32}}\right)^2} \\
 &= \sqrt{\left(\frac{26.80}{5.66}\right)^2 + \left(\frac{18.76}{5.66}\right)^2} \\
 &= \sqrt{(4.74)^2 + (3.32)^2} \\
 &= \sqrt{22.47 + 11.03} \\
 &= \sqrt{33.5} = 5.79
 \end{aligned}$$

Finally, the researcher needed to analyze the data statistically in order to find out the difference between the result of post-test of the experimental and the control groups. The result is presented as follows:

$$\begin{aligned}
 t_{obs} &= \frac{\bar{x}_e - \bar{x}_c}{s(\bar{x}_e - \bar{x}_c)} \\
 &= \frac{57.59 - 33.19}{5.79} = \frac{24.4}{5.79} = 4.22
 \end{aligned}$$

DISCUSSION

Based on the result of data analysis presented above, the researcher found that the result of post-test of the experimental group is higher than that of the control group. The researcher took Class X A as the experimental group and Class X B as the control group. These two classes have problem in writing descriptive paragraph especially in grammar, organization and vocabulary. Only Class X A as the experimental group was given the treatment, however.

In the treatment, before the researcher applied brainstorming technique in teaching writing by examining the students some basic question about writing descriptive paragraph. Only a few students were able to answer the questions given. Some of them did not know to answer the questions. It means the students had difficulties in learning writing. After that, the researcher explained the definition of descriptive paragraph and than taught them the tenses and the generic structure of descriptive paragraph. For each meeting, the researcher taught the student to make descriptive paragraph through brainstorming. The researcher also prepared some media like pictures to help the students to produce their ideas when they write.

After conducting the treatment to the students in the 8th meeting, the researcher administered the post-test to the experimental and control groups. The aim of the post-test was to find out the improvement of students' writing descriptive paragraph after the treatment. Based on the result of post-test for both groups, it is proved that the result of the experimental group is greater than the result of the control group. It means that there is significant difference in their ability.

Based on the results of the post-test, the researcher found that the experimental group's error rate percentage in grammar is 50%, in organization it is 37.5 %, and in the use of the vocabulary is 25 %. While from the control group, the researcher found that 84.3 % students' error is in grammar, 84.3 % students' error is in organization, and 53.1 % students' error is in vocabulary. By seeing the data percentage above, the experimental group has lower number of error rate percentage than in control group. It clearly indicates that the treatment given could improve the students' writing skill.

There are some studies done by other researchers. One of them is written by Erlia (2010) by using brainstorming technique to improve students' ability in writing narrative paragraphs. It was concluded that this technique was successful in teaching writing narrative paragraphs and the students' ability has improved.

CONCLUSION AND SUGGESTIONS

After discussing and analyzing the data in the previous chapter, the researcher then concludes that the use of brainstorming technique can improve the students' writing skill of the tenth grade students of SMA Negeri 1 Torue in writing descriptive paragraph. It can be seen from the result of post-test of the experimental group (57.59) which is greater than the control group (33.19). The result of data analysis shows that the t_{counted} (4.70) is greater than the t_{table} (2.018). By looking at the result of the t_{counted} and the t_{table} , it can be argued that there is a significant improvement of the students' writing skill.

After getting the result of this research and providing conclusion, the researcher would like to provide some suggestions for the improvement of teaching and learning English especially in writing for teachers and students. Teachers should have good tricks to attract the attention of the students so that the students can follow the learning with excitement. They also should use approach that can make the students feel comfortable when explaining the lesson. Finally, students should not be embarrassed to ask if it is not understood although the topic has been described over and over.

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