

THESIS ARTICLE

THE EFFECT OF USING BRAINSTORMING ON THE SEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMPN 8 JEMBER IN THE 2013/2014 ACADEMIC YEAR

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Abstract

This research was intended to know the significant effect of the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 Academic Year. The research respondents were determined by using cluster random sampling. The design of this research was a quasi-experimental research with post test only design. The main data of this research were gained from the students' scores of writing achievement test. The main data was analyzed by using Independent sample t-Test, and the result showed that the value of Sig. (2-tailed) was 0.000 that was less than 0.05. It means that there was a significant effect of using brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 academic year.

Keywords: brainstorming, quasi experimental research, writing achievement

INTRODUCTION

English is an important foreign language that needs to be mastered as it has been a global language that is used in almost all countries in the world. Therefore, in Indonesia students from junior high school up to university levels learn English. It is viewed as a compulsory subject taught by teacher in different levels. According to *KTSP* curriculum, the objective of teaching English is that students are expected to master the four language skills: speaking, reading, listening and writing, and mastering the language components namely grammar, pronunciation as well as vocabulary after finishing their studies. In the

teaching learning process, those four language skills and language components are presented integratedly.

Writing is very essential for students as Campbell and Rutherford,(1983:3) state that there are three reasons why writing is important. First, by writing, students try to use the grammatical structures, idioms, and vocabulary that they have learnt. Second, when students write, they also have a chance to be adventurous with the language. They have to be confident with their comprehension of language that is used in writing. Third, when students write, they necessarily become very involved with the new language. The effort to express the ideas is a way to reinforce learning. Students often discover something new to write or

a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence.

In *KTSP* curriculum, the goal of teaching writing in junior high school level has been stated clearly. They have to construct a paragraph or text in different types. Those are descriptive, narrative, and recount texts. When students have graduated from junior high school, they are expected to master those texts.

Based on the researcher's observation, he found that the English teacher did not explain about how to write in English. In other words, the teacher only focused on the product not the process. The example was in teaching a descriptive text. The teacher gave explanation about the definition of generic structure, and the example of the text. Then, the teacher introduced some related topics and asked them to construct a paragraph based on topics given. Finally, the results were submitted and the students got the scores.

In fact, the time allocation for teaching writing is also limited because it has to be divided by the other skills such as reading, listening, and speaking. For example, there are two meetings in a week and the allocation is 80 minutes per meeting. Every meeting, students learn one skill. In other words, they only learn writing eight times in a month. In other words, writing that is categorized as a productive skill is a difficult skill to learn. It is such a complex skill because it deals with vocabulary, mechanics, grammar, organization, and content. Without practicing frequently, writing is difficult to be mastered by students.

Brainstorming was proposed to be an effective way in teaching writing for students. Ploeger (1999:5) states that brainstorming provides a method for thinking of and recording ideas for writing. 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, punctuations, spellings, and even complete sentences. Just record our ideas as they enter our mind. Stanley et al (1992:234) 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 appear easily in students' mind when they begin to write. Thus, brainstorming is an effective way on the production of ideas in writing.

There are three kinds of brainstorming such as listing, clustering, and questioning. In this research, clustering was chosen because it was easy to be implemented. Therefore, because of consisting of boxes and lines, it was interesting for the students' in junior high school level. Clustering is another prewriting strategy that can be used to generate material for a paper (Langan, 2007:44). He also states that clustering is helpful for people who like to do their thinking in a visual way. It means there are some charts or boxes that can be filled with students' ideas and will be connected each other. In clustering, students begin to state the subject in a few words in the center of a blank sheet of paper. Then, as ideas come to students, put them in ovals, boxes, or circles around the subject, and draw lines to connect them to the subject. The last, put minor ideas or details in smaller boxes or circles, and also use connecting lines to show how the ideas relate.

A previous research dealing with the effectiveness of using Brainstorming as teaching technique was conducted by Haryani (2001) entitled "The Effects of Giving Brainstorming on Writing Achievement of the First Year Students at SMUN Ngunut Tulungagung in the 2000/2001 Academic Year", the result showed that there was an effect of using Brainstorming on the students' writing achievement. Shufi (2011) also conducted a Classroom Action Research by using Brainstorming as a teaching technique entitled "Improving class VII-A Students' Writing Achievement by using Brainstorming Technique at MTsN Jember III in the Academic Year 2010/2011". He reported that the students made improvement in their writing achievement. The improvement could be seen from the results of students' percentage who got higher in Cycle II that increase from 60% in the first cycle to 85.75% in the second cycle.

Based on the explanation above, the researcher decided to conduct an experimental research related to the use of brainstorming at SMP Negeri 8 Jember. The problems of the research was "Is there any significant effect of using brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 academic year?". The main objective of this research was to know whether or not there was a significant effect of using brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 Academic Year.

RESEARCH METHODOLOGY

The design of this research was a quasi experimental research with nonequivalent groups post test only design to investigate whether or not there was a significant effect of using brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 academic year.. The area of the research was SMP Negeri 8 Jember chosen purposively. The researcher chose SMPN 8 Jember as the research area because of some reasons. First, Brainstorming has never been applied in teaching learning process of writing in this school. It will help the teachers to teach writing effectively and solve the problem in writing. Second, the researcher has already known the situation of this school and the condition of teaching learning process because of practice teaching (PPL) experience. The headmaster and the English teacher of SMPN 8 Jember gave permission to conduct the research in this school.

The research respondents were the seventh grade students of SMP Negeri 8 Jember in the 2013/2014 academic year. There were seven classes consisting of 36 and 37 students in each class. The research respondents were determined from the result of homogeneity test in the form of writing achievement test to know the homogeneity of the population. The result of the homogeneity test was analyzed by using ANOVA formula. The result showed the Sig. value was 0.423. From the calculation, it was known

that the computation was higher than 0.05. It means that there was no difference mean of the seven groups of the seventh grade students at SMP Negeri 8 Jember. In other words, the population was homogenous. Then, the samples were taken randomly by lottery from any groups of the population. There were the experimental group (VII F) and the control group (VII G).

There were two kinds of data used in this research, namely: the main data and the supporting data. The main data related to the students' scores of writing achievement. Meanwhile, the interview and documentation were used to collect the supporting data.

This research used achievement test to measure the students' writing achievement. Before doing the test, the researcher explained about the criteria of paragraph that was evaluated. Therefore, they understood what aspects to be measured in their writing such as content, grammar, mechanic, organization, and vocabulary. The scoring criteria used to score the students' writing results were based on the aspects of vocabulary, grammar, mechanic, and organizational skill. The highest score for each component was four. The formulation of students' totals score was as follows:

$$\text{Total score} = \text{Content} + \text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Organizational} = \text{—}$$

After obtaining the students' writing score of each aspect, the data was counted to know the students' writing score.

Before administering the post test to the experimental and the control groups, the researcher administered try out to one of seven classes which belonged to neither the experimental nor the control groups which had almost the same ability with the research respondents. The try out was done to know the accuracy of time allocation and the clarity of test instruction. The time allocation for the students to do the test was 45 minutes for making a descriptive paragraph at least 10 sentences. The results of the try out were analyzed to know the validity and the reliability of the test.

In order to have good content validity, the test was administered in relation to the Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*)

and the English teacher's syllabus. Heaton (1991:159) mentions that a valid test should measure accurately what is supposed to measure and nothing else. The validity is classified into content validity, criterion related validity, construct validity, and face validity. In this research, the content validity was established as a writing test was constructed based on *KTSP* for SMP-MTs and it was used to measure the aspects of writing. The following table shows the Standard and Basic Competence of the *KTSP* (Depdiknas, 2006:284).

McMillan (1991:104) defines reliability as a consistency of scores or the extent to which measures from errors. If the test has high reliability, whoever scores the test, the result of the score will be consistent. Therefore, the researcher used inter-raters in order to make it reliable by copying the result of the students' writing. The scorers were the researcher and the English teacher who assessed the same students' writing tests according to the scoring criteria given. Then, the score from both scorers were divided by two to get the mean score.

Data analysis method was used to analyze the obtained data. The primary data of this research was gained from the students' writing test scores (from the post test results). The result of writing test was used to know whether or not there was a significant effect of using Brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember. The results of the writing post test of both the experimental and the control groups were analyzed by using independent sample t-Test which was available on SPSS (Statistical Package of Social Science). In this research, t-Test was used to know the mean difference between two different independent groups namely the experimental and the control groups. The data were analyzed quantitatively by using Independent Sample t-Test with 5% significant level (confidence interval 95%) and degree of freedom (df). The results of data analysis were used to know whether or not there was a significant effect of using Brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 academic year.

RESEARCH RESULT AND DISCUSSION

This research was conducted in two meetings for the treatment, and one meeting for posttest. The results were based on the students' scores of writing achievement test. The writing achievement test was done to measure the students' writing achievement after the experimental group was taught by using Brainstorming and the control group was taught by using lecturing and free writing.

The results of data analysis showed that Brainstorming gave a significant effect to the seventh grade students' writing achievement at SMP Negeri 8 Jember. This could be seen from the result of statistical computation value of t-Test which was less than that the value of t-table with significant level of 5% ($0.000 < 0.05$). This means that the null hypothesis was rejected. Thus, the alternative hypothesis stating, "There is a significant effect of using brainstorming on the seventh grade students' writing achievement" was accepted.

After assessing the post test result of both groups, the result of the experimental group was better than the result of the control group. It was proven that most students in experimental group could produce approximately 10 sentences so it required the instruction of writing test given. It was more than what the students in control group did. On the other hand, brainstorming enhanced their vocabulary during the process of writing. The organization of each sentence was also better because clustering technique helped them to arrange the major and the minor ideas coherently.

According to the explanation above, it proved that Brainstorming gave a significant effect on 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 AND SUGGESTION

Regarding the result of the hypothesis verification and the discussion, it could be concluded that there was a

significant effect of using Brainstorming on the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 academic year.

Since brainstorming had a significant effect on writing achievement, the researcher proposed some suggestions to the English teacher, the students, and the future researchers. The English teacher of the seventh grade of SMP Negeri 8 Jember could use brainstorming technique in teaching writing to improve the students' writing skill in the teaching learning process because it can generate the students' ideas creatively and effectively. Besides, it is suggested that the students of SMP Negeri 8 Jember could use brainstorming technique to generate their ideas about the writing. They can easily construct a paragraph by using brainstorming technique in groups or individually. Therefore, their writing achievement will be improved and they can improve their participation in the classroom.

Hopefully, The result of this research is suggested to give information to the future researchers who have the same problem with the teaching of writing. They are suggested to conduct a further research with different research design such as classroom action research to improve the students' writing achievement by using brainstorming technique.

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