

**IMPROVING GRADE X-1 STUDENTS' WRITING SKILL BY USING
BRAINSTORMING TECHNIQUE AT SMA ASSA'ADAH BUNGAH
GRESIK IN THE 2009/2010 ACADEMIC YEAR**

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**ENGLISH EDUCATION PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**



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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, the late H. Rofi'uddin and Hj. Siti Rohmah.
2. My elder brothers and sisters.



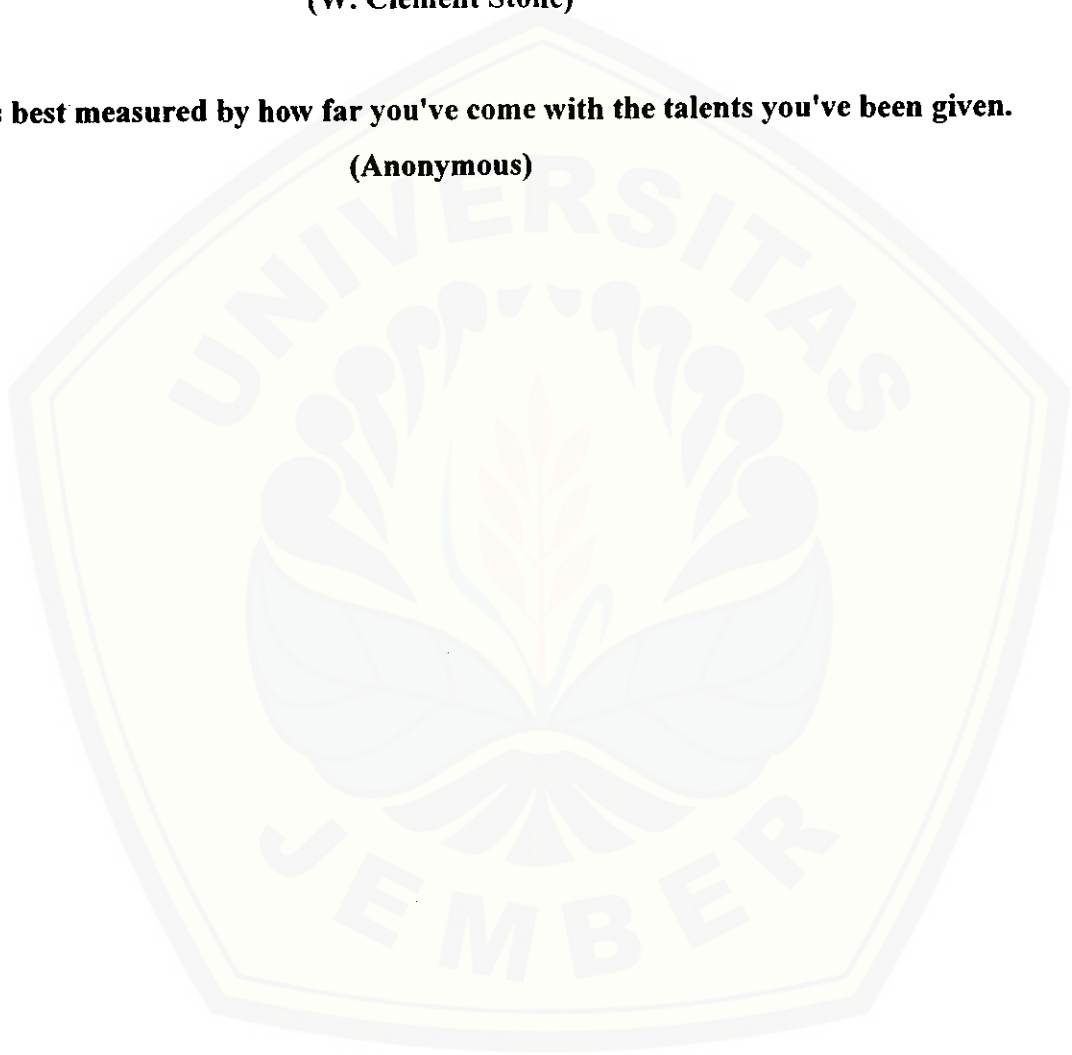
MOTTO

Thinking will not overcome fear, but action will.

(W. Clement Stone)

Success is best measured by how far you've come with the talents you've been given.

(Anonymous)



CONSULTANT APPROVAL SHEET

**IMPROVING THE TENTH YEAR STUDENTS' WRITING SKILL BY
USING BRAINSTORMING TECHNIQUE AT SMA ASSA' ADAH
BUNGAH GRESIK**

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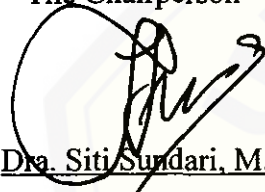
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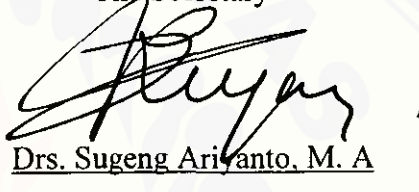
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Finally, I hope this thesis provides advantages to the readers. Any criticism to improve this thesis would be appreciated.

Jember, Juli 2010

The Writer

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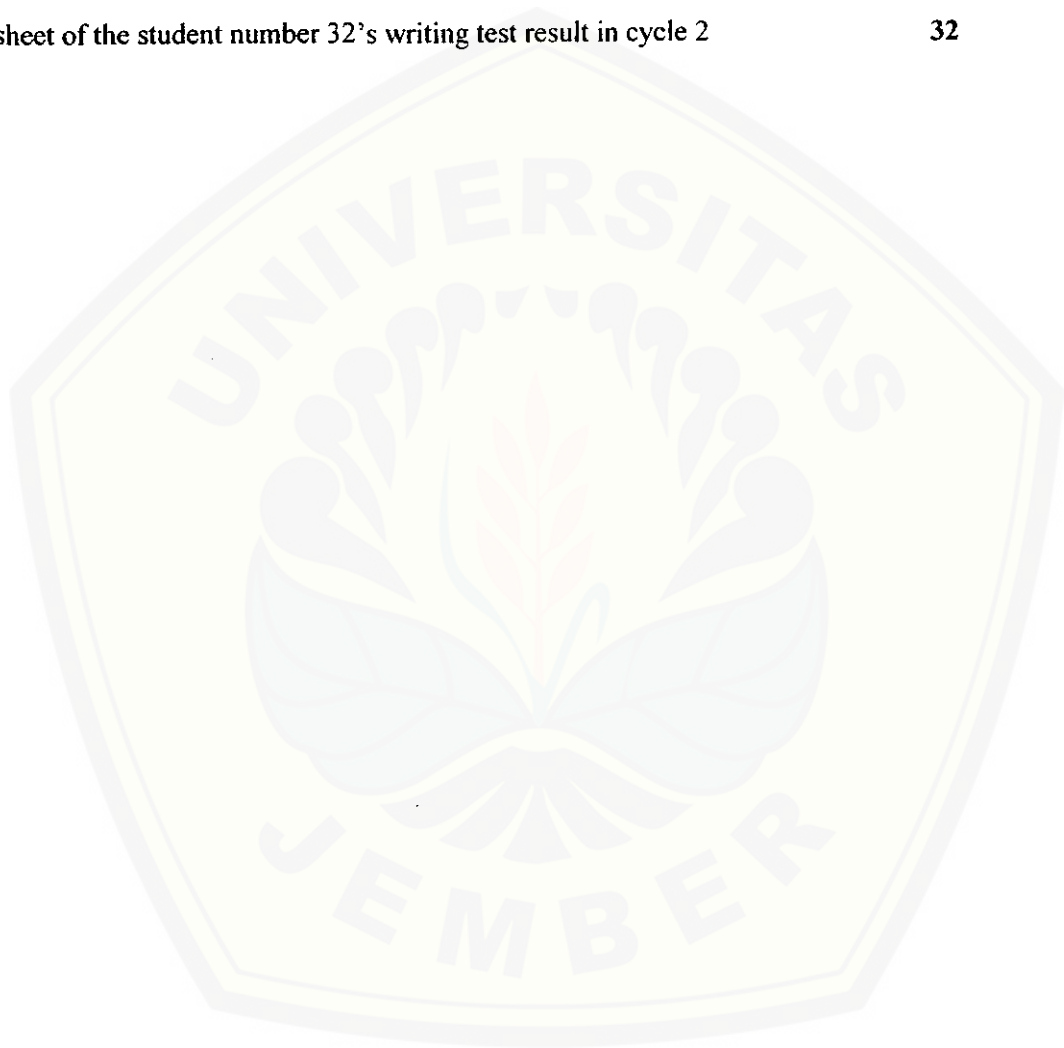
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SUMMARY

Improving the Tenth Year Students' Writing Skill by Using Brainstorming Technique at SMA Assa'adah Bungah Gresik; Muhammad Saifur Rizal; 2010; 64 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing plays an important role in the context of English teaching as a foreign language in Indonesia. Students of Senior High School are expected to be able to use English in oral and written form. It means that they are expected to be able to express their ideas through speaking and writing. Writing is regarded as a complex and difficult skills teach to the students. Based on the preliminary study at SMA Assa'adah Bungah Gresik, it was known that the tenth year students still experienced difficulties in writing English in term of generating and developing their ideas. It was proved when the students were asked to write a narrative paragraph, they often did not know how to begin. They took a long time to think before they started to write. Consequently, they just concerned with how to finish their writing soon rather than how to make a good composition in writing narrative paragraphs by preparing what to be written. As a result, the score of students' writing test proved unsatisfactory as it can be seen from the average scores of the students' writing test 64 below the standard passing grade of the school 70. Besides, the students' participation in writing activities indicated passive participation that was only 50% students who were able to do the required task in time. Indeed, the English teacher tried to solve the students' problem in memorizing new vocabularies by using pictures in series as media and applying cooperative language learning. However, those techniques were not yet effective for the students to generate and developed their ideas. The students were still unable to solve their difficulties in writing a paragraph although the teacher applied cooperative language learning approach.

Considering the above problems, this research was undertaken to overcome the students' problem by using brainstorming technique. Brainstorming is one of prewriting techniques that can help students develop the topic by asking many questions as the writer think about the subject. This means that brainstorming technique was able to arouse the students' motivation and improve the students' writing skill.

The Classroom Action Research (CAR) with the cycle model was applied in this research. The action research was carried out to improve the tenth year students' writing skill by using brainstorming technique at SMA Assa'adah Bungah Gresik. This Classroom Action Research was conducted in two cycles, in which each cycle covered four main stages of activity namely; planning of the actions, implementation of the actions, class observation and evaluation, data analysis and reflection of the actions. Then each cycle was conducted in two meetings. The primary data about the students' writing skill were gained from the test done in each cycle in the third

meetings and the observation of students' time spent in writing process within the allocated time. Meanwhile, the supporting data were gathered from interview and documentation. The actions were considered successful if 70% of the students achieved minimum requirement standard score that was 70 and if 70% of the students are actively involved in the writing teaching and learning process using brainstorming technique.

From the data of the students' writing test and student' observation in the first cycle, it was revealed that the percentage of the students who got score at least 70 was 64.86% and the percentage of the students' time spent in writing process that was 66.33%. The actions were considered unsuccessful since the criteria of success were 70%. Before doing the actions in the second cycle, some revisions were conducted by explaining more about brainstorming technique and also asked the students to bring dictionary while their sharing ideas. Those resulted in the better score obtained which for students' test was 74.35% and for student' time spent in writing process that was 77.14%. This means that the actions in the second cycle were successful. Meanwhile, the time spent for writing a narrative paragraph was shortened. In Cycle 1, the students spent the time to produce a piece of paragraph writing was 50 minutes, and it even shorter in the Cycle 2, that was 42 minutes. The similar thing happened to the students' active participation during the writing teaching and learning process conducted in two cycles which showed improvement. In the first cycle the average result of the students' active participation in the both meetings was 66.47% then it turned into 75.71% in the second cycle. This meant that the actions in the second cycle had met the standard requirement of product and process evaluation that was 70%.

Based on the result above, it can be concluded that the use of brainstorming technique can improve the tenth year students' writing skill at SMA Assa'adah Bungah Gresik. Then, it was suggested to the English teacher to use brainstorming technique as a variation in teaching writing and to improve the result of the students' writing skill.



I. INTRODUCTION

Writing in a foreign language requires students to pay attention to many aspects such as mechanics, organization of the idea or grammar. This can be done by applying different technique in order to achieve the writing competence, because writing in the ELT (English as Foreign Language) is still considered a different subject (Gorrell and Lavid: 1962; Faye: 1985; Hughey et al: 1983; Richard: 1993; David: 1999, and Langan: 2000). This research investigates the use of brainstorming technique to improve the writing skill of students at SMA Bungah Gresik. This chapter discusses some aspects dealing with the topic of the research. They are research background, research problems, research objectives, the significance of the research and operational definition.

1.1 The Research Background

English is the most widespread language used by many people around the world to communicate as an international language. Nowadays, English becomes important to learn in Indonesia, especially for education. English is a foreign language which is a compulsory subject to be taught in all schools from junior high school up to university. Recently, English is also taught to students of elementary school as a local content subject.

In the 2006 Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan / KTSP) for senior high school, it is stated that one of the objectives of teaching English is to develop the ability of communication in English. The communication skill is reached by the development of the four language skills in English, namely listening, speaking, reading and writing which are taught integrated.

Byrne (1984) states that writing is not easy and non-spontaneous activity, it requires effort to think out what the word and sentences will be written. This is supported by Hughey et al, (1983:83) who state that writing is often found as the difficult skill of all the English skills, both as the first and second language. It is because writing requires thinking about and doing many different tasks at once

and writing is the process of selecting, developing, and arranging ideas effectively (Burney/2008). In this case, it is very important for students to think, to plan and to arrange more carefully what ideas will be written and how to write them. However, a writer should consider some aspects, such as grammar, mechanics, content, vocabulary and organization when they are writing (Faye,1985:105). Besides those considered aspects, students should think about the ideas that will be written, because ideas will not easily come to their head. This idea is supported by Richard (1990: 101) who says that the process of moving from concepts, thoughts, and ideas to written texts is complex.

Based on the preliminary studies that were conducted twice on 13th and 14th July 2009 by interviewing the English teacher and observing classroom at SMA Assa'adah Bungah Gresik, it was known that the tenth year students still have difficulties in writing English in term of generating and developing their ideas. It can be proved when the students were asked to write a narrative paragraph, they often did not know how to begin. They took a long time to think before they started to write. Consequently, they just concern with how to finish their writing soon rather than make a good composition in writing narrative paragraph by preparing what to be written. Additionally, the score of students' writing test proved unsatisfactory which shown by the average scores of students writing test that was 64 while the standard passing grade of the school is 70. Another point to support this defective result was their participation in writing activities indicated by passive participation only 50% students who were able to do the required task in time.

From the class observation which was done on 14th July 2009 it revealed that in daily practice of the teaching of writing, the teacher used pictures in series as media and applying cooperative language learning. However, those techniques still had not been effective for the students to generating and developing their ideas, let alone to write a piece of writing. The students were still unable to solve their difficulties in writing a paragraph when the teacher applied cooperative language learning approach. Moreover, the class could not be well-managed since the students tend to make a noise, but what they were talking about was not the

task given by the teacher. As a result, the classroom activity became less productive and only 50% of students were active in the learning process, where the required participation is more than 70%.

To overcome such kinds of condition above, the teacher's role becomes important in the English teaching learning process, especially in applying the appropriate technique in teaching writing. In this case, the teacher should choose and use a technique that could help students generate, develop and organize their ideas in good writing. As a result of the discussion between the researcher and the teacher, they made an agreement to apply brainstorming technique in teaching learning process of writing. The researcher and the teacher have discussed that brainstorming technique would be an effective and applicable in teaching of writing particularly in finding out the words connected the topic, in turn, could improve students' writing skill.

Basically, brainstorming is one of prewriting techniques that can help students develop the topic by asking many questions as the writer think about the subject. It can be done by individual or by group to solve a problem in generating ideas. To support the idea, Davies (in Gandadiputra, 1982:64) point out that brainstorming is one of the familiar ways to develop and generate ideas. Moreover, it is useful to develop creative thinking, such as needed in the process of writing. Meadow and Parnes (in Lefrancois 1965:252) mention that brainstorming as a technique for creative problem solving is useful on the production of creative things or ideas. Moreover, using various methods and technique may help the students to achieve the objective of learning writing. In this case, brainstorming list can help the students to find out what they do know or do not know much about. This list saves the students or the writer from the helpless feeling that he or she does not know anything about the topic.

A study on brainstorming was conducted by Haryani (2001) through an experimental study. In her research, she applied brainstorming to investigate the effectiveness of brainstorming technique on students' writing skill. The students were divided into two groups; Experimental group and Control group. The experimental group was taught writing using brainstorming technique, while the

control group was taught writing without using brainstorming technique. The finding showed that the students who were treated with brainstorming technique got better scores in writing than those who did not apply brainstorming technique prior to writing. In other words, the students' writing skill became significant with the degree of effectiveness 83.93% after using brainstorming as the technique in teaching writing.

The previous research is similar to this present research, but also has some differences. The similarities occurred in the previous research it used brainstorming as the technique of teaching writing. Besides, the level of the research participants of this present research is the same level as Haryani's that is the tenth year students. However, the genre and the research design chosen are different. This present research will use narrative paragraph, while Haryani's used descriptive paragraph as the genre. The research design of Haryani's was experimental study, while this present research will apply the different research design that is classroom action research to know whether brainstorming technique can help the students to solve the difficulties in learning writing.

Considering the above description, the researcher proposed a classroom action research entitled "Improving the Tenth Year Students' Writing Skill by Using Brainstorming Technique at SMA Assa'adah Bungah Gresik". The reason for choosing a classroom action research as the research design is because the English teacher and the students faced the problem in writing teaching and learning process. Thus, the researcher wanted to solve the problem collaboratively with the English teacher. It was assumed that the problem in writing teaching and learning could be solved by implementing the proposed action which would be done in cycles.

1.2 The Research Problem

Based on the background of the research, the research problem can be formulated as follows:

1. How can the use of brainstorming technique improve the narrative paragraph writing skill of tenth year students' of SMA Assa'adah Bungah Gresik?
2. How can the use of brainstorming technique improve the participation of tenth year students' in learning narrative paragraph writing skill of SMA Assa'adah Bungah Gresik?

1.3 The Research Objectives

The objectives of the research are as follows:

1. To improve the narrative paragraph writing skill of tenth year students' of SMA Assa'adah Bungah Gresik
2. To improve the participation of tenth year students' in learning narrative paragraph writing skill of SMA Assa'adah Bungah Gresik

1.4 The Operational Definitions of the Terms

1.4.1 Brainstorming Technique

In this research, brainstorming technique refers to a teaching technique for prewriting activity by asking the students many questions to generate and develop ideas before they start to write. Brainstorming can be done in many ways in order to have the students get their ideas out and somewhat organized. Brainstorming by listing is chosen in this research. Brainstorming by listing means generating ideas by making list related to the topic.

1.4.2 Writing Skill

Writing skill in this research deals with the skill of the students' writing ability after being taught the proposed actions that is writing a narrative paragraph by using brainstorming technique. The measurement of the students' paragraph writing covers vocabulary, grammar, mechanic and organization that includes unity and coherence. Besides, the measurement of the students' paragraph writing skill also covers generating ideas, organizing ideas, writing first draft, revising and rewriting. Revising covers the content and organization followed by

proofreading grammar and vocabulary. The students were required to write a narrative paragraph by using brainstorming technique that was conducted during the application of action in cycle.

1.4.3 Narrative Paragraph

A narrative paragraph in this research is a paragraph that tells a story taken from personal experience in a sequence of events. Generally, these events are told in chronological order. However, a narrative paragraph most often tells a story in order to illustrate or demonstrate a point. Because of this, developing a strong topic sentence is important. Here, the narrative paragraph was written based on supporting information after brainstorming was done.

1.4.4 The Students' Participation

Students' participation in this research means the students' activity to take part in the classroom during the writing teaching and learning process using brainstorming technique. The indicators that will be used to monitor the students' participation are (1) asking question, (2) answering questions, (3) participating in contributing and sharing ideas, (4) paying attention (5) writing first draft of a narrative paragraph, then (6) revising the draft.

1.5 The Research Significance

The results of this research are expected to be useful for the following people:

1.5.1 For the English Teacher

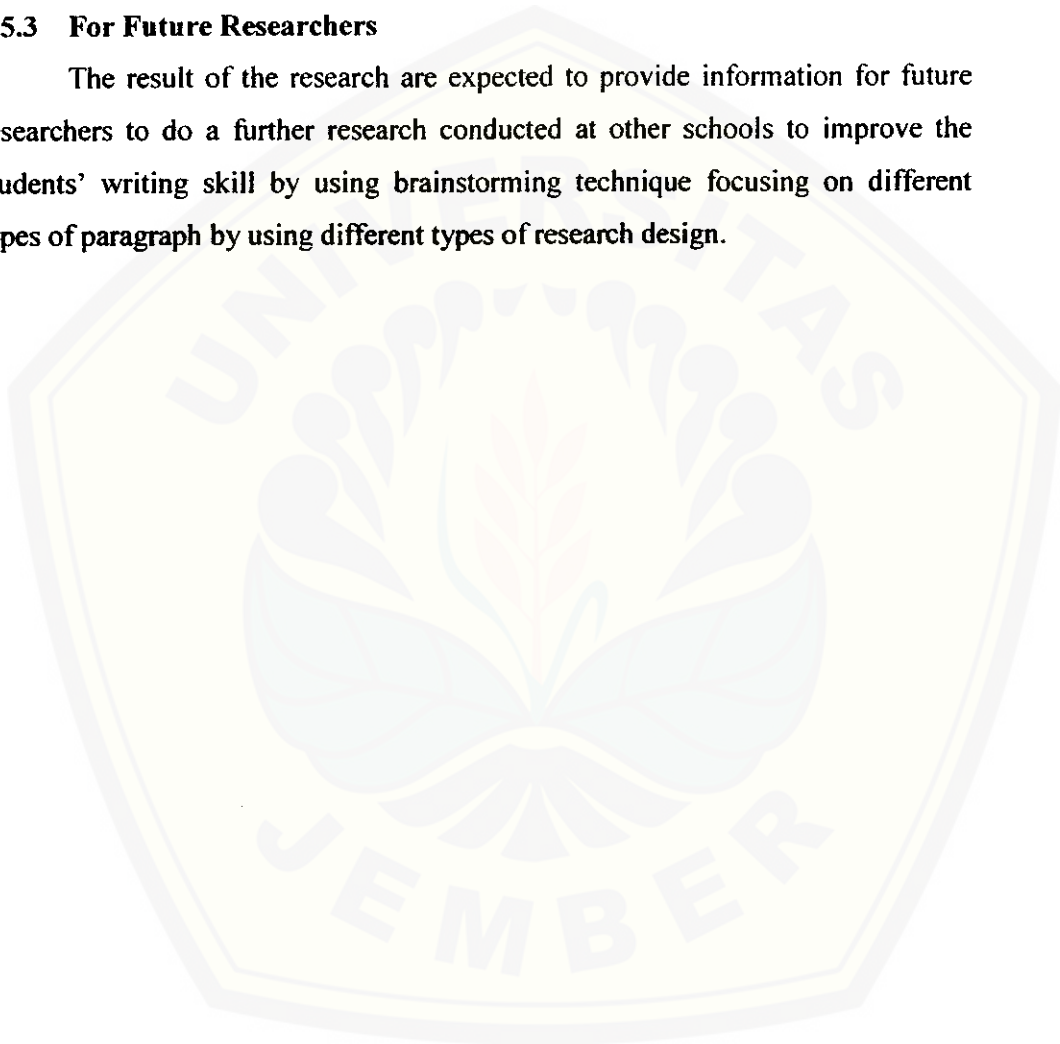
The result of this research may provide beneficial teaching input for the English teacher to apply a useful teaching technique in teaching writing to improve the students writing skill, such as brainstorming that is useful to activate students' mind to find ideas.

1.5.2 For the Students

The actions to the students are useful for them to provide writing practice to improve their writing skill. For instance, to find out as many words as possible those are connected with the topic.

1.5.3 For Future Researchers

The result of the research are expected to provide information for future researchers to do a further research conducted at other schools to improve the students' writing skill by using brainstorming technique focusing on different types of paragraph by using different types of research design.



II. REVIEW OF RELATED LITERATURE

This chapter elaborates some aspects dealing with the theory underpinning the topic of the research. This literature review consists of the definitions of writing, the process of writing, writing skill, paragraph writing, types of paragraph, brainstorming technique, the use of brainstorming technique in improving the students' writing skill and the research hypotheses. Each issue is presented in following section respectively.

2.1 The Definitions of Writing

Writing, has been discussed and defined, has various definitions and ideas. Zamel (in Boughey, 1997:126) defines writing as an activity of exploring one's thoughts and learning from the act of writing itself what these thoughts are. Furthermore, Wingersky (1999:4) state that writing is a process, through which the writer discover, organizes and communicates his or her thought to the readers. This idea deals with Cohen and Riel (1989:15) who define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. From those statements, it is important to communicate with the audience, which has expectation about the text produced when they are writing. This means that a writer and a reader are included in writing activities. It shows that writing is a process of communicating to others in which the writer expresses his or her feelings, thoughts and ideas in written form to reader.

Oshima and Hogue (1991:1) state that good writing in English requires both good grammar and good organization. Therefore, selected grammatical structures should be given in teaching and learning writing process to get the perfect grammar and improve the writing style. Organization in writing has a function as organizing ideas quickly and makes the learners be able to write by using sophisticated words in academic writing courses. Besides organization and grammar, the principle of English rhetoric is also important to be learned.

From the above explanation, it is not doubtful that writing is the most difficult skill for the second language learners to master. Furthermore, Hughey et

al (1985:3) state that writing is a complex process which involves several levels of activities all working at once. This means that writing involves a series of steps the writer works through in order to produce an effective piece of writing. In this research writing means ability to link words and thoughts which involve a series of steps to produce written message. This research investigates the students' writing skill in the form of paragraph writing only.

2.2 The Process of Writing

In the previous section, it is stated that writing is a process of thought. Thus, a writer needs to know the process thoroughly before producing a complete writing. Stanley et al (1998:20) state that writing is a form of thinking process that begins with an idea and ends with a completed piece of writing. In producing a piece of writing, a writer usually moves through a series of stages. White and Arndt (1986:4) confirm that writing is a form of problem solving involving such processes as generating ideas, planning, goal setting, monitoring, and evaluating whether what is going to be written or what has been written, and searching for language with which to express exact meaning. In addition, Hacker (in Rahmawati, 2007:11) support that breaking the writing task into stages and following a process helped to some extent. Thus, by breaking the writing task into some stages, it will be helpful for the students in learning to write. In sum, a good writer should follow the process of writing in order to produce a good composition.

Dealing with the writing process, many experts have different opinions about the steps in writing process. According to Kanar (1998:20); and Brammer et al (1981:10), in general, the writing process covers three stages, namely prewriting, writing and revising. Prewriting is used to discover and organize the ideas. The next is writing. It is used to develop a topic into a good paragraph. The last one is revising which is used to revise the draft and to proofreading. Using each step of the writing process, the writer will feel as if he is developing and focusing his ideas, shaping them into words, and making a point that will hold and interest the reader.

In this research, writing skill was focused on the students' improvement in the process of writing covers generating ideas, organizing ideas, producing a first draft, revising and rewriting. Revising covers the content and organization followed by proofreading grammar and vocabulary. Each step of the writing process will be illustrated in the following sections, beginning with prewriting.

2.2.1 Prewriting

The first step in the writing process is prewriting. Before someone writes a topic, he or she needs to think about what he or she knows and want to say. Kanar (1998:37) explains that prewriting is the stage in which the writer think about the topic and make some decisions about what aspects of the topic he will cover, the purpose, and even how he will organize his writing. Furthermore, Wingersky (1999:4) adds that prewriting is a way to generate ideas, narrow a topic, or find a direction. In line with this, White and Arndt (1991:99) confirm that generating and structuring ideas are classified as prewriting activities. From those statements above, it can be concluded that prewriting entails two activities, namely generating ideas and organizing ideas.

a. Generating Ideas

Generating ideas is particularly important as an initiating process. When the writer get stuck in writing, he or she may turn back to drawing and sketching until the ideas for writing are shaped. White and Arndt (1991:17) state that generating ideas is the stage in which the writer attempts to discover a topic and identify a purpose. It means that generating ideas aim at discovering what the writer wants to say about and considering the purpose of writing. Discovering what the writer wants to say does not come easily. It involves a clear focus upon a central idea or upon a view point which will unify and inform the text procedures. By doing so, it is easy for the writer to generate ideas coherently which, in turn, it is easy for the reader to grasp what the writer is trying to inform. Hence, generating ideas take an important role in the process of writing.

that in writing the first draft, the writer should work from the list of ideas, and is not concerned with grammar, spelling, or punctuation. Instead, the writer should focus on expressing and developing each idea fully. This means that at this point, the writer should concentrate on communicating content or meaning of his writing to the reader.

2.2.3 Revising

The last step of the writing process is revising. Revising is making changes to clarify wording and organization. Here, the writer makes most of his decisions about which words and structure best give expression to his ideas. According to Wingersky (1999:4), revising involves smoothing out the words, adding more detail, and making other changes that will help the writer say what he want to say in the best way. Langan (2008:50) adds that revising means rewriting a paper, building on what has been done, and to make stronger. In other words, revising means make some changes to improve the draft by adding, deleting, or rearranging ideas into the most effective order. Furthermore, Oshima and Hogue (1988:12) state that there are two activities involved at this point of revising, namely revising the content and organization, and proofreading grammar and mechanics. In short, revising entails two activities covering revising the content and organization, and proofreading grammar and mechanics.

a. Revising the Content and Organization

During the first revision, the writer should concern mainly with content and organization. Oshima and Hoque (1988:2) suggest that for the first revision, the writer should check the content and organization, including unity, coherence, and logic of his ideas whether they are presented smoothly or not. If they do not yet run smoothly, he can change, rearrange, add, or delete in order that his thought can be presented more clearly, effectively, and interestingly. It can be concluded that revising content and organization refers to revise the content and organization of the paragraph that someone has written to get unity and coherence of the paragraph.

b. Proofreading Grammar and Mechanics

Proofreading is the final tidying up in the process of completing the final draft which the writer will submit to the reader. Such tidying up includes focusing on form and on producing a finished piece of writing. McWhorter (2001:33) defines proofreading as a final polishing the writer's work to check for errors in grammar, sentences, spelling, and punctuation.

The writer should pay attention to the completeness and the correctness of the sentences when he checks for grammar and sentence structure of the paragraph. For spelling and punctuation, the writer should make sure that he does not misspell the words and make sure that he uses the correct punctuation. So, the paragraph will be attractive and meaningful when it has completeness, correctness, good spellings, and good punctuation.

In this research, the paired students would be asked to proofread their partner's writing dealing with punctuation and mechanics due to the belief that it is difficult for students to proofread grammar of their partners' writing. The grammar would be checked by the teacher and the researcher as the first draft of the writing is complete. Then the students were required to rewrite their paragraph as the end result of process writing.

2.3 Writing Skill

Writing is one of the forms of communication. Wingersky (1999:4) state that writing is a process, through which the writer discover, organizes and communicates his or her thought to the readers. This idea deals with Cohen and Riel (1989:15) who define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. From those statements, it is important to communicate with the audience, which has expectation about the text produced when they are writing. This means that a writer and a reader are included in writing activities. It shows that in writing a writer expresses his or her feelings, thoughts and ideas to the readers. Thus, a writer should think carefully about the language and the style that will be used in

transforming ideas in order that the reader will understand what are conveyed by the writer.

Writing is clearly a complex skill and not a simple matter to be mastered. Hughey et al (1985:3) state that writing is a complex process which involves several levels of activities all working at once. Danielson and Hayden (1961:3) support the idea by stating that the scientifically valid procedure in language learning involves listening first, to be followed by speaking and, then, reading and writing. This means that writing is mastered after mastering the other skills. Besides, the act of writing employs both physical and mental activities which are based on the writer experience, memories of experience, and knowledge of the language to combine and to arrange the writing. In this case, the writers are forced to concentrate both the meaning and the production of ideas.

From the above explanations, writing skill is considered as a difficult skill to develop, especially for most of the students who learn in the context of English as a second or foreign language. They are forced to concentrate on both the meaning of ideas, that was, ensuring that what he or she writes, conveys his or her intended message, and on the production of ideas, that is, producing the linear form in which ideas actually take shape on the page, (Hughey et al, 1983:5). So, writing requires much mental effort. In addition, Richards (1990:100) states that learning to write either as the first or second language is one of the difficult task a learner encounters and fully master. A writer should consider some aspects of writing in order to make clear, fluent, and effective writing, namely: grammar, vocabulary, mechanic, content, and organization (Faye, 1985:105-109).

In this research, writing skill is the students' ability to produce a narrative paragraph which covered the use of vocabulary, grammar, mechanics and organization.

2.3.1. Vocabulary

Vocabulary deals with a list of words with their meaning which is crucial for understanding and communication (Hornby, 1987:959). Vocabulary is as a

part to make sentences. It is because vocabulary is used to express our ideas and feeling to others both in spoken and in written form.

To represent ideas in writing successfully, a writer should have a great store of vocabulary in which the meaning of those words should be understood. Without vocabulary, writing will take unmeaning, so that the readers can not catch the content of its writing. Bram (1999:48) states words are the basic tool for writing, because words carry meaning where the writer's message across. In addition, there should be miscommunication or even the communication should break down when the writer did not use the right words. This research will investigate the use of vocabulary in students' narrative paragraph writing.

2.3.2. Grammar

Grammar is a set of rules to help you to construct sentences that make sense are in acceptable English (Fairbairn and Winch, 1996:108). Grammar is essential in English writing because it controls what we write (Bram, 1995:54). Thus, the lack of grammar knowledge makes the writing hard to be interpreted by the reader.

There are some common grammatical errors made by students because most learner whose native language is not English. So, grammar becomes a problem for them. The teacher should give simple guidance in order to help the students to avoid some mistakes or to avoid writing nonsense. The students must attend to a very few basic points about the way to construct good sentences. Fairbairn and Winch (1996:109) suggest some basic points to construct sentences with correct grammar. First, all sentences should contain a main verb. Second, verbs should agree with the nouns or pronouns, the tenses of the verbs should be consistent. Last, there should be no crucial or grammatically significant words which are missing. The tenses that usually used in narrative paragraph writing is simple past tense. Therefore, this research will concern on the use of simple past tense as an aspect to be measured.

2.3.3. Mechanics

Mechanics is very important in writing. It deals with the use of particular convention in written language. The readers will misunderstanding to the message of writing being conveyed if the writer apply mechanic incorrectly. Dealing with the mechanism, Crimmon (1967: 452) states that mechanic is a set rules in written language related to punctuation, spelling, numbers, and italics. This research concern on spelling and punctuation because most of the students make mistakes on those two aspects of mechanics in their writing.

2.3.4. Organization

Organization is the ability of the students to arrange their ideas, arranging logical sequence, and cohesion to make unified contribution to the whole paragraph. Organizing the paragraph is very important and must have planned to do it. There are two elements of organizations: unity and coherence. Unity means if the information in a paragraph clearly and directly relates to the main idea (Wingersky, 1999:42). In short, a paragraph has unity when all sentences in it work together to make and to support the main idea.

Coherence is another requirement of a good paragraph. Carino (1991:160) states that coherence occurs when each sentence follow logically and clearly from one sentence to the following sentences. Since coherence naturally follows continuity of thought, the writer should plan what to put first, next and what they will use to end up. In addition, Bram (1995:21) point outs that every coherent paragraph contains smoothly-connected ideas. Smoothly-connected refers to how well one idea or sentence leads into another. It can be achieved by using transition or connectors of time such as after, as, as long as, as soon as, at last, before, during, earlier, finally, immediately, later, meanwhile, next, since, shortly, then, until, when, while, Hacker (2004). This research concern on some transitions namely after, before, during, next, then. until and finally.

2.4 Paragraph Writing

There are many definitions or ideas related to paragraph. First, Carino (1991:45) defines paragraph as a sort piece of writing on a very limited topic. Second, Walters (2002:2) state that a paragraph is a part of writing that consists of several sentences that are grouped together, discussing one main subject with a topic sentence, supporting sentence and concluding sentence. Third, Bram (1995:13) says that a paragraph is a group sentences which contain relevant information about one main idea or central idea. From those aforementioned definitions, it can be inferred that a paragraph is a group of sentences that should have a main idea that is called topic sentence, then elaborated in several sentences called supporting sentences and this elaboration may be summed up in the last sentence called a concluding sentence.

Further, Terry (2005:2) gives detailed explanation about those three parts of paragraph. First, a topic sentence is a sentence which consists of a controlling idea, states the main idea of paragraph or tells the reader what the paragraph is going to be about. It helps us to keep our writing under control. Basically, a topic sentence is placed at or near the beginning of paragraph. However, the topic sentence may be placed near the middle or even at the end of paragraph. Second is supporting sentences. They are called "supporting" because they support or explain the idea expressed in the topic sentence. All of the sentences in the supporting sentences must relate to the topic of the paragraph. In other words, supporting sentences are sentences which make the topic of the topic more interesting or help explain it more clearly. These sentences should be organized in the best possible order. The last part is concluding sentence. The function of concluding sentence is to restate or summarize in the main idea and to attract the readers that the paragraph is about. A writer can write a paragraph without concluding sentence if the presence of concluding sentence is not necessary.

Besides, there are some other aspects the writer should consider in writing a good and readable paragraph as suggested by Hartfiel (1985:105), they are grammar, vocabulary, mechanic, content and organization. In this research, the aspects that will be the main concern are generating ideas, organizing ideas,

producing a first draft, revising and rewriting. Revising covers the content and organization followed by proofreading grammar and vocabulary.

2.5 Narrative Paragraph

It is stated in the 2006 English Curriculum for (BSNP, 2006:278) that the types of paragraph are descriptive, narrative, spoof/recount, procedure, report, and anecdote. This research investigates the students' skill in writing a narrative paragraph only. As it is stated in 2006 English Curriculum that narrative paragraph is one of the paragraphs for the tenth grade. Besides, the English teacher of the tenth grade had informed in the preliminary study that the tenth grade students still have some difficulties in writing a narrative paragraph.

A narrative paragraph is a paragraph that tells a story, having character, setting, and action, (Abisamra/2001). Besides, Ploeger (2000:260) defines narrative paragraph as a short story taken from personal experience, using a chronological sequence of events. D'Angelo (1980:338) adds that the emphasis of narrative is usually on the action, on the connected series of events that take place in chronological order. It can be assumed that the point of the narrative paragraph is to tell a story which supports the topic sentence about an incident of conflict the writer has experienced.

In expressing his feeling or ideas, the writer should pay attention to the principles of writing narrative paragraph. According to (Kies/2008) there are two principles of writing narrative paragraph that should be kept in mind. First, the writer should remember to involve readers in the story. It is interesting to recreate an incident to readers than simply telling about it. Second, the writer should be careful in selecting the supporting details, because those details will support and enhance the story. By doing so, it is easy to the writer to construct a good and meaningful narrative paragraph for his readers.

However, it is not an easy task to make a good narrative paragraph. Based on the preliminary study that has been done, most of the tenth grade students of SMU Assa'adah Bungah Gresik still have some difficulties in generating and developing their ideas. They need a cue to make a narrative paragraph.

Brainstorming technique can be used to build up their ideas. Bramer and Sedley (1981:20) state that brainstorming as one technique for discovering ideas and information on a familiar topic. So, the students can figure out what they will write.

2.6 Brainstorming Technique

2.6.1. Definitions of Brainstorming

Brainstorming technique is a prewriting activity that designed to generate a large number of ideas for the solution to a problem. Brainstorming is widely used and effective way of getting ideas flowing. These ideas may be ideas for actual content, or ideas for organizing the content (White and Arndt, 1991:18). Furthermore, Davies (1996:114) define that brainstorming is a popular method of initiating a topic and generating ideas and opinions based on free-flow associations of ideas where the students offer their ideas with particular subject. Thus, brainstorming here is described as an effective technique of prewriting activity to help students start their writing assignment through generating ideas or finding information for the content and organizing the content of writing in logical order.

In brainstorming, the writers can create a “storm” of ideas, not passing judgment on any of them or censoring any idea that comes to mind, no matter how apparently absurd it is (Trupe/2001). White and Arndt (1991:18) add that there should be no censorship so as to encourage odd, strange and unusual ideas as well as conventional and more pedestrian ones. In essence, brainstorming should be free-wheeling, unstructured and non-judgmental. Attempt to structure or evaluate ideas during brainstorming can be inhibiting and will limit the very creativity and productivity which the technique is design to produce. In other words, judging the quality, relevance, usefulness and practicality of ideas comes after brainstorming because it involves thinking quickly and without inhibition so as to produce as many ideas as possible in a given area or on a given topic.

2.6.2. Types of Brainstorming Technique

Stanley et al (1992:234) confirm that there are three types of brainstorming techniques namely listing, free writing and clustering. The explanations of each technique are as follows:

a. Brainstorming by Listing

Listing or making a list is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your head. Oshima and Hoque (1993:56) state that the next step in pre-writing activity is to list the points that you will use in the paragraph, but all of them must support the controlling idea of the topic sentence. Langan (2008:45) states that in making a list you may make a list of ideas and details that could go into your paper without worrying about putting them in any special order. Here is an example of listing.

Topic : Personal experience (My Frightening Holiday)

I went to beach. (Kenjeran Beach)

I went with my brother.

We had gone sailing out a distance.

I was almost drowned.

The boat was overturned.

I grabbed my brother hand.

I saw a rescue boat coming to help us.

We were taken ashore.

b. Brainstorming by Free writing

Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Elbow (in Stanley et al, 1992:21) explains what free writing is and how it can help you to find something to say about your subject. Free writing is writing about a subject without restriction, writing whatever comes into your head, without concern for grammar, spelling or organization. You may do several free writing papers before you

decide on a narrow topic to develop for your assignment or before hand it to the teacher. Here is an example of free writing in form of narrative paragraph.

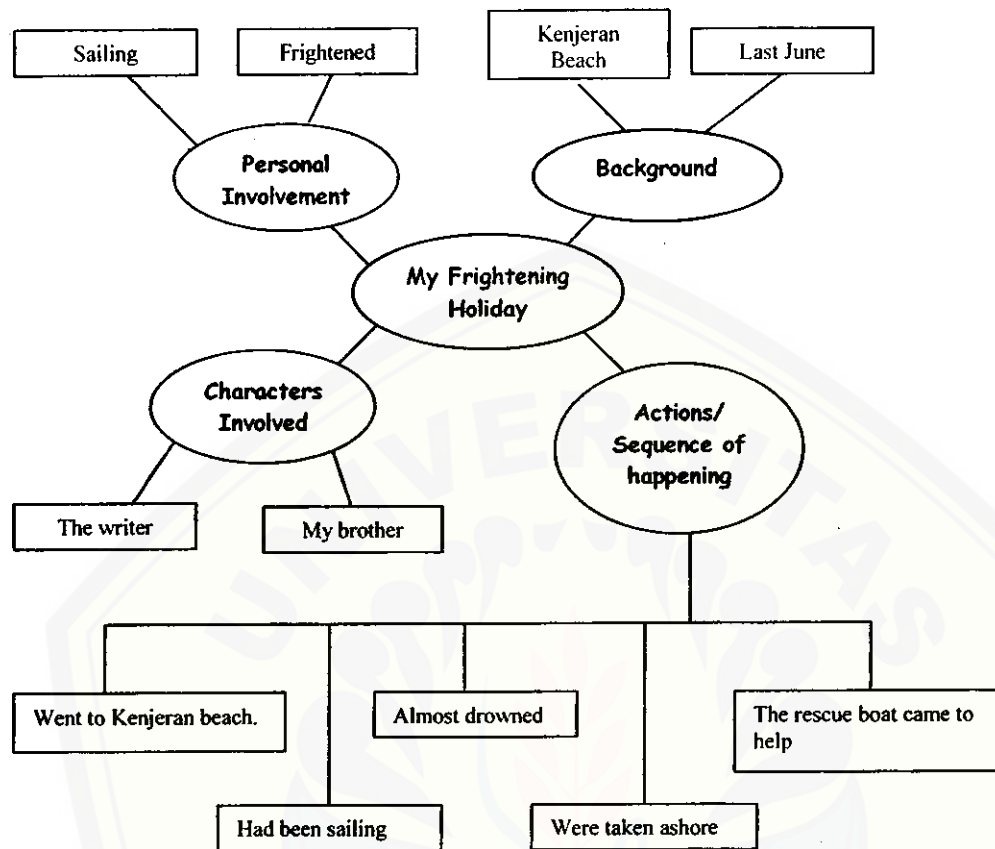
One day when I was a little girl, I had a frightening experience which I was almost drowned. The incident occurred in the Kenjeran beach, where I spent my holiday last June. One day, in my holiday, my brother and I had been sailing a boat in the beach. After we had gone out quite a distance, we decided to turn back. Suddenly, while the boat was turning, I found my self in the water with the boat on top of me. Not knowing how to swim, I grabbed my brother hand that pulled me from under the boat. After clinging to the overturned boat, I saw a rescue boat coming to help us. Finally, we were taken ashore. I was reminded of that experience when I went to the beach for my holiday. I know I shall never forget it.

(Taken from Rejatahum, 1983:110)

The above paragraph is in the form of narration. Narrative paragraph is the form of writing used to explain how our experiences lead to some important realization or conclusion (Kies/2009). Writing is a continuous process and rewriting is needed until you are satisfied with the final product. In other words, you have to check the vocabulary, the grammar, the mechanic and the organization skills of your writing and rewrite it into a good paragraph. You may do several revisions to achieve better result.

c. Brainstorming by Clustering

Clustering is another brainstorming technique that can be used to generate ideas by creating diagrams or balloons. Stanley et al (1992: 236) stated that a variation on brainstorming is clustering, which has the added advantage of visually representing the relationship among the brainstormed ideas. When clustering, you have to write your topic and draw some "balloons" around it or the topic is written in middle of the board, and as brainstorming occurs, the ideas are clustered in related groups around it. Then, write whatever ideas come to you in balloons around the center. Think about these ideas and make more balloons around them. The following is an example of clustering.



Type of brainstorming technique that will be used in this research is listing or making a list. Langan (2008:45) states that as prewriting activity, brainstorming also known as listing, making a list and list making. This means that listing or making a list is common term and easy to be used by the students in writing area because the purpose of listing is to produce as many ideas as possible in a short time and to find a specific focus for the topic. So, it can make the students understand how to write a narrative paragraph in a good composition.

2.7 The Use of Brainstorming Technique in Improving the Students' Writing Skill

Writing is considered as a difficult and complicated skill and brainstorming, as a technique, plays a crucial role not only in the writing process of generating idea but also increasing the creativity of the students. As has been

revealed from the interview with the English teacher in the preliminary study, the teacher used picture in series as media and applying cooperative language learning in the teaching writing process. As it was known that as many as 41% of the tenth year students at SMA Assa'adah Bungah Gresik still find difficulties in writing process. They have a problem to start writing. They also have difficulties in expressing and developing their ideas into written form because lack of practice. Besides, the English teacher has never applied brainstorming technique by making lists.

To overcome the existing problems, the use of technique such as brainstorming technique is necessary to apply, because Hennings (1997: 218) suggests that brainstorming is one strategy or technique to help children move from observation to talking and writing. In addition, White and Arndt (1991: 18) point out that brainstorming can be used to choose a topic, identify a reason or purpose of writing, find an appropriate form in which to write, develop a topic, work out a plot and develop the organization of ideas.

Moreover, in brainstorming everyone contributes any and all words or ideas that come to his or her mind in relation to a particular event or experience. Whether relevant or not, all contributions are accepted and recorded so that they are available for reflection and use. Thus, by a contributing and sharing the ideas of others we learn more about the topic than we could by ourselves. It means that many ideas can be found by brainstorming and it can be an effective and enjoyable way for an inexperienced student to begin the writing process, instead of thinking the ideas alone that may make him or her frustrated.

2.8 Working in Pairs

Heaton (1988: 135) states that writing is complex and difficult to teach and to learn. It requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Concerning the complexity of writing, the teacher needs to apply an appropriate teaching technique. The technique that can be used in teaching writing is brainstorming.

Brainstorming is a technique that can help the students to generate their ideas and it can be done in a pair or a group. As stated by White and Arndt (1992: 20) that brainstorming is best done in a group because by using it students learn that writers can profit from drawing on other people's ideas as well as their own.

Based on the idea above this research will apply brainstorming technique by listing that will be done in a pair. It is because working in pairs can make the students brings words and ideas to share with each other. So, it can make the students easier to begin their writing rather than do it individually. In other words, working in pair will help the students not only to find the ideas faster but also to create a piece of writing.

2.9 The Research Hypotheses

Based on the review literature and the problem formulation, the action hypotheses of this research are formulated as follow:

1. The use of Brainstorming technique in teaching narrative paragraph writing can improve the tenth year students' writing skill of SMA Assa'adah Bungah Gresik.
2. The use of Brainstorming technique in teaching writing can improve the tenth year students' participation in writing narrative paragraph classes at SMA Assa'adah Bungah Gresik.



III. RESEARCH METHODOLOGY

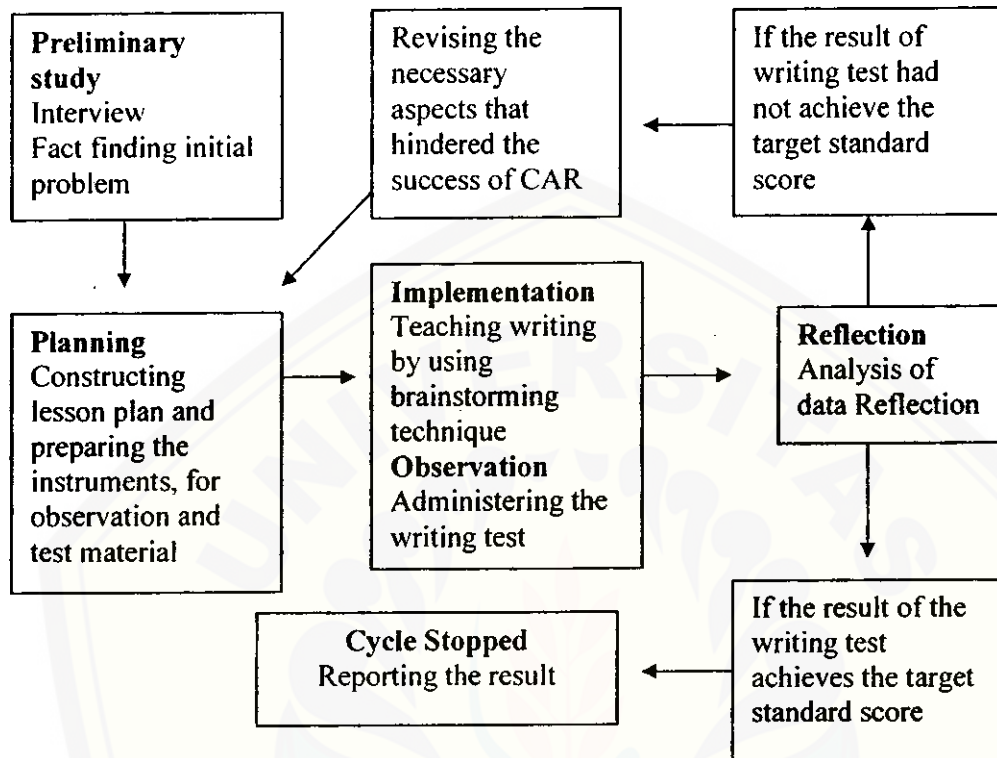
This chapter presents the research methods applied in this research. It covers research design, area determination method, subject determination method data collection method, research procedures, and criteria of success of the research.

3.1 Research Design

In this research, the researcher was applied a Classroom Action Research (CAR) with the cycle model as a research design. It was because classroom action research intended to improve the tenth year students' writing skill by using brainstorming technique, which was conducted in cycles. This design was done in collaboration with the English teacher to conduct the study.

Dealing with the action research, Suharjono (2007:57) defines that a classroom action research is a research which has a specific purpose done collaboratively by the researcher and the English teacher inside the classroom. Arikunto (2007:105) explains that a classroom action research is an approach to improve the quality of teaching learning process. In conclusion, a classroom action research is intended to solve a problem faced by the English teacher or the students in classroom.

The classroom action research was conducted in cycles in which each cycle consists of four stages of activities, namely planning of the action, implementation of the action, class observation and evaluation, and data analysis and reflection of the action (Arikunto, 2008). If the result of the students' writing skill in the first cycle does not achieve the target standard score of this research, the action would be continued to the second cycle. However, if the results of the students' writing skill achieved the target standard score in the first cycle, the second cycle would be conducted to know the consistency of the result of the action in the first cycle. The design of the classroom action research was illustrated in the following diagram.



(Adopted from: Lewin, in Elliot, 1993:70)

The procedures of the action research stated with preliminary study are as follows:

1. Doing the preliminary study through interview with the English teacher to gain information about the process of teaching writing and the students' problem in writing English.
2. Finding out some school documents to know the mean score of students' previous writing assignment or score of English.
3. Determining the class as the subjects of the research based on the results of interview and observation. The class which has the most complex problems in writing was the subject of the research.

The procedures of the classroom action research consist of the following activities:

1. Planning the action in the first cycle by construction the lesson plans for the first cycle (Meeting 1 and Meeting 2)
2. Implementing the actions in Cycle I by teaching writing by using brainstorming technique to the subjects. The action is done twice.
3. Taking notes on students' length of time of doing the brainstorming in prewriting after actions given in the first cycle.
4. Revising the students' first draft writing.
5. Giving writing test by using brainstorming technique to the subject after actions given in the first cycle.
6. Analyzing the results of writing test quantitatively, then classified the results qualitatively based on the classification of the score level.
7. Reflecting the results of the observation and writing skill of the students in the first cycle.
8. If the results of the students writing test in the first cycle has not fulfill the standard mean score requirement (in the good category) and the time for paragraph writing needed by the students is more than 42 minutes, the action was be continued to the second cycle.
9. Constructing the lesson plans for the second cycle by revising the weaknesses of lesson plans of the first cycle.
10. Implementing the actions in the second cycle based on the revised lesson plan. The action was done twice.
11. Giving writing test by using brainstorming technique to the subject after actions given in the second cycle.
12. Analyzing the results of writing test quantitatively, then classified the results qualitatively based on the classification of the score levels.
13. Reflecting the results of the observation and writing skill of the students of the second cycle.
14. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

Purposive method was applied in this research to determine the research area. Purposive method is a method used based on certain purposes and reasons (Arikunto, 2007:136). This research was conducted at SMA Assa'adah Bungah Gresik because of some reasons. First, brainstorming technique had never been applied by the English teacher at SMA Assa'adah Bungah Gresik. Second, the tenth year students at SMA Assa'adah Bungah Gresik faced difficulties in writing in terms of generating and organizing their ideas, drafting and revising. Third, this research gave advantages for the English teacher and the tenth year students particularly the X-1 at this school because it gave an input to improve the teaching learning process of narrative paragraph.

3.3 Subject Determination Method

The participants of this research were the tenth year students of SMA Assa'adah Bungah Gresik in the 2009/2010 academic year. There were ten classes for the tenth year. The researcher chose one of those classes with the lowest score for this research. Based on the information from the English teacher in the preliminary study, Class X-1 had the lowest score in writing. They had never learned to practice writing using brainstorming technique. This was the main reason why this class was trained with brainstorming technique to improve their writing skill. Besides writing, most of the students of this class were passively involved in teaching learning process of writing.

3.4 Data Collection Methods

The main data was collected from the writing test and observation of the process of writing and the students' participation during the teaching and learning process using brainstorming, while the supporting data was gathered from interview. The data collection method was explained in detail in following parts.

3.4.1 Writing Test

In this classroom action research, writing test was used to get the data of the tenth year students' writing achievement. It was given to the students in each cycle after they were given the actions. The test was made by the researcher and the English teacher based on the indicators of writing used in this research. They included vocabulary, grammar, mechanics, and organization.

There were requirements that must be fulfilled in order to be a good test. Hughes (1989:42) states that to be a good test, it must fulfill two requirements, namely validity and reliability. According to Heaton (1984:59) a valid test should measure accurately what is intended to be measure. The validity can be classified into content validity, criterion related validity, construct validity, and face validity (Hughes, 1996:26). The content validity was used in this research because the test material was constructed based on the 2006 Institutional Level Curriculum and were consulted to the English teacher and the consultants before the test given to the students. McMillan (1992:104) defines reliability as a consistency of scores or the extent to which measures are free from errors. If measurement has high reliability, it has relatively errors.

The writing test, in this research, was administered to the participants in each cycle after the actions given. The theme in each cycle was similar, but the sub theme was different. The allocated time for the test was 2 x 45 minutes. The paragraph should consist of at least ten sentences or more or less than 100 words. If the result of the first cycle did not meet the research target, the action would be continued to the second cycle by revising some aspects which hindered the success of the planned action in Cycle 1.

Concerning with the scoring system, analytic scoring method was used in this research. The analytic method is a method of the scoring which requires a separate score of a number of aspects of a task (Hughes. 1989:100). Analytic score was used in this research because it was appropriate scoring method which was intended to know in what strengths of the students' writing ability were and in what weaknesses of students' writing were. There were four aspects that scored analytically; they were grammar, vocabulary, mechanic, and organization. The

scoring criteria of the students' narrative paragraph writing described in the following table.

Table 1. The Scoring Criteria of the Students' Narrative Paragraph Writing

Components	Score and Criteria
Grammar	<ol style="list-style-type: none"> 5. Few (if any) errors of grammar of word order. 4. Some errors of grammar or word order but do not interfere comprehension. 3. Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension. 2. Errors of grammar or word order very frequent; readers own interpretation is needed. 1. Errors of grammar or word order so severe as to make comprehension virtually impossible.
Vocabulary	<ol style="list-style-type: none"> 5. Use few (if any) inappropriate words. 4. Use some inappropriate words but do not interfere comprehension. 3. Use wrong or inappropriate words frequent; expression of ideas limited. 2. Use wrong or inappropriate words very frequent; readers own interpretation is needed. 1. Vocabulary so limited as to make comprehension impossible.
Mechanics	<ol style="list-style-type: none"> 5. Few (if any) wrong punctuation or spelling. 4. Some wrong punctuation or spelling but do not interfere comprehension. 3. Wrong punctuation or spelling frequent; rereading is necessary for full comprehension. 2. Wrong punctuation or spelling very frequent; readers own interpretation is needed.

	1. Wrong punctuation or spelling so severe as to make comprehension virtually impossible.
Organization	5. Few (if any) lack of organization and links of ideas. 4. Some lack of organization and links of ideas but do not interfere comprehension. 3. Lack of organization and links of ideas frequent; rereading is required for clarification is needed. 2. Lack of organization and links of ideas very frequent; readers own interpretation is needed. 1. Lack of organization and links of ideas so severe as to make communication impaired.
Score : Grammar: __ + Vocabulary: __ + Mechanics: __ + Organization: __ = Total __ $N = n/20 \times 100$ Notes: N = Students' writing score n = Total score of all aspects	

3.4.2 Observation

There were two kinds of observation in this research namely, observation of the students' time spent in writing process and the students' active participation. The observation was done in each meeting to get the data about the process of writing and the process of teaching learning in the classroom. There are two kinds of observations, namely: participant observation and stimulant observation (Djojuroto and Sumaryati, 2003:9). Participant observation means that an observer participates in the activities of getting the data. Meanwhile, in stimulant observation, an observer can stimulate the respondents to give the information or data that will be taken. In this research, participant observation was used since the researcher will work collaboratively with the English teacher and become the doer of the actions in the first cycle. An observation guide in the form of checklist was used when observing in the class.

In this classroom action research, process of writing was used to get the data of the tenth year students' writing skill. It was given to the students in each cycle after they were given the actions. The process of writing was made by the researcher and the English teacher based on the indicators of writing used in this research, including generating ideas, organizing ideas, writing a first draft, revising and rewriting.

The process of writing required students to do some activities in prewriting, writing and revising steps. In prewriting the students were required to state as many ideas as possible using brainstorming technique. The time allocation is 8 minutes. To organize the ideas students were given 7 minutes.

When finished with the prewriting, the next activity was writing a first draft. Students were required to compose the ideas and develop them into a narrative paragraph by using suitable vocabulary and correct grammar. The time to do the writing was 10 minutes. The next step was revising, where the students, working in pair, were asked to do the proofreading as see whether there were any mistakes in punctuation. The researcher and the English teacher did the correction on grammar and vocabulary. The time allocation for revising was 7 minutes. The last step was rewriting in which the students write the final draft after the researcher and the English teacher did the correction in revising. The time allocation for rewriting was 10 minutes. So, the whole process of writing needs 42 minutes to complete. In this research, the action is considered successful if 70% of the students are able to finish writing within the allocated time.

Besides, the indicators of the students' participation can be seen from asking questions, answering questions, paying attention, participating in contributing and sharing idea and writing a first draft of narrative paragraph, then revising the draft. The active and passive categorize was used to get the data. The students would be categorized active if at least three indicators were fulfilled. This research was successful if most of the students (at least 70%) were actively involved in the teaching learning process of writing.

In this research, the English teacher's teaching would also be observed. It was recorded by using observation guide in the form of checklist. The indicators

was observed from following all steps in the lesson plan, using loud and clear voice when explaining the lesson, giving instruction clearly, repeating the instruction, encouraging the students to be active in the teaching learning process, giving reinforcement to the students, giving exercises and checking the students' understanding on the lesson.

3.4.3 Interview

There are three kinds of interview: unstructured interview, structured interview, and semi structured interview (Arikunto, 1996:144). Structured interview was used in this research because some questions were prepared before. In this research, interview with the English teacher was used to collect the data about the curriculum used in the tenth year of SMA Assa'adah Bungah Gresik, the students' problem in learning English especially writing, how to solve their problem, the technique used by the English teacher in teaching writing, and which class had the lowest English score. When some occurrences happened during the implementation of the action which needs to be clarified then the English teacher or the students were interviewed.

3.4.4 Documentation

In this research, documents were used to get the names of the participants and the students' English test score obtained in the test done by the English teacher prior to conducting this research. Besides, the level of the students' participation was also being sought for to be used as the basic score to be improved in this research.

3.5 Research Procedures

3.5.1 Planning of the Action

Before doing the action, there were some activities that were done as the preparation of the action:

1. Choosing the theme and sub-themes based on the Basic Course of 2006 Institutional Level Curriculum for tenth year of senior high school.

2. Constructing the lesson plans for the first cycle.
3. Constructing the lesson plans for the second cycle if the first cycle failed by revising the teaching technique of the lesson plans of the first cycle.
4. Preparing the materials for the students' exercises of writing by using brainstorming technique.
5. Preparing the observation guide in each meeting in the form of checklist containing the indicators observed.
6. Constructing the writing test by using brainstorming technique for the first and the second cycle to measure the students' writing skill.
7. Determining the target or the indicators of success of the action.

3.5.2 Implementation of the Action

After the planning of the action, the researcher and the English teacher took turns to implement the actions in the class, which was teaching writing by using brainstorming technique. The implementation of the action in the first cycle was based on the Lesson plan 1 and Lesson plan 2. The doer of the action in the first meeting was the researcher with a purpose to give an example and train the English teacher the procedure of teaching writing by using brainstorming technique. Meanwhile, in the second meeting, the doer of the action was the English teacher. In the teaching of writing, the researcher and the English teacher explained the technique of brainstorming, including the procedures of doing the brainstorming. They also gave an example of brainstorming related to the topic. Then, they asked the students to do the exercises of writing by using brainstorming technique first. Afterward, they were required to do the stage of finishing writing the first draft of their composition, the students were asked to proof reading each other's work in pairs. Afterward, the students were assigned to write their first draft up to the final draft.

The observation was done during the teaching learning process in the first cycle. If the result of has not achieved the standard mean score requirement, Cycle 2 would be done by revising some necessary aspects that made the action fail in the first cycle.

3.5.3 Class Observation and Evaluation

Class observation or monitoring was an important step in this research which was done in turns by the English teacher and the researcher to control the activities concerning with the application of brainstorming technique in teaching writing. The class observation guide in the form of checklist containing some indicators to observe the students activities was used in the observation. (Appendix 6)

Evaluation was conducted to know whether or not the use of brainstorming technique could improve the students' writing skill covering four aspects of writing: grammar, vocabulary, mechanics, and organization including unity and coherence. The evaluations done in this classroom action research were process and product evaluations. The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process of writing by using brainstorming technique. Meanwhile, the product evaluation was done by administering writing test after having the action of writing and teaching learning process by using brainstorming technique.

The indicators or criteria that were used to evaluate the success of the actions were as follows:

1. At least 70% of the students have achieved the minimum requirement standard score that is 70.
2. At least 70% of the students are able to write a narrative paragraph within the allocated time that are 42 minutes, consist of:
 - a). Generating ideas : 8 minutes.
 - b). Organizing ideas : 7 minutes.
 - c). Writing a first draft : 10 minutes.
 - d). Revising : 7 minutes.
 - e). Rewriting : 10 minutes.
3. At least 70% of the students actively participated in teaching and learning process of writing using brainstorming technique.

3.5.4 Analysis and Reflection of the Action

The data analysis in this research were in the form of quantitative and qualitative. The primary data in this research that was obtained from the students' writing skill was analyzed qualitatively to find whether the students' writing skill increased or not. The primary data was analyzed by using the formula to find the percentage of the students' writing skill as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students' writing skill ability.

n = The number of the students who got score 70 or more.

N = The total number of the participants.

(Adapted from Ali, 1993:39)

The collected data from observation in each cycle were analyzed quantitatively based on the process of the students' writing a narrative paragraph using the same formula:

$$E = \frac{n}{N} \times 100\%$$

E = The percentage of the students who is able to write a narrative paragraph in 42 minutes.

n = The number of the students who is able to write a narrative paragraph within 42 minutes.

N = The total number of the participants.

(Adapted from Ali, 1993:39)

The students' participation during the teaching and learning process was analyzed using the same formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students who fulfill the indicators of observation.

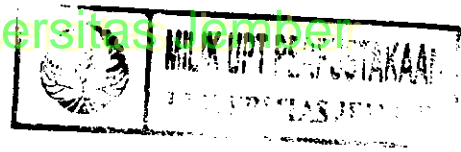
n = The number of the students who fulfill at least 3 indicators.

N = The total number of the participants.

(Adapted from Ali, 1993:39)

Then, the data from the writing test and observation was analyzed by using qualitative method. It would be described based on the results of the writing skill and observation during the teaching and learning process of writing using brainstorming technique.

The researcher and the English teacher did the reflection after analyzing the data in each cycle. The reflection was done in order to know whether or not the planned action had weaknesses or problems as well as taking notes of the strength of the action. After that, the researcher collaborated with the English teacher to draw the conclusion based on the reflection and the result in Cycle 1. If the results had not achieved the target, the action would be continued to the second cycle. The results of the reflection in the first cycle were used as a guide to revise the aspects which made the action fails in Cycle I and to produce the lesson plans for the next cycle.



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of both actions in Cycle 1 and actions in Cycle 2. Each consists of the result of test, the result of observation, and the result of reflection. Beside the discussion of the main data, the result of supporting data is also presented in this chapter.

4.1 The Result of the Actions in Cycle 1

The actions in Cycle I were conducted in two meetings in which each meeting lasted 90 minutes. The first meeting was done on March 31st 2010; the second meeting was done on April 3rd 2010. The doer of the action was the researcher, while the English teacher was the observer. However, when students did the step of revising, the English teacher helped to give correction on grammar and mechanics. There were four stages of activities done in Cycle I, covering planning the actions, implementation, observation and evaluation, and analysis and reflection of the actions. The implementation of the action in the first meeting was done based on the lesson plan 1 and the second meeting was done based on the lesson plan 2. The lesson plans for the Cycle 1 were enclosed in Appendices 5 and 6.

There were seven activities in writing teaching and learning process by using brainstorming technique. The first activity in the teaching learning process was giving leading questions according to the topic. Second, the students were given explanations about narrative paragraph and its elements. Third, the students were given an example about brainstorming by making lists. Then, the students were asked to brainstorm by making lists based on the topic. Fourth, the students were given an example about organizing the ideas. Then, the students were asked to organize the ideas based on the lists of ideas agreed. Fifth, the students were given an example about writing a first draft. Then, the students were asked to write a first draft of narrative paragraph. Next, the students were asked to proofread the partner work. Finally, the students were asked to write the final draft of their composition in pairs. The writing material taught covered the genre of

narrative paragraph. The theme of the Cycle 1 was telling story with the sub theme “My Holiday” and “Unforgettable Experience”.

The evaluations conducted in this classroom action research were process evaluation and product evaluation. The process evaluation through the observation checklist was done in every meeting during the teaching and learning process of writing skill by using brainstorming technique. There were two kinds of data of process evaluation obtained in this action and will be the focus of this research. The first main data of the process evaluation were collected by applying observation that focused on the results of students’ time spent in teaching learning process of writing using brainstorming. The observation guide in the form of checklist containing the indicators to be fulfilled, namely: (1) generating ideas, (2) organizing ideas, (3) writing a first draft (4) revising and (5) rewriting, was used to evaluate the students’ process in writing a narrative paragraph within the allocated time given. The second main data were focused on students’ active participation during the action of the teaching English by using brainstorming technique covered six indicators being observed, namely asking question, answering question, paying attention, participating in contributing and sharing ideas, and writing a first draft of narrative paragraph, then revising the draft.

Meanwhile, the product evaluation which focused on the students’ writing achievement was done by administering writing test after having the actions of writing teaching and learning process by using brainstorming technique. The writing achievement test administered in third meeting that was done on April 7th, 2010 after the actions of the first cycle done.

4.1.1 The Result of Students’ Writing Test in Cycle 1

The writing test in the form of writing a narrative paragraph was administered to measure the students’ ability in writing paragraph. In the test of Cycle 1, there were 2 students who were absent. So, the total number of the students was 37. The result of students’ writing test in Cycle 1 was presented in Table 2 below:

Table 2. The Result of the Writing Test in Cycle 1

Students' Number	The Students' Writing Test Score			Achievement	
	Scorer 1	Scorer 2	Average	Achieved	Not Achieved
1.	60	65	62		√
2.	65	65	65		√
3.	50	55	52		√
4.	65	65	65		√
5.	60	60	60		√
6.	60	60	60		√
7.	80	80	80	√	
8.	75	80	77	√	
9.	70	75	72	√	
10.	60	65	62		√
11.	75	80	77	√	
12.					
13.	65	70	67		√
14.	70	75	72	√	
15.					
16.	70	75	72	√	
17.	85	80	82	√	
18.	70	70	70	√	
19.	80	80	80	√	
20.	60	65	62		√
21.	80	80	80	√	
22.	70	75	72	√	
23.	80	80	80	√	
24.	70	75	72	√	
25.	75	70	72	√	
26.	70	70	70	√	
27.	70	70	70	√	
28.	80	80	80	√	
29.	65	65	65		√
30.	70	75	72	√	
31.	80	85	82	√	
32.	65	70	67		√
33.	75	70	72	√	
34.	80	80	80	√	
35.	80	80	80	√	
36.	80	85	82	√	
37.	70	70	70	√	
38.	65	60	62		√
39.	70	65	67		√
E = n/N x 100%				24	13
E = 24/37 x 100% = 64.86%				64.86%	35.13%
E = 13/37 x 100% = 35.13%					

Notes:

Scorer 1 = the researcher

Scorer 2 = the English teacher

E = the percentage of the students who get score ≥ 70

n = the total number of the students who get score ≥ 70

N = the total number of the students

Based on the table above of Cycle 1, there were 37 students of 39 students in the class. Two students were absent when the writing test given to the students. It showed that there were 24 students or 64.86% of the students who could achieve the target score that was 70. It means that the actions in Cycle 1 were not successful since there were less than 70% of the students who got score more than 70. Thus, it was necessary to conduct Cycle 2.

4.1.2 The Result of Observations in Cycle 1

The observation was carried out as the process evaluation. There were two kinds of observations namely, observation of the students' writing process and the students' participation. The class observations were done by the researcher together with the English teacher as collaborator which was conducted during the English teaching learning process of writing skill by using brainstorming technique.

a. The Observation Result of Students' Writing Process Using Brainstorming Technique.

The observation result of students' writing process was focused on the students' time spent in writing process of narrative paragraph using brainstorming within allocated time that was 42 minutes; 8 minutes for generating ideas, 7 minutes for organizing ideas, 10 minutes for writing a first draft, 7 minutes for revising the draft and 10 minutes for rewriting.

In the first meeting, the researcher conducted the teaching learning process by opening the lesson by giving leading questions to introduce the topic to the students. The questions were, "When you were a child, did you like listening to stories or reading stories?", "What are the stories about?" and "Do you have stories about yourself?" After the leading questions had been delivered and the students answered them, the researcher moved to the main activities.

The researcher began the activity by explaining the narrative paragraph and its elements and emphasized that narrative paragraph is written in the form of simple past tense. Based on the researcher's explanation that the students have

already got the formula of simple past tense, the researcher asked the students to mention the formula and the elements or characteristics of narrative paragraph. Then, the students demonstrated that they could name the characteristics of narrative paragraph. In the next activity, the researcher gave the example of brainstorming technique by making lists. Then, asked the students to brainstorm by making list of any idea based on the topic in lesson plan 1 and the allocated time given that was 8 minutes. After that, the researcher asked the students to discuss and shared their ideas with their partners. Next, the researcher gave an example about organizing ideas and asked the students to organizing their ideas based on the lists of ideas agreed. They should do this step in 7 minutes.

After finishing prewriting, the next activity was writing a first draft. The students were asked by the researcher to write a first draft based on the lists of ideas agreed in 10 minutes after they were given an example about how to write a first draft. In writing a first draft, the students should not worried about spelling, grammar or other mechanical errors. Upon completing the first draft, the next activity was revising which the students worked in pair. The students were asked to revise their partners' writing dealing with spelling and punctuation within the allocated time that was 7 minutes. In this stage, the researcher was helped by the English teacher to give correction on grammar and mechanics in order to make the students started the next steps soon that was rewriting. The students were required to rewrite their paragraph as the final draft of writing process using brainstorming technique. They should do this step in 10 minutes.

Based on the description of the implementation of teaching learning process of writing skill by using brainstorming technique, the results of observation will be presented on Table 3 below.

Table 3. The Result of Students' Time Spent in Writing Process of Meeting 1 and Meeting 2 in Cycle 1

Students' Number	Meeting 1								Meeting 2								
	1	2	3	4	5	T	A	NA	1	2	3	4	5	T	A	NA	
1.	8'	9'	12'	8'	13'	50'		√	8'	9'	12'	9'	10'	48'		√	
2.	9'	5'	6'	6'	15'	41'	√		6'	6'	6'	8'	14'	40'	√		
3.	12'	5'	9'	6'	10'	42'	√		9'	8'	7'	8'	9'	41'	√		
4.	12'	7'	10'	8'	10'	47'		√	9'	9'	15'	10'	8'	51'		√	
5.	5'	9'	8'	6'	11'	39'	√		8'	6'	9'	8'	5'	36'	√		
6.	8'	9'	9'	6'	4'	36'	√		9'	8'	9'	5'	4'	35'	√		
7.	5'	10'	12'	7'	8'	42'	√		9'	5'	8'	6'	12'	40'	√		
8.	9'	8'	9'	8'	8'	42'	√		7'	6'	8'	7'	10'	38'	√		
9.	9'	5'	9'	6'	12'	41'	√		8'	9'	15'	8'	6'	46'		√	
10.	5'	9'	13'	7'	5'	39'	√		4'	6'	9'	6'	13'	38'	√		
11.	9'	6'	8'	6'	9'	38'	√		6'	5'	8'	6'	13'	38'	√		
12.	9'	10'	12'	8'	12'	51'		√	9'	12'	15'	7'	8'	51'		√	
13.	8'	12'	10'	8'	12'	50'		√	6'	8'	13'	6'	14'	47'		√	
14.	4'	4'	6'	7'	14'	35'	√		11'	5'	7'	5'	13'	41'	√		
15.	12'	9'	10'	8'	13'	52'		√									
16.	7'	9'	12'	7'	5'	40'	√		6'	7'	11'	9'	4'	37'	√		
17.	12'	10'	12'	8'	12'	54'		√	8'	9'	15'	8'	6'	46'		√	
18.	9'	12'	10'	9'	7'	47'		√	9'	7'	15'	7'	10'	48'		√	
19.	7'	10'	11'	8'	10'	46'		√	8'	9'	11'	5'	10'	43'		√	
20.	5'	7'	6'	6'	13'	37'	√		6'	6'	6'	5'	13'	36'	√		
21.	10'	6'	8'	8'	8'	40'	√		6'	6'	9'	6'	9'	36'	√		
22.	4'	7'	6'	7'	11'	35'	√		4'	9'	8'	5'	9'	35'	√		
23.	4'	4'	6'	6'	14'	34'	√		10'	8'	7'	5'	11'	41'	√		
24.	5'	9'	12'	7'	1'	34'	√		4'	7'	8'	6'	9'	34'	√		
25.	12'	9'	11'	8'	12'	52'		√									
26.	8'	8'	14'	9'	11'	50'		√	8'	7'	12'	6'	12'	45'		√	
27.	5'	5'	8'	6'	12'	36'	√		9'	5'	7'	4'	10'	35'	√		
28.	4'	7'	8'	7'	8'	34'	√		4'	4'	8'	6'	12'	34'	√		
29.	11'	6'	9'	8'	4'	38'	√		6'	5'	9'	7'	10'	37'	√		
30.	10'	9'	10'	8'	4'	41'	√										
31.	6'	9'	10'	7'	10'	42'	√		9'	8'	10'	5'	10'	42'	√		
32.	6'	7'	7'	6'	12'	38'	√		4'	9'	7'	9'	11'	40'	√		
33.	9'	5'	8'	6'	11'	39'	√		4'	5'	7'	5'	15'	36'	√		
34.	12'	7'	5'	10'	12'	46'		√	11'	9'	15'	8'	10'	53'		√	
35.	10'	8'	9'	6'	7'	40'	√		6'	6'	9'	6'	14'	41'	√		
36.	8'	11'	12'	7'	12'	50'		√	9'	6'	11'	5'	11'	42'	√		
37.	12'	8'	13'	6'	7'	46'		√	9'	9'	11'	5'	10'	44'		√	
38.	11'	6'	12'	8'	12'	49'		√	7'	6'	10'	4'	9'	36'	√		
39.	12'	4'	11'	6'	7'	40'	√										
Total							25	14	Total							24	11
Total Students							39		Total Students							35	

Notes:

- 1 = Generating ideas in minutes
- 2 = Organizing ideas in minutes
- 3 = Writing a first draft in minutes
- 4 = Revising in minutes
- 5 = Rewriting in minutes

- T = Total in minutes
- A = Achieved
- NA = Not Achieved

Meeting 1

Achieved: $25/39 \times 100\% = 64.10\%$ Not Achieved: $14/39 \times 100\% = 35.89\%$

Meeting 2

Achieved: $24/35 \times 100\% = 68.57\%$ Not Achieved: $11/35 \times 100\% = 31.42\%$ **Table 4. The Average Result of Students' Time Spent in Writing Process in Cycle 1**

No.	Meeting	Percentage (%)	
		Achieved	Not Achieved
1.	Meeting 1	64.10%	35.89%
2.	Meeting 2	68.57%	31.42%
	Average	66.33%	33.65%

Before giving the detailed explanation about the member of students who were able to finish the writing within the allocated time, it was important to explain why the researcher set 42 minutes as the time to write a narrative paragraph. The 42 minutes was determined by the activities done in brainstorming (see lesson plan). So, it was expected the 42 minutes was sufficient for the students to produce a piece of narrative paragraph by following each steps of the activities.

Based on Table 3 and Table 4 above, it was known that there were 25 students out of 39 students or 64.10% of students who spent within allocated time that was 42 minutes during teaching learning process of writing a narrative paragraph using brainstorming technique. Meanwhile, there were 4 students absent in second meeting. So, there were 35 students who were participated in teaching learning process of writing using brainstorming technique. The result in second meeting showed that there were 24 students out of 35 students or 68.57% of students who success in teaching learning process of writing. Accordingly the average result of students' who spent within allocated time that were 42 minutes in writing process was 66.33%. Since the criteria of success was 70% of students' spent the process of writing a narrative paragraph within allocated time that were 42 minutes, and the results indicated that it had not been fulfilled yet. In other

word, the teaching of writing process by using brainstorming technique had not been successful yet to make the students success in writing narrative paragraph in the teaching learning process of writing skill using brainstorming technique within the allocated time given.

Besides, in this research, the researcher observed the students ability in writing a narrative paragraph based on the indicators of writing process. The results shown that there were 20 students who could generated ideas in 8 minutes, 21 students who could organized ideas in 7 minutes, 25 students could write a first draft in 10 minutes, 23 students could revised in 7 minutes and 19 students who could rewrite or write a final draft in 10 minutes. Meanwhile, in Meeting 2, there were 22 students who could generate ideas in 8 minutes, 20 students who could organize ideas in 7 minutes, 22 students who could write a first draft in 10 minutes, 25 students who could revise in 7 minutes and 21 students who could rewrite or write a final draft in 10 minutes. Meanwhile, the calculation of students' time spent in finishing their writing based on the whole time of writing process which was needed can be seen in following data:

1. In >51 minutes, there were 4 students or 10.25% in Meeting 1 and 3 students or 8.57% in Meeting 2 who finished their writing.
2. In 46-50 minutes, there were 10 students or 25.64% in Meeting 1 and 5 students or 14.28% in Meeting 2 who finished their writing.
3. In 41-45 minutes, there were 7 students or 17.94% in Meeting 1 and 9 students or 25.71% in Meeting 2 who finished their writing.
4. In 36-40 minutes, there were 13 students or 33.33% in Meeting 1 and 13 students or 37.14% in Meeting 2 who finished their writing.
5. In 31-35 minutes, there were 5 students or 12.82% in Meeting 1 and 5 students or 14.28% in Meeting 2 who finished their writing.

b. The Observation Result of Students' Participation

The observation result of students' participation was the indications of students' active participation were covered 6 indicators namely asking question, answering question, paying attention, participating in contributing and sharing

ideas, and writing a first draft of narrative paragraph, then revising the draft. The students were considered to be active if at least they could fulfill three out of six indicators. Table 5 below presents the result of the observation.

Table 5. The Result of Observation of Students' Participation Meeting 1 and Meeting 2 in Cycle 1

Students' Number	Meeting 1								Meeting 2										
	1*	2*	3*	4*	5*	6*	A	P	1*	2*	3*	4*	5*	6*	A	P			
1.	√	√	√	√	√		√		√	√	√		√		√				
2.		√	√		√	√	√		√		√	√			√				
3.	√	√						√	√		√					√			
4.		√	√		√	√	√			√	√			√	√				
5.	√		√		√	√	√			√	√			√	√				
6.	√	√	√			√	√				√					√			
7.	√	√		√	√		√		√	√				√	√				
8.	√	√			√	√	√		√		√	√			√				
9.	√	√		√		√	√		√		√			√	√				
10.	√	√		√	√		√			√	√	√	√		√				
11.	√	√	√		√		√		√	√		√	√		√				
12.	√		√					√			√					√			
13.	√		√		√	√	√		√	√				√	√				
14.		√	√	√	√		√				√	√	√	√	√				
15.	√				√			√											
16.			√		√			√											
17.		√	√	√		√	√			√	√	√			√	√			
18.		√			√			√			√			√		√			
19.		√	√		√	√	√			√	√			√	√				
20.	√			√	√	√	√			√	√	√	√	√	√				
21.		√		√	√	√	√			√	√	√	√		√				
22.	√	√	√	√	√		√		√		√	√	√		√				
23.		√			√			√		√	√			√	√				
24.	√		√		√	√	√		√					√		√			
25.		√				√		√											
26.			√		√			√		√	√			√	√				
27.	√	√	√			√	√			√	√	√	√		√				
28.			√	√	√	√	√		√	√	√			√	√				
29.		√			√			√		√				√		√			
30.	√		√	√	√		√												
31.	√		√	√	√		√		√		√	√	√		√				
32.		√	√	√	√		√			√	√	√	√	√	√				
33.			√					√	√		√	√	√		√				
34.			√		√			√	√	√	√			√	√				
35.		√	√		√	√	√			√	√			√	√				
36.	√				√			√			√			√		√			
37.			√		√			√			√			√		√			
38.	√				√			√		√				√		√			
39.	√							√											
Total								24	15	Total								25	10
Total Students								39		Total Students								35	

Notes:

- 1* = The students asking questions
 2* = The students answering questions
 3* = The students paying attention
 4* = The students participating in contributing and sharing ideas
 5* = The students writing a first draft of narrative paragraph
 6* = The students revising the draft.
 A = Students' Active
 P = Students' Passive

Meeting 1

Active : $24/39 \times 100\% = 61.53\%$

Passive: $15/39 \times 100\% = 38.46\%$

Meeting 2

Active : $25/35 \times 100\% = 71.42\%$

Passive: $10/35 \times 100\% = 28.57\%$

Table 5. The Average result of the Students' Activeness in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	61.53%	38.46%
2.	Meeting 2	71.42%	28.57%
	Average	66.47%	29.99%

Based on Table 4 and Table 5 above, it was known that there were 24 students or 61.53% of the students who actively involved in the teaching learning process in Meeting 1 while there were 25 students or 71.42% who were active in the Meeting 2. Accordingly the average result of the students' activeness was 66.47%. Since the criteria of success was 70% of students involvement in the teaching learning process of writing skill by using brainstorming technique, the results indicated that it had not fulfilled yet. In other words, the teaching of writing using brainstorming had not been successful yet to make the students actively involved in the teaching learning process of writing skill by using brainstorming technique.

Based on the observation on the English teacher's activities, English teacher was not following all steps in the lesson plans; she did not explain the elements of narrative paragraph completely but she just explained the form of past tense that was used in narrative paragraph. Next, the English teacher just

explained the steps of brainstorming technique without giving the example of the steps in the writing process. The English teacher did not repeat the instruction and did not use loud and clear voice when explaining the lesson. So, some of the students did not know well about the materials given by the English teacher and they did not motivate from the English teacher.

4.1.3 The Result of Reflection in Cycle 1

The last stage to be done in the classroom action research in Cycle 1 was reflection. It was done collaboratively by the English teacher and the researcher by having discussion. In addition, the reflection was done based on the results of the observations. The intention of reflection was to know whether the actions given were successful or not by figuring out the weaknesses and identifying the strengths in Cycle 1.

The result of writing test showed that there were 24 students or only 64.86% of the students who got the score 70 or higher whereas the success requirement was 70% of the students got the score ≥ 70 . And the average result of observation was 66.33% of the students who spent the time within the allocated time that were 42 minutes in the process of writing a narrative paragraph. Furthermore, the average result of the observation on the students active participation was 66.47% of the students who were actively involved in the teaching learning process, in which it had not been, fulfilled the target percentage of students' involvement that was 70%. So, it was needed to conduct the Cycle 2 to improve the students' writing skill and involvement in the teaching learning process.

In the Cycle 1, it was found that there were some factors caused the results of the actions unsuccessful. They were as follows:

1. In the first meeting, the time administered for first meeting was not enough since the class started at 09.35 o'clock, in fact, the class should be started at 09.25 o'clock. It was because the students returned to the class after they took rest. This condition made the students lost 10 minutes to

study and it also caused the researchers were not able to discuss all materials given to the students intensively.

2. It was new for the students to use the brainstorming technique in their writing a narrative paragraph so that they still experienced difficulty to do all the steps in this technique as expected. In the first and second meeting they did it individually. Since the students faced this problem, in the next meeting (Cycle 2) the English teacher explained the steps in this technique clearer and she also checked the students' understanding before they were asked to do all the steps in brainstorming technique, then they were let to talk or shared in pair, so they could do all steps quicker and better.
3. In the teaching and learning process of writing skill, some students were ordered to produce ideas as much as possible but they still faced to found the words. This performance indicated that the students have limited vocabulary. Knowing this condition, in the Cycle 2, the researcher asked the English teacher to encourage the students to bring their dictionary so that they would get more ideas and shared their ideas in pairs.
4. Some mistyped words still occurred in Cycle 1. Therefore, the English teacher and the researcher fixed the mistyped words first and then tell the students to correct them. In the Cycle 2, the English teacher and the researcher were more careful about this so as this thing did not happen anymore.

In this way, the results of the actions in this cycle were expected to be better than the results of the actions in the previous one so that the objectives of this action research could be successfully achieved.

4.2 The Result of Actions in Cycle 2

Since the result of the action in Cycle 1 had not achieved the objectives of the research, the research is continued to Cycle 2. The implementation of the action was also carried out in two meetings. The first meeting was conducted on April 10th, 2010, and the second meeting on April 14th, 2010. The stages done in the Cycle 2 were the same as the Cycle 1, namely: the planning of the action, the

implementation of the action, class observation and evaluation and the reflection of the action (Tim Pelatihan Penelitian Tindakan, 2000: 11).

In the implementation of the actions the researcher and the English teacher still worked collaboratively. In which the English teacher as the doer of the action and the researcher observed the students. The actions were based on the lesson plans 1 and 2 (appendices 14 and 15) constructed by the researcher and the English teacher. It was based on some revised aspects in Cycle 1. The theme in this cycle was still about telling story with different sub themes that were “Embarrassing Moment” and “Frightening Moment”. There were expected that the results of the action in Cycle 2 could be better than Cycle 1.

The process evaluation was done in each meeting during the teaching learning process of writing skill by using brainstorming technique. The observation guides in the form of checklist were used to evaluate the process.

Beside the process evaluation, product evaluation was also done at the end of Cycle 2 in Meeting 3 (on April 17th, 2010). The writing test was administered to measure the students’ ability in writing paragraph after Meeting 1 and Meeting 2 in Cycle 2. The type of test was still the same as in Cycle 1 that was in the form of writing a narrative paragraph. The following tables present the result of the students’ writing test, followed by the result of observation and the result of the reflection.

4.2.1 The Result of Students’ Writing Test in Cycle 2

The result of students’ writing test in Cycle 2 can be seen in this following table.

Table 7. The Result of the Writing Test in Cycle 2

Students' Number	The Students' Writing Test Score			Achievement	
	Scorer 1	Scorer 2	Average	Achieved	Not Achieved
1.	75	70	72	√	
2.	65	70	67		√
3.	65	60	62		√
4.	70	70	70	√	
5.	65	65	65		√
6.	60	60	60		√
7.	70	70	70	√	
8.	75	75	75	√	
9.	70	75	72	√	
10.	80	75	77	√	
11.	80	85	82	√	
12.	65	65	65		√
13.	75	80	77	√	
14.	70	75	72	√	
15.	70	75	72	√	
16.	75	75	75	√	
17.	75	75	75	√	
18.	70	70	70	√	
19.	80	75	77	√	
20.	70	65	67		√
21.	80	85	82	√	
22.	80	80	80	√	
23.	80	80	80	√	
24.	75	75	75	√	
25.	75	70	72	√	
26.	75	75	75	√	
27.	75	75	75	√	
28.	85	85	85	√	
29.	65	65	65		√
30.	65	70	67		√
31.	85	85	85	√	
32.	70	75	72	√	
33.	65	65	65		√
34.	70	75	72	√	
35.	75	80	77	√	
36.	80	80	80	√	
37.	70	70	70	√	
38.	70	70	70	√	
39.	60	60	60		√
E = n/N x 100%				29	10
E = 29/39 x 100% = 74.35%				74.35%	25.64%
E = 10/39 x 100% = 25.64%					

Notes:

Scorer 1 = the researcher

Scorer 2 = the English teacher

E = the percentage of the students who get score ≥ 70

n = the total number of the students who get score ≥ 70

N = the total number of the students

Based on the table above of Cycle 2, there were no students absent when the test given to the students so that the total number of the students were 39. It showed that there were 29 students or 74.35% of the students who could achieve the target score that was 70. It indicates that the actions given in Cycle 2 had been successful in achieving the target requirement. Thus, the result of writing test had achieved the target requirement of product evaluation.

4.2.2 The Result of Observation in Cycle 2

The observation was carried out as the process evaluation. In Cycle 2, class observation both in Meeting 1 and Meeting 2 were done by the researcher. It was conducted during the English teaching learning process of writing skill by using brainstorming technique. The kinds of observation were the same as the observations in Cycle 1.

a. The Observation Result of Students' Writing Process Using Brainstorming Technique

In Cycle 2, the observation result of students' writing process was the same as the observation result in Cycle 1 that was also focused on the students' time spent in writing process of narrative paragraph using brainstorming within allocated time that was 42 minutes; 8 minutes for generating ideas, 7 minutes for organizing ideas, 10 minutes for writing a first draft, 7 minutes for revising the draft and 10 minutes for rewriting. Table 8 below was the result of observation.

Table 8. The Result of the Students' Time Spent in Writing Process of Meeting 1 and Meeting 2 in Cycle 2

Students' Number	Meeting 1								Meeting 2											
	1	2	3	4	5	T	A	NA	1	2	3	4	5	T	A	NA				
1.	9'	6'	8'	8'	6'	37'	√		6'	7'	6'	7'	9'	35'	√					
2.	8'	8'	7'	4'	10'	37'	√		8'	6'	5'	5'	9'	33'	√					
3.	8'	7'	9'	4'	9'	37'	√		7'	7'	6'	7'	9'	36'	√					
4.	8'	7'	11'	9'	4'	39'	√		9'	9'	11'	8'	6'	43'		√				
5.	9'	8'	4'	4'	10'	35'	√		4'	5'	4'	5'	14'	32'	√					
6.																				
7.	8'	7'	6'	5'	10'	36'	√		8'	6'	6'	7'	10'	37'	√					
8.	7'	6'	11'	4'	9'	37'	√		8'	8'	6'	4'	10'	36'	√					
9.	9'	7'	11'	4'	7'	38'	√		7'	6'	4'	5'	10'	32'	√					
10.	8'	7'	8'	5'	10'	38'	√		8'	4'	6'	6'	10'	34'	√					
11.	8'	6'	7'	4'	9'	34'	√		6'	6'	4'	5'	12'	33'	√					
12.																				
13.	8'	9'	5'	9'	7'	38'	√		9'	8'	11'	8'	9'	45'		√				
14.	8'	8'	7'	9'	7'	39'	√		10'	6'	4'	4'	10'	34'	√					
15.																				
16.	8'	6'	4'	8'	8'	34'	√		7'	5'	7'	6'	10'	35'	√					
17.																				
18.	8'	11'	9'	4'	12'	44'		√	10'	9'	12'	8'	6'	45'		√				
19.	10'	10'	7'	5'	15'	47'		√	8'	7'	12'	8'	8'	43'		√				
20.	8'	7'	11'	4'	9'	39'	√		5'	5'	11'	4'	11'	36'	√					
21.	8'	7'	8'	4'	10'	37'	√		6'	4'	11'	4'	14'	39'	√					
22.	8'	7'	5'	4'	8'	32'	√		7'	8'	5'	4'	10'	34'	√					
23.	9'	7'	11'	4'	5'	36'	√		7'	8'	5'	6'	10'	36'	√					
24.	8'	7'	8'	4'	10'	37'	√		6'	5'	6'	5'	10'	32'	√					
25.	12'	9'	11'	5'	10'	47'		√	10'	9'	12'	9'	6'	46'		√				
26.	9'	7'	11'	4'	14'	45'		√	6'	6'	7'	7'	10'	36'	√					
27.	8'	6'	4'	8'	7'	33'	√		8'	6'	6'	5'	12'	37'	√					
28.	8'	6'	6'	4'	10'	34'	√		6'	4'	5'	6'	14'	35'	√					
29.	7'	7'	14'	4'	6'	38'	√		6'	8'	6'	4'	10'	34'	√					
30.	9'	9'	10'	4'	12'	44'		√	9'	6'	4'	6'	10'	35'	√					
31.	7'	5'	13'	9'	8'	42'	√		6'	7'	7'	6'	10'	36'	√					
32.	9'	9'	8'	5'	14'	45'		√	8'	8'	11'	6'	5'	38'	√					
33.	7'	7'	7'	5'	14'	40'	√		8'	8'	7'	6'	10'	39'	√					
34.	10'	10'	8'	5'	13'	46'		√	9'	8'	12'	8'	6'	43'		√				
35.	8'	7'	7'	4'	10'	36'	√		8'	5'	11'	4'	14'	42'	√					
36.	8'	8'	11'	8'	4'	39'	√		9'	8'	5'	5'	10'	37'	√					
37.	12'	9'	11'	5'	7'	44'		√	10'	8'	10'	8'	7'	43'		√				
38.	8'	8'	7'	11'	4'	38'	√		7'	7'	5'	5'	10'	34'	√					
39.	8'	11'	11'	4'	11'	45'		√	6'	6'	6'	6'	10'	34'	√					
Total									26	9									28	7
Total Students									35									35		

Notes:

- 1 = Generating ideas in minutes
- 2 = Organizing ideas in minutes
- 3 = Writing a first draft in minutes
- 4 = Revising in minutes
- 5 = Rewriting in minutes

- T = Total in minutes
- A = Achieved
- NA = Not Achieved

Meeting 1	Meeting 2
Achieved: $26/35 \times 100\% = 74.28\%$	Achieved: $28/35 \times 100\% = 80\%$
Not Achieved: $9/35 \times 100\% = 25.71\%$	Not Achieved: $7/35 \times 100\% = 20\%$

Table 9. The Average Result of Students' Time Spent in Writing Process in Cycle 2

No.	Meeting	Percentage (%)	
		Achieve	Not Achieve
1.	Meeting 1	74.28%	25.71%
2.	Meeting 2	80%	20%
	Average	77.14%	22.85%

In Cycle 2, there were 35 students out of 39 students who participated in teaching learning process of writing using brainstorming technique. Based on Table 8 and Table 9 above, it was known that there were 26 students out of 35 students or 74.28% of students who spent within allocated time that were 42 minutes during teaching learning process of writing a narrative paragraph using brainstorming technique. Meanwhile, the result in Meeting 2 showed that there were 28 students out of 35 students or 80% of students who spent within allocated time that were 42 minutes during teaching learning process of writing a narrative paragraph using brainstorming technique. Accordingly the average result of students' success in writing process was 77.14%. Since the criteria of success was 70% of students' spent the process of writing a narrative paragraph within allocated time that were 42 minutes,, the results had fulfilled the target. In other word, the teaching of writing process by using brainstorming technique was successful to make the students success in writing narrative paragraph in the teaching learning process of writing skill using brainstorming technique within the allocated time given.

Besides, in this research, the researcher observed the students' ability in writing a narrative paragraph based on the indicators of writing process. The results showed that there were 24 students who could generate ideas in 8 minutes,

21 students who could organize ideas in 7 minutes, 23 students could write a first draft in 10 minutes, 26 students could revise in 7 minutes and 27 students who could rewrite or write a final draft in 10 minutes. Meanwhile, in Meeting 2, there were 26 students who could generate ideas in 8 minutes, 22 students who could organize ideas in 7 minutes, 25 students who could write a first draft in 10 minutes, 28 students who could revise in 7 minutes and 28 students who could rewrite or write a final draft in 10 minutes. Meanwhile, the calculation of students' time spent in finishing their writing based on the whole time of writing process which was needed can be seen in following data:

1. In >51 minutes, both in Meeting 1 and Meeting 2, there were not students who finished their writing.
2. In 46-50 minutes, there were 3 students or 8.57% in Meeting 1 and 1 student or 2.87% in Meeting 2 who finished their writing.
3. In 41-45 minutes, there were 7 students or 20% in Meeting 1 and 7 students or 20% in Meeting 2 who finished their writing.
4. In 36-40 minutes, there were 19 students or 54.28% in Meeting 1 and 12 students or 34.28% in Meeting 2 who finished their writing.
5. In 31-35 minutes, there were 6 students or 17.14% in Meeting 1 and 15 students or 42.85% in Meeting 2 who finished their writing.

b. The Observation Result of Students' Participation

The observation result of students' participation was the indications of students' active participation were covered 6 indicators namely asking question, answering question, paying attention, participating in contributing and sharing ideas, and writing a first draft of narrative paragraph, then revising the draft. The indicators were the same as the indicators observed in Cycle 1. The indicator of active students was if at least they could fulfill three out of six indicators. Table 10 below was the result of the observation.

Table 10. The Result of Observation of Students' Participation Meeting 1 and Meeting 2 in Cycle 2

Students' Number	Meeting 1								Meeting 2								
	1*	2*	3*	4*	5*	6*	A	P	1*	2*	3*	4*	5*	6*	A	P	
1.	√	√	√		√		√		√		√		√	√	√		
2.	√	√	√		√		√			√	√		√	√	√		
3.			√			√		√			√					√	
4.	√	√	√		√		√			√	√		√	√	√		
5.			√		√			√			√		√			√	
6.																	
7.		√		√	√	√	√		√	√	√		√		√		
8.	√			√	√	√	√			√	√		√	√	√		
9.	√	√			√	√	√		√	√	√		√		√		
10.					√			√	√	√	√		√		√		
11.	√	√		√	√		√		√	√	√		√		√		
12.																	
13.	√	√			√	√	√		√	√			√	√	√		
14.	√	√		√	√		√			√	√		√	√	√		
15.																	
16.		√	√		√	√	√			√	√		√		√		
17.																	
18.	√	√		√	√		√			√	√	√	√		√		
19.	√	√			√	√	√		√	√			√	√	√		
20.	√			√	√	√	√			√	√	√	√		√		
21.					√			√	√				√			√	
22.	√	√		√	√		√		√	√	√		√		√		
23.	√	√						√	√	√			√		√		
24.		√	√		√	√	√		√	√		√	√		√		
25.	√	√			√	√	√			√			√			√	
26.		√	√	√	√		√				√		√			√	
27.			√		√			√		√	√					√	
28.		√	√		√	√	√		√	√		√	√		√		
29.		√		√	√	√	√			√	√		√	√	√		
30.	√	√	√		√		√			√	√	√	√	√	√		
31.	√	√		√	√		√			√	√	√	√	√	√		
32.	√	√			√	√	√			√	√		√	√	√		
33.		√	√	√	√		√			√		√	√	√	√		
34.	√	√			√	√	√			√		√	√	√	√		
35.		√	√	√	√		√			√		√	√	√	√		
36.		√	√					√		√	√		√	√	√		
37.		√		√	√	√	√				√	√	√	√	√		
38.			√	√				√			√	√				√	
39.		√						√	√				√			√	
Total							26	9	Total							27	8
Total Students							35		Total Students							35	

Notes:

1* = The students asking questions

2* = The students answering questions

3* = The students paying attention

4* = The students participating in contributing and sharing ideas

5* = The students writing a first draft of narrative paragraph

6* = The students revising the draft

A = Students' Active

P = Students' Passive

Meeting 1

Active : $26/35 \times 100\% = 74.28\%$ Passive: $9/35 \times 100\% = 25.71\%$

Meeting 2

Active : $27/35 \times 100\% = 77.14\%$ Passive: $8/35 \times 100\% = 22.85\%$ **Table 11. The Average result of the Students' Activeness in Cycle 2**

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	74.28%	25.71%
2.	Meeting 2	77.14%	22.85%
	Average	75.71%	24.28%

Based on Table 10 and Table 11 above, in Cycle 2, it was known that there were 26 students or 74.28% of the students who actively took part in the teaching learning process in Meeting 1 while there were 27 students or 77.14% who were active in Meeting 2. Accordingly, the average result of the students' activeness was 75.71%. Since the criteria of success was 70% of the students active participation in the teaching learning process of writing skill by using brainstorming technique, the results indicated that it had fulfilled the target. In other words, the teaching of writing using brainstorming was successful to make the students actively participated in the teaching learning process of writing skill by using brainstorming technique.

Dealing with the observation on the English teacher's activities, the English teacher had applied the steps in the lesson plans; she explained the form of past tense that was used in the narrative paragraph and the elements of narrative paragraph. Besides, the English teacher gave the example of the steps in writing process. The English teacher also repeated the instruction and used clear and loud voice when explaining the lesson. So, some of the students knew well about the materials given by the English teacher and they became enthusiastic and got the motivation to learn with the English teacher. Although the English teacher's activities were not the indicators of this research, it would be important to know that the teaching learning process was done following all steps in this research.

4.2.3 The Result of Reflection in Cycle 2

As discuss in Chapter 3 that reflection stated was intended to know the result the actions in Cycle 2 resulted in better condition than the actions in Cycle 1. From the result of writing test, it was shown that there were 29 students out of 39 students or 74.35% of the students who were able to get the score 70 or higher.

From the results of observation, it showed improvement both on the students' success in the process of writing and also the students' participation in teaching learning process of writing skill by using brainstorming technique. The result of the students who spent the time within the allocated time that were 42 minutes in the writing process was 74.28% in the third meeting turned into 80% in the fourth meeting. The range of the improvement was 5.72%. Furthermore, the average result of the students who spent the time within the allocated time that were 42 minutes in the writing process was considered improved from 66.33% in Cycle 1 turned into 77.14% in Cycle 2.

However, the students' active participation increased from 74.28% in the third meeting to 77.14% in the fourth meeting. Although the range of percentage increased only 2.86%, but it had showed an improvement. Moreover, the average result of the students' active participation was considered improved from 66.47% in the Cycle 1 turned into 75.71% in Cycle 2. In other words, the use of brainstorming technique in teaching writing could improve the students' writing skill and the students' active participation in teaching learning process.

4.3 Discussion

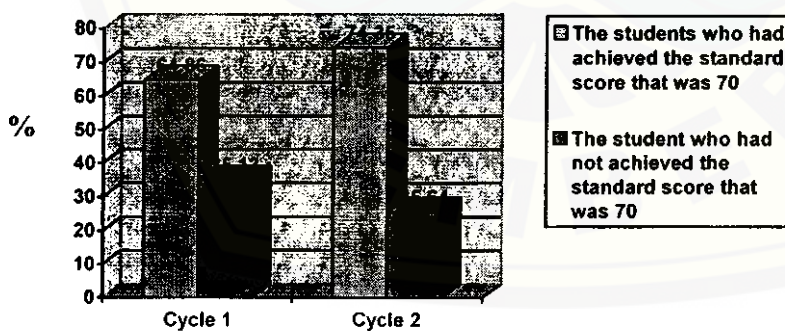
After implementing the actions in Cycle 1 and Cycle 2, that was teaching writing skill by using brainstorming technique, it could be stated that the use of brainstorming technique was able to improve the students' writing achievement and the students' success in writing process and their active participation in writing class.

Before the actions were carried out in Cycle 1, the students' writing scores were low. It was proven by the average score of the students writing test that was 64 while the standard passing grade of the school was 70 and only 58.97% of the

students who got 70 or more. From the result of students' sheet in writing test, it was known that the students writing of narrative were in the form of text whereas this research only focused in writing narrative paragraph. Although, the result of the students' writing were in the form of text but the content told about a paragraph only. In other word, the students write a narrative paragraph in the form of text. Then, the results of writing test after the actions given in Cycle 1 was only 24 students or 64.86% of the students who got the score at least 70. The actions in this research were considered successful if 70% of the students got the score at least 70, as the standard passing grade of the school. This result implied that the action in Cycle 1 was unsuccessful.

Since in Cycle 1 had not fulfilled the standard passing grade of the school, in Cycle 2 was implemented with some revisions to obtain better results. After the actions in Cycle 2, the results of writing test showed improvement. It was proven by the average score of the students writing test in Cycle 2 that was 29 students or 74.35% of the students who got 70 or more. It means that the students' writing test in Cycle 2 had fulfilled the standard passing grade of the school or successful. This improvement was presented in the following chart.

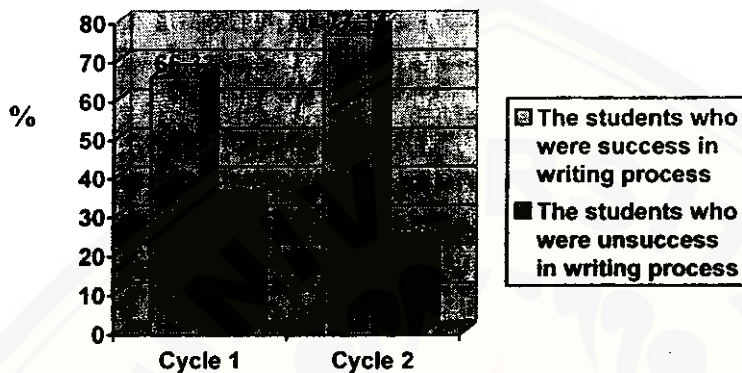
Chart 4.3.1. The Percentage of Students' Writing Test.



Meanwhile, based on the observation, the average result of the students who spent the time within the allocated time that was 42 minutes in the writing process were 66.33% in Cycle 1. Since the criteria of success was 70% of students who could spend the time within the allocated time that were 42 minutes in the writing process of a narrative paragraph, the result had not been fulfilled yet.

Then, in Cycle 2, the average result of the students who spent the time within the allocated time that was 42 minutes in the writing process indicated improvement that was 77.14%. This improvement can be seen in the following chart.

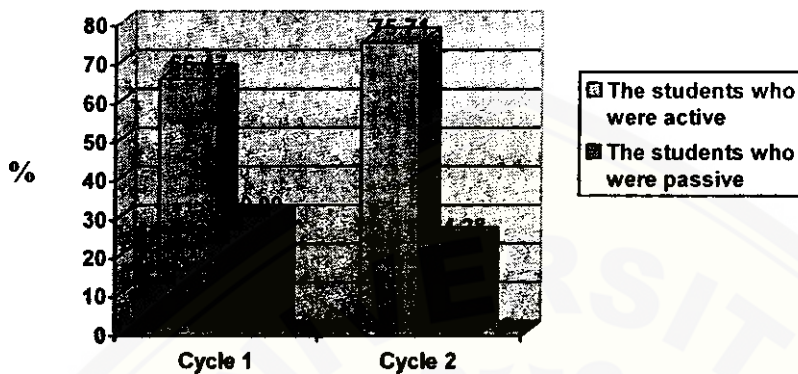
Chart 4.3.2. The Percentage of Students' Time Spent in Writing Process.



Dealing with the students' active participation, before the actions were carried out, the students activeness were only 51.28%. Then, from the result of observations that was carried out in Cycle 1, it was shown that the average result of the student' activeness in Cycle 1 was 66.47%. Since the criteria of success was 70% of students' active participation in teaching learning process of writing by using brainstorming technique, the result had not fulfilled the research target yet. Then, the average result of the students' activeness in Cycle 2 indicated improvement that was 75.71%. In other words, the students became more active in the teaching learning process in Cycle 2 compared with those in Cycle 1. Thus, the actions in Cycle 2 had met the standard requirement of process evaluation.

The following chart 4.4.3. gives a clear information to the readers about the percentage of the students' active participation in the teaching learning process before and after the actions in Cycle 1 and Cycle 2.

Chart 4.3.3. The Percentage of the Students' Active Participation during Teaching Learning Process of Writing Using Brainstorming Technique.



The results of the previous research finding also confirmed that brainstorming gave beneficial contributions to the students' writing skill. As confirmed by Haryani (2001) who used an experimental study applied brainstorming to investigate the effectiveness of brainstorming technique on students' writing skill. The finding showed that the students who were treated with brainstorming technique got better scores in writing than those who did not apply brainstorming technique prior to writing. In other words, the students' writing skill became significant with the degree of effectiveness 83.93% after using brainstorming as the technique in teaching writing.

Those research results, including this classroom action research verified the theory by White and Arndt (1991: 18) who state that brainstorming can be used to choose a topic, identify a reason or purpose of writing, find an appropriate form in which to write, develop a topic, work out a plot and develop the organization of ideas. It was also in accordance with Langan's idea (2008:45) which says that as prewriting activity; brainstorming is also known as listing, making a list and list making. This means that listing or making a list is common term and easy to be used by the students in writing area because the purpose of listing is to produce as many ideas as possible in short time and to find a specific focus for the topic.

Considering the explanation above, it could be said that teaching writing skill by using brainstorming technique could improve the students' writing skill both in process and product evaluation. Thus, the results of this classroom action research in two cycles proved the action hypothesis that the use of brainstorming technique could improve the tenth year students' writing skill in writing a narrative paragraph at SMA Assa'adah Bungah Gresik.





V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion. The suggestions are given to the English teacher, the students and other researcher.

5.1 Conclusion

Based on the results of the data analysis and discussion, it can be concluded that teaching writing narrative paragraph by using brainstorming technique in two cycles can improve the grade 10th students' writing skill at SMA Assa'adah Bungah Gresik in the 2009/2010 academic year. The improvement can be seen from the percentage of the students' writing test; the students' who spent the time within the allocated time that was 42 minutes in the writing process of narrative paragraph which were shorter as compared to the time spent in daily writing classes done by English teacher and the students' active participation in writing process. In first cycle, the percentage of the students' writing test was 64.86% who got the score 70. It improved in second cycle into 74.35%. Then, the percentage of the students' who spent the time within the allocated time that was 42 minutes in the writing process of narrative paragraph was 66.33% which improved in second cycle into 77.14%. Meanwhile, the improvement in the students' active participation in teaching learning process of writing by using brainstorming technique can be seen from the percentage of the students who could fulfill at least 3 indicators of 6 indicators. In first cycle, the students actively participated were 66.47% and improved into 75.71% in second cycle.

5.2 Suggestions

By considering the above results, some suggestions are proposed to the following people:

1. For the English Teacher

It is suggested that the English teacher should use brainstorming technique as an alternative technique in teaching writing not only a narrative paragraph but

also other genres of paragraph. It is due to the fact that brainstorming technique could improve the students writing skill as well as their confidence in learning English.

2. For the Students

The students are suggested to practice brainstorming technique in writing since it could be used as a guide to generate and organize their ideas in writing a paragraph. Besides, brainstorming technique gave them a chance to share their ideas and knowledge with their friends.

3. For the Future Researchers

These results of the research are expected to give information for future researchers when they want to conduct another research on writing skill using different models of brainstorming technique or on other genres of paragraph in any level of class to investigate the time' spent or the students' confident to become "English writers".

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