



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

**THESIS**

**by:  
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF JEMBER  
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Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the English  
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Department of Faculty of Teacher Training and Education  
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2014**

## DEDICATION

This thesis is honorably dedicated to:

1. My dear parents, Rachmatullah, S.E and Siti Djasmawati, S.E. Thank you for your support and motivation. You are the role of my life. All my best is for you.
2. My brother, Achmad Miftahul Ulum. Although we are apart, thank you for being proud of me as your brother.
3. My one and only, Febriana Tri Utami. Your support and your advice are priceless and meaningful. I appreciate what you have done to me. The best moment will come true.
4. All my friends of IC B, we have through good and bad times. Hope the best for you.
5. All of my friends that I cannot mention one by one, nice to know you.

## MOTTO

*“Learning to write is not just a natural extension of learning to speak*

*– Ann Raimes<sup>1</sup> –*

*“Good ideas cannot be shared unless they are conveyed in understanding language”*

*– Mary M Kennedy<sup>2</sup> –*

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<sup>1</sup> Raimes. A, 1983. *Techniques in Teaching Writing*. New York: Oxford University Press. Page 5.

<sup>2</sup> Kennedy M. M, 1998. *Learning to Teach Writing*. Amsterdam: Teacher College Press. Page 19.

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, August 2014

The writer,

Achmad Maulidi Effendi  
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**THE EFFECT OF USING BRAINTORMING ON THE SEVENTH GRADE  
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## ACKNOWLEDGMENT

First and foremost, I would like to thank Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled “The Effect of Brainstorming on the Seventh Grade Students’ Writing Achievement at SMP Negeri 8 Jember in 2013/2014 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. the Dean of Faculty of Teacher Training and Education;
2. the Chairperson of the Language and Arts Education Department;
3. the Chairperson of the English Language Education Study Program;
4. my Consultants, Dra. Wiwik Eko Bindarti, M.Pd. and Asih Santiastuti, S.Pd, M.Pd. I do really thank for your time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis;
5. the Examination Committee;
6. the Principal of SMP Negeri 8 Jember, the English Teacher, the Administration Staff, and the Seventh classes students who granted permission and helped me to obtain the data for the research;
7. my beloved almamater, the University of Jember.

Finally, I expect that this thesis will be useful for the readers and me myself. Any criticism and valuable suggestions would be appreciated.

Jember, August 2014

Achmad Maulidi Effendi



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## SUMMARY

**The Effect of Using Brainstorming on the Seventh Grade Students' Writing Achievement at SMPN 8 Jember in 2012/2013 Academic Year;** Achmad Maulidi Effendi, 090210401049; 2013: 43 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, the University of Jember.

This experimental research was intended to know the significant effect of the seventh grade students' writing achievement at SMPN 8 Jember in the 2013/2014 Academic Year. Based on the preliminary study in the form of interview with the English teacher of SMPN 8 Jember, it was known that the seventh grade students had difficulties in writing because they felt hard to generate the ideas. Besides, the teachers also focused on the product of writing rather than the process because the time allocation of teaching writing is limited. It has to be divided by the other skills such as reading, listening, and speaking. Their scores of the last English writing test showed that the mean score of all classes could not achieve the standard score of writing that was 75. There are some students who got more than the standard score but most of them got lower. The researcher tried to apply the alternative teaching technique by using brainstorming in teaching writing.

The data collection methods used writing test and the observation in the form of checklist to get the primary data. There are two groups as the respondents, the experimental and the control group. The data were analyzed statistically. The previous writing scores were analyzed using ANOVA and the result was homogenous. It means there is no significant different mean in the seventh grade classes. Therefore, the control and experimental group were taken by lottery. The experimental group was taught by brainstorming technique and the control group was taught by lecturing and free writing (without brainstorming). Each group was done in three meeting including the post test. The result of post test was analyzed

statistically. The result is the value of sig. column of Lavene's test was 0.559 that was higher than 0.05. Consequently, the row that must be read was the first row of t-test column, the value of Sig. (2-tailed) was 0.000 that was less than 0.05. It meant that there was statistically difference between the experimental group which was taught by using brainstorming and the control group which was taught writing by using traditional technique (lecturing and free writing) without brainstorming. Finally, it can be summarized that the use of brainstorming had significant effect to the seventh grade students' writing achievementtt at SMPN 8 Jember in the 2013/2014 academic year.