

## IMPROVING STUDENTS' WRITING SKILL USING BRAINSWRITING STRATEGY

Sintawati Yulianti<sup>1</sup>, Siska Nuraeni<sup>2</sup>, Aseptiana Parmawati<sup>3</sup>

<sup>1</sup> IKIP Siliwangi

<sup>2</sup> IKIP Siliwangi

<sup>3</sup> IKIP Siliwangi

<sup>1</sup> Shintawatiyulianti@gmail.com, <sup>2</sup> siscanuraeni08@gmail.com, <sup>3</sup> aseptianaparmawati@gmail.com

### Abstract

Writing is one of important skill in English subject beside the other skills. To improve the students' writing skill, we have to know what strategy is the most suitable for the students'. This research used Classroom Action Research. The research was on two cycles with total meetings were seven; three meetings were for tests, and four meetings were for treatment. Each cycle covered the step of planning, acting, observing, and reflecting. The population of this research was the Seventh Grade Students of SMP Pandu Nusantara in the academic year of 2018/2019 which consisted of 30 students. The average score of pretest was 45. After the implementation of brainstorming strategy in every cycle, the students' writing skill score were getting better. It can be seen from the research of students' average score Cycle 1 was 50 and Cycle was 71. It can be concluded that brainstorming strategy can improve students' writing skill and improve writing classroom into a better situation.

**Keywords:** *Brainswriting, Writing skill, CAR*

### INTRODUCTION

In Indonesian, teaching and learning are important for human life. All people should have an education. In this case, study English is important to all people, especially for our generation because English is an International language and it has been used spread all over the world. Most people consider to learning English as difficult, especially in writing. Brown (2004: 255) as cited in Rahmadhani and Kumala, (2014)) state that "Writing is a process to create some ideas of students' knowledge to be a written". Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy.

In addition, Scott (1990: 69) as cited in (Virdyna, 2016) defines Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson. Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Gebhard, 1996 cited in Apsari, 2017). Because it lets students express their personalities even guided activities can include choices for the students, like the copying the story about something.

Writing is one of important skill in English subject beside the other skills. Eventhough witing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Parmawati, 2013). According curriculum *KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan)* as cited in ( Rahmadhani and Kumala, 2014). The students have to have knowledge about the elements of writing in order to deliver a good writing. Furthermore, it is stated that writing is one of the most challenging skills for students (Adas and Bakir, 2013) as cited in ( Sari and Fitrawati, 2018) state that the students are expected to be able to write and understand the meaning of functional text and short essay such as narrative, descriptive and recount to be interacted in student’s daily life. Thus, the teachers have to be able to guide the students to write well because it not easy for students.

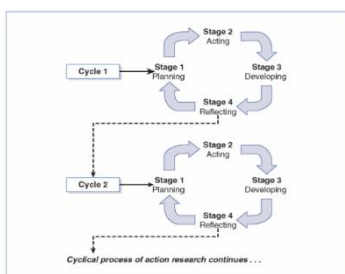
English teacher tends to use *Bahasa Indonesia* during classroom activity therefore, based on the writers pre-observation in SMP Pandu Nusantara, it was found out that the students did not understand about writing. Most of students did not know how to write well. There are some problems that the writer found in writing class. The problem is most of students were difficult to find and others do not have idea in writing. It makes them difficult to do brainstorming. Michalko (2007: 77) in ( Oktavia, Martono, and Wartiningsih, 2016), stated brainstorming strategy is a strategy used by the teacher in writing. It is almost similiar to brainstorming. Braw and clerical techniques via Wilson (2013) as cited in (Nurzalinda, Putri & Suhadi, 2018) defines, brainstorming is a method for quickly generating ideas by asking participants to compose their ideas on paper and exchanging ideas writing about tinkering with what happens to brainstorming techniques.

Beside the students problem the writers also found other problems come from the teacher. Most of them used monotonous strategy, it makes students not interesting in learning writing. The teacher only explained about generic structure of the text without explaining meaning from descriptive text. In teaching writing the teacher only gave topic without helping the students to develop their ideas. Unfortunately, the teachers do not guide them how to write well. It makes most students were bored in learning writing process.

**METHOD**

In this research the writers used Classroom Action Research is a given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be. If you feel that your practice needs attention in some way you will be able to take action to improve it, and then produce evidence to show in what way the practice has improved (Purwati, Trainingand, & Faculty, 2017)

In addition, D. Hopkins in his book ( Hopkins, D. (2008)) the title *A Teacher’s guide to classroom action research* is a from of self-reflektif inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out.



(Adapted from Mertler and Charles, 2011)

Figure 1 Cycling Process of Classroom action Research

There are four steps of typical action research model; they are divided into certain cycles of action starting from stage 1 (planning), stages 2 (acting), stage 3 (observing), and stage 4 (reflecting). The cycle stopped if the students had reached the target score stated in school KKM (*Kriteria Ketuntasan Minimal*), that is 70 as the minimum score for English subject at the Junior High School in SMP Pandu Nusantara. In other hand, if the students cannot reach the target score which was stated in school KKM, this cyclical process of action research should be continued.

The research brought into two cycles which each cycle contained pretest and posttest. The subject study was the first semester students of senior high school level which consisted of 30 students. There were total seven meetings covered on those two cycles; three meetings were for tests, and the other four meetings were for doing treatment. The treatment was teaching writing, especially discussion, with the application of Brainswriting strategy.

The instruments used in this research were observation and tests. The tests were used to test the students on pretest, posttest 1 and posttest 2. The tests given consisted of 20 items in the form of fill in the blank questions. The strategy sections should be brief, but they should include sufficient technical information to allow the experiments to be repeated by a qualified reader. Only new methods should be described in detail. Cite previously published procedures in References.

## RESULTS AND DISCUSSION

### Results

In this Classroom Action Research, the writers conducted two cycles. In this research, writers taught writing descriptive text by using brainswriting 6-3-5 strategy. The result of each cycle will be organized on four steps of CAR, namely: (1) planning, (2) acting, (3) Observing, and (4) reflecting.

### Pre-cycle

The first step in making classroom action research, the writers began with an observation to know the condition of teaching learning in the classroom when the writing skill is implemented. In this activity the teacher taught students used conventional method. Then, the teacher gave pretest (written test) to check the students' writing skill on descriptive text.

**Cycle I.** On planning section, the writers prepared some lesson plans to teach conditional sentences. Lesson plans were made to be implemented on treatment 1 and 2, which contained some prosedures of CAR to teach descriptive text. Come to the next step, it is acting. In this step, the writer came to the class four times.

## The first cycle

### Action

No	Steps	writers' activity	Teachers' Activity
1.	Planning	writers and teacher discussed the implementation of brain writing 6-3-5 technique Arranging a lesson plan based on the teaching material. Preparing the teaching material.	Preparing the teaching material and students' attendance list.
2.	Acting	writers and teacher together enter the classroom. writers introduced brain writing 6-3-5 technique writers explain how to use brain writing 6-3-5. Students do brain writing 6-3-5 in a group. writers asked to arrange the ideas into a paragraph as a test to evaluate the students.	Teacher greeted and checked the students' attendance. Teacher explain the descriptive text. Teacher asked students about their problem in previous lesson.
3.	Observing	The writers used observation checklist to observed students' activity. Observe students respond toward brain writing 6-3-5	Teacher helped to observe students during brain writing 6-3-5 was implemented
4.	Reflecting	writers analyzed the weakness and strengthen of implementation Brainswriting 6-3-5 writers made reflection and conclude the result of the first cycle.	The teacher and writers discuss about teaching and learning process that have been done to find the weakness and how to improve it in the next meeting. The teacher and writers evaluate the learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on descriptive text taught by using brain writing 6-3-5.

### The second cycle

No	Steps	writers' activity as collaborator	Teachers' Activity
1.	Planning	Arranging a lesson plan based on the teaching material. Prepare the material, the test instrument and the observation checklist.	Preparing the material and students' attendance list.
2.	Acting	writers and teacher together enter the classroom. writers asked students to write ideas about their trip experiences to some places. Then, students did a brain writing 6-3-5 technique. The writers asked to arrange the ideas into a paragraph as a test to evaluate the students.	Teacher greeted and checked attendance. Teacher reviewed the previous material.
3.	Observing	The writers used observation checklist to observed students' activity.	Help to observe the students' participation.
4.	Reflecting	The writers and teacher discuss about teaching learning process that had been done. The result of observation was analyzed, so it could be seen the improvement of students' writing skill on descriptive text after taught using brain writing 6-3-5 technique	The teacher and writers evaluate the teaching learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on descriptive text taught by using brain writing 6-3-5 technique The teacher and writers reflected the activities that have been done. The result of the analysis could be used as review that by using brain writing 6-3-5 technique could improve students' writing skill on descriptive text.

There were much improvement in every meeting. The improvement were as follows: (1) their score on post-test 2 was increased. From 45 for pretest, it was improved to be 50. and for the posttest 2, their score became 71, and (2) their quality of learning shown from their attitude and behaviour during joining the lesson.

The detail result of score of the test can be seen on table 3 below.

**Table 3.**Improvement on students’ score of the tests.

	<b>Pretest</b>	<b>Posttest 1</b>	<b>Posttest 2</b>
Minimum score	30	33	60
Maximal score	60	67	87
Mean score	45	50	71

While the improvements on attitude and behavior are presented in table 4 below:

**Table 4.**Improvement on attitude and behavior

<b>Points</b>	<b>Former condition</b>	<b>Improvements</b>
<b>Activeness</b>	At the first meeting, students tend to be passive and difficult to express their ideas because still have a minimal vocabulary.	The students are more daring to speak, and express their ideas when discussing.
<b>Enjoyment</b>	The students looked confused, they were not sure what to do. They still feel uncomfortable when describing material using this technique because they are leading to explore their vocabulary and grammar.	Students are more confident to give their ideas. The students began to show their grammar development by believing in speaking when explaining a topic that the writer gave.
<b>Curiosity</b>	The students' curiosity to start writing was very low because of their lack of vocabulary and grammar. And they only follow the teacher's guidance to do it.	The student more interested for share their ideas about topic that given writers.
<b>Knowledge</b>	The main purposes using brainstorming is to train students to be more courageous in writing skills and to improve the students knowledge vocabulary and grammar their writing skill is very low and tends to be passive when share their ideas.	The student more interested in writing when use the brainstorming method and they are begin to show their vocabulary and grammar.

## Discussion

Before the teacher start teaching using brainwriting strategy, the teacher prepare teaching material, lesson plan, time allocation and media.

In pre-teaching activity, the teacher can do some steps, such as greeting, checking attendance list and brainwriting to the students. In the whlist activity, the teacher applies by using brainswriting and. In post learning activity, the teacher concludes the material.

## CONCLUSION

The Conclusion should contain the confirmation of the problem that has been analyzed. The study was conducted on two cycles with a total of seven meetings; three meetings for the test, and four meetings for the test, and four meetings for treatment. Each cycle includes the steps of planning, action, observation, and reflection. From the data collected by the writers, it can be concluded that the mastery of vocabulary and grammar in the skills of writing high school students increases. Improvements include two points, namely: (1) increasing their average score. The average of pretest was 45, the average score of posttest 1 was 50, while the average score of posttest 2 was 71. (2) improvement of their attitudes and behaviour. This can be seen from their increased liveliness, fun, curiosity and knowledge.

Finally, some suggestions from the writers can be taken. In teaching writing, especially descriptive text, teachers need to try many strategy to improve students ability and understanding. One excellent method to improve grammar and vocabulary development is writing skill discussed using Brainwriting that have been provided by writers. It is highly recommended for teachers to teach writing skills. Instead of using monotonic methods, this strategy can be used as a refresher for students so boredom during the lessons can be reduced.

## ACKNOWLEDGMENTS

Alhamdulillahrabbi ' alamin. Praise be to Allah SWT who has anabled the writers to finish this article. Peace and salutation go to Rasulullah SAW. Thanks to parents, family and our lecturers during the completing this article.

## REFERENCES

- Apsari, Y. (2017). The Use Of Picture Series In Teaching Writing Recount Text. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 5(2), 51-56.
- Hopkins, D. (2008). *A Teacher' s Guide to Classroom-based Research*.
- Mundriyah, M., & Parmawati, A. (2016). Using Think-Pair-Share (Tps) To Improve Students'writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). *P2m Stkip Siliwangi*, 3(2), 84-91.
- Nurzalinda, A., Putri, H., & Suhadi, A. (2018). *Using of Brainwriting to Write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu*. 4(1), 26–34.
- Oktavia, W., Martono., Wartiningsih, A. (2016) Penerapan Teknik Brainwriting Untuk Meningkatkan Menulis Wacana Narasi Pada Siswa Kelas Xi Tphp Smk, *No Title*. 1–15.
- Parmawati, A. (2013). *The effectiveness of Think-Pair-Share (TPS) to Teach Writing Viewed From Students Creativity* (Doctoral dissertation, SEBELAS MARET UNIVERSITY).

- Purwati, R., Trainingand, T., & Faculty, E. (2017). *the Use of Brainwriting Strategy To Improve the Students ' Writing Skill in Descriptive Text ( Classroom Action Research of Second Grade Students At Mtsn1Susukan in the Academic Year of.*
- Rahmadhani, S., Kumala, R., (2014). *Teaching Writing Of Descriptive Text By Combining Brainwriting And Mind Maps Strategies At Junior High By.* 1–7.
- Sari, E. K., Fitrawati (2018). *Journal of English Language Teaching USING 6-3-5 Brainwriting In Helping Senior High School Students Doing Brainstorming In.* 7(3).
- Virdyna, N. K. (2016) *Teaching Writing Skill By Using Brainwriting.* (2016). 1, 67–77.