The Effect of Brainstorming on Students Ability in Writing Narrative Essay At The Second Grade Students of SMPN 18 Mataram, West Nusa Tenggara

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| ARTICLE INFO  | ABSTRACT |
| Article history:Received: Revised: Accepted:  | This study aims to find out the effect of using brainstorming technique on students ability in writing narrative essay. It was conducted by using experimental research design. The population was the second grade students of SMPN 11 Mataram. The samples of the research were two classes which consisted of experimental and control groups. The experimental group was taught by using brainstorming technique while the control group was taught by using lecturing technique. The instrument was used to collect the data by asking the students to write narrative essay. After analysing the data, it was found that the value of t-observed was 5.51 with the degree of freedom (df) 40 at the level of significance p90.05) 1.684, it means that t-observed was higher that t-table (5.51>1.684). the result of this study showed that teaching by using brainstorming technique was higher than by using lecturing technique.  |
| Keywords:brainstorming, narrative essay. |

# INTRODUCTION

 Everbody knows that English is the most popular language in Indonesia, even in the world. English has an important role as a media of communication in ceating relationship, exchanging information and interacting with other people. In this globalization era, Indonesian must be able to master English both oral and written form. They must fluent and master four basic skills in English such as speaking, listening, reading and writing. That is why English is important to teach early. In relation with the curriculum unit level language education, language learning goals at school is students are able to use language. Skills that include four such as speaking, reading, listening and writing. Language skills are taught to the students to be able to listen, speak, read and write well.

 Indonesia is one of the countries using English as a foreign language. Nowdays the Departement of Education takes it in national curriculum and also takes this language as one of compulsory subjects of the formal education that must be learned by all students in Indonesia. As a foreign language, learning English is not easy as learning Indonesian because it has different structure, pronounciation, etc. however, all languages have the same four major skills to master. These fur skills become the basic components in mastering language communication. Therefore, the primary aim of teaching and learning English is the students can communicate with other whether in spoken or written form using the language they have been learned. Writing is the act of forming letter on paper word or other suitable media to record the ideas which is characterized and words express or to communicate the ideas by visible sign. Supported by Katz, writing largely a matter of fixing things (Katz.2000). it means that writing is a means of communication which the write uses the language to express their feeling, thought and ideas in written form. Moreover, writing is the natural outlet for the students reflection on their speaking, listening, and reading experience unlike which other three language skill writing let the students have a control over linguistic components to country meaning from the theories above. It can be said that writing is process of sending message from the writer to the reader.

 Writing skill has taught in school has a goal that students are able to write well and can write words, phrases, clauses, sentences, paragraphs, essays, and discourse better. Therefore, writing is referred to as a productive and expressive skill. Writing is one of language skills needed to improve the quality of learning. Students are expected to express their ideas, thoughts, and felings that he had after undergoing the learning process in a variety of writing, both fiction and non fiction. Ability and interest in students writing is lacking, they have not been able to state ideas both oral and written perfectly (Tarin:1996). Writing skill, especially writing narrative essay corresponding to the unit level education curriculum is one of the competency standards. The ability to express one’s ideas in writing in a second language and to do so with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master this skill and also writing as a communicative activity needs to be encouraged and nurtured during the language learners course of study (Murcia, 2011). It means that when we are going to write something, it should better concerning with coherence and accuracy. It is supported by Harmer (2004) states that “the most effective learning of writing ability is likely to take place when students are writing real messages for real audiences or at least when they are performing tasks which they are likely to have to do in their out of class life” so writing will be easier if we can express our ideas, thoughts and experiences in speaking and writing form by concerning with language component skill. In order to express our desire in our heart freely. Writing is one of language skills to convey thoughts, ideas, opinions and feelings which performed through written form. Breretorn (1992) states that writing differs from other skills in English. In one very important way the text have to carry all the meaning because writer is not around to explain since in speaking, the communication is two ways round. In writing, there is only one way. Therefore, writing should contain relatively complete information and details.according to Byrne (2000) writing is one of the language skills which inform a writers idea on the written form. In order to deliver his/her ideas or opinions, a writer must produce a piece of writing which embodies correctness of form, approriatness of style and unity of theme.

 People use writing from simple to complex such as writing letters, notes, shopping lists, stories everyday. It means that writing holds an important role in daily communication. Through writing people can express their experiences, events, stories, and ideas. So writing is central to our personal experience and social identities which is focusing on the contents, ideas, and written products (Hyland:2002). Therefore, writing involves our actively thinking about ideas or opinions. The ideas will be developed to be a good and interesting writing. Using correct language is important so the readers can understand the writing easily. By the reason that, it shows that writing is an importan skill that must be mastered. Nowdays writing skill has become an indispensable skill in our global literate community. In fact, many students think that is is difficult to write a good writing, through they spend time to practice. It has been known that writing is the most difficult skill in the learning process of English writing (Crimmon:2005). Sometimes many students build anticipatory models or blueprints that are confirmed or modified by themselves to make the easy in making writing without giving much attention whether writing is correct or not especially in narrative essay. The main purpose of a narrative essay is to make a point by telling your audience a story. Colourful details and interesting events that built up to a point of some kind make narrative essay enjoyable for readers and writers alike (Langan:2005).

 Based on writer observation, in writing activity, some students feel hard to write because they do not have enough vocabulary, most of the students are less motivated to compose writing, they usually got low score in writing so its difficult to build their confidence in writing. The students got difficulties in writing text because they have limited vocabulary and grammar. Many students said that they were not interested to write because they think that writing is a bored activity. Teacher only asked them to read a text then translate and answer the question based on text given. It was also proven that many students did not pass KKM (Kriteria Ketuntasan Minimum) applied by school in English. Brainstorming technique is a technique that designed to generate a large number of ideas for the solution of problem. Brainstorming literally means using the term *brains* *to* *storm* a problem. It is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members. Brainstorming technique of applied imagination or creatively (Hollingsworth, 1991).

 The writer used brainstorming teaching technique to solve those problem because the writer realize that technique has a great role to improve students achievement. The writer focused to brainstorming teaching technique, it means that the use of brain to the active problem solving and brainstorming can develop creative solution to problems. The writer choose this technique because it can creates the students creativity to generating new words, thingking useful ideas and promoting creative thingking. Creative thingking is known as a compound mental activity to direct a strong desire to look for solutions or reach original slutions that were not known before. Based on the explanation above, the writer interested to investigate the effect of applying brainstorming technique on students writing ability.

# Method

The research was conducted by experimental research, for the purposes to collect data, two groups were used. They are experimental and control groups. The experiment group was the group that was received the treatment by using brainstorming technique. In collecting the data, the researcher used tests consisting of pre-test and post-test . post-test was used to know whether the treatment was effective or not. Also, the researcher could see the students progress after they were given the treatment. The designed could be figured as the following :

Table 1. Research Design

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| 1. Experimental Group Giving Treatment Using Post Test Pre – Test Brainstorming technique |
| 2. Control Group Applying Lecturing Post Test Pre Test Technique |

1. Instrument for data collecting, a narrative writing test was used as the instrument. The test was administered to the students which the teacher asks students to write a narrative writing based on the picture given. This test was given twice to both experimental and control group.
2. Data collection procedures, the data was the students writing ability, to obtain the data some procedures had been done
* Pre – test was given to the experimental and control group before the treatment. The function of the pre test was to know the mean of scores of the experimental and control group before receiving the treatment. The students were asked to write a narrative text.
* The treatment, the experimental and control group were taught by using the same materials but different instruments, in the experimental group the writer was uused brainstorming technique on the students achievement in narrative writing and control goup was taught by using lecturing technique.
* Post test, after teaching presentation both the experimental and control groups, the teacher gave a post test to each students in both experimental and control group and control group after receiving treatment. The writer used post test t know the effect of brainstorming technique on students achievement in writing narrative paragraph.
1. Data analysis procedures, in order to find out the difference mean of the two groups, experimental and control groups, the writer was used t – test formula, the result of the data was used to difference which is higher between the result of t-test and t-table in order to find oout if the brainstorming technique gives positive or negative effect on students achievement in writing narrative paragraph. T-test formula is :

 *t = Ma – Mb*

 *da2 + db2 1 + 1*

 *Na + Nb -2 Na + Nb*

t ( the effect)

Ma ( mean of experimental group)

Mb ( mean of control group)

da (the standard deviation of experimental group)

db (the standard deviation of control group)

Na (total sample of experimental group)

Nb (total sample of control group)

1. The hyphothesis, based on the hyphothesis , it is transform into statistical hyphothesis. This hyphothesis was tested as follow :

Ho : u.X1 = u.X2

Ha : u.X1 > u.X2

Ho = Null hyphothesis

Ha = alternative hyphothesis

U = the means of all students

X1 = the mean of the students taught by using brainstorming technique

X2 = the mean of the students taught by using lecturing technique

# Data Finding & Discussion

The data from pre-test and post-test were analyzed statistically. The researcher gave the pretest and post – test to experimental and control classes. The aim of the test was to measure the students ability in writing narrative essay. The result of pre-test both classes can be seen below. After conducting treatment to the experimental class, the researcher conducted post – test to both classes. The researcher presented and analyzed the post – test result of both groups.

 The data were taken from pre – test and post – test administered in experimental and control group. The students score in writing was given based on the five components of writing. They were Content (C); Organization (O); Vocabulary (V); Language Use (LU); and Mechnism (M). in the experimental group, the highest score of pre-test was 82 and the lowest score was 5 while the highest score of post-test was 86 and the lowest score was 64. The mean of the pre-test in the experimental group was 67 and the mean of post test was 76.8 while the control group, the highest score of pre-test was 75 and the lowest score was 45, the highest score of post-test was 75 and the lowest was 45. The mean of pre- test in control group was 61.76 and the mean of post – test was 65.23.

The result of calculation by using t – test formula

Ma : 9.8 Mb : 2.38

da2 : 28.8 db2 : 87.84

Na : 21 Nb : 21

 TestingReliabilityofTheTest**,** in order to determine whether the test is reliable or not, the writer given the same test to other class. Thus obtain reliability, the writer used inter rates reliability that was computed by using Pearson’s Product Moment Formula. The inter rates reliability was given by different raters to find out the consistency of the test. There were two scores for each student. From the calculation of the data, it showed that the coefficient of reliability of the test was 0.80. it could be stated that the test was reliable and the reliability was high to very high. Testing Hypothesis, the formula of t-test and distribution table of the t-critical values is applied in testing the hypothesis. The basis of testing hyphotesis is the calculation of the scores by using t-test for the degree of freedom 40 (df = N-2) at the level significance 0.05 that t- observed is 5.51and t – table is 1.684. the result of t-test calculation showed that t- observed (t-obs) is higher than t-table or it can be seen as follow : t-obs>t-table (a = 0.05) with df:40 (5.51>1.684 (a=0.05) with df:40).

 Based on the test result, it shows that after the researcher applied the treatment to the students by using brainstorming technique, it give significance effects to students ability in writing narrative essay. Brainstorming technique is a technique which show how active the students when they work as a group. Brainstorming means the use of brain to the active problem solving and the session aims to develop creative solutions to problems. This technique can help to build positive relationship among students and give students experiences. Lecturing technique was stated that the material was complete will be given to students and anyone may write in class without any restriction is actually happening in teaching learning process in which students focus on taking note that given by the teacher. A study conducted by Steinert (2001) provides evidence that interactive lecturing allow teachers receive feedback at a number of levels on student needs but in the reality, when others just shut up and listen. Based on the explanation above, the theory of lecturing was aligned with the fact during the learning process.

1. The percentage of pre-test and post – test.

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| --- | --- | --- |
|  |  Pre-Test |  Post-Test |
|  | Experimental - Control |  Experimental - Control |
| >70 | 9 (42.85%) - 4 (19.04%) | 18 (85.71%) - 7 (33.333%) |
| <70 | 12 (57.14%) - 17 (80.95%) | 2 (9.52%) - 14 (66.66%) |

The score of pre-test from the experimental and control group was far from KKM (70), the percentage of the score in pre-test was about 19.04% - 42.855 passed the KKM. After pre-test, the brainstorming technique was given to experimental group and lecturing technique to control group. After conducting the treatment, the researcher was given a post-test, it can be seen in the post-test of experimental group, the score was increased until 85.71% of students passed the KKM (70) while in the control group, the scores increase until only 33.33% of students. From the explanation above, can be concluded that the differences in the use of brainstorming technique was influenced to the lecturing technique in improving students achievement (ability in writing narrative text).

 Based on the result of this research, the use of brainstorming technique affects on students achievement in writing narrative essay. It is found that students achievement in writing narrative essay taught by using brainstorming technique is higher than those taught by using lecturing technique. There are different means between the groups, that the mean of experimental and control group in post – test. They are 76.8 % and 64.42 % it means that the mean of experimental group is higher than the mean of control group. Besides the calculation of t-test shown that t-observed is higher than t-table, it means that the null hyphothesis is rejected and the alternative hyphothesis is accepted.

# Conclusion and Suggestion

 Based on the result of the tests, it can be concluded that teaching writing narrative essay by using brainstorming technique significantly effects on the students writing ability in writing narrative essay. It can be seen that the mean of experimental group was 76.8 % and the mean of control group was 64.42 %. Thus, the students score in experimental group was higher than the students score in control group. It means that the alternative hypothesis (Ha) accepted.

 This study showed that writing by using brainstorming technique could improve the students writing ability in writing narrative essay. In relation above, some points are suggested such as (1) teachers of English at Junior High School should be creative to choose the technique . in addition, brainstorming technique can be used as an alternative technique of teaching writing; (2) the students should always practice, more practice to used brainstorming technique to improve their ability in writing.

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