

**IMPROVING THE WRITING SKILLS OF THE ELEVENTH GRADE
STUDENTS THROUGH BRAINWRITING TECHNIQUE IN REPORT
TEXTS AT SMAN 3 BANDAR LAMPUNG**

By

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(Undergraduate Thesis)



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ART AND LANGUAGE
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT
**IMPROVING THE WRITING SKILLS OF THE ELEVENTH GRADE
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By
YEYEN MEYZHA PUTRI

The aim of this research is to investigate the significant improvement of writing skills in the eleventh grade students in report text through brainwriting technique at SMAN 3 Bandar Lampung. This research employs a quantitative research, particularly one group pre-test post-test. Cluster random sampling technique is used to select the research sample around 30 eleventh grade students in XI.5, SMAN 3 Bandar Lampung. In the implementation brainwriting technique, this research collects the data through a writing test, as the instrument used in pre-test and post-test. The data show that pre-test (45.82), post-test (55.80), and n-gain of both scores 0.1310 which indicate the level improvement is low and limited to improve students' writing skills. Through wilcoxon signed rank, it results that z value was -3.250^b and asym Sig. (2 tailed) is 0.001<0.005. These indications show there is a significant difference of students' writing skills by looking the scores between before and after the implementation of brainwriting technique. Even though statistically the result is significant, the improvement of brainwriting technique shows a low level influence in improving students' writing skills.

Keywords: *Brainwriting technique, eleventh grade students, ideas, report text, writing skills*

ABSTRAK
MENINGKATKAN KETERAMPLAN MENULIS SISWA KELAS
SEBELAS MELALUI TEKNIK BRAINWRITING PADA TEKS LAPORAN
DI SMAN 3 BANDAR LAMPUNG

Oleh

YEYEN MEYZHA PUTRI

Tujuan penelitian ini adalah untuk menemukan peningkatan signifikan pada keterampilan menulis siswa kelas pada teks laporan melalui teknik brainwriting di SMAN 3 Bandar Lampung. Penelitian ini menggunakan metode kuantitatif, khususnya jenis one group pre-test and post-test. Dalam penelitian ini, klaster random sampling digunakan untuk memilih sampel penelitian yang berjumlah 30 siswa di kelas XI.5 SMAN 3 Bandar Lampung. Dalam pengimplementasian teknik brainwriting, penelitian ini menggunakan tes menulis sebagai instrumen yang digunakan di pre-tes and pos-tes. Pada penelitian ini, data menunjukkan hasil pre-tes (45.82), post-tes (55.80), and n-gain (0.1310) yang menunjukkan level peningkatan pada tingkat yang rendah. Melalui Wilcoxon signed rank, data menghasilkan 3.2.50b dan asym Sig. (2 tailed) adalah $0.001 < 0.005$. Indikasi ini menunjukkan sebuah peningkatan signifikan pada keterampilan menulis siswa kelas sebelas dengan melihat skor sebelum dan setelah penerapan teknik brainwriting. Walaupun secara statistik hasil tersebut signifikan, peningkatan tersebut menunjukkan level yang rendah dalam meningkatkan keterampilan menulis siswa kelas sebelas di SMAN 3 Bandar Lampung.

***Kata kunci:** keterampilan menulis, ide, siswa kelas XI, teknik Brainwriting, teks laporan*

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(Undergraduate Thesis)

**Submitted in a Partial Fulfillment of
the Requirements for S-1 Degree**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ART AND LANGUAGE
FACULTY OF TEACHER TRAINING AND EDUCATION
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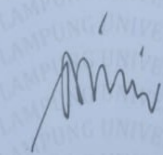
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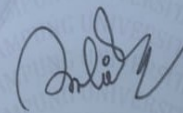
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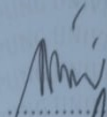
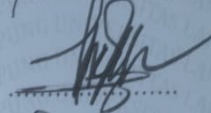
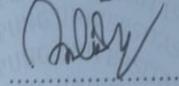
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CURRICULUM VITAE

Yeyen Meyzha Putri was born in Baturaja on May, 17th 2004. She was the oldest daughter of 3 siblings in the warm and loving family of Ibu dan Bapak.

Her educational experience was started at TK Sentosa Bhakti in 2009-2010. Then, she leveled up her educational journey at SDN 4 OKU for 6 years. In 2017, she decided her study at SMPN 2 OKU and continued at SMAN 1 OKU. In 2022, she pursued her degree in the English Education Study Program, University of Lampung after getting a national university test (UTBK).

Since 2022, she was quite actively participated as a staff in several college organizations, involving Birohmah, DPM FKIP, FPPI, HJMPBS, and SEEDS in the period 2022-2024. In the period of 2 years, she involved actively in several activities as a volunteer for social and religious events. In 2023, she was part of awardee Besmaq scholarship (*Beasiswa Menghafal al-Qur'an*) from Wasilaturrehman Hidayatullah foundation, which supposed her to get a new role as a boarding student in studying Al-Quran while she pursued her study. Through this scholarship, she got a new role as Al-Qur'an facilitator in the program of Pelajar (*Perbaikan Bacaan Al-Qur'an dari Dasar*) which facilitated freely and openly people endless of age and background who wanted to improve al-Qur'an recitation. In this program, she was trusted by RumaQuran Management to hold several institutions, including KPPN Bandar Lampung, DCC School, SMK SMTI, and also she has ever taught the employees in RSAM, and *Puskesmas* Simpung, *Puskesmas* Sukaraja, and DWP FH University of Lampung.

In 2023, she won as the first winner of poetry creation in the Sebustra National Competition. Also, she actively participated in some poetry competitions during her college journey. In 2024, she joined as one of delegations in the program "*Intercultural Virtual Societal Culture*" or IVSC from University Limerick, Ireland. In the same year, she finally began her teaching experience as a private teacher that still continued in teaching English and *tahsin* Al-Qur'an.

MOTTO

“Whoever fears to Allah, he will give way outs for him.”

(Q.S. At-Thalaq: 2)

DEDICATIONS

The researcher presented this thesis script for her study, family, teachers, lecturers, and herself.

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The researcher acknowledges this thesis may still have lacks, which the researcher accepts openly for any constructive feedback for the thesis's improvement. Through this thesis, the researcher hopes this thesis will be beneficially and wisely used by educators and any future research.

Bandar Lampung, Mei 20th, 2026

The Researcher

Yeyen Meyzha Putri

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I. INTRODUCTION

In the beginning chapter, the researcher introduces fundamental discussions as prior information. Those points consist of background, research question, objective of research, uses of research, scopes of research, and definition of terms.

1.1. Background

Among English skills, writing is one important skill Yulianti et al. (2019). It is viewed by concerning to the recent development, Byrne (2001) states writing skill as one of English skills being massive skill used in many life aspects. Basically, a writing skill was an ability to communicate something as a goal or purpose which had to be expressed to the readers by organizing ideas into coherent logically and grammatically correct. By seeing digital and modern era, people tend to express and expose their ideas and activities through written communication rather than a verbal communication. Reid and Reid (2007) state the decision to choose texting than talking in a cell phone is a significant choice when people want to connect the others. According to Reid and Reid (2007), many of teenagers and young adults show a preference of texting than talking via phone because it allows them to think ideas first sent in message and not directly in talking. Based on the online survey conducted by Reid and Reid (2006), the cell phone users prefer to text or chat than talk in communication due to the loneliness and anxiety compared with those who choose talking in communication.

Compared with speaking verbally expresses ideas, writing skill provides more formal which can remain ideas more permanent and longer with involving greater people without getting many direct interactions in social Berger et al. (2021). Then, the importance of writing skill is deliberative and less emotional attitude

that people can consider and measure what words are conveyed. Thus, it is seemed that writing skill becomes one language skill that is frequently used and being important in the recent era.

Furthermore, the importance of writing skill exists in education field. It is proven by Sabah and Mohammed (2018), major of master students believe writing skill is the most important skill rather than the other skills and language aspects, including speaking, reading and general vocabulary, as well listening. As the research has been conducted, it also showed the importance of writing skill in academic life can encourage students to prepare a future career. Particularly, in Indonesia where English is one of language courses taught, writing skill certainly is needed to be mastered by students for written communication skill and academic pursuits such as letter, essay, journal, theses, paper, article, and project report Toba et al. (2019).

Moreover, according to Ma'rufah et al. (2021), a writing skill plays vital role for students that it can be a way to achieve academic purposes. Students are supposed to be able to write well in finalizing a course in a college. In addition, in this era, writing skill is one factor determining job opportunities, by considering educated human resources to be able in writing effectively, Martinez and Martinez (2003). Therefore, it can be meant writing skill in academic is very important to be mastered as it is highly required for academic purposes and future careers for students.

However, writing skill has some problems within the process. According to Byrne (2001), that writing is considered as the difficult activity for most people and hard to be acquired. Based on Bulqiyah et al. (2021), writing is defined as the hardest skill due to the complex process and several abilities engaged. It refers to the complex process that highly emphasizes students to be able in determining word choice, sentence, organization, and immersion idea strategy of idea to the readers Barton et al. (2024). To produce a written text, it requires the procedure, consisting of planning, drafting, editing (reflecting and evaluating), and final result Harmer (2007). Those aspects of writing skill help students to shape ideas

into the final result and the writing procedure is seemed as a process complexly involving a high competence in thinking of how to generate ideas.

In writing activities, the aspects measured and the process highlight the importance of cognitive ability and knowledge which influence significantly to the development of ideas orderly. By concerning the thinking process meant as an intellectual development, it pursues students to be able in reasoning and logical thinking skills towards the idea developed Birch (1992). Writing is the difficult skill which requires cognitive role deeply in constructing a text. As stated by Inayah and Nanda (2016), it also supports students to consider writing as the most difficult skill in English.

Furthermore, as proven by many studies students face many difficulties in writing skills. Based on Bulqiyah et al. (2021), the research finds majorly students have numerous challenges in generating ideas; developing ideas; creating a coherence sentence and paragraph; vocabulary; and grammar in writing essay. Another case is found by Yulianti et al. (2019) in the pre-research conducted before, it shows students do not know about how to write well. They also get the most difficult process in finding out ideas. Besides, according to Ashrafiany et al. (2020), reveals how students feel difficult to decide ideas and develop essays. Hidayah (2021), also states students in senior high school get the most difficulty in idea or content, especially in variety ideas or arguments as one of the difficulties in writing academic essay. Also, Husna and Multazim (2019), in writing skills, students get the difficulty in generating ideas. Laia (2019) also finds mostly students are difficult in expressing ideas. Regarding to the all previous studies stating students' writing difficulties, an idea is considered as the major difficulty faced by students as the idea is an essential component and it has the important role in writing. Therefore, this research focuses on ideas to be solved.

Writing difficulty may be caused by some factors. Based on Febriani (2022), there are 2 factors causing students' writing difficulties. First, internal factor regards to the psychological factors and linguistics factors, particularly like students felt anxiety; self-esteem; self-efficacy; and motivation. According to Bakar (2014), as

cited Febriani (2022), in writing process, students who do not have motivation can be lack and difficult to write and it affects to the time and effort, their learning choice, their learning persistence, and their response in facing learning obstacles. Then, anxiety feeling is because they are afraid for mistakes and unconfident in writing an essay. After that, the linguistic factor is regarded to students' understanding in grammar material that it makes students being confused to determine grammar when writing an essay. According to Brown (2007), as cited in Dwihandini et al. (2013), there are some classifications of linguistic factors contributing to writing's problem. One of the classifications is related to the language, including phonology, lexicon, grammar, and discourse. Concerning, those are functioned to state ideas in clear and easy way. Besides, the external factor of writing comes from peer supports and advisor supports. It is such having positive and supportive motivations from friends and teacher roles in teaching, guiding, and giving feedbacks to the students.

Based on the researcher's experience in PLP (*Pengenalangan Lingkungan Persekolahan*) at SMPN 1 Menggala, most of students have a quite difficulty in writing activity. Specifically, they are confused on what they should do instead of they are like being lack on expressing an idea in the beginning of writing due to the limited vocabulary. Moreover, in the process to generate ideas into a sentence and paragraph, they feel difficult and confused to write the exact information. It means finding an idea is the difficulty of students in writing, concerning on the cognitive aspect that requires knowledge the writing activity. The difficulty shows how they look afraid and unconfident to express and convey any idea in the process of writing, especially in ideas discussion where they are supposed to convey ideas. Also, the learning model or technique used by a teacher is inappropriate and lack of students involvement in the learning process.

Besides, based on the English teacher's statement, the main challenge faced by students at SMAN 3 Bandar Lampung is vocabulary. As vocabulary includes of language skills, it also pays attention seriously to the language skills they learned. If a lack of vocabulary occurs within language skills, it can bother their language

practice being poor and could not reach optimally. How the student masteries vocabulary in the language learning becomes crucial for reaching the learning objective.

Based on the facts from the previous studies, the researcher's experience, and the teacher's statement, those badly require an improvement such an activity that could provide involvements and brain stimulations. It enables students to build up their critical thinking skills in generating ideas and vocabulary mastery. Thus, it is important to improve the writing challenges by using a potential technique, namely brainwriting technique. It is used to provide an opportunity of brain stimulation in generating and enriching vocabulary through idea generation process.

Brainwriting technique is an innovation technique from conventional brainstorming technique. According to Sinaga et al. (2022), brainwriting technique is defined as the technique focus on ideas development by expressing any idea within the brain towards the issue or main topic discussed. Also, VanGundy (2005) stating brainwriting technique is a kind of learning technique that requires group members to generate as many creative written ideas silently or in non-verbal communication.

Compared with brainstorming technique, a traditional idea generation produced verbally, brainwriting technique offers more idea generations in written than brainstorming technique. This is different with brainstorming which the technique only provides limited opportunities for people to share ideas or let one person to speak at a certain time in a group setting as it is called as "production blocking" VanGundy (2005). Sometimes, a verbal communication within brainstorming likely inhibits people to speak more or feel shy and unconfident and they do not often do because they feel worry and inhibit towards people's perspectives about ideas conveyed.

Meanwhile, brainwriting technique can reach more participants to join in generating ideas simultaneously. This makes students who work in a group have

opportunities to focus in overcoming a question or something given by the teacher to produce ideas as many they can. Thus, it is believed brainwriting technique can extend and facilitate writing process better and it is over than brainstorming technique.

The use of brainwriting technique for improving the eleventh grade students' writing skill of students is viewed as an effective strategy, particularly in terms of producing and organizing ideas. Compared with another technique such a brainstorming technique has been explained previously, brainwriting technique outperforms it by involving students to actively contribute in the writing process. This boosts students being more confident to express ideas in written communication Fansury et al. (2018). By adding or improving ideas, the technique enables to develop students' writing skills more practiced. Also, through the implementation of brainwriting, students get an easy way to produce various ideas that allows them to have peer corrections without getting dominant powers and any judgment or social pressures by students. According to Nee et al. (2021), brainwriting technique plays important role which students are expected to be responsible with their own duty and they learn to open and accept different ideas created. This encourages students getting more the development of writing skills. Therefore, brainwriting technique is chosen as the appropriate technique to improve students' writing skills effectively.

Furthermore, the research focuses on the implementation of 6-3-5 brainwriting technique to improve students' writing skills. 6-3-5 brainwriting is the very basic concept of brainwriting where students generate ideas in a group setting. VanGundy, (2005). 6-3-5 brainwriting technique refers to the total of 6 students involve in a group to write down 3 ideas individually based on the problem or topic given to them to think it only in 5 minutes. According to VanGundy (2005), there is a procedure of 6-3-5 brainwriting technique. 6-3-5 brainwriting technique began by creating small groups that consist of 6 students sit together to discuss the problem given. After discussing the problem, 6 members are asked to write done 3 ideas on a sheet of paper in 5 minutes. After that, the paper has contained ideas

should be passed to the person on the right. Then, the person who receives the paper had to consider whether the ideas are correct and suitable or not and also continue to write down 3 new ideas. The process continues until all members take part to generate ideas and get back their own papers. And the last, the ideas contain in the papers are attached on the board or take a note for evaluation. Based on the procedure of 6-3-5 brainwriting technique, it seems as an easy and simple as well effective as a learning technique to improve students' writing skills in producing ideas, by providing them writing opportunities freely and equally and positive environment such a giving feedback without being judged by the other members.

In overcoming students' writing problem in ideas, 6-3-5 brainwriting technique works by facilitating a space and time equally for students to express any ideas in writing activities and not verbally conveying ideas to the others. This technique allow students to be free, expressive, and confident to express ideas in written text without fear of judgments and overpower by the other students' pressure, considering brainwriting technique only focuses on students' encouragement in generating ideas. According to Darmadi (1996), as cited in Fansury et al. (2018), that 2 principles should be considered in brainwriting technique. First, generating or gathering more ideas as possible they can be more important than whether the ideas produced are true or false. Second, the overlapping ideas do not matter as it is considered as a natural thing.

Based on the statements, it means 6-3-5 brainwriting technique also allows students to practice their writing skills by regardless the students are lack in vocabulary, grammar, or organization. By having collaborative learning and peer feedback, students could see and consider each other's ideas and it also allows them to learn new vocabulary from the other while they produce the ideas by learning the context vocabulary use and expanded their vocabulary knowledge. Besides, 6-3-5 brainwriting technique is a good technique for students to get more involvement in the learning process through the collaborative learning which they can learn. It also makes students getting more perspectives from the others' points

produced as it also is for enriching their knowledge. Therefore, it is viewed that 6-3-5 brainwriting technique can help students to improve the lack of ideas in the writing process, particularly in generating and developing ideas better.

As it has been explained before, vocabulary is a part of linguistic factor which contributes to the writing's problem which occurred in SMPN 1 Menggala. Although brainwriting technique focuses on improving ideas, the role of vocabulary is crucial for students in idea generations. Through idea generations, students' vocabulary mastery is examined when they write the ideas. Brainwriting technique surely helps students to overcome the students' writing problem in vocabulary. Through listing of ideas in the idea generation process, each student can learn new vocabulary by triggering them to find another vocabulary by seeing the previous list of ideas from the others. In this process, students are free to express any idea without being embarrassed by the others as it is stated by Darmadi (1996), as cited in Fansury et al. (2018), that 2 principles should be considered in brainwriting technique. First, generating or gathering more ideas as possible they can be more important than whether the ideas produced are true or false. Second, the overlapping ideas do not matter as it is considered as a natural thing.

Referring to the previous explanations, there are several previous studies have observed deeply about the similar research of improving students' writing skills through brainwriting technique. The previous studies refer to Bhairawa et al. (2021), Goh et al. (2023), Nurfitri et al. (2025), Hadi et al. (2023), Rachman et al. (2022), Mardhiyyatussa'diyah (2023), and Noviyani (2024). Based on the previous studies, the gap of research is on a genre text which there is still less and rare the research on report text.

Report text is still learnt by senior high school students as it is included in Merdeka Curriculum, especially in eleventh grade. According to Tenridinanti et al. (2021), report text is a text that usually contains facts, descriptions, and information related to animals and plants such as behaviors, qualities, and appearances. It is similar with descriptive text, but is was more general in

describing the information Zulaikah (2021). Another definition by Gerot (1994), report text is a kind of text which describes things in surround (social phenomena, man-made, and nature). Based on the statements, report text is a kind of text which badly needs some ideas related to students' general knowledge about world phenomena which is described as the information to be served to the readers. It seems very appropriate with the technique used, namely brainwriting technique. This technique is used to dig and explore students' ideas more about things discussed. In this research, the focus theme of report text is about living things and non-living things such as animals, places, and plants. The grade of students hired is eleventh grade students. It is considered they have a good ability to write a text. In conclusion, this research is intended to observe more about the use of brainwriting technique to improve the writing skills of the eleventh grade students in report texts at SMAN 3 Bandar Lampung.

1.2. Research Question

In the research, one main research question is formulated as the base of grounding research as followed:

- 1) Is there any significant difference of the eleventh grade students' writing skills in report texts after the students are taught through brainwriting technique at SMAN 3 Bandar Lampung?

1.3. Objective of Research

Relied on the research question, there is an objective of research as follows:

- 1) To find out the difference of students' writing skills in report texts through brainwriting technique at SMAN 3 Bandar Lampung.

1.4. Uses of Research

In conducting the research, it was expected that the use of research contributed to provide benefits, involving theory and practical research aspects.

- 1) Theoretically, the research can develop and enrich the literature research, by providing another research view or reference of improving eleventh students' writing skills through brainwriting technique.
- 2) Practically, the research can be a way to help writing issues faced by students within the learning process of writing.

1.5.Scopes of Research

Referring to the topic research, absolutely the researcher conducted the research of improving the writing skills of the eleventh grade students in report texts through the use of brainwriting technique. Furthermore, the research focuses on the eleventh grade students at SMAN 3 Bandar Lampung, as the research sample in academic year 2025/2026 and it uses a cluster random sampling, as the sampling technique. The examination of writing skills is based on report text as the research gap. The type of text is quite difficult as it supposes students to be able to think and generate ideas to be served as information arranged in a text. In this research, the topic of report text taught to the students is focused on living things (animals) and non-living things.

Furthermore, the aspect of writing skill measured consists of content, language use, vocabulary, and organization. Particularly, the research decides to use 6-3-5 brainwriting technique to improve eleventh grade students' writing skills. 6-3-5 brainwriting technique is considered as very basic concept of brainwriting where students generate ideas in a group setting VanGundy (2005).

1.6.Definition of Terms

Some definitions of terms are provided as a part of discussion in giving an essential understanding towards the topic research has been examined. Following the definition terms of the research:

1. Writing Skill

Writing skill is an ability to communicate something as a goal or purpose which has to be expressed to the readers by organizing ideas into coherent in logically and grammatically correct Byrne (2001).

2. Report text

According to Utari (2023), report text provides information about things scientifically which is based on facts, data, examples, and theories supporting to describe it into a transparent, accurate, factual, and scientific information to the readers.

3. 6-3-5 Brainwriting Technique

As satated by VanGundy (2005), 6-3-5 brainwriting technique refers to the total of 6 students involve in a group to write down 3 ideas individually according to the problem given to them to think only in 5 minutes.

Based on the explanations, this chapter has provided information about the background of research; research question; objective of research; scope of research; and definition terms of research. Those are purposed as the basic and prior information related to the research.

II. LITERATURE REVIEW

This chapter provides further discussions related to the previous chapter. The extra discussion talks about previous studies, concept of writing, aspects of writing skills, teaching and learning writing, report text, brainwriting technique, advantages and disadvantages of brainwriting technique, and theoretical assumptions, and hypothesis.

2.1.Previous Studies

There were several studies have found the result of brainwriting technique in teaching writing. The studies, in majority, were quite good in improving students' writing skills in some aspects such as content, organization, and vocabulary. Then, the implementation of brainwriting technique also helps students to improve their confidence, involvement or participation, and critical thinking. The use of brainwriting technique asks students to generate ideas as many they can, which was significantly improved after the implementation of brainwriting in teaching .

First, the study conducted by Handayani et al. (2023) intended to promote students' low writing ability in X IPA 1 grade at SMA 1 Sangatta Selatan in communication ideas. In the experiment, the researchers examined students' writing skill was based on the use of recount text, as curriculum 2013 implemented in the school. The study used CAR (classroom action research) and mixed with qualitative to analyze the result, as well some instruments, including observation, test, and interview. After conducting the experiment brainwriting technique, students showed a significant improvement in the total score of writing.

Based on Bhairawa et al. (2021), the study related to the previous one has been conducted to find out the effectiveness of brainwriting technique examined to

students with different interest (high and low interests). This study took the experiment research at MTs Ma'arif NU 1 Kembaran. To investigate the effectiveness, the researchers examined it by using experimental research design which divided two experiment groups; group 1 with conventional technique (brainstorming) and to improve English students' writing skill in intermediate level through the use of brainwriting technique due to the problem of ideas of students in writing. In doing the research, the researchers used CAR (classroom action research) which was adjusted to the purpose of research. After implementing the method in the experiment, the result showed the significant improvement of students in some aspects assessed, including plot character depiction, and point of view after using brainwriting. Also, the average score in pre-test and post-test got the significant improvement, but enough category level in the post test. That meant brainwriting technique was effective used to organize writing in teamwork.

One more previous study was from Nurfitri et al. (2025) which also has done to examine the effectiveness of brainwriting technique in improving tenth grade students' writing skill at MA Aisyiyah Palu. The study was grounded some reasons regarded students' writing issues. Those consisted of the lack of vocabulary mastery which contributed to the heavy of creating and combining the ideas. Also, they were difficult in grammatical sentences and did not understand the way to spell the word. Based on the problems, the study investigated it by solving through brainwriting technique and it focused mainly in writing a descriptive text. The design used in the study was experimental design which collected the data through writing test in before and after applying brainwriting technique in teaching English. Based on the experiment done, there was a significant improvement in students' scores after being taught through brainwriting which effectively could improve students' issues in writing.

One of the previous study had conducted the research was Rachman et al., (2022). The study was purposed to determine students' writing ability in constructing a fictional story within the course through the use of brainwriting. The object

observation of this study was college students of Indonesia Language and Literature Education Study Program at IKIP Budi Utomo, particularly the A class bath 2020 which was around 35 students. The study was grounded by students' writing difficulty in writing a short story. They were lack in determining a theme and ideas to complete the story. Based on the problems, the researchers conducted the study as the way to improve students' writing problems with brainwriting technique as the solution. In the design research, this study used descriptive research for describing symptoms, events, occurred in the research. The result showed that there were some aspects significantly improved in expressing ideas such as describing characters, depicting characters and characterizations. And majorly, students who have been taught through brainwriting technique could achieve very good score that meant the technique used had an effective influence in encouraging and providing students an opportunity to have an easy way in writing the fictional story.

Also, Mardhiyyatussa'diyah (2023) has implemented brainwriting technique in the research which was intended to overcome writing problems in a writing process, particularly in pre-writing activity. In collecting the data, the researchers used mixed methods of quantitative and qualitative and some instruments, consisting of writing tests, observation, and a classroom survey of perception. This study took the participant from eleventh grade around 36 students to be taught hortatory text through the implementation of brainwriting technique. In the result, the study stated that 34 of 36 students who participated got a significant result higher than the minimum score. It reached 94.4% students could pass the test after being taught through brainwriting technique. It indicated that the use of brainwriting technique could improve students' writing skill. Also, there were 2 prominent aspects focused to be improve which got higher score than the other aspects, those were content (69.6%) and organization (70.0%). This meant that brainwriting technique was helpful to assist students in making decisions related to the ideas collected and giving them more understanding to arrange the content as well helping them to be able in idea outlines for organization paragraphs.

Regarding the previous studies above, mostly all of those contributed a significant effect to students, which improved their writing skill, mostly being better in ideas generation. This was proven that the technique used in writing skill was effective to improve ideas lack by serving brain stimulations in producing ideas.

2.2. Concept of Writing Skills

In communication, writing skill has a significant role as one of language skills. It serves writing as the tool to communicate any information, ideas, and feelings conveyed in written form. Regarding the function, there are some ideas from experts in defining a writing skill in communication. A writing skill is an ability to communicate something as a goal or purpose which has to be expressed to the readers by organizing ideas into a coherent text in logically and grammatically correct Byrne (2001). According to Raimes (1983), a writing skill is a skill where words written are considered as an expression contained of meaning. To produce a written language, it requires standard forms of syntax; grammar; mechanic; organization; word choice; purpose; audience; procedure; and content. According to Hyland (2003), a writing skill is meant as an ability to share personal meanings that highlighted more individual's power to create his or her views towards the topic discussed. A writing skill is also believed as a result of complex process which involved planning, drafting, reviewing, and revising. Therefore, based on the definitions, a writing skill is viewed as a communication way to share any personal ideas and feelings those were organized through a complex process, including planning, drafting, reviewing, and revising into sentences and paragraphs.

Stating ideas and feelings in an indirect way, writing skill provides a sense that communication is able to be done in some ways, even though it is without time and space to share it. A writing skill has a longer time compared with another forms of communication which is information conveyed and organized still sustains to be read as the same information. As a written document such a book, essay, and journal, written communication certainly can result a consistent

product, ensuring the information for across generations. Therefore, writing can be a promising skill that plays a vital role in communication, especially in maintaining and recording information in the long time.

Furthermore, a writing skill is regarded as a productive skill. According to Nunan et al. (2003), a productive skill includes speaking and writing skills highlight how students actively produce a language. Producing language means within the writing process involves a process of producing ideas which the authors are engaged to develop and organize ideas into sentences orderly. Moreover, the process of writing actively pursues to produce many ideas as a writing skill is a process of developing ideas. It also requires abilities how to construct ideas into a written text.

A writing skill is believed as the complicated cognitive process due to the complex stage within writing process Akramovna et al. (2020). To produce a written text, it concerns on some aspects assessed and the procedures which are very difficult. According to Heaton (1975) as cited in Anistasya et al. 2022), there are several aspects measured in writing involve the aspect of language use, mechanical skill, content handling stylistic skill, and judgment. First, language use concerns on the ability to write a sentence correctly and appropriately, by referring on the use of grammar in written communication. Second, mechanical skill is related to the aspect of punctuation and spelling conventions in a sentence such as the use of capital letter, period, and comma. Third, content handling is about how students develop and organize ideas creatively. Fourth, stylistic skill refers to the ability how to construct the sentence being effective and meaningful. The last, judgment took the particular ability in creating an appropriate sentence based on the purpose and the target audience as well the ability to select, arrange, and order information. From those writing aspects, it becomes important that students definitely are expected being able to elaborate those as the key ideas in composing a text. It is needed as the indicator to assess students' writing skills, involving the language use, mechanical skill, stylistic skill, content handling, and judgment. Then, there is a procedure of writing including the process of planning,

drafting, editing (reflecting and evaluating), and final result Harmer (2007). As it helps as the stage which guides them to develop, organize, and refine the ideas. Those are considered as the complex process as it is highly used cognitive to think how to move ide by idea in organizing a text Birch (1992). Even though writing skills are such a complicated skill, it is important to master writing skills as a language skill, seeing how digital era shows a tendency to use written communication almost in all of the aspect life.

Therefore, writing skills can be defined as one language skill that is used as a written communication, which within the process this skill actively and highly concerned on how ideas gained and produced must be developed and organized in order, by considering some writing components and writing procedures.

2.3. Aspects of Writing Skills

Regarding writing viewed as a complicated skill, it means the process of writing involving certain things require in writing a text. Certainly, there are some consideration points concerned by a writer or author like how to select an appropriate diction and information, organize ideas into an order and complete sentence, and use a good language to make information easier and clearer understood by the readers. According to Jacobs, et al. (1981), in the ESL Composition Profile, there are several aspects measured in writing, involving the aspect of content, organization, language use, mechanical skill, content, vocabulary, and organization.

By adopting the ESL Composition Profile, in which this research uses it fundamentally as the writing scoring rubric to assess students' writing skills, this research particularly takes over it, by focusing on the aspect of content, organization, vocabulary, and language use and including mechanic. The consideration to select those supported the statements stated by Weigle (2002) and Brown and Abeywickrama (2010). According to Weigle (2002), to assess a skill, it depends on the objectives or focuses of the research. In this research,

the focus is on the use of brainwriting technique in improving students' writing skills, especially to see how ideas with vocabulary involved inside, as the research problem, can be developed by students, expressing their ideas or thought in the written text and made it is better before they use brainwriting technique in the writing process. Moreover, this also involves another important aspect such as organization and language use, which interconnects tightly in constructing the text they write.

According to Brown and Abeywickrama (2010), the scoring rubric is tailored based on the focus of research, which this involves the aspect of content, vocabulary, organization, and language use, to see in what aspects students achieve the difference score before and after the use of brainwriting technique. By referring to the scoring rubric by Jacobs, et al. (1981), the students' writing product assessed by the raters result objective scores as the scoring rubric provides the rater a guidance to score students' writing text aligning with the indicator rate of scoring rubric. This lowers subjective or bias scores on students' writing test.

Following the ESL Composition Profile by Jacobs, et al. (1981), as followed:

- 1) Content

Content is about the ideas development reflected to each paragraph which refers to the topic or the main idea in a written text.

- 2) Vocabulary

This measured how students can be able to select dictions used to express ideas in appropriate and suitable concerning the context in the written text.

- 3) Organization

It is related to construct ideas well organized. It also requires the author to understand all the flow of content with ideas arranged smoothly or those are meant as a coherency of text.

4) Language Use

Language use concerns on the ability to write sentences, clauses, and paragraphs correctly and appropriately, referring on the use of grammar and syntactic in constructing ideas in written text.

5) Mechanic

Mechanic skill is related to the aspect of punctuation mark, capitalization, and spelling in a sentence as it is important, regarding each mechanic component have meanings expressed in a text.

Referring to the 5 aspects of writing focused, it is very important to use it which it is used as the indicator to measure whether the written texts produced were appropriate or not as written texts to be read by the readers. Therefore, 4 of 5 aspects of writing skills (content, organization, vocabulary, and language use) stated by Jacobs et al. (1981) is adapted and tailored by the focus of research, and to evaluate students' writing skills in this research.

2.4. Teaching and Learning Writing

Teaching and learning are very basic activities occurred in an educational process. According to Gage (2009), that teaching is the process where someone gives an influence to the learning of others aimed for improving. Also, a teaching is defined as the most of whole educational reinforcements and establishment purposed students' learning. This gives an understanding about how importance teaching in education, as the process contained some crucial processes of transferring knowledge and guiding a learning process. According to Gage (2009), a teacher does not always guide and facilitate students to learn by interactions in the class, but the way teacher gives a forceful effect it is also

considered as teaching in which she or he does not come in the class. While, learning is defined as the process where knowledge is attained by having some transformations of experience Kolb (1984), as cited in Kegan (2018). Also, a learning is defined as a necessary of self-directed Kegan (2018). It concerns personally on interest, commitment, understanding, and retention which was autonomous directly. Therefore, teaching and learning are interconnected process fundamentally forming in the educational process.

Based on Elbow (1998) and Murray (1985), as cited in Hyland (2003), a teaching writing is the process of fostering students to express abilities in finding out ideas or views spontaneously. This means writing as a process of self-discovery that students have a free opportunity to write creatively by their own senses. Concerning the concept, this enables the teachers to facilitate and provide a positive learning environment, by serving them with models and responses to think and explore what perspectives thought.

In writing, there is a procedure regulates step by step how to construct ideas into a coherent and cohesive paragraph. According to Harmer (2007), the procedure of writing consists of planning, drafting, editing (reflecting and evaluating), and final result. Those processes have been implemented as the part of teaching writing in the research. Following the procedure of writing was introduced by Harmer (2007).

1) Planning

The first stage in the procedure of writing is a planning. Planning is an activity where authors starts to prepare what things they write later. At least, 3 basic considerations plan before writing consist of the writing purpose, audience, and content.

2) Drafting

After determining what things for writing, students start to produce a text where they let to practice writing skills and develop what things consider during the planning process.

3) Editing (reflecting and evaluating)

After getting a writing trial, the next stage concerns on checking whether the text composed. Students are expected to have some improvements, regarding ambitious and confusing information commented on the text. By checking the mistakes, students reflect how far their skills practice and their understanding in arranging a text. Then, they may edit or revise it by looking on some writing aspects focused, consisting of content, organization, vocabulary, and language use.

4) Final Draft

Then, after revising the draft, students are encouraged to produce the final version with some improvements and changes.

From the fourth stages of writing procedure, those are helpful to assist students in practicing writing skills, encouraging them to find ideas, develop, and revise it in the final texts.

2.5. Report Text

Report text is a kind of text discussing about social and nature phenomena. According to Tenridinanti et al. (2021), report text is a text usually contained facts, descriptions, and information related to animals and plants such as behaviors, qualities, and appearances. It is similar with a descriptive text, but it is more general in describing the information Zulaikah (2021). Another definition by Gerot (1994), report text is a kind of text that describes things in surround (social phenomena, man-made, and nature). According to Utari (2023), report text talks about things scientifically which is based on facts, data, examples, and theories supporting to describe it into a transparent, accurate, factual, and scientific

information served to the readers. Compared to descriptive text, report text just describes objects generally which means more specific 'in explaining things. Particularly, this research has focused on living things and non-living things as the themes to examine students' writing skills to be taught through 6-3-5 brainwriting technique. According to Yusuf (2023), a report text is a kind of text that provided information related to general object, including animal, plant, event, etc. This kind text is based on the fact found in the real life. Therefore, a report text can be defined as a text which describes things factually and scientifically in general based on facts and data.

Furthermore, a report text is structured by 2 part classifications, namely general classification and description. Each of part organizations ideas has own discussions, which combines it into information served to the readers.

1) General Classification

The beginning of the first paragraph contains how objects (plant, human, animal, and environment), describes, and classifies it. This paragraph enables the writers to explain some general aspects related to the topic.

2) Descriptions

After stating general information in the first paragraph, the author can start to describe subject observed in a specific way. In this stage, students have many opportunities to write anything such a characteristic, habit, and trait of subject observed particularly.

In constructing a report text, there are some linguistic aspects required. According to Iskandar (2021), following some linguistic points in report text as follow:

- 1) Using a general noun.
- 2) Using a copula verb or coordinate verb to explain the characteristic.
- 3) Using present tense to describe the characteristics.
- 4) Using action verb in explaining works.
- 5) Using certain term or scientific term.

However, a report text as one text taught in Indonesian school, it still becomes a problem which the information arranges in the text is really important as the content in showing what the most point expressed in the text. This also requires students to have and dig knowledge as information or ideas to put in the text. It is believed that determining ideas in writing report text is one of students' difficulties in writing. Therefore, based on the explanations, report text is a suitable text to be used in this research.

2.6. Brainwriting Technique

One of teaching techniques effectively used in teaching writing is brainwriting technique. This technique is quite similar to brainstorming that often uses as a conventional or old technique for teaching. According to Sinaga et al. (2022), brainwriting technique is defined as the technique focused on ideas development by generating ideas towards the issue or main topic discussed. Also, VanGundy (2005), brainwriting is a kind of technique requires group members to generate as many creative written ideas silently or in non-verbal communication. Compared with brainstorming technique, a traditional idea generation produced verbally, brainwriting technique offers more idea generations in written than brainstorming technique. This is similar with brainstorming which only provides limited opportunities for people to share ideas or lets anyone to speak at a certain time in a group setting as it is called as "production blocking" VanGundy (2005). It refers to verbal communication in brainstorming might occur dominant participation or monopolization in the learning process and it inhibits students who are shy, afraid, and unconfident to speak because people feel worry and inhibit towards people' perspectives about ideas conveyed. Meanwhile, brainwriting can reach more participants to join in generating ideas simultaneously. This pursues students who work in a group has equal opportunities to focus in overcoming the problem given by producing ideas as many they can. Thus, it is believed brainwriting technique can extend and facilitate writing process better and it is over than brainstorming technique.

The use of brainwriting technique for improving writing skill of the eleventh grade students are viewed as an effective strategy, particularly in terms of generating ideas. Compared with another technique such a brainstorming technique has been explained previously, brainwriting technique outperforms it by involving students to contribute actively in the writing process. This boosts students being more confident to express ideas in written communication Fansury et al. (2018). By adding or improving ideas, the technique enables to develop students' writing skills more practiced. Also, through the implementation of brainwriting, students get an easy way to produce various ideas that allow them to have peer corrections without getting dominant powers and any judgment or social pressures by students. According to Nee et al. (2021), brainwriting technique plays important role which students are expected to be responsible to their own duty and they learn to open and accept different ideas created. This encourages students getting more the development of writing skills. Therefore, brainwriting technique is chosen as the appropriate technique to improve students' writing skill effectively.

Furthermore, the research focuses on the implementation 6-3-5 brainwriting technique to improve eleventh grade students' writing skills. According to Dausch et al. (2024), 6-3-5 brainwriting is a technique mainly emphasizing the process of producing or generating ideas in a large number in a group. As the technique name that the term "brain" plays essentially which students are encouraged to stimulate their critical thinking towards the topic discussed. They are expected to generate many ideas in a group prompted by a question or statement in a short time around 5 minutes. And the term "writing" was the way the ideas produced should be transformed into a written text that suggests them to write it.

6-3-5 brainwriting was the very basic concept of brainwriting where students generate ideas in a group setting VanGundy (2005). 6-3-5 brainwriting technique referred to the total of 6 students involve in a group to write down 3 ideas individually according to the problem stimulated them to think only in 5 minutes. According to VanGundy (2005), there is a procedure of 6-3-5 brainwriting

technique. 6-3-5 brainwriting technique began by creating small groups that consists of 6 students sit together to discuss the problem given. After discussing the problem, 6 members are asked to write down 3 ideas on a sheet of paper in 5 minutes. After that, the paper has contained ideas should be passed to the person on their right. Then, the person who receives the paper has to examine whether the ideas are correct and suitable or not and also continue to write down new ideas. The process continues until all members take part of generating ideas and got back their own papers. And the last, the ideas contained in the papers are attached on the board or take a note for evaluation. Based on the procedure of brainwriting technique, it seems as an easy and simple as well effective learning technique to improve students' writing skills in producing ideas, by providing writing opportunities freely and equally and positive environment such a giving feedback without being judged by the other members.

Based on the explanations above, 6-3-5 brainwriting technique offers a positive and useful effect to stimulate students during the process of writing. It is believed suitable to be used as a technique for teaching writing in this research.

2.7. Advantage and Disadvantage of Brainwriting Technique

The use of brainwriting technique has some advantages and disadvantages in facilitating the writing process. According to Litcanu et al. (2015), 6-3-5 brainwriting technique is highly prominent than the other technique in the points as follow:

1. It serves a better communication opportunity in a writing process which it allows students who are shy, afraid, and unconfident to express ideas in written texts individually and equally in the same amount of time.
2. The ideas previously written by students can encourage the next students to think and produce ideas more clear and complete.
3. This technique can reduce monopolization or dominance of students' performance by providing each students time to express their ideas equally.

4. As it is done silently, 6-3-5 brainwriting technique can help students more focus to generate ideas as many they could.
5. It is beneficial to develop teamwork and mental process in a group.
6. It integrates group with individual work in the activity.
7. It can be implemented easily and does not require many preparations to do.

Also, as cited in Litcanu et al. (2015), Bontas (1994) views 6-3-5 brainwriting technique is benefit for:

1. It can eliminate social status differentials, students' dominances, and interpersonal conflicts during the learning process.
2. It also helps to maintain the digressions of the main topic discussed.

However, the use of 6-3-5 brainwriting is not always good. There are several disadvantages of 6-3-5 brainwriting activity found within the writing activity:

1. As it positively can decrease dominance or social loafing, but it cannot cover fully as it may depend on culture, context, and personality in groups Heslin (2009).
2. It is possible to manipulate ideas which can affect to the process of ideas generation Paulus and Yang (2000).
3. There is still less in using brainwriting such as depth analysis and relevance as stated by Wilson (2006) in Gabriel and Anindityo (2017).
4. This technique limits creative dynamic in groups since there was less verbal communication during the writing process VOß et al. (2022).

In short, brainwriting technique has advantages as the learning technique used for building students' confidence, quality, and creativity in producing ideas, providing equal writing opportunities, easy to use in the class, and disadvantage such a potential of imitation ideas.

2.8. Theoretical Assumptions

Writing skill is considered as the hardest skill with the complex process. Through the implementation of 6-3-5 brainwriting technique, it facilitates students some times to focus on thinking what the relevant ideas they have to answer in the large number. The previous studies stated the implementation of 6-3-5 brainwriting technique gets a significant improvement after they have been taught through the technique.

Based on the assumptions, those ground the research to examine the eleventh grade students' writing skills in report texts through brainwriting technique at SMAN 3 Bandar Lampung.

2.9. Hypothesis

According to the research problems, the hypothesis is proposed as the contemporary answer towards the problems taught stated previously. Considering the theoretical assumptions, the researcher creates the hypotheses, as follows:

1. There is a significant difference of the eleventh grade students' writing skills in report text after they are taught through brainwriting technique at SMAN 3 Bandar Lampung.

In this chapter, the researcher has been explained completely with various theories according to the topic. Those explanations are explained to strength the research topic framework and as the base to determine the research method which can be used in this research.

III. METHODS

In this chapter, the further discussions focuses on methods, including research design, variables, data source, instruments, data collection, data analysis, data treatment, and hypotheses testing completely.

3.1.Design of Research

In this research, *“Improving The Writing Skill of the Eleventh Grade Students through Brainwriting Technique in Report Text at SMAN 3 Bandar Lampung”* was examined to find out whether there is any improvement of students’ writing skills before and after the implementation of brainwriting technique. In investigating this research, it required data as the valid source to examine whether the brainwriting technique affects any improvement or not on students’ writing skills. Data as the primary source are very vital in research, as it is needed statistical analysis and research’s result. To collect the data, this research used quantitative design, particularly in term of pre-experimental design with one group pre-test and post-test design. According to Sugiyono (1967), pre-experimental design is a kind of research where external variables can influence to the dependent variables. It means the result of dependent variables is unoriginal and it is not influenced by independent variables due to there is no any control variables in the research.

Furthermore, as this research used one group pre-test post-test, certainly this research collected the data twice in pre-test and post-test in one group. This was done to look for whether the use of brainwriting technique improved the eleventh grade students’ writing skills in report texts or not.

Before implementing brainwriting technique, the researcher checked and identified the students' writing skills through a process which was pre-test. Within the process, the research collected the data (the pre-test scores) as it was useful to be used for research treatment's preparation by adjusting any learning strategy probably effective for students. Then, this was beneficially used for comparing the data gained in post-test to see how effective the treatment examined to the eleventh grade students after they got the treatment. Usually, the pre-test only took once in the beginning of research.

Furthermore, there was a treatment which was done after pre-test conducted first. The treatment was the process of how the research examined and observed the research variable to the sample of research. Based on this research, it needed some meetings to ensure the treatment was done optimally. The long time done in the treatment was done to solve students' problem which required a process to reach an optimal result. To know the treatment done was effective or not, the next step was post-test which the researcher did the same test like in the prior test (pre-test).

The sequence of research explained above was described in the following research design's pattern as followed.

T1 X T2

Descriptions:

1. T1: Pre-test
2. T2: Post-test
3. X : The treatment (the implementation of brainwriting technique)

By referring to the pattern of research design, this was considered as a guide for this research to conduct the research appropriately by starting from pre-test, treatment, and post-test.

3.2.Variables

The data are the valid source collected through scientific process. As this research intended to observe brainwriting technique to improve the eleventh grade students' writing skills, there are some variables involved this research. There are the dependent variable (Y: the eleventh grade students' writing skills), specifically in the aspects of content, organization, vocabulary, and language aspect and the independent variable (X: brainwriting technique), particularly in term of 6-3-5 brainwriting technique.

3.3.Data Source

To conduct the research, data as the most fundamental information have some concerns which are important to be considered. It includes the data source where the data are obtained. This research focused on the eleventh grade students, as the main data source which was collected by conducting pre-test ad post-test.

3.3.1. Population

The population of research focused on eleventh grade students at SMAN 3 Bandar Lampung. Totally, there were around 7 classes of eleventh grade. This research only focused on one class to be observed, regarding the type of research design was pre-experimental which required only one group pre-test and post-test.

3.3.2. Sample

As the scale of population targeted was too wide and large, it enabled to make and compress it more specific into a small group, considering the limited of time, material, and energy as well in conducting the research. This research observed XI.5 class or around 30 students hired as the research sample. In determining the one group pretest-posttest, the researcher used cluster random sampling technique to obtain the sample research. In this sampling technique, the researcher used lottery named with all classes in certain codes to choose randomly only the one class as the sample for the research. The random class

chosen was considered as the representative of over population at SMAN 3 Bandar Lampung. Therefore, by employing this sampling technique, it was proper to gain the valid data in researching the implementation of brainwriting technique in improving the eleventh grade students' writing skills in report texts at SMA N 3 Bandar Lampung.

In short, both population and sample in this research specifically were selected randomly by lottery to choose only one eleventh grade class to be placed in the focus experiment group where brainwriting technique was implemented to improve the eleventh grade students' writing skills in report texts at SMAN 3 Bandar Lampung.

3.4. Instruments

In conducting a research, there is an instrument which is needed as a tool to gather the data. In this research, the instruments were the writing tests, particularly in terms of pre-test and post-test. Both the tests were created as those are used to find out the improvement before and after the Implementation of brainwriting technique.

In the implementation, firstly, there was a pre-test, as the instrument to know and measure the eleventh grade students' writing skills taught with any conventional technique, which was conducted before the implementation of brainwriting technique. Another test was a post-test which this test was given in the end of the meeting. This was aimed as the final assessment to see the improvement of the eleventh grade students' writing skills after the implementation of brainwriting technique in the eleventh grade students at SMAN 3 Bandar Lampung.

As the instrument used as the tool in gathering data, it had a vital role in determining the quality of data in the research which affected the validity and the credibility of the data. Thus, it required the indicators to measure and assess whether the tool or instrument used in the research were valid and reliable or not. There were the further explanations about validity, writing scoring rubric,

reliability, as followed:

3.4.1. Validity

As the type of instrument used in the research is a writing test. The important thing should be concerned is the characteristic a good instrument, particularly in term of assessment of writing test. Validity focuses on what the test measures and how the test works well. The traits measured by tests can be determined through the examination of objective sources and the empirical procedure in establishing the validity of the test.

One of the indicator aspects is validity. This is the indicator examining whether the instrument can measure the quality of instrument and determined whether the instrument aligns to measure how well the instrument shows the function. It examines the accurate and valid information contains in the data, which is factual and relevant to the reality appropriately. In this research, there were two validities ensuring the writing tests validly and reliably.

1) Content validity

In designing a writing test, content validity as one of the indicators has a fundamental function in determining whether the test and the skill tested aligned or not. This shapes how qualified the tests in resulting the valid and accurate information according to the real situation happens. Content validity actually refers to aspects covering the activity in the test is relevant and representative or not to the syllabus or curriculum used. This has a close relationship with the learning objective arranged, which is between the test and the learning objective is in line to each other. This indicator indicates the test created is able to direct the students have been able to get the goals or objectives or not.

2) Construct Validity

In providing the test, the one thing should be concerned is whether the writing skill test designed based on the theory or not, which regards to the skill tested is relevant or not with the theory statements. In this research, the relevant theory is essential as a basis to design writing tests, in the purpose to improve the eleventh grade students' writing skills.

Overall, both content and construct validity are important and fundamental, as the indicators can endure an appropriate, valid, and accurate test grounded relevantly according to the basic principle used.

3.4.2. *Writing Scoring Rubric*

As the instrument used in this research is a writing test, the researcher assesses the writing test by adapting the ESL Composition Profile proposed by Jacobs et al. (1981). The tool used to assess it is called as writing scoring rubric. According to Shabani and Panahi (2020), rubrics are designed to help in evaluating writers' performance and facilitating them with very clear descriptions about organization and coherence, structure and vocabulary, fluent expressions, ideas or opinions, and among other things. Andrade (2000) states rubrics are useful to reflect and reveal problems faced by students which provide more informative than one either they do not really recognize.

Particularly, the researcher and English teacher at SMAN 3 Bandar Lampung also took over the scoring rubric, as the raters, specifically focusing on assessing aspect of content, vocabulary, organization, and language use. The consideration within this decision was proposed by Weigle (2002) and Brown and Abeywickrama (2010). According to Weigle (2002), the skills assessed are depended on what the objectives or focuses of research. What the writing aspects focused on is related with brainwriting technique which mainly concentrates on improving aspects of ideas (content). The ideas they generate tightly interconnected with vocabulary, language use, and organization, as the unity of idea in line with the text students composed. According to Shabani and

Panahi (2020), the wording used in rubrics is usually different in every tests on which involves the aspect of language use, mechanics, vocabulary, content, and organization. Those aspects are as indicators to assess the writing test to see in what aspect students obtain the difference scores before and after the use of brainwriting technique.

According to Brown and Abeywickrama (2010), the scoring rubric is tailored based on the focus of research, which this involves the aspect of content, vocabulary, organization, and language use, to see in what aspects students achieve the difference score before and after the use of brainwriting technique. By referring to the scoring rubric by Jacobs, et al (1981), the students' writing product assessed by the raters result objective scores as the scoring rubric gives a guidance to score students' writing texts, aligning with the indicator rate of scoring rubric. This could lower subjective or bias scores on the students' writing tests.

Furthermore, as the ESL Composition Profile used as the writing scoring rubric, the raters use it to calculate the scores. As this research used inter-rater reliability, each rater (rater 1 and rater 2) had to assess students' writing tests (pre-test and post-test). The rater 1 was the researcher and the rater 2 was English teacher at SMAN 3 Bandar Lampung namely Mrs. Titik Lestari, S.Pd

Following the formula:

$$I = \frac{R1 + R2}{2}$$

Descriptions:

I : the improvement of students' writing skills.

R1 : the average score of pre-test. (the researcher)

R2 : the average score of post-test (English teacher at SMAN 3 Bandar Lampung: Titik Lestari, S.Pd.)

Based on the formula, both the data; pre-test and post-test should be totaled by

rater 1 and rater 2 and then those were divided 2 for the average score. After calculating the data based on the formula, the researcher finds there are 3 kind scores resulted. First, the increasing score means the score gained by students increase from pre-test to post-test, which is from worse to good, low to high, and this indicated there is an improvement of the eleventh grade student's writing skills after being taught through brainwriting technique. Second, the decreasing score is when students' scores decline from pre-test to post-test and it can be interpreted there is no an improvement after students taught through brainwriting technique. Third, there is a stagnant score or the score is same and no change from pre-test to post-test which does not show the increasing or decreasing after the implementation of brainwriting technique.

3.4.3. Inter-Rater Reliability

The other aspect is reliability. Reliability is about the consistency of score after many times examined, which is trusted due to there is no any difference. A reliable product of reliability is able to keep the consistency of result in assessing many times of tests in a different time. To score the tests, this research required 2 raters: the researcher and the English teacher (Mrs. Titik Lestari, S.Pd.). Based on the statement, the reliability method used is inter-rater reliability. According to Nurweni (2018), inter rater reliability is the way two raters scoring the same tests independently and objectively without bias. The both scores administered by the raters were correlated to find out the consistency of the tests. In the final examination, it proved the significant difference scores resulted of both tests. McHugh (2012) stated inter rater reliability was aimed to ensure the consistency of tests by minimizing variability because of subjective scoring. It was the attempt to protect and maintain of the quality of tests. Thus, reliability was one important aspect which helped to examine the proper and standard of the test to be used in testing the skill of students accurately.

Based on the explanation above, there are 2 raters who score the tests. The first

rater is the researcher and the second was English teacher at SMAN 3 Bandar Lampung. In scoring the tests, there were the procedures have been passed by the raters in scoring pre-test and post-test, as followed:

According to (Wang, 2009), to establish high inter-rater reliability, there are some points have to be considered as followed.

1. Setting standard;
2. Training the scores;
3. Identifying the students by numbers not name;
4. Setting the specific standard before “the real” score;
5. Sampling by the chief examiner or team leader;
6. Using reliability script;
7. Routine double marking.

Meanwhile, this was the procedure passed by the raters in inter-rater reliability.

Pre-test:

1. The first rater obtained the data of pre-test by conducting pre-test first.
2. The first rater early scored the pre-tests by fulfilling the scoring table of first rater, concerning the original tests should be copied.
3. Then, the first rater copied the pre-test and submitted them to the second rater to be scored. Not only the test, the first rater also gave the scoring table, writing scoring rubric and explained briefly to her about how to score the pre-test based on the scoring rubric.
4. While, the second rater scored pre-tests, the first rater copied the scores calculated previously into the original paper tests without any specific score of each writing aspect.
5. After a week, the second rater submitted the scoring table including with the pre-test papers and the writing scoring rubric.

Post-test:

1. After conducting post-test, the original paper of post-tests was early scored

by the first rater by fulfilling the scores in the scoring table. Since, there were some students absent in the post-test, the first rater could not score all the post-test worksheets and postponed the scoring process due to the incomplete data collected.

2. After the data of post-test were complete, the first rater continued the scoring.
3. After the first rater finished scoring post-tests, the original paper of post-test was taken over by the second rater to be scored. This included the scoring table of writing aspects and writing scoring rubric. The copies of post-tests were not provided due to the limited time of research.
4. The second rater scored post-tests by fulfilling the scores in the scoring table.
5. After a week, the second rater submitted the post-test papers, the post-test scoring table, and the writing scoring rubric.

To measure whether the writing tests are reliable and result a consistency between the pre-test and post-tests scored by rater1 and rater 2, the researchers used the formula of pearson correlation product moment to check the consistency scores who have been scored by the raters.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2}(N\sum Y^2 - (\sum Y)^2)}$$

Based on the formula of pearson correlation product moment above, X is the rater 1 (researcher) and Y refers to the rater 2 (English teacher at SMAN 3 Bandar Lampung). Following the descriptions of pearson correlation formula in the below.

Descriptions:

1. R : Coefficient of pearson correlation
2. N : Tota score X and Y
3. $\sum X$: Total score of X (rater 1: the researcher)
4. $\sum Y$: Total score of Y (rater 2: Titik Lestari, S.Pd., English teacher at SMAN 3 Bandar Lampung)
5. $\sum XY$: Total score of the result X and Y

6. $\sum X^2$: Total score of squared X
 7. $\sum Y^2$: Total score of squared Y

After the scores have been accounted through the formula, the next process was analyzing the number of coefficient through the description of the standard of reliability:

1. 0-0,19 : Very low
2. 0,20-0,39 : Low
3. 0,40-0,59 : Middle
4. 0,70-0,79 : Strong
5. 0.8-1,0 : very strong

Based on the formula of pearson correlation product moment, these were the indications resulted by calculating the data of pre-test and post-test as it to examine whether the tests used were reliable or not reliable.

- **Reliability of pre-test**

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{30 \cdot \sum 64.833 - 1.859.494}{\sqrt{(30 \cdot \sum 82.371 - (2.393.209)(30 \cdot \sum 53.396 - (1.444.804))}}$$

$$r = \frac{85.496}{110.630}$$

$$r = 0.772 \text{ (strong)}$$

- **Reliability of post-test**

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{30 \cdot \sum 95.134 - 2.774.536}{\sqrt{(30 \cdot \sum 83.222 - (2.446.096)(30 \cdot \sum 110.144 - (\sum 3.147.076))}}$$

$$r = \frac{79.484}{88.910}$$

$$r = 0.893 \text{ (very strong)}$$

3.5. Data Collection

The research used a procedure in implementing two instruments, as the way to gain the data of the research, as followed:

1) Formulating the research question

In research, before arranging the research plan, firstly, the researcher should find the question of research, which was gained from any source. How a research question was formulated was very essential as the basis why this research was important and must be conducted. By considering some previous studies and the researcher's experience, it was found the main problem was most of students got a lack in writing skills, especially it related to ideas. It was such how students could express, generate, and develop ideas. Choosing brainwriting technique was considered could improve students' problem in writing skills. The consideration was brainwriting technique mainly focused on ideas which particularly how ideas were expressed and generated easily by providing a writing opportunity equally without overpower dominations. Then, by referring to 5 previous studies, the gap was on the genre of text, which those previously did not use a report text as the genre tested. Also, this research

attempted to get a novelty of research by deciding the eleventh grade students as the research sample at SMAN 3 Bandar Lampung.

2) Determining the population and the sampling

As the research focused on the eleventh grade students, the determination of research population was SMAN 3 Bandar Lampung. Among 7 classes of eleventh grade students, there was only one class as one small group to be observed, considering the research design was one group pre-test and post-test. Through random sampling technique, XI.5 was selected randomly as the research sample with total sample around 30 students.

3) Selecting material and determining the instrument of research

After the population and sampling designed to gain the data, the teaching the eleventh grade students at SMAN 3 Bandar Lampung became the most consideration which was important to plan what things had to be done in the research. Specifically, report text was the one material selected for eleventh grade students of SMAN 3 Bandar Lampung since the text was mindful for students that was believed could make students attracted to learn and practice writing skill through brainwriting technique. In this research, the test was implemented as the instrument of research, which the test assessed students twice, pre-test in the beginning of meeting (before the implementation of brainwriting technique) and post-test in the last meeting (after the treatment of brainwriting technique).

4) Conducting pre-test

To know how far students mastered writing skills before the implementation of brainwriting technique, the researcher should conduct a pre-test first. This kind test generally was done in the first meeting, which this was a part of data

collection process and through this test the researcher could know what the exact ways and things before doing the treatment. In the process of pre-test, students got instruction to write down ideas related to the text taught without brainwriting technique, regarding to look for the difference of students' writing skills scores before and after the treatment of brainwriting technique.

5) Giving the treatment

After conducting pre-test, the treatment must be done by implementing brainwriting technique as it was a solution to improve students' writing skills. The treatment was how brainwriting technique experimented to XI. 5 class with total students 30 students. This was done for 6 times to see the effect resulted after students were taught through brainwriting technique. Following the teaching procedure (the implementation of brainwriting technique) by referring to VanGundy (2005) as followed:

1. Created groups which consisted of 6 members and place them around the table set as well asked them to discuss the topic given.
2. Asked the groups to start writing down 3 ideas in 5 minute individually on the sheet of paper distrusted to the all members.
3. After finishing writing 3 ideas, the sheet of paper should be continued to the right person and told to her/him to examine and check all ideas written as well generated new ideas or collaborate those with the previous ideas.
4. The process of generating ideas stopped when all the members had produced their ideas and got back their original papers.
5. After that, the sheet of papers could be attached in the flip chart or write ideas on the flip chart for evaluation.

According to VanGundy (2005), the brainwriting procedure and Harmer (2007) for the procedure of writing, the researcher intended to combine the 6-3-5 brainwriting technique concept with the writing procedure by (Harmer, 2007) to teach writing a report text in a form of lesson plan.

- **Introduction**

1. The teacher opened the class by greeting.
2. The teacher asked the leader class to lead all students to pray together.
3. The teacher checked students' attendance, learning readiness, and learning tool for today's class.
4. The teacher gave an ice breaking to make students getting fresh and uplifting their readiness to learn.
5. The teacher started showing a video and then asked students with several questions related to the topic learned by them, namely report text.
"Anyone, did you know fauna from Indonesia? A we all knew Indonesia was one of the biggest country of bio diversity."
"For example from Papua, there's a wonderful bird with its fur, namely Cendrawasih. So, for another one, what something was it?"
6. The teacher started explaining the topic about report text to students.

/

- **Core**

1. The teacher presented some pictures (orangutan, elang Jawa, and komodo) which related to the topic introduced previously about fauna or animal. *"Did you know this one? What was the name of fauna? What was the species actually?"*

"How did the fauna look like? What were behaviors, diets, and habitats of the fauna?"

Those pictures were options that students had to choose one.

2. After deciding the topic or picture, the teacher showed a video of Sumatran tiger (example) from Youtube which was showed through LCD.

References:

<https://youtu.be/FqYNwHuJ9FU?si=cZOy0vSut0Abgv7N>

3. The teacher asked students to watch and note the important points carefully according to the video.
4. After the video ended, the teacher asks students about the video they had watched.

“How about the video? Was it very interesting?”

“What did the video tell to you? It may be about the characteristics, kinds, behaviors, habitats, etc.”

“What were facts of Sumatran tiger you got from the video?”

5. After the video ended the teacher provided an incomplete report text about Sumatran tiger set with some blanks and highlight of language features used in the text. Those blanks had to be fulfilled by writing. The teacher asked students randomly by using spin wheel to write the answer of blanks.
6. After all the blanks were fulfilled, the teacher discussed the answer and language features used with students.
7. The teacher opened the discussion for students to ask about the explanations. If it has been clear, the teacher gave students a writing task with the same topic.
8. The teacher explained the procedure of doing the writing task.

➤ **6-3-5 brainwriting technique**

a. Planning

1. Briefly, the teacher explained the procedure of group work in 6-3-5 brainwriting technique and the rules during the learning.
2. The teacher created groups which consisted of 6 members sitting around the table and the teacher asked them to start discussing the topic which was report text with themes, namely living things and non-living things.
3. After discussing the topic given, the teacher distributed the sheet of papers to each group and then asked them to write down 3 ideas individually on the sheet paper given in 5 minutes.

4. When the time was over (5 minutes), the teacher asked the member who has written first to give the sheet to the right person.
5. Telling to the right person that she/he had to check and examine whether the 3 ideas written was appropriate or not, particularly in aspects of topic suitability, grammar, and mechanics. Besides, the student was also asked to generate 3 new ideas or collaboration the previous ideas.
6. The process of generating ideas by each student was continued in 5 minutes for each student. It was considered done if the students received their original papers.
7. After that, the members would go off and think what the corrections on their papers. Then, ideas they collected should be revised.
8. Students are asked to create outlines based on the ideas revised.

➤ **Drafting**

1. Students were asked to make the first draft by referring the outline of ideas they create before.
 1. After finishing, the first draft they write a report text was submitted to the teacher.

➤ **Editing (reflecting and evaluating)**

1. The teacher checked and examined students' first draft to be revised by them and after correcting all the drafts, the teacher returned the drafts to students.
2. Students received the teacher's feedbacks and they were asked to revise the correction mark on their papers.

➤ **Final Draft**

1. After getting the feedbacks and revising those, students were asked to make a final draft which had to be submitted to the teacher.
2. The students submitted the final writing draft to the teacher.

• **Closing**

1. The teacher motivated students to always learn more what they have learned today and improved their knowledge better.

2. The teacher told the next material for the next meeting.
3. The teacher thanked and appreciated for students' participation.
4. The teacher asked leader to close the class by praying and bidding.

Based on the procedure of brainwriting technique, those steps explained has been implemented in this research.

6) Administering post-test

After the implementation of brainwriting technique done, the next was distributing the last test as the post-test to assess whether the implementation of brainwriting technique was effective to improve students' writing skills or not after they were taught through brainwriting technique. This test was similar with pre-test previously tested.

7) Analyzing the data

If the overall activity has been done, the data gained had to be analyzed, as the way to answer the research question through paired sample t-test. This process prove whether the use of brainwriting technique brought the effectiveness which was good and suitable for students in improving students' writing skills better than the conventional technique used in teaching writing skill.

In summary, the procedure conducted was aimed to look for and answer the research question through some activities processed scientifically to get the valid, reliable, and accurate information.

3.6. Data Analysis

In this process, the data analyzed with the formulation were designed to result the accurate analysis:

- 1) Calculated the writing score of the students.
- 2) Made a summary of the students' score from pre-test and post-test respectively.

- 3) Conducted the normality test and paired sample t-test to know whether the improvement is significant or not.
- 4) Made a discussion based on the data from the calculation.
- 5) Concluded all the points analyzed in answering the research question.

In analyzing the data, there were a sequence procedure of analysis which included the formulation to calculate the data of pre-test and post-test, measuring and making sure the data were clear and objective.

3.7. Data Treatment

In this research, the data were examined through a repeated measure t-test in SPSS application version 27.0. This treatment was purposed to measure or calculate all the score of students' writing test, in terms of before and after implementing brainwriting technique in the writing practice.

Furthermore, to guarantee the data, there was a normality test, which examined whether the data were normally distributed or not.

- **Normality Test**

Normality test is a kind of test, which is functioned as the tool to assess the normality of students' scores distribution. The scores examined were pre-test and post-test scores, which was important to ensure the scores' normality before continuing to paired sample t-test. To test whether the data gained was normal or not, the researcher used shapiro-wilk as the statistic method to examine the normality of data. The use of Shapiro-wilk was proposed due to the total population was little around 30 students and only one group tested during the research.

- a) There are two hypotheses of normality test, as follow:

H_0 : The data are not normally distributed.

H_1 : The data are normally distributed.

- b) There are two criteria accepted of the hypotheses, as follow:

H_0 : is accepted if $\text{sig.} \geq \alpha = 0.05$

H_1 : is accepted if $\text{sig.} \leq \alpha = 0.05$

Table 3. 1 Test of Normality

Test of Normality						
Kolomogrov-Smirnov				Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	254	30	.000	740	30	.000
Post-test	166	30	.034	919	30	.025

As the table of normality test proved the analysis of data: pre-test scores and post-test scores. Referring to the standard of hypothesis, the result of analysis data indicated the significance level were not greater than the point of 0.05 ($p < 0.05$), especially in the pre-test scores. The lower of level significance resulted in the pre-test scores showed the data distribution was not normal. In this case, the not normal data distribution was not accepted to continue to the examination of t-test or paired sample t-test because one of paired sample t-test requirement were a normal data distribution. Therefore, the kind of test had to be replaced by another kind test, which allowed to be used, without considering the data were normally distributed or not.

3.8. Hypotheses Testing

Hypotheses testing are the continue process to validate and prove the hypothesis proposed in the previous chapter, testing whether the result of research found show a significant difference or not towards before and after the implementation of brainwriting technique. Through statistical test, the data showed the significance which determined the research were successful or fail in conducting the research.

These were the hypotheses formulated as followed:

- 1) H_0 : there is no any difference of students' writing skills in report texts after the implementation of the brainwriting technique at SMAN 3 Bandar Lampung .
- 2) H_1 : there is any difference of students' writing skills in report text after the implementation of the brainwriting technique at SMAN 3 Bandar Lampung.

The criteria to accept or reject the hypotheses were as followed:

H_0 : Is accepted if Sig. <0.05

H_1 : Is accepted if Sig. >0.05

Overall, in this chapter, the discussions included the aspect of methods the research, including the design, variables, data source, instruments, data collection, data analysis, data treatment, and hypotheses testing.

V. CONCLUSIONS AND SUGGESTIONS

This is the final chapter that evaluates and lasts overall of this research, including conclusion and suggestions towards the findings and discussions previously discussed.

5.1. Conclusions

Based on the research findings and discussions scientifically explained in the previous chapter, this research concluded the implementation of brainwriting technique shows a significant difference score between before and after the implementation of brainwriting technique in teaching report texts. This significance is proven tested statistically in wilcoxon signed rank. However, the level of improvement gained in this research is low, since n-gain score is 0.1310. In the low level improvement, certainly there are some factors contributing to the result of research, involving the factor of insufficient test preparation, high load cognitive, low motivation, and lack of English mastery, which those factors limit the research to get more optimal result from the implementation of brainwriting technique. Even though, brainwriting technique is still useful to help students generating amount of ideas by decreasing dominance or people power, fearness, and unconfidence during the learning process. What the research found is in line and supported by some previous studies and this research extends more the finding that the use of brainwriting can result the low level of improvement. Therefore, it can be concluded the use of brainwriting technique results a significant difference of students' writing skills after they are taught through brainwriting technique in report text with specific level in the low level of improvement.

5.2.Suggestions

Regarding the conclusion previously has been stated, there are some suggestions related to the findings and discussions of this research.

5.2.1. *Suggestions for English teachers*

Based on the findings and discussions in this research, certainly the use of brainwriting technique recommends to be implemented in English class, particularly in writing class. This is a good technique for students who face difficulties in generating ideas. As brainwriting technique ensures a free and equal access for students to express their ideas, this is really suggested to be implemented in a class where mostly students are shy, unconfident, and passive in the class participation.

To maximize the implementation of brainwriting technique, the teacher should consider the advantage and disadvantage of brainwriting technique whether this technique was exactly effective to reach the students' need in learning. This aligns with Kim (2012) as cited in Devaki (2025), an instructional learning can be personalized by adapting and tailoring learning experience and its instruction based on students' need, interest, and strength, as each students has different background, learning style, and ability in learning.

As in this research the students are uncontrolled, this research suggests the English teachers to consider the learning strategy which is probably effective to keep students following the learning instructions. Another suggestion is time management during the implementation of brainwriting technique which is very important. Also, it is suggested to explain and instruct the students with a clear instruction to avoid any misunderstanding in the learning process.

5.2.2. *Suggestions for Future Research*

For future research, it is highly recommended to develop and expand the research by involving more other type of texts, such as expository, argumentative, and recount text. Also, it is possible to connect the research

with any skill or language aspects, including listening, speaking, reading, grammar, and vocabulary. It recommends to vary the study with have new educational settings, including institutional locations, levels, type of school, and subjects. In addition, research design could be an alternative for future research to see how it affected to the result. By exploring and expanding more different texts, skills, research designs, and educational settings, this is a way to see the effectiveness of brainwriting technique varied with across aspects and obtained more deep perspective related to the use of brainwriting technique. For the future research, it is mainly to take care with the instrument designed, concerning its importance is very crucial to collect the data. Therefore, this research recommended to differentiate the tests (pre-test and post-test) with the exercise given during the treatment, considering this research used the same topic in pre-test, post-test, and treatment.

Lastly, as this previously admitted there is less of appendix attached for inter-rater (rater 2), it is suggested the future research to concern and prepare more the research's need before collecting the data. It is important to understand first the procedure of inter-rater reliability and its effect if the data collected do not precisely follow the procedure. How the data manage really emphasize since the data is essential that can determine the validity, reliability, accuracy the result of research.

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