

**THE EFFECT OF BRAINSTORMING TECHNIQUE
AS A PREWRITING ACTIVITY ON THE STUDENTS' ACHIEVEMENT
IN WRITING DESCRIPTIVES TEXT
AT SMAN 1 PRINGSEWU**

A Script

By

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**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

ABSTRACT

THE EFFECT OF BRAINSTORMING TECHNIQUE AS A PRE-WRITING ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVES TEXT AT SMAN 1 PRINGSEWU

**BY
EVA RAHMAWATI**

The aim of the study was to find out the effect of brainstorming technique on the students' writing achievement. This research was conducted through a quantitative approach with one group pre-test and post-test design.

The subject of the research were 33 students of X MIA 3 class at SMA Negeri 1 Pringsewu in 2018/2019 academic year. In this research, the researcher administered four meetings. The beginning of the meeting, the researcher conducted the pre-test to find out the students' initial ability in writing descriptive text. Then, the researcher had two time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' writing ability after having the treatments which used brainstorming technique. The result of the students' writing test was measured in terms of content, organization, grammar, vocabulary, and mechanic. The data were analyzed by using Paired Sample t-test in which the significance was determined by sign < 0.05 .

The result showed that there was a statistically significant difference of the students' writing ability between the pre-test and the post-test with the significant level of 0.05. This suggests that brainstorming technique facilitates the students to improve their ability in writing skills. Therefore the hypotheses of the research which stated that there are some positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic was accepted. The mean score of pre-test was 62.48 and the mean score of post-test was 73.50. It means that the students' mean score improved about 11.02. Form each aspect of writing, the aspect that improve the most was organization from 33.33 to 52.73. The score is increased by 19.4. Based on the findings, it can be concluded

that brainstorming technique gave some positive effects on students' writing achievement.

Keywords: *writing, writing ability, brainstorming technique.*

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By

Eva Rahmawati

**A Script
Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree
in
The Language and Art Education Department of
Teacher Training and Education Faculty**



**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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WRITING DESCRIPTIVES TEXT AT SMA N 1
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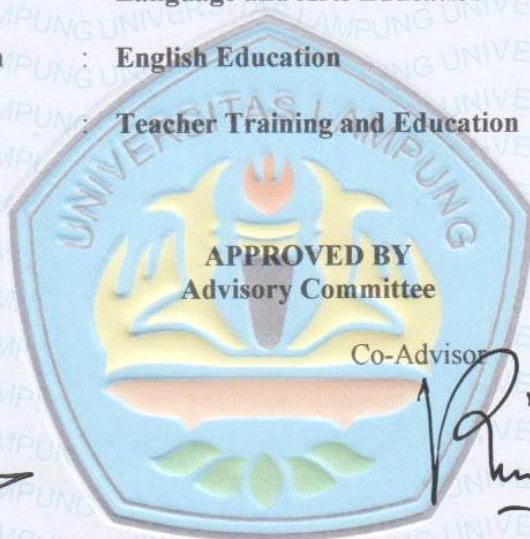
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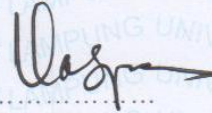
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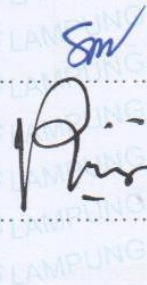
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CURRICULUM VITAE

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DEDICATION

*This writing-work is fully dedicated to My Beloved Mother,
Father, Brother, Sisters and Nephew who always keep on praying for my life and
always support me in accomplishing this script.*

MOTTO

Loving ourselves works miracles in our lives

(L.Hay)

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The writer is completely aware that this script has limitation in certain ways, thus, constructive input and suggestion are expected to compose better paper in the future.

Bandar Lampung, 28 Februari 2019

Researcher

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I. INTRODUCTION

This chapter discusses introduction of the research dealing with background, research question, objective of the research, uses of the research, and scope of the research. Definitions of terms are provided in the last chapter to avoid misunderstanding.

1.1. Background

Writing is one of skills that has to be learned by English learners. It is a complicated skill that needs processes because many aspects should be considered. Brown (2001) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

Based on 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text. Through writing, students can deliver their arguments in many aspects or field. According to Harmer (2004), "Being able to write is a vital skill for speakers of a foreign language as much as for everyone

using their own first language”. Harmer (2004) states that “the students are reluctant to write because they rarely write, even in their own language”. Writing is a skill that can be improved if the students want to learn it every time.

Raimes (1983) said that writing is an ability in which we express the ideas, feelings, and thought arranged in words, sentences and paragraphs using eyes, brain, and hand. But, this objective is very hard to achieve. The students often get the difficulties during the learning process, especially to express their ideas into words or sentences. Almost all of the students are still confused about what will they write and how to write it. Accordingly, most of students still experience difficulties in writing. Diharyono (1990) said that students know or have the ideas what they were going to write but they did not know how to put them into words. The students often get difficulties to express their ideas into words or sentences. When their teacher asked them to make a composition, they got confused about expressing themselves in written form.

Because of that problem, the teacher should have an appropriate strategy to make students more interesting in writing. That strategy can be anything as long as students can get motivation to express their idea in writing. Thing that teacher should be considered is the strategy have to interesting enough so that students will not feel bored. Because basically, the students or children enjoy experimenting with writing and putting their ideas down on paper (Linse, 2006). This means that enjoy the writing process is a very important aspect.

One of the strategies that were proposed in this research is brainstorming. Brainstorming is proposed to be an effective way in teaching writing for students. Ploeger (1999) states that the most important point of this method is to get our ideas down on a piece of paper fast. We do not have to worry about grammar, punctuations, spellings, and even complete sentences. Just record our ideas as they enter our mind. Stanley et al (1992) state brainstorming is the simplest method of generating ideas, the most versatile, and probably the most commonly used by students. Essentially, brainstorming is just what the words suggest. It makes ideas flow and appear easily in students' mind when they begin to write. Thus, brainstorming is an effective way on the production of ideas in writing.

There are several previous studies about the effect of brainstorming technique in teaching writing. The first previous research by Shufi (2011) was conducted a Classroom Action Research by using Brainstorming as a teaching technique. He reported that the students made improvement in their writing achievement. The improvement could be seen from the results of students' percentage that got higher in cycle II that increase from 60% in the first cycle to 85.75% in the second cycle. In addition, a study conducted by Noor (2012). The result of the study proved that the implementation of brainstorming technique improved the students' writing skill in writing descriptive text. The research findings indicated the positive direct impact of implementation of brainstorming technique was shown by the writing test score of students in each cycle.

In reference to the explanation above, the writer was inspired to make a study about the effect of brainstorming teaching technique as a pre-writing activity on students' writing achievement.

1.2. Research Question

Based on background of the problem, the researcher determines a problem as follows:

1. What is the effect of brainstorming technique on the students' writing achievement?.
2. What aspects of writing improves the most after the implementation of brainstorming technique?.

1.3. Objective of Research

Based on the research problem, the objective of his research is:

1. To find out if there is an effect of brainstorming technique on the students' writing achievement.
2. To find out what aspects of writing that improves the most after the implementation of brainstorming technique.

1.4. Uses of Research

The results of this research are expected can be benefited both theoretically and practically, as follows:

1. Theoretically

The result of this research will be used to give additional contribution in case of education and it may support or verify the previous research or theory.

2. Practically

This research will be useful for English teachers as the reference to administer the treatments in improving students' writing achievement in the class by using brainstorming.

1.5. Scope of Research

This research focuses on teaching writing using brainstorming technique. It was used as a technique in class. to investigate the effect of brainstorming technique as a pre-writing activity on the student's writing achievement. The type of brainstorming used in this research was questioning. The researcher chose descriptive text for the material and the students at the first grade of senior high school for the subject. In the descriptive text, the researcher limits the category of something being described that was an animal.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides definition of some terms related to the research. These are the definition of some terms which are related to the research:

1. Writing

Writing is a process of expressing ideas, feelings and thought through written forms by arranging words, sentences and paragraph, and reinforcing the use of structure and vocabulary that have been learned.

3. Descriptive Text

Descriptive text is a text which purpose is to describe a particular person, place or thing in detail. It consists of three parts: Identification, description, and reorientation.

4. Brainstorming

Brainstorming is one of the prewriting techniques that is used to collect or generate ideas and details in process of writing.

In conclusion, according to the explanations above, this chapter focuses on background, research questions, objective of the research, uses of the research, scope of the research and definition of the terms.

II. LITERATURE REVIEW

This chapter explained about some theories related to the research. The theories used as the references for the writer in conducting the research. The theories that will be explained are about writing, aspect of writing, teaching writing, descriptive text, brainstorming, procedure, advantages and disadvantages, theoretical assumption and hypotheses.

2.1. Writing

Writing is one of four skills that should be mastered by the students. Besides, writing is one of the human's ways to communicate with other people. Communication is not only achieved through speaking, but it can also be obtained through writing. Writing is a language skill that is used for indirect communication. Moreover, someone can express their idea that they want to share in the written form. According to Fatoni (2012) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them.

Writing is an active process of communication which uses graphic, symbols to send the message. To complete matters further, writing means communication, send the

message, writing is also used to convey ideas, and feeling in a written form. This statement is completed Linderman (1982) states that writing is a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended. According to Tarigan (1987), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form.

From the theories above, it can be stated that writing is the representation of language in a textual medium by using a set of signs or symbols. Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used so that reader can understand the information written by the writer.

2.2. Aspects of Writing

In writing, we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable In order to write well, there are several aspects which should be considered by students.

A writer will be said successful in writing if their writing contains some aspects of writing. First, from Brown (2007), he proposes five aspects of writing, namely

content, organization, grammar, vocabulary, and mechanic. Second, According to Byrne in Roza (2011), there are five components that should be considered in writing, those are organizing idea, grammar, vocabulary, mechanics, spelling, and content. Another expert, Heaton (1997: 138) the following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas, those are grammatical skill, stylistic skill, mechanical skill, and judgment skill. The last, according to Jacobs (1981: 90) there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.
3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.
5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

By seeing the statements above, it can be said that writing is varied and there are several aspects of writing that have to be paid attention in writing. In this research, the aspects of writing stated by Brown (2007) were used as the criteria to assess students' descriptive text writing. It is because the composition covers the five aspects of writing such as content, organization, grammar, vocabulary, and mechanic.

2.3. Teaching Writing

Teaching is a process of helping the students to learn a certain subject so that they can understand the material that being taught and can achieve the learning objectives. In teaching, the teachers should have some considerations related to the subject that they teach. According to Brown (1980), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, the teacher helps and guides the students to learn the material easily. Teaching writing is teaching the students how to express the idea or imagination in written words (Finnonchiaro, 1964). However, to make the students' piece of writing better, the teacher should notice of some elements of writing including grammar, sentence organization, vocabulary and mechanic while helping them to express the idea in the process of teaching writing.

In relation to teaching writing, Harmer (1984) points out that there is a certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement and coherence. Reid (1993) said that teaching

writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

In addition, Finocchiaro and Bonomo (1973) states that when we say writing we mean primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative writing or advance composition. Referring to the statement, it is reasonable for the teacher to guide the students learning writing to lead them to be more creative in expressing their ideas. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students in making a composition.

In practicing their writing, the students have to follow the steps to make their writing more effective. Appelebe in Mapped (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, and encouraging them before writing their sentences in the first draft. A typical pre-writing activity in the process approach will be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form, and it's focused more on audience, mood, voice, length, clarity, completeness and consciousness.

4. Editing

In this stage, the students check their final text to find out some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and others.

Referring to the process of writing above, teacher's guide plays the important roles in the four stages of writing in this research. Naturally the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. In other words, teaching writing guides the students not only to write sentence in text but also to organize the ideas in written form.

2.4. Descriptive Text

Descriptive text is one of the texts which is taught in school besides narrative, spoof, procedure, report, recount, news item, anecdote, exposition, explanation, discussion, and others. According to Knapp and Watkins as cited in Lopa (2012) descriptive text is a kind of text whose purpose is to describe a particular person, place, or thing in detail. Descriptive text is commonly used in personal descriptions, common sense description, technical descriptions, information reports, and scientific reports. Descriptive can occur as a text and it also can be a part of a text in different genre.

Social function of communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. To achieve its purpose, the descriptive text will move through a different set of stages:

1. Identification : identifies phenomenon to be described.
2. Description : provides details of the topic such as parts, qualities, characteristics, and others.

According to Medina (2003) as quoted by Rianto (2010), the generic structure of descriptive text are identification; identifying the phenomenon to be described in general and description; describing the phenomenon in parts, qualities, or/and characteristics. They may choose vivid, fresh language, they may use examples, they might take something ordinary and by comparing it with something extraordinary, make it interesting, or they may use their senses.

The language uses of this text should rely on precisely chosen vocabulary with carefully chosen adjectives and adverbs; it is focused and concentrated only on the aspects that add something to the main purpose of the description. Sensory description-what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind, strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns, using attributive and identifying process, using adjective and classifiers in nominal group, and using simple present tense. In short, descriptive text is a text which say what a person, animal, or thing is like.

2.5. Brainstorming

Brainstorming is a process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, Brainstorming can be defined as a technique of thinking process. Brown (2001) states brainstorming as a technique which helps someone, initiate some sort of the thinking process. Brainstorming is

often put to excellent use in preparing students to read a text, discuss a complex issue, or write on a topic.

Brainstorming involves students in a rapid-fire, free-association listing of concepts, ideas, facts or feelings relevant to some topic or context. In addition, Carroll and Wilson (1993) define brainstorming as a collaborative prewriting strategy which works the way the brain works. Its purpose is to unfetter the brain and to get the ideas down.

Moreover, brainstorming helps a student to start choosing, narrowing, and gathering ideas. Scarry and Scarry (2008) define brainstorming as a technique in which a student uses free association to discover ideas come to mind on a given topic. It is a mental exercise in which a student writes down ideas about a topic. It can be a powerful method in the development of ideas.

It can be concluded that brainstorming is a useful technique because it permits the students to approach a topic with an open mind. Brainstorming lets ideas which may be single words, phrases, sentences, details, examples, descriptions, feelings, people, situations, and others. Come freely from mind. Besides helps students in generating ideas.

2.6. Brainstorming in Teaching Writing

In teaching writing, teacher can make a very good use of brainstorming in order to generate ideas based around a topic. There is no editing or ordering of these ideas. Brainstorming can encourage students to think more freely and innovatively than if they were doing a more restricted and routine classroom situation. It allows students to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

There are several previous studies about brainstorming. The previous research by Shufi (2011) was conducted a Classroom Action Research by using Brainstorming as a teaching technique entitled “Improving class VII-A Students' Writing Achievement by using Brainstorming Technique at MTsN Jember III in the Academic Year 2010/2011”. He reported that the students made improvement in their writing achievement. The improvement could be seen from the results of students’ percentage that got higher in Cycle II that increase from 60% in the first cycle to 85.75% in the second cycle.

In addition, a study conducted by Noor (2012) entitled “The Use of Brainstorming to Improve Students’ Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)”. The result of the study proved that the implementation of brainstorming technique improved the students’ writing skill in writing descriptive text. The research findings indicated the positive direct impact of implementation of

brainstorming technique was shown by the writing test score of students in each cycle.

From those previous researches, the researcher is inspired to make a study about brainstorming technique in writing of descriptive text. The researcher chooses brainstorming technique because besides this technique has been successfully applied in some schools; the process can trigger students' creativity and helps students in generating ideas. Through brainstorming technique, students may learn writing by having fun, but still in a role. Most of the activities in the class will be based on the student and the teacher will act as the facilitator who gives the students a media and a certain topic that will be answered or discussed by the students.

The differences between the previous research and this research were the design and the type of brainstorming; this research used pre-test and post-test design while the previous one used classroom action research, the researcher curious whether the technique would produce a good result with different design. In addition, the type of brainstorming used in this research was questioning. There is also no research yet in Lampung which observes or analyze the effect of brainstorming technique on students' writing achievement. Thus, the researcher wants to analyze there is an effect of brainstorming technique on the students' writing achievement.

2.7. Procedure in Teaching Writing through Brainstorming Technique.

The procedures are very important for the teacher in teaching writing, there are some steps to conduct brainstorming technique, they are:

1. The teacher displays the picture on the board.
2. The students are asked to answer some questions related to the picture.
3. The students are asked to write one sentence on the board about what they thought about the picture.
4. The teacher and the students review the list and consider the function of the various ideas which can most perfectly describe the picture
5. The students are asked to categorize the list into noun, adjective and verb.
6. The students are given a text that provides the example of descriptive text about the picture
7. The students are asked some question related to the text
8. The teacher explains about the descriptive text (generic structure and the language feature of the descriptive text.
9. Students are guided by the teacher how to make sentences from the words produced in the brainstorming process.
10. Students are guided by the teacher how to develop sentences and compile paragraphs.

2.8. Advantages and Disadvantages

Using brainstorming technique in teaching writing has advantages and disadvantages.

According to Roestiyah (2012) the following are the advantages and disadvantages of using brainstorming technique in teaching writing:

a. Advantages using brainstorming technique:

1. The students think actively to express opinion.
2. Training the students to think fast and logically systematic.
3. Stimulating the students should always be ready to argue that relate to the problem given by the teacher.
4. Increasing the student's participation in accepting the lesson.
5. The active/less students get help from their smarter friends or from the teacher.
6. Create a fair competition.
7. The students feel free and happy.
8. The atmosphere of democracy and discipline can be grown.

b. Disadvantages using brainstorming technique:

1. The teacher was not giving time to the students to think well.
2. Sometimes the conversation is just monopolized by smart students.
3. The teacher simply holds opinion, but never said the conclusion.
4. The students do not immediately know whether his opinion was true or false.
5. Problems can develop in ways that are not expected.

As a matter of fact that has started above; brainstorming technique has advantages and disadvantages. Those advantages and disadvantages are important things that should be considered. Therefore, it is better for the teacher to consider those advantages and disadvantages to make a successful and effective teaching process which appropriate with students.

2.9. Theoretical Assumptions

Brainstorming technique is an effective method to be used in teaching paragraph writing like descriptive text since it gives the students chance to generate their ideas. Brainstorming technique is also really serviceable for teaching writing for this kind of technique help students to complete ideas and stimulate their imagination powers..

Based on the explanation above of brainstorming technique, the researcher believes that there are some positive effects of brainstorming technique on the students writing achievement. The reason is that by using brainstorming, it permits the students to approach a topic with an open mind. It helps students to find the topic to be written and the content to be involved to support the topic itself, the ideas which may be single word, phrase, sentence, detail, example, description, feeling, people, situations, and others come freely from mind. Therefore, brainstorming is one of the several ways to start writing. Besides helps students in generating ideas, it also helps them in organizing the ideas and producing good written texts.

2.10. Hypothesis

Based on the theoretical assumption, the researcher proposes the following hypothesis:

1. There are some positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic.”
2. There is one aspect of writing that improves the most after the implementation of brainstorming technique.

In conclusion, according to those explanations above, this research is focused on the theories that are related to the research. They are writing, aspect of writing, teaching writing, descriptive text, brainstorming, procedure, advantages and disadvantages, theoretical assumption and hypotheses.

III. METHOD

This chapter discusses about research design, population and sample, variables, data collection, instrument, research procedure, data analysis, data treatment and hypothesis testing.

3.1. Design

In this research, the researcher conducted quantitative research. The researcher intended to find out if there is an effect of brainstorming technique on the students' writing achievement. The design compared the students' ability in pre-test and post-test after the treatment is given. It could be illustrated as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment (using brainstorming technique)

(Hatch and Fahrady in Setiyadi 2006)

3.2. Population and Sample

The population in this research was the first grade students of SMA N 1 Pringsewu in 2018/2019 academic year. There are eight classes of the first year

students. Each of class consists of 33 students. The classes are selected randomly because there is no priority class of the first year in SMA N 1 Pringsewu. It was applied based on the consideration that every class in the population has the same chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006).

3.3. Variables

In order to assess the influenced of the treatment in this research, variable can be defined as dependent and independent variables. Hatch and Fahrady (1982) state that the independent variable is the major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable.

The research consists of the following variables:

1. Brainstorming technique as independent variable (X).
2. Students' writing achievement as dependent variable (Y).

3.4. Data Collecting Technique

In collecting the data, the researcher used the following technique:

1. Administering the Pre-test

The pre-test was conducted before the treatment in order to find out how far the competence of students in writing descriptive text. By giving the pre-test, we know the students' problem in writing. The test was in written form and the materials that would be tested based on the curriculum that was used in the school.

2. Treatment

The researcher used brainstorming as a treatment that was applied in this research. The students were taught by using brainstorming in order to improve writing descriptive text. Then, the researcher gave the treatment to the students two times.

3. Administering the Post-test

The post-test was given after the treatment in order to find out if there is an effect of brainstorming technique on the students' writing achievement. The test was in written form and the materials that would be tested related to curriculum that was used in the school and suitable with their level. The result of the post-test was compared with the pre-test in order to make sure if there is an effect of brainstorming technique on the students' writing achievement or not.

3.5. Research Procedure

There are three steps that was used in research procedure, they are:

a. Planning

The procedure of planning in this research can be described as follows:

1. Preparing the pre-test

This test was prepared by providing the topics and materials that was tested.

The test was in written form.

2. Preparing the materials

The materials that were prepared to the students related to the curriculum that was used in the school and also suitable to introduce brainstorming in teaching writing of descriptive text to the students in the class.

3. Preparing the post-test

This test was prepared by providing the topic and materials that was tested in the post-test. The topic that was given in this test was based on the materials that had been taught before.

b. Application

After making planning, the planning that was prepared can be applied. There are some steps that must be applied:

1. In the first meeting, the pre-test was given to the students. The test was given in written form. The students were asked to do the test based on the instruction that had been given. The time allocations were 2 x 45 minutes. It aims to find out the students score before treatment.
2. After the pre-test, the treatment was conducted, the class was taught by using brainstorming. The researcher taught the students for two times.
3. Post-test was given in the last meeting. This test was given in written form. The researcher gave the similar topic to the students as in the pre-test. Then they were asked to write the descriptive.

c. Reporting

The last point that was applied in the research procedure was reporting. There are two steps that were applied in reporting:

1. Analyzed the data from pre-test and post-test if there is an effect of brainstorming technique on the students' writing achievement or not.
2. Made a report on the findings.

3.6. Instrument

In this research, the researcher used some instruments for conducting the research. The instruments were pre-test and post-test in form of writing test. The test was conducted in the first and last meeting of the research. The pre-test was given before the treatment and the post-test after the treatment. The students were asked to write the descriptive text about their favorite animal. The students were given a chance to make writing composition for about 60 minutes for the pre-test and 90 minutes for the post-test.

3.6.1 Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhady (1982), there are two basic types of validity; content validity and construct validity.

a. Content validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). This study used descriptive writing test that is supposed to be comprehended by the first year of senior high school students. The test considered as valid in content validity since the test of writing constitutes a representatives

sample of the language skill and structure and also the material used is chosen based on English Curriculum for first year senior high school.

b. Construct validity

Construct Validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it will be examined whether the test that will be given actually reflects what it means to know a language. This research focused on writing ability in forms of written text; moreover, the pre-test and post-test measure certain aspect based on indicators of writing descriptive text. It was examined by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics. Therefore, the instrument used in this research was valid.

3.6.2 Reliability

Hatch and Farhady (1982) established that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there must be inter-rater reliability. Inter-rater reliability was used when the score on the test was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was the English teacher in SMA N 1 Pringsewu. Before scoring the students descriptive text writing, both of them discussed the writing criteria in order to obtain result of the test. Hereby, the first and the second rater used scoring criteria devised from Brown (2007).

Table 3.1. The Rubric of Assessing Writing Descriptive (Adapted from Brown, 2007)

Aspect	Score	Performance Description	Weighting
Content © 30% Topic, Details	4	The topic is complete and clear and the details are related to the topic	3x
	3	The topic is complete and clear but the details are almost related to the topic	
	2	The topic is complete and clear but the details are not related to the topic	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20% Orientation, Event(s), Reorientation	4	Orientation is completed and events and reorientation are arranged with proper connectives	2x
	3	Orientation is not complete and events and reorientation are arranged with almost proper connectives	
	2	Orientation is not complete and events and reorientation are arranged with few misuse of connectives	
	1	Orientation is not complete and events and reorientation are arranged with misuse of connectives	
Grammar (G) 20% Use Present Tenses, Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect the meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% Spelling, Punctuation, Capitalization,	4	Correct spelling, punctuation, and capitalization	1.5x
	3	Occasional error of spelling, punctuation, and capitalization	
	2	Frequent errors of spelling, punctuation, and capitalization	
	1	Dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

To measure how reliable the scoring was, this study used *Spearman Rank Correlation* with the formula that can be described as follows:

$$p = 1 - \frac{6 \sum D_2}{N(N_2 - 1)}$$

- p : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 $1-6$: Constant number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

1. 0.80000-1.0000 : very high reliability
2. 0.60000-0.7900 : high reliability
3. 0.40000-0.5900 : medium reliability
4. 0.20000-0.3900 : low reliability
5. 0.00000-0.1900 : very low reliability

(Ari kunto, 2005)

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of 0.60-0.79 (high reliability). The reliability of this research could be seen on the explanation below:

The Result of Reliability of Pre-test

$$R = 1 - \frac{6 \sum D_2}{N(N_2 - 1)}$$

$$\begin{aligned}
&= 1 - \frac{6.1117}{33(1089-1)} \\
&= 1 - \frac{6702}{35904} \\
&= 0.813335561 \text{ (Very High Reliability)}
\end{aligned}$$

The Result of Reliability of Post-test

$$\begin{aligned}
R &= 1 - \frac{6 \sum D_2}{N(N_2-1)} \\
&= 1 - \frac{6.351,5625}{33(1089-1)} \\
&= 1 - \frac{2109,375}{35904} \\
&= 0.941249582 \text{ (Very High Reliability)}
\end{aligned}$$

From all of the reliability tests above, it can be summarized that all the results shows each of the writing test has a very high reliability. It means that all of the tests have a good consistency of assessment results

3.7. Data Analysis

In order to get the results of this research, the researcher analyzed the data using some steps as follows:

1. Sorting the data

Each rater scored the students' writing of pre-test and post-test. Then, the average scores between two raters were taken to be the final score that was analyzed statistically using *Repeated Measured t-test (Paired sample T-test)* that was to

show the differences between pre-test and post-test for answering the hypothesis.

The data was computed through SPSS.

2. Drawing conclusion

The scores of the pre-test and post-test of two groups were statistically analyzed using *Repeated Measured t-test (Paired Sample t-test)* to draw a conclusions. It was computed through the Statistical Package for Social Science (SPSS).

3.8. Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from random sample in population.
- c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data were normally distributed or not. The data were treated by using normality test. This test was used to measure whether the data were normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* Formula. The criteria of normal distribution were:

H0 : the distribution of the data is normal

H1 : the distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign $> \alpha$). In this case, the researcher used the level of significance of 0.05. To find out whether the data is distributed normally or not test of normality was used as follows:

Table 3.2. Result of Normality Test in the Pre-Test

One-Sample Kolmogorov-Smirnov Test		PRE
N		33
Normal Parameters ^a	Mean	62.4811
	Std. Deviation	6.87764
	Absolute	0.126
Most Extreme Differences	Positive	0.115
	Negative	-0.126
Kolmogorov-Smirnov Z		0.723
Asymp. Sig. (2-tailed)		0.672

a. Test distribution is Normal.

Table 3.3. Result of Normality test in Post-Test

One-Sample Kolmogorov-Smirnov Test		POST
N		33
Normal Parameters ^a	Mean	73.5038
	Std. Deviation	5.41252
Most Extreme Differences	Absolute	0.13524
	Positive	0.13524
	Negative	-0.1065
Kolmogorov-Smirnov Z		0.77687
Asymp. Sig. (2-tailed)		0.58219

a. Test distribution is Normal.

Table 3.2. and 3.3 shows that the level of significance of pre-test and post-test score are 0.672 and 0.58219 which are higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data of pre-test and post-test were distributed normally.

3.9 Hypothesis Testing

The hypotheses are stated as below:

$$H_{01} = \text{Sig.} > 0.05 \quad H_1 = \text{Sig.} < 0.05$$

H₀: There is no positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic.

H₁: There are some positive effects of brainstorming technique on the students writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic

$$H_{02} = \text{Sig.} > 0.05 \quad H_2 = \text{Sig.} < 0.05$$

H₀₂: There is no aspect of writing which improves the most

H₁₂: There is aspect of writing which improves the most

In short, those are the explanations of this chapter which are concerned with research design, population and sample, variables, data collection, instrument, research procedure, data analysis, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use brainstorming technique as a technique in teaching writing and for those who want to conduct similar research.

5.1. Conclusions

The objective of this research is to find out there is an effect of brainstorming technique on the students' writing achievement. In relation to the results of the study, it was concluded that:

1. Brainstorming technique gives a positive effect on students' writing achievement in five aspects of writing; content, organization, grammar, vocabulary, and mechanic. Students need the process of writing a text where they are guided step by step that covers each aspect of writing. Brainstorming is a technique that can improve students' writing skill effectively. The technique helps students to get their ideas down on a piece of paper fast.
2. Organization is the aspect that improves the most among the other aspects. This happened because brainstorming technique generates the ideas that will eventually become the thesis statement and supporting points. Developing a clear thesis will help students know what to write and how to organize it.

5.2. Suggestions

In reference with the conclusion above, the writer gives some suggestions as follow:

1. For English Teachers

- a. English teachers may start using brainstorming technique by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their writing ability step by step.
- b. English teacher should be able to maintain the students' activity, it is important because sometimes there are some students who cheat from internet.
- c. During the learning process, teachers are expected to make sure that students pay attention to them.

2. For further research

- a. In this research, the researcher used brainstorming technique to help students in writing descriptive text. The further researcher might use this technique for another text type or skill.
- b. Related to this research, the further research might be used another instrument in order to find out more about the students' response.
- c. Obviously, the students' scores were still low in mechanics aspect. Thus, the further researcher is suggested to find out another strategy to improve students' writing particularly in terms of mechanics.

Those are the conclusion of this study after the research using brainstorming technique, also the suggestions for both English teachers and further research in using brainstorming technique.

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