

**INTEGRATING BRAIN-WRITING AND SMALL GROUP DISCUSSION  
TO ENHANCE STUDENTS' WRITING ABILITY  
IN DESCRIPTIVE TEXT**

**A Thesis**

**By:**

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
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**Submitted in a Partial Fulfillment of  
the Requirement for S-2 Degree**



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2023**

## **ABSTRACT**

### **Integrating Brain-Writing and Small Group Discussion to Enhance Students' Writing Ability in Descriptive Text**

**Putri Elbalqis**

The use of a technique in the process of teaching writing as a complex skill has a crucial role. This research, the integration of the two techniques; brain-writing and small group discussion was applied in teaching writing descriptive text. The objectives of the research were to find out (1) a significant difference of students' writing ability before and after being taught by using the integration the two techniques, (2) the aspect of writing which is affected the most by using the integration of the two techniques, (3) the students' perception towards the implementation of the integration of the two techniques. In the context of methodology, the samples involved were 24 students in SMP Insan Mandiri Bandar Lampung. The data were collected by using pre and post-test of writing and perception questionnaire. The data were analyzed by using paired-sample t-test. The results showed the students' writing achievement increased from 66.08 to 79.14. The p value is lower than 0.05, meaning that there is a significant difference of students' writing ability between pretest and posttest. As for writing aspects, the most affected one was content. The students' perception about the implementation of technique showed a positive result. Thus, the integration of the two techniques is effective to help students to generate and elaborate the ideas into a good descriptive text.

*Key words: writing, descriptive text, brain-writing, small group discussion, students' perception*

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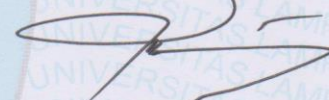
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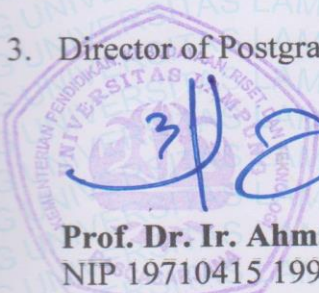
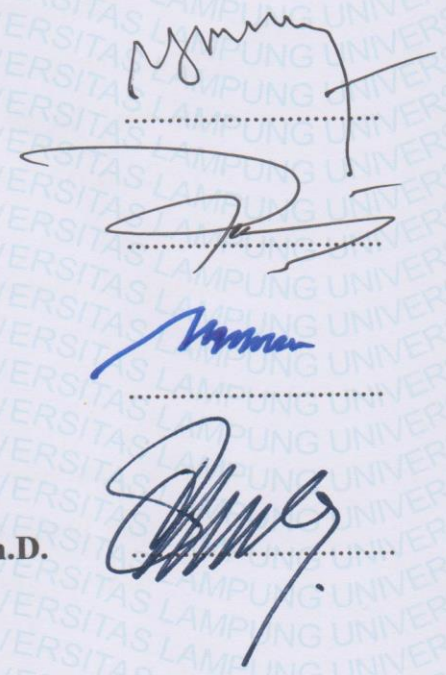
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## **CURRICULUM VITAE**

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## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – Suprpto S.Ag., and Mrs. Dewi Anggraini S.Ag.,
2. Her younger brother – M. Yusuf Bintang
3. Her alma mater – University of Lampung
4. Her friends in Master in English Education Study Program
5. English Teachers.



**MOTTO**

*“Persevere! Surely Allah is with those who persevere”*  
(Al-Qur’an 8:46)

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In doing this observation and composing this thesis, the researcher could not finish it only by herself, the researcher had got many support, help, advice, and prayers of people surround her. Numerous people had given the contribution such as their ideas, and time to help the researcher to complete her thesis. Therefore, the researcher would like to express her deepest feeling of her heart for people who always care of her and she would like to convey thankfulness in depth to:


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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, January 2023

The Writer

  
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## **I. INTRODUCTION**

This chapter begins with the background that elaborates the problem and judgment as the appropriate reason in conducting this research. The limitation of the problem, formulation of the research questions, objectives, and uses of the research are also presented in this chapter. As the end of this chapter, the scope and definitions of terms are explained clearly by researcher.

### **1.1 Background of the Study**

In teaching and learning process of a foreign language, there are three important concepts which are inseparable in language teaching, namely approach, method, and technique. In short, Setiyadi (2006) mentions that approach is axiomatic, method is procedural, and technique is implementational. He defines an approach as the assumptions and beliefs about language, language learning and language teaching. Especially in writing, two approaches which can be known in teaching writing are product and process approach. When the learning is more focused on the grammar and syntax, it is categorized as the product approach (Tangpermpoon, 2008).

Besides, in producing a good result of writing, Jacobs (1981) cited in Turgut and Kayaoğlu (2015) states that content, organization, vocabulary, language use, and mechanics are the five components of ESL composition profile



as the manual assessment of writing. Thus, to construct a good product of the text, those five aspects are useful to be kept in mind by the learners. In contrast to the product approach which stresses on the result of the writing, in the process approach the writers are given an enough time to expand the ideas, as well as get the feedback from the teacher or peer to develop their draft (Hyland 2003). Brown (2000) adds that the implementation of process approach allows the students to get the advantages in learning, since it creates the learners as the chief creator of language by proposing more on the message and content of their writing and it also brings the learners' intrinsic motives into the center of learning.

Another advantage of process approach is added by Hyland (2003) who states that students will be more aware of their strategy used in writing, since in the process approach the teacher's orientation is aimed to enlarge the students' metacognitive awareness. It means that the students will get a great part in their writing by following some meaningful processes when they creating their draft. Related to the use of process approach, there have been some various studies which reported that the students will take the benefit of it (e.g. Hasan & Akhand, 2010; Belinda, 2006; Sun, 2009). The process approach also lets the students manage their own writing by giving them a chance to think as they write (Brown, 2000). That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing. It can be indicated that the use of process approach is really beneficial for students to give a meaningful experience in writing.

As one of the four language skills which is needed to be mastered, writing also has some advantageous for learners, e.g. Harmer (2004) mentions that to

strengthen the learners' knowledge of language, writing proficiency is needed. It implies that writing is truly useful to maintain the knowledge which has been taught previously. Moreover, Bello (1997) in Ibnian (2011) mentions that writing is a central part of productive language skill which provides students some meaningful treatments to encourage students' language acquisition and to strengthen their grammar and vocabulary. Another importance of writing is that writing can be said as a process of giving and placing ideas in place or the messages in the words. Moreover, when someone writes, the expressions which are created should have a clear purpose. Therefore, the reader or recipient could receive the message of their writings without any miscommunication. As supposed by Peha (2003) that writing is a transmission of content to an audience for an intention. It means that every written form has different purpose or aim which is needed to be considered in making a meaningful writing.

Nevertheless, it is not that easy to write, especially for students. In educational area, it is very crucial for them to have a good writing ability. As stated that when someone wants to write, it means he or she needs an ability to put his or her ideas or thoughts in a written form. However, it can be more complex than just put the idea into a written form. Murcia (2001), also confirms that writing skill is felt so complicated, because it requires more concurrent power and also needs the ability to manage how the writing can be formed for the reader with a specific intention. As the skill that is seemed as the most difficult skill, students tend to feel stuck when they are asked to write. Other experts who have the same

statement about the complexity of writing are Bereiter and Scardamalia (cited in Myles, 2002), they state that it could be much tough to express new ideas into a written form, since it contains of conveying the information which needs the ability to control between continuously developing knowledge and continuously developing text. Furthermore, Byrne (1993) adds that there are three aspects which make writing difficult for the learners; psychological problems, linguistic problems and cognitive problems. Beside of that, Richards and Renandya (2002) complement that in generating and organizing thought using an appropriate vocabulary, sentence and paragraph organization, and also translating those thoughts into a readable text, are where the difficulties of writing lie on.

On the other side, to construct a great result of writing, there are various processes which should be considered by the learners. As Graves (1983) in Flora (2019) who states that prewriting, drafting, revising, and editing are the process of having a good final product of writing. Beside of that, recall back to the five important aspects of writing which also cannot be separated from writing itself; content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). But in fact, students still face the difficulty when writing particularly at the pre-writing activities.

It is supported by Richards and Renandya (2002) who declare that producing and establishing the suitable ideas to the writing topic as the prewriting or brainstorming process are categorized as the main problem of writing. Students also tend to feel confused how to start their writing. They need an appropriate technique to open their mind and to bring the meaning or ideas into written form. Bailey (2006) suggests three steps before elaborating the ideas into a written form,

which appear as the planning process; considering the title or topic of the writing, thinking about the idea related to the topic, and setting the outline. Generally, it can be identified that the most crucial step before developing the idea into a written form is investigating the topic first and finding the most relevant ideas to the topic.

Since many obstacles are faced by the students in writing, it is undoubtedly that students also encounter the problem when they study in school, especially in English writing class. However, there are some types of writing text which have to be passed by the students. It can be known that recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context are kind of texts available to be taught by the teacher in the class.

Reflecting to those texts, one that can be taken as the case is writing descriptive text. Students, especially the junior high school students, still have the difficulty in writing descriptive text. They feel difficult to utter their ideas in written form, particularly when they have to describe an object in English. It may be caused by their limitation of vocabulary, limitation of knowledge in arranging the sentence, limitation in making a coherent sentence between one to another, and the others which cannot be forgotten are about the limitation of ideas and getting stuck.

Factually, there have been various studies done in investigating some techniques and methods to overcome students' difficulties in writing. Brain-writing 6-3-5 as one kind of brainstorming techniques is seemed as one of the ways to overcome the students' difficulty in writing, especially in pre-writing

activity. Brain-writing is a technique used to generate the ideas by grouping participants to write their ideas on paper and exchanging written ideas (Brahm and Kleiner in Wilson, 2013). By using this technique, students are able to utter their ideas into written form.

Moreover, as the introvert students, they are also possible to be encouraged to take a part of a group, without fear of being judged. It is in line with the students' problem related to the psychological problem, where the students do not feel alone in the process of writing, thus they will get the encouragement to participate in the group activity. As stated by Wilson (2013) and VanGundy (1984) that brain-writing is more useful to diminish the bad impact of face-to-face traditional brainstorming (e.g., evaluation apprehension and competition for speaking time) when people write their ideas privately rather than shouting them out. Besides, this technique is really useful to increase students' idea in writing process, which is supported by Paulus (2003) who mentions that there will be more generous ideas produced by using brain-writing compared to the traditional brainstorming. It is done by grouping 6 students, then they are given time 5 minutes to write down 3 ideas on paper. Since the students write their idea silently without any oral interaction, thus there will be a good atmosphere to write.

Some various studies have investigated the benefit of the use of brain-writing related to the students' writing ability (e.g. Olanismi, 2015; Dewi, 2015; Halifah, 2019; Tiarani, 2019; Wardani, 2021). All of the previous studies have reported that the implementation of brain-writing technique showed the better impact on students' writing ability. This technique also helps the students to develop knowledge as well as increasing their cognitive ability to establish the

ideas, so the readers can understand the purpose of the writing. Generally, it can be inferred that brain-writing 6-3-5 is able to help students in generating ideas, able to encourage students to feel free in writing, and also able to help students in improving their writing skill. Hence, the use of brain-writing technique can be used to solve the students' problems related to the psychological and cognitive problem.

Furthermore, some various studies also have been done in elaborating brain-writing with the other technique (e.g. Sari and Fitrawati, (2018) who combined brain-writing and scientific approach; Fansury (2018) who elaborated brain-writing with the use of episodic memory, and the last one there is a research from Hermasari and Mujiyanto (2015) which compared online brain-writing and brainstorming in teaching writing to the students with different learning strategies.

However, those previous studies only focus on the product of writing, which is more emphasize on the final result of students' writing, i.e. score oriented. Besides, it is also necessary for a further research in investigating the usage of brain-writing technique combined with another technique, which is useful for students to help them in choosing and elaborating the ideas into a good paragraph, or in this context it can be linked to the linguistic problem. It is known that by using brain-writing technique, students can get many kind of ideas to write, thus sometimes they feel difficult to choose which one is the best idea, and also feel difficult to elaborate those ideas into a paragraph. Actually based on the theory, at the end of the brain-writing session, all of the results are collected and reviewed by all of the participants with the aim is to vote one idea as the best one (Wilson, 2013). Nonetheless, there is no specification process of how the students evaluate

and vote the idea at the end of the brain-writing session. Moreover, one idea cannot be generalized as the topic for all of the group members. Beside of that, the students also need a support technique to build up their ideas into a well-organized paragraph.

As the alternative way to solve the weaknesses of the use of brain-writing technique, the implementation of small group discussion seems as the suitable technique to help the students not only in selecting the ideas but also in evaluating, and in elaborating the ideas into a good paragraph. Accordingly, the linguistic problem the students faced in writing can be solved by adding small group discussion technique. What is more, it is also known that the implementation of small group discussion creates an active interaction between the members thus it will give the better impact for them in learning. As stated by theorists cited in Richard and Renandya (2002) that a greater motivation for learning and the more relaxed atmosphere can be reached by using cooperative learning, because it brings enjoyment to the students, more negotiation of meaning, and a greater amount of comprehensible input.

Moreover, by having the students into a discussion within a smaller member, it will give a chance for them to assist each other by identifying, clarifying, and correcting the misconceptions (Jones, 2007). It is implied that, when the students are made into some groups, they could share their own problem, find the solution and help each other. Brown (2000) adds that by creating a small group discussion, the students can get interaction both with the teacher and also with their friends which resulting a reciprocal effect on each other by exchanging the thoughts, feelings, or ideas between two or more people.

Thus, it is assumed that most of the students could get the benefit from learning cooperatively.

As the one kind of cooperative learning, small group discussion is an appropriate way to solve students' difficulty in writing skill, especially in arranging the idea into paragraph in the written form. Some studies also have provided the benefit of the use of small group discussion in the classroom, e.g. Siswanti, (2011); Ahmad S, (2013); Efendi, (2017); Amalia, (2009); Muthoharoh, (2006). Based on these previous studies, it is found that the use of small group discussion is effective both in reading and writing. Particularly in writing, it is effective to be implemented, since it gives better impact on students' writing. Therefore, it is implied that small group discussion can help students to arrange their ideas, to improve their motivation, and also to increase their class participation.

Another factor which can be considered in the process of teaching and learning besides teaching strategies, approaches, methods, techniques, and media used by the teacher, is about the students' perception. Tavakoli (2009) utters that investigating the students' perception is valuable to bring an effectiveness of a learning model. It means that identifying the students' perception is beneficial to recognize and evaluate how efficient, how well and how effective the strategies used by the teacher in teaching process.

McShane and Von Glinow (2015) define perceptions as the process of receiving information and making it acceptable. The processes that occur include selecting, organizing, and interpreting the information received. A perception is related to how we perceive something, and it can be positive or negative. When



someone, especially the students, who have a positive perception towards the process of learning, they will be active and not afraid to get involved in the learning process. Whereas the students with the negative perception, they will be lazy or even will resist the learning and tend to be the passive learners. Therefore it is important to investigate how the students perceive, feel, and think about the implementation of teaching technique used by the teacher.

Recall back that the use of a technique has a crucial role in the process of teaching and learning. Particularly in teaching writing, the students need a technique as the guideline to have a good writing. Moreover in creating a paragraph, there are writing aspects that should be pondered. In relation to the implementation of a technique, it is needed to investigate the students' feeling towards the technique. Thus this present research had tried to investigate three research objectives; to find out significant difference on students' writing ability, to analyze the result of each aspect of writing, to find out the students' perception.

Relating to the need for further research to overcome the weaknesses of brain-writing 6-3-5 and considering the benefit of the use of small group discussion, it is assumed that integrating the two techniques based on process approach in teaching writing would give a good impact on the students' writing, and also would contribute to overcome the three big problems of students' in writing; psychological, cognitive, and linguistic problem. From now on, the combination between brain-writing and small group discussion is mentioned as the integration technique. Therefore, the researcher was interested in doing the research about "Integrating Brain-writing and Small Group Discussion to Enhance Students' Writing Ability in Descriptive Text".

## **1.2 Limitation of the Problem**

Based on the background and identification of the problem, the researcher limited the problem in the study of writing skill, particularly in students' writing descriptive text. Moreover, the writing aspects which affected the most and the students' perception after being taught by using the integrated technique also had been investigated. Therefore the researcher limited the problem in the study into the teaching learning procedure of integrating brain-writing 6-3-5 and small group discussion to enhance students' writing ability in descriptive text.

## **1.3 Formulation of the Research Questions**

As the concerns of this study, the problems formulated were as follow:

1. Is there any significant difference of students' writing ability before and after being taught by using the integration of brain-writing and small group discussion technique?
2. Which aspect of writing is affected the most after being taught by using the integration of brain-writing and small group discussion technique?
3. How is the students' perception towards the implementation of the integration of brain-writing and small group discussion technique?

## **1.4 Objectives of the Research**

Based on the research questions formulated, the present research aimed:

1. To find out a significant difference of students' writing ability before and after being taught by using the integration of brain-writing and small group discussion technique

2. To find out the aspect of writing which is affected the most by using the integration of brain-writing and small group discussion technique
3. To reveal the students' perception towards the implementation of the integration of brain-writing and small group discussion technique.

### **1.5 Uses of the Research**

It is expected that the research can have the following uses:

1. Theoretically, the finding of this research might be useful for supporting the benefits of using the integrated of brain-writing technique on writing ability.
2. Practically, it may be as the consideration for English teachers that the integrated of brain-writing technique can be used as an alternative technique in teaching writing.

### **1.6 Scope of the Research**

This research used quantitative and qualitative data. The research objective focused on some goals: to find out a significant difference of students' writing ability before and after being taught by using the integration of brain-writing and small group discussion, to find out the aspect of writing which is affected the most by using the integration of brain-writing and small group discussion technique and to reveal the students' perception towards the implementation of the integration of brain-writing and small group discussion technique based on process approach. The text taught was descriptive text, and the subject was from the seventh grade of SMP Insan Mandiri Bandar Lampung.

## 1.7 Definition of Terms

As a prevention of such a misunderstanding from the reader, the definitions of terms used in this study are provided as follows:

1. Integrating is the act or process of uniting two different techniques.
2. Writing is a process of delivering and expressing the ideas or thoughts, with correct sentence structure and correct construction of the text in the written form.
3. Integration technique is the combination of the two techniques; brain-writing and small group discussion technique.
4. Process approach in writing is an approach intended to encourage the learners in producing their writing through some meaningful processes; planning, drafting, editing, and final version.
5. Brain-writing 6-3-5 is a creative technique for generating ideas that involves 6 participants in a group who write 3 ideas per round in 5 minutes.
6. Small group discussion is defined as a process where in a group of students get together to exchange experiences, information, ideas to solve a problem.
7. Descriptive text is a kind of text which aims to describe a thing or an object.
8. Students' perception is a belief or opinion that students have as a result of realizing or noticing the implementation of the integration technique.

This chapter has explained the introduction including background, limitation of the problem, research questions, objectives, uses, scope and definitions of terms. It will be continued by the literature reviews in the next chapter.

## **II. LITERATURE REVIEW**

This chapter discusses the literature review used in this study. It consists of concept of writing, writing aspects, teaching writing, approaches in teaching writing, process approach, types of writing, descriptive text, concept of brain-writing technique, original procedures of brain-writing 6-3-5 technique, concept of small group discussion technique, original procedures of small group discussion, the integrated procedures of brain-writing 6-3-5 and small group discussion, perception, the previous relevant studies, theoretical assumptions, and hypothesis.

### **2.1 Concept of Writing**

Writing is one of the important skills that should be possessed by language learners, and it is also inseparable from language teaching. As stated by Harmer (2004) that as one of the four language skills, writing has become the part of syllabus in English language teaching. It means that in language teaching especially English, writing is crucial and cannot be separated in the process of teaching and learning, that is why the learners are also supposed to master this skill. Moreover, Byrne (1993) adds that writing is more than just put the signs or symbols into a written form, but it needs to be arranged by following the process to form words, then those words are established into the sentences. He also states

that those sentences should be connected each other in a certain ways. It is implied that writing is a process of establishing the ideas into an interrelated form.

Elbow cited in Brown (2000) perceives writing as the way to expand and produce an idea instead of as way to transmit the idea. In addition, Hyland (2003) identifies that writing is a sequence of words, clauses and sentences appeared on the page or screen, which are organized based on a system of rules. Those two statements emphasized that writing is not just a simple way to put the idea into a written form, however it is more complex than it is thought, since it needs to be planned, enlarged, and arranged based on a certain rules.

On the other hand, writing can also be identified as the way of knowing, learning and communicating. Based on this point of view, writing is seen as the process of knowing the information; it means that when we want to write something, we need to know first what the idea is. And then about learning; it means we have to find out the fact or the truth from the information we got, and the last is communicating; it is the way to utter the ideas from our mind which have been elaborated with the process of knowing and learning into a written form.

It is known that people have different intention to write, it indicates that the process of knowing, learning and communicating also will be in variation. It is in accordance with the purpose of the writing and also the audience who will be the reader (Langan, 2011). Through writing, people can do a type of communication, by uttering his or her idea in a written form which is aimed to be understood by the reader. This also means that to create a meaningful writing should be based on the intention behind it and to whom it is intended for.

Furthermore, Brown (2000) mentions that to produce a written product, it is required a specified skill which is used to follow some writing processes; thinking, drafting and revising. He also added that writing pedagogy is emphasizing the students to comprehend how a good written text is produced. In the similar vein, Kane (2000) utters that writing is more than just simply put a word on the paper, but it is resulted from the three meaningful steps which have to be considered; thinking about it, doing it, and doing it again. Related to these statements, it is known that to produce a great writing, it also needs a great effort too, because to be a master of writing, it needs a skill which can be formed by practicing to write as much as possible.

By reflecting to the definitions, and the concepts of writing, it can be concluded that writing is the process of uttering the ideas into a written form. To create a good writing, the writers need the ideas to be written and also need the linguistic skill and construction skill to express those ideas into a text. Besides, it is known that writing is one of the essential parts of English language teaching which is necessary to be mastered by the learners.

## **2.2 Writing Aspects**

In producing a good writing, the writers need to plan first the ideas based on the purpose of writing and the audience who will be the reader, after that the ideas should be expanded, connected, based on the rules and then transferred into the written form. Beside of that, the writers also have to consider some aspects of writing as the guideline to construct the ideas. Jacobs (1981) identifies the lists of writing aspects which can be taken into account in creating the written text;

1) Content

Content refers to the unity of the main idea in a text which have to reflect on the entire paragraph. It can be recognized by identifying the topic sentence in a paragraph, whether or not it contains of the main idea and also signify to the paragraph as a whole.

2) Organization

Organization refers to the coherence of the ideas, where the ideas should be arranged connectedly one each other. If it is fulfilled, thus the ideas in the paragraph will run smoothly.

3) Grammar

Grammar is necessary as the rules to create the ideas structurally. By considering the grammatical rules and syntactical form, the ideas will be more organized and more structured.

4) Vocabulary

Vocabulary also cannot be separated from writing. It is related to the word choosing when arranging the ideas. The diction should be based on the context and also be able to convey the main idea clearly for the readers.

5) Mechanics

Mechanics reflect on the graphic conventional of the language. Some aspects; capitalization, punctuation and spelling are necessary to be pondered by the writers.

By knowing the aspects of writing, the writers can predict and make sure that their writing is suitable with the purpose and the context of their writing, based on the right structure, consisted of the proper dictions, and also constructed



well by being aware of the way in writing the text which related to the capitalization, punctuation and spelling.

### **2.3 Teaching Writing**

Teaching writing means guiding the students to utter their ideas into a written form. Unfortunately, it is not as simple as it is thought. Both of teacher and students should have a great effort to gain a successful writing. The teacher needs to consider many aspects to be taught in the writing class; the difficulty of the material, the media used by the teacher, and also the teachers' teaching strategy; approach, method and technique. One that can be investigated more is about the technique. That is implied that a good technique of writing is really important to be applied. Moreover, McNamara et.al, (2013) in Cheung (2016) state that to gain a successful writing, the writers need to choose the suitable vocabulary with his writing. Ferrari et.al (1998) mention that when the writers do the less error, evaluate the structure of their texts more accurately, and also produce the longer texts with better quality, thus they fulfill the indicators as the good writer.

Besides, Crossley, et.al (2014) add that the successful writers are able to produce more relevant ideas to the topic since they have a deep knowledge of the topic they are writing on. Thus, in producing a good writing requires a big effort of technique, by being aware to the topic of writing, being aware in practicing to diminish the common errors of writing such as punctuation, spelling and grammar. In addition, to produce a good writing also needs to consider the

coherence and cohesion in sentences or in a unity as a whole paragraph. Students really need a guideline to help them in producing their texts.

In order to give a guideline for the students in writing, the teacher needs to choose the appropriate way, by knowing first what kind of the difficulties faced by the students, then finding the fit technique to solve the problems. Beside of that, in applying the technique, the teacher also needs to ponder what approach of writing is suitable to be used. Therefore in teaching writing, the teacher is supposed to be a good facilitator and a good mentor. Those are intended to help the students by giving the way to overcome their problems in writing and to give the reinforcement for them to write.

#### **2.4 Approaches in Teaching Writing**

When the teacher applied different approaches in teaching, thus it also will produce the different outcome. There are a various number of approaches in teaching writing. The most common approaches applied by the teacher are; product approach which more stresses on the result, process approach which gives more attention to the meaningful process for the students, and genre based approach which proposes more on the genre of the text. In short, Badger and White (2000) explain those three approaches as follows;

1. In product approach, the focus is on use of language structure, and the development is based on the imitation input, with the text provided by the teacher

2. In the process approach, the linguistic skill is more emphasized than the linguistic knowledge, writing development is unconsciously got by the learners supported by the writing exercise from the teacher
3. In the genre approach, linguistic knowledge is needed, and the social purpose also being the unity with this approach. Similar with the product approach, the development is also based on the imitation of input, where the teacher provided the text.

Those different approaches will give the various results of students' writing. In product approach, the students are get used with the language use or grammar when they write. The students' learning is mostly done by imitating and following the text structure given by the teacher. On the other hand, the process approach will treat the students by following some meaningful processes in order to reach their final draft. Thus, the students will get more input from the process they have been through. Meanwhile, in the genre based approach the learning is based on the combination of linguistic knowledge and also the social purpose, where the imitation is being applied for the learners.

Related to the three types of approaches in teaching writing, in this present research the researcher will focus on the implementation of process approach. It is aimed to give the students more chance to develop their writing skill based on some processes; planning, drafting, editing, and final version.

## **2.5 Process Approach**

In process approach, the students are given the time to concept their writing, with the main purpose is to develop their writing through a process which is done

in cycle. Based on Oshima (2007), there are four steps in writing based process approach; prewriting (to get the ideas), organizing (the step to make an outline), writing (to write a rough data, based on the outline), polishing; revising and editing (to polish what had been written). In a deep explanation, Graves (1983) in Johnson (2008) arrange several writing processes as follows:

1) Pre-writing

It is aimed to generate ideas. The process includes listing, brainstorming, outlining, silent thinking, or making a conversation with another person.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas.

3) Revising

The core of the writing process is considered as revising. In this stage our writing is revised and reshaped in many times. The writer is shaping, adding parts, taking parts away, and continually molding and changing by considering the flow and structure.

4) Editing

Editing is the process to correct the grammar, spelling, and punctuation errors.

5) Publishing and sharing

This is the final process to share the result of writing to the audience. Publishing can involve putting together class books, collections of writing,

school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.

Edelstein and Pival (1988) in Sabrina et.al (2020) suggest the three steps of teaching writing that can be described as follows:

1. Pre-writing

In pre-writing, the writer selects the general subjects, restricts the subjects, and generates the ideas, and organizes the ideas.

2. Writing

In this step, the writer sets on paper the ideas in his or her mind into words, sentence, paragraph, and so on.

3. Re-writing

The writer evaluates his or her writing; they are correcting the content and the form, correcting the vocabularies, punctuations, and grammar, correcting writing errors, word duplications, and omission.

In addition, Harmer (2004) also divides the process of writing into four steps:

1. Planning; in this section, the writers should prepare and think about what they are going to write. There are three steps in the planning process; consider the purpose of the writing, think about the audience, and ponder the content structure of the writing.

2. Drafting; in this section, the writers got their first draft of writing.

3. Editing (reflecting and revising); in this section, the writers reread their draft, edit the necessary part, and get the feedback from the other reader

4. Final version; in this section, the writers get ready with their writing. It may be different from the first draft, since it has been edited in the previous process.

It can be known that process approach is an approach that gives the students an enough time to think about their concept before writing their final draft. Based on some experts there are the various ways in implementing the approach, which are done in a recursive way. However in this research, the researcher applied the process approach proposed by Harmer (2004), since it is simple, clear and suitable to be implemented into the integrated brain-writing and small group discussion technique.

## **2.6 Types of Writing**

Writing is divided into some types; academic writing, personal writing, and creative writing. The difference among them is described based on Oshima (2007), as follows; in academic writing, the learners have to write their writing formally, without any slang words as used in personal and creative writing. This type of writing is used in the high school and college classes. In contrast to the personal writing where the writers' opinion is contained in it, usually this type of writing is used when the writers write a letter or e-mail to the family of friend. When the writers write a kind of stories, thus they do a creative writing. Both of personal and creative writing are less formal, hence the words choice and also the language use will be different from the academic writing. Principally, there are several types of writing usually used in high school and college classes as follows:

- 1) Descriptive

Based on Kane (2000), description is mostly about visual and sensory experience; how something looks, sounds, tastes. Description also can deal with perception.

2) Narrative

Narrative is a sequence of events organized in a chronological order, told in the words (Kane, 2000). Similarly, Jordan (1999) adds that a narration is a description happened in the past which includes the time sequence or chronological order.

3) Exposition

Expository paragraph related to the fact, ideas and beliefs. It is used to explain, analyze, define, compare and illustrate something (Kane, 2000).

4) Procedure

Walter (2015) in Hidayah (2021) states that a procedure text is a text consists of some important steps as the way to reach a purpose. It also can be stated that a procedure text is a text intended to show the readers about how to do something (Anderson and Kathy, 1998 in Zaki, 2014).

5) Recount

According to Knapp (2005), recount is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.

Those all the types of text in general, but in this research, the researcher only focused on writing descriptive text, since it is one of text types learned by the junior high school students and it is suitable with the material taken from the curriculum.

## 2.7 Descriptive Text

As it is stated by Kane (2000) that descriptive text is about the visual and sensory experience which means how something looks, sounds, tastes. He also added that description is divided into two; subjective and objective description. In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the percept (that is, what is perceived) in itself. Instead, in subjective (also called impressionistic) description a writer projects his or her feelings into the percept.

In the similar vein, Knapp (2005) defines descriptive as the way to classify and categorize something based on the observation and interaction which make the readers can make objective or subjective opinion depending on the learning area or intent of the writer. In addition, Oshima (2007) states that a description is telling about how something is described using the five senses. Therefore, a good description is remarked when the reader can feel, see, hear and taste what the writer feels, sees hears and tastes. It can be said that by using descriptive text, the writer is able to make the readers imagine the object being described by portraying the visualizations and also the personalities of the object.

Generic structures of descriptive text based on Hammond (1996) in Zetira (2015) are identification and description. Identification is the person, place or thing to be described. The description is describing parts, qualities, and characteristics of an object. To support the statement about the generic structure, the figure 2.1 can explain the generic structure part by part in a text;



**Table 2.1 Generic Structure of Descriptive Text**

Identification :	I have a new friend. She is Rini.
Description :	Rini is slim and tall. Her hair is black. It is long and straight. She has an oval face. She has almond-shaped eyes. Her eyebrows are thin. She has a small mole under her sharp nose. She is very beautiful.

*Source: Djatmika (2019)*

Meanwhile, the language features of descriptive text are described by Gerot and Wignel (1995) cited in Zetira as follows:

- 1) Focus on specific participant. In describing something in written descriptive must focus only one subject, for example: Borobudur Temple, a cat, my new house, and so on.
- 2) Use simple present tense. In which usually found the passive voice in the descriptive text especially when describes about particular place.
- 3) Use attributive and identifying processes. It is about the use of have and has.
- 4) Use frequent epithets and classifiers in nominal group, like attractive and beautiful.

In conclusion, descriptive text is a text that tells how something looks, tastes and sounds. It is recognized by using the five sensory of the body. The text is intended to describe the object into a written form. Thus the reader can feel and imagine the object without seeing it directly. This text is started by the identification, and followed by the description of the object. Linguistically, it is related to the use of adjective, the use of simple present tense and focus on the specific object.

## 2.8 Concept of Brain-writing

Brain-writing is one of the individual brainstorming techniques coined in Germany (VanGundy, 2005). There are some various definitions about the concept of brain-writing. VanGundy (2005) defines brain-writing as the silent, written idea generation that involves everyone in a group activity. Wilson (2013) argues that brainwriting is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas. As the alternative way of non-oral brainstorming technique, in applying the brain-writing, the basic rules of brainstorming are implemented (Higgins, 1994). It can be known that brain-writing is a part of brainstorming techniques which has been developed into the process of organizing and generating ideas in a silent way, without any oral interaction among the participants in the group.

A number of variations of brain-writing technique are available. In general, there are two types of brain-writing; brain-writing with related stimuli and brain-writing with unrelated stimuli. VanGundy (2005) explains the difference between them as follows; in brain-writing with related stimuli, the stimuli are related to the problem and there is a sharing idea among the group members. The example activities of Brainwriting with related stimuli are Brainwriting 6-3-5, Brain purge, Idea mixer, Your slip is showing and Group not. Whereas, in the brain-writing with unrelated stimuli, source of stimulation is not related directly to the problem. The example activities of Brainwriting with unrelated stimuli are Altered states, Bouncing ball, Puzzle pieces, and Pass the buck.

It can be recognized that brain-writing is a technique that is used to construct many ideas by grouping the students into a group. In the process of gathering the ideas, the students are not allowed to get interact with the other members. Since this present research only focused on one kind of brain-writing with related stimuli, i.e. brain-writing 6-3-5 technique therefore the students were formed in the group which consists of 6 participants who have to write 3 ideas in 5 minutes in every round. Therefore the time allocation to collect the ideas was about in 30 minutes.

### **2.8.1 Concept of Brain-writing 6-3-5**

Brain-writing 6-3-5 is one kind of brain-writing techniques developed by Bernd Rohrbach, this technique will create a group of people to breed ideas in parallel (Adams, 2011). VanGundy (2005) adds that brainwriting 6-3-5 is one of the best group techniques to guarantee a large number of ideas in a group when compared to conventional brainstorming activity. In addition, Seca (2017) explains that brainwriting 6-3-5 is a teaching technique to procreate lots of ideas and to find the correlation among them.

More specific, Wilson (2013) explains the steps of how to do the brain-writing 6-3-5 technique as follows: six participants are asked to generate three ideas related to the specific topic, in every five minutes the paper should be passed to the next person in the group. This process would be repeated in six times, thus it produced 90 ideas per round. In the same way, Adams (2011) proposes the similar procedure of brain-writing 6-3-5 technique in generating the ideas. He also emphasized that by using this technique all of the participants have the same

chance to participate in producing the ideas. On top of that, the use of brain-writing technique is also useful to activate the creativity in arousing the ideas (Harrington, 2016). To make a clear description about brain-writing 6-3-5 technique, the following table is the example of brain-writing sheet.

**Table 2.2 Brain-writing 6-3-5 sheet**

<b>Topic/Problem:</b>			
<b>Participant</b>	<b>Idea 1 (who/identification)</b>	<b>Idea 2 (descriptive words/adjective)</b>	<b>Idea 3 (personality)</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			

*Source: Adapted from Adams (2011)*

Based on the variation concept of brain-writing 6-3-5, it can be highlighted that the use of brain-writing 6-3-5 technique is able to yield a large number of ideas which connected each other, and encourage all of the participants to get involved in the learning process and also to build the creativity in raising the idea.

### **2.8.2 Original Procedure of Brainwriting 6-3-5 Technique**

The procedure of brain-writing 6-3-5 based on Seca (2017):

- 1) Construct some groups that consist of six participants in each group and define the topic to be worked on.
- 2) Instruct the participants to fulfill the brainwriting 6-3-5 worksheet.
- 3) Instruct the participants to write down the topic at the top of the sheet (literally).

- 4) In five minutes, the participants should produce three ideas without any discussion with the other member.
- 5) After five minutes, the participants pass the paper to the next person. The process will run until the paper already fulfilled from the six participants.
- 6) Evaluate the ideas and elect the appropriate one.

Based on the original procedure of brain-writing 6-3-5 technique, the researcher concerns on the last step, it is about evaluating and electing the ideas. The most important goal of brain-writing technique is what the brain-writers will do about the results. Since there are many suggested ideas, thus the students have to select some ideas which are appropriate with the topic or problem. Therefore it is necessary to provide another technique in order to support the students in electing the ideas and arranging the ideas into a paragraph.

In some resources, the procedure to select the idea after the brain-writing session is in varied. Wilson (2013) mentions that the last step after the brain-writing session is collecting all of the ideas and voting the best ideas. Higgins (1994) proposes the last step is reading, writing the ideas on the board and evaluating the ideas. Seca (2017) suggests the last step by evaluating the ideas and electing the appropriate one.

All of the procedure related to the last step after the brain-writing session does not give the clear step of how the students can choose the best ideas to be arranged into a paragraph. Therefore, in this present research, the researcher had tried to integrate the original steps by adding the steps of small group discussion in order to help students in choosing the ideas, elaborating the ideas, and also arranging them into a good paragraph.

It is expected that by integrating brain-writing 6-3-5 technique and small group discussion, the students will get the benefit and they will be easier to select the ideas they want to focus on. Since in small group discussion, the students will have a chance to interact, discuss, share their own ideas and also give comment or suggestion to the other member in solving a problem. Thus, it is a proper combination between brain-writing 6-3-5 and small group discussion in supporting the students to help each other to compose a good paragraph individually.

Furthermore, to give a meaningful experience in writing, this present research also applied the integrated technique of brain-writing and small group discussion based on process approach of writing. It was intended to make the students get used with the process of arranging their writing, thus they would more understand about their draft. Moreover, by implementing the technique based on process approach, it gives a chance for students to think more deeply about their draft as the step to create the final version of it.

## **2.9 Concept of Small Group Discussion**

Brewer (1997) defines small group discussion as a technique directed by a presenter and it encouraged the participants to provide the ideas to be discussed, thus all of them will get involved in the process of learning. Based on Galanes and Adams's (2019) definition, small group discussion represents to a group of people who interact orally to reach the same goal. Brown (2000) states that by using small group discussion students are trained to be more initiated in learning, more facilitated in oral give and take activity, and more negotiated in meaning. It is

indicated that the implementation of small group discussion is useful to create a good atmosphere in learning.

According to Bejarano (1987), in small group the participants are divided into two to six participants in a group to accomplish the goal cooperatively. It makes more effectively to be applied because students can directly communicate with other members in a narrower group of people. It is a systematic oral exchange of information, views and opinions about a topic, issue, problem or situation among members of a group who share certain common objectives. On top of that, small group discussion also builds a good memory for the students. It helps them to learn more about the material being taught, thus their memory about the learning will be maintained longer than when the same material is presented in other instructional formats (Davis, 1993). All in all, small group discussion can be defined as a process where in a group of students get together to exchange experiences, information, ideas, or their thoughts to reach the goal or to solve a problem and it is beneficial to foster the students' understanding about the topic or problem raised at that time.

After considering the use of small group discussion as one of the effective way to make students get interact and help each other, there would be another consideration in applying small group discussion in a classroom. First, when dividing the students into the group, the teacher needs to ponder the students' level, by looking back at the prior experience of them and their level of personal and intellectual maturity, since it will also influence their participation in the group discussion (Kelly and Stafford, 1993). Second, it is about classroom management. Since in the real situation, the implementation of small group

discussion will produce an active participation among the students or it is called as the communicative activity, so it will be ineffective if there is no classroom management provided by the teacher. As Nunan (1989) points out that setting in the classroom is important. Therefore, the teacher should be able to manage the class activity in a good and efficient way. The teacher should be aware of his or her role in the classroom.

According to Breen and Candlin in Nunan (1989), the teacher has three main roles in the communicative classroom. The first is to act as facilitator for the communicative process, the second is to act as participant, and the third is to act as an observer and learner. So, it is the changes of teacher's role from controller, director, manager, facilitator, and resourcer (Brown, 2000). Thus, in implementing the small group discussion, the teacher is expected to have a skill management of time, management of classroom, and also management of the activity; being able to give a sign for students to speak, to stop, and to give comments or suggestions.

It can be known that small group discussion is a technique used to make the students get interact to assist each other in gaining the same goal. The discussion is done in the narrower group member, usually directed by a presenter. The aim of the discussion is to identify the problem, correct the misconception, and reach the final goal. By having the students into a small discussion, it was assumed that it would create a reciprocal effect among the members. However, the teacher's role also needed to be considered in order to manage the process of the discussion, thus the discussion is based on the right track.



### **2.9.1 Original Procedures of Small Group Discussion**

In the process of small group discussion, students are divided into small group which consist of some participants. It is in line with Slavin (2006), who states that in a Small Group Discussion, students work in four to six members in the group to discuss a particular topic. There are four stages in the implementation of Small Group Discussion. Robertson in Sulistyawati (2012) mentions four stages in group discussion process;

1. The first stage is the orientation stage which is used as the introduction of the members in each group. They start to greet and introduce themselves to other members and make a vote on choosing the leader of their group.
2. Next is the norm establishment stage, group members test one another and teacher. They will start discussing the topic with their members and asking the teacher for help if it is necessary.
3. While in the productive stage, group members focus both on the task and interpersonal relations. They have to decide which idea will be written as the best result. Debating some different idea may not happen in this stage any longer.
4. The last stage is the termination stage, group members look back at their experience together and deal with the problems of parting.

Brewer (1997) also provides the procedure of small group discussion as follows:

1. Introduction

In this stage, the presenter introduces the topic to be discussed. The participants should understand first about the topic, the rules and the goals to be achieved after the discussion process.

## 2. Directing the discussion

The presenter leads the discussion by asking the participants whether they have some curious related to the topic. In this stage, the participants are also allowed to share their ideas, experiences, and personal arguments which can be used to stimulate the topic of discussion. The presenter's rule is keeping the discussion on the right track. He or she should manage the discussion without being too much dominated.

## 3. Summarizing the discussion

At the end of the discussion, the presenter recaps the result of the discussion. It is aimed to make sure all of the participants have understood the topic has been discussed. By the end of the discussion, the presenter is also able to clarify the confusion happened during the discussion.

Since there are some ways in implementing the discussion, this present research implemented the procedure proposed by Brewer (1997). It was elected because the procedure is clear and simple to be integrated with another technique.

### **2.10 The Integrated Procedures of Brain-writing 6-3-5 and Small Group Discussion**

In this present research, the researcher integrated both of brain-writing 6-3-5 and small group discussion into one combination to teach writing based on process approach. The procedures are as follows;

#### 1. Planning:

- Students were divided into some groups which consist of 6 participants

- In group, students were given a piece of paper which consists of the brain-writing sheet
- Teacher gave the topic for each group

Teacher explains the rules;

- Each student had 5 minutes to write their ideas
- After 5 minutes, they had to give the paper to the right person beside them (it is better if they are sitting in a circle)
- The round was running until each student gets their own paper back

## 2. Drafting:

- After students got their own paper with the full ideas, teacher divided the group of six participants into smaller groups which consist of 3 participants only.

Teacher explains the rules;

- Before the discussion was started, each group had to choose one presenter who would be the first speaker and the other members should listen first before giving comment or suggestions, this would be conducted in turns and each member should be a speaker, listener, and also commentator.
- Students were asked to discuss the topic of their own paper, so there was a discussion about the similar topic.
- Students were asked to share, listen, and give comment or suggestion lead by the presenter of the group.
- Teacher gave times to discuss about 15 minutes.

- The goal of this discussion was to make students get a specific idea to write by selecting at least 6 ideas from the 18 ideas they got in the paper.
  - When they were discussing each other, they were supposed to take notes the suggestions from the other member.
  - At the end of the discussion, the presenter had to summarize the discussion and make sure that all of the group members already got the result.
  - After the time was over, the teacher asked each student to write a whole paragraph (i.e. descriptive text) individually, which refers to the ideas and suggestions they get.
3. Editing:
- Next, students were asked to do the peer correction with their pair.
  - Teacher recalled back to the five important aspects of writing; content, organization, vocabulary, language use and mechanics.
  - Teacher monitored the students' activity
4. Final version:
- Before submitting their final draft, students were asked to check it; by correcting the vocabularies, punctuations, grammar, and correcting writing errors.

### **2.11 Perception**

Perception is the process of deciphering information (Worchel and Shebilske, cited in Rahmah 2020). Gibson (2006) adds that perception involves

cognition (knowledge), it includes the interpretation of objects, symbols, and people based on their relevant experiences. In other words, perception involves receiving stimuli, organizing them, and translating or interpreting the organized stimuli to influence behavior and form attitudes.

In teaching and learning process, the effectiveness of a teaching strategy used by the teacher can be identified from some factors, one of them is related to students' perception. Students' point of view is the most valuable aspect which determines whether the use of teacher's strategy has been suitable with their needs or not, whether it has been applied effectively or not, and whether it is able to give an improvement or not. This means, that students' perception is used to evaluate the teacher's strategy. Thus, it is necessary to be investigated.

Related to the implementation of a technique as a teacher teaching strategy, the students may see and feel the different experience of that technique. It depends on how they perceive and interpret the implementation of that technique in learning process. The students also will get different result of learning, again, it may be influenced by how well they accept and interpret the lesson. This phenomenon portrays that one same thing may be seen differently by many people. It is supported by Mouly (1973) cited in Rahmah et.al (2020) who states that the same phenomenon may be comprehended in a different way by the two persons. In a correlation with the students' perception, it is undeniable that the students will have different perception towards the learning process. It can be positive or negative. Both are useful to give a suggestion for the teacher in improving and implementing the teaching strategy.

In this study, the students' perception was investigated by using a questionnaire. The researcher found out how the students felt and experienced in learning after being taught by using the integrated technique. The questionnaire form was adapted from Wichadee (2005). It was intended to explore the students' perception related to the implementation of the integration of brain-writing and small group discussion based on process approach in teaching writing of descriptive text.

## **2.12 Previous Relevant Studies**

Some various studies have investigated the benefit of the use of brain-writing combined with the other technique. The first study is from Sari and Fitrawati (2018), who combined brain-writing and scientific approach. The result from this study indicated that the combination of brain-writing in scientific approach is able to improve students' creativity, able to create a relaxing experience in writing, since there is no comment or critic allowed during the process.

The second study is from Fansury (2018) who elaborated brain-writing with the use of episodic memory. Based on the study, the implementation of brain-writing technique did not give a significant improvement towards the students' writing skill, but it was proven that the technique was able to avoid student boredom and make students more interest in learning process.

The last one is from Hermasari and Mujiyanto (2015) who find out the effectiveness of online brain-writing and brainstorming in teaching writing to the students with different learning strategies. The result showed that both online

brainwriting and brainstorming played a significant role in improving English writing skills of the students. By separating the group into two minor groups, high frequency of LLS students and low frequency of LLS students, it is also found that online brainwriting is more effective than brainstorming.

Even though the previous studies had shown the good impact of brainwriting towards the students, it is still necessary to find another technique to make a clear step in helping the students to arrange the ideas into a good paragraph. Thus, this present research had tried to integrate the brain-writing 6-3-5 technique and small group discussion based on process approach. The reason why small group discussion was chosen because it is aimed to give a clear step of how the students select the ideas from the result of brain-writing session, moreover by the implementation of discussion in a small group of people, the students were expected to help each other in establishing their writing. The implementation of the integrated technique was based on the process approach of writing. It was intended to create a meaningful process for students, and to make them understand more about their writing, since in the process approach they had to follow some procedures in arranging their draft, by creating their first draft, revising, and proposing the final draft of their writing.

### **2.13 Theoretical Assumptions**

Since identified as the complicated skills, writing seems to be the main problem for teacher to be taught in the classroom. To gain success learning in writing, it is undoubtedly that a good technique is needed to be implemented. A good atmosphere of learning also cannot be separated in order to enhance

students' attention to learn. Referred to the previous researches, that brain-writing 6-3-5 technique seemed as one of the helpful techniques for students to generate their ideas, they will get many kinds of ideas to support their writing from the other members in the group.

However, it was not enough. The students had to select which are some ideas that can be used in their writing. Moreover, they also needed a complementary activity to help them in developing the ideas into a paragraph. That is why the implementation of small group discussion can be an alternative way to support the students in writing. Since in fact, when students are working in group, there will be a comfortable situation, then students will feel enjoy communicating each other. In addition, the students will support each other to give comment, and also suggestion for the others in choosing the ideas or in developing the ideas into paragraph. Therefore by integrating brain-writing and small group discussion it would enhance students' writing especially in descriptive text.

Since it was known that the implementation of the integrated brain-writing would give a great chance for the students to produce a huge numbers of ideas, therefore they would get many choices of vocabularies to be chosen. Moreover, when the students were asked to had a discussion among the group members, then the process of editing and getting the final draft would be in an attractive way. What is more, in the discussion stage, the students had assisted each other in choosing and elaborating the ideas into a good paragraph. Related to this situation, it had been assumed that content was one of the writing aspects which affected the most after being taught by using the integrated brain-writing technique.



What is more, the implementation of the integrated brain-writing technique would create a good and clear step in teaching descriptive writing. It was reached by grouping the students into some groups, then they would help each other to produce the ideas, after that they were divided into the smaller member in order to assist each other in choosing and developing the ideas into a good paragraph. Thus it was believed that the students would have a positive perception towards the implementation of the integrated brain-writing technique.

#### **2.14 Hypothesis**

Based on the problem and the literature review, there are two hypotheses which can be described as follows:

Related to the first research question in the chapter one of this research, the hypothesis are:

Ho : There is no a significant difference of students' writing ability before and after being taught by using the integration of brain-writing 6-3-5 and small group discussion technique.

Ha : There is a significant difference of students' writing ability before and after being taught by using the integration of brain-writing 6-3-5 and small group discussion technique.

As the second hypothesis, it was aimed to answer the third research question which drawn as follows:

Ho : There is no positive perception about the integration of brain-writing 6-3-5 and small group discussion based on process approach.

Ha : There is positive perception about the integration of brain-writing 6-3-5 and small group discussion based on process approach.

The literature review has been thoroughly explored in this chapter. The following chapter will go into the methods of this research.

### **III. RESEARCH METHOD**

This chapter elaborates an overview of research design, research population and sample, data collecting technique, research procedure, research instruments, validity of the instruments, reliability of the instruments, the scoring criteria, data analysis, and hypothesis testing.

#### **3.1 Research Design**

Creswell (2012) describes that a quantitative research is a research which describes a research problem through a description of trends or a need for an explanation of the relationship among variables. Meanwhile, for the qualitative research, he mentioned that it is used to explore a problem and developing a detailed understanding of a central phenomenon. For the first and the second research question, quantitative approach had been implemented. Meanwhile, for the third research question which was related to find out the students' perception towards the implementation of treatments, the researcher has distributed a questionnaire of perception. Thus, a qualitative data in form of questionnaire also had been obtained and analyzed in this research. To collect the quantitative data, pre-test and post-test of writing had been carried out. The pretest was conducted to know the students' preliminary ability before the treatment given while the

posttest was conducted to see how far the improvement of their skill after the treatment given. The treatment had been given by integrating Brain-writing 6-3-5 and Small Group Discussion which was conducted into 3 meetings of activities and each meeting took 2x40 minutes. One group pre-test and post-test design had been employed in this research. The research design is presented as follows:

**T1      X      T2**

*(Source: Adapted from Setiyadi, 2006: 143)*

- T1 refers to the pretest before treatment
- X refers to the treatment; the integrated brain-writing 6-3-5 and small group discussion
- T2 refers to the posttest after treatment

In this research, the researcher had given pre-test and post-test to the students. The aim in giving the pre-test is to know about the students' ability in writing before being taught by using integrated Brain-writing 6-3-5 and Small Group Discussion. After implementing the treatments, the researcher conducted post-test to see whether the use of the technique improves the students' writing ability in descriptive text. To collect the qualitative data, a questionnaire was administered to the students. The aim of the questionnaire is to find out the students' perception towards the implementation of the integrated brain-writing and small group discussion based on process approach.

### **3.2 Research Population and Sample**

A population is a group of individuals who comprise the same characteristics (Creswell, 2012). In the present study, the population was from the seventh grade students of SMP Insan Mandiri Bandar Lampung, academic year 2021/2022. There are two classes available as the seven A and the seven B class. Thus, the researcher only took one class as the sample of the research.

### **3.3 Data Collecting Technique**

In obtaining the data, the students' writing score in writing descriptive text related to person had been used. The students' writing was assessed by using the writing aspects from Jacobs (1981) such as content, organization, vocabulary, language use, and mechanic.

Before the treatment was given, the researcher gained and analyzed the students' writing score from the pre-test of writing. After the implementation of treatment, the researcher gave a post-test. In collecting the data, the researcher used the following steps:

1. Pre-test

The purpose of the test is to measure the students' writing ability. It is intended to find out whether the students' writing ability improves before and after the treatment. In conducting the pre-test, the teacher is supposed to give the guideline for students related to what they need to do, what kind of writing text they should write, and what aspects of writing which will be assessed at the end of their writing.

2. Post-test

As the last test, the post-test was done after the treatments. It was aimed to see whether there is any improvement of the students' writing ability in creating descriptive text before and after the implementation of the integrated brain-writing 6-3-5 and small group discussion technique.

#### 4. Questionnaire

To obtain the data related to the students' perception towards the technique implemented, the researcher distributed the questionnaire consisted of 10 close-ended questions. The response options used 5 likert scale (1=strongly disagree – 5=strongly agree).

### **3.4 Research Procedures**

The researcher referred to the following procedures in order to do the treatments and to collect the data:

#### 1. Determining the Research Problem

The researcher observed the research related to the use of the brain-writing 6-3-5 technique towards students' writing ability, then constructed an assumption towards the implementation of the technique. After making the assumption as the problem, the researcher tried to find the solution by observing the use of another technique to support the brain-writing technique i.e. small group discussion. Then, as the gap and the solution, the researcher was intended to integrate both of those techniques based on process approach of writing.

#### 2. Constructing Instruments of the Research

The scope of this research was about students' writing ability of descriptive text. So, this study used a writing test as an instrument of the research in order to measure students' writing ability about descriptive text. A pretest and posttest also had been implemented, as the measurement of the significance difference of students' writing ability before and after gaining the treatments.

3. Determining the Population and Sample

The population of this research was from the seventh grade students of SMP Insan Mandiri Bandar Lampung, and the subject was taken from one class.

4. Selecting and Determining the Materials

In selecting the writing test, the researcher had observed the syllabus used by the teacher from the sample class.

5. Administering Pretest

The pretest had been given in the first meeting which means it was done before the treatment given. It was aimed to see the basic ability of students' ability in writing descriptive text. In this stage, the students were assigned to write a descriptive text based on the topic given. The time allotment was in 45 minutes.

6. Conducting Treatment

After giving pretest, the researcher conducted the treatment by using the integration of brain-writing 6-3-5 and small group discussion technique.

7. Administering Posttest

As the last test, the researcher gave the post test. It was aimed to see whether there is any improvement of the students' writing ability in creating

descriptive text before and after the implementation of the integrated brain-writing 6-3-5 and small group discussion technique.

#### 8. Distributing the Questionnaire

To find out the students' perception towards the technique, the researcher had distributed a questionnaire which consists of 10 questions. The questionnaire was close-ended questionnaire and the form was in likert scale.

#### 9. Analyzing the Data

After conducting the pretest and the posttest, the data were analyzed by using Paired Sample T-test through SPSS. It was proposed to see whether there is a significant difference of students' writing ability before and after being taught by using the integrated technique.

#### 10. Interpreting the Results of Data Analysis and Drawing Conclusion.

### **3.5 Research Instruments**

In gaining the data, researcher had employed two kinds of instruments; the test of writing which consists of pre-test and post-test and the perception questionnaire. Each kind of instruments is explained as follows:

#### **3.5.1 Writing Test**

##### 1. Pre-test

The pre-test was conducted to find out the students' basic ability in writing descriptive text before being given the treatments. In the pretest, the



students were asked to write a text in form of descriptive based on the topic given. The time for the test was in 45 minutes.

## 2. Post-test

The post-test was conducted to measure the difference of students' ability in writing descriptive text after being given treatments. In the post-test, the students were asked to write a text in form of descriptive based on the topic given. The students should finish their test in 45 minutes.

### 3.5.2 Questionnaire

To answer the third research question related to the students' perception towards the implementation of the integrated technique, the researcher had given a perception questionnaire. There were 10 questions in close-ended form of questionnaire. The questions are adapted from Wichadee (2005). The statements were translated into Indonesian to hinder the misunderstanding for students in answering the questions. The statements are classified into statements of the usefulness and feeling. The table below will describe the questionnaire form, as follow:

**Table 3.1** The Specifications of the Perception Questionnaire

Items	Category
1, 2, 3, 4, 5, 6, 7, 8	Usefulness
9, 10	Feeling

### 3.6 Validity of the Instruments

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (AERA, APA, NCME, 1999 cited in Creswell,

2012). Kimberlin and Wenterstein (2008) also state that validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. It can be said that a set of test can fulfill the validity aspect if it measures what it should be measured. In this research, content validity and construct validity had been used. These validities were used in this research in order to measure whether or not the test had a good validity.

### **3.6.1 Validity of Writing Test**

#### **a. Content Validity**

This kind of validity is concerned whether the test is sufficiently representative for the rest of test or not. In getting the content validity of the writing test, the materials should be found based on the standard competence in syllabus for the seventh grade of junior high school. The researcher used the writing material that is supposed to be comprehended by the seventh grade students. The test had been considered to have high level of the content validity since it represented the language skill and structure, moreover the material chosen referred to the english curriculum of 2013 for the seventh grade of junior high school.

#### **b. Construct validity**

Construct validity is subordinate to the sense and rationality of interpretation of the language test scores, which means this interpretation is the assessment of language skills of the subject (Bachman in Ying and Wei, 2016). The instrument of this study was considered to have high level of

construct validity since it had been examined by referring to the certain aspects that is in line with the theories of aspects of writing proposed by Jacobs (1981) and Heaton (1988) namely content, grammar, organization, vocabulary, and mechanic.

### **3.6.2 Validity of Questionnaire**

The questionnaire was adapted from Wichadee (2005), who had researched about the students' perception towards the implementation of cooperative learning. This questionnaire had been constructed based on the theory of students' perception of an approach. Since the purpose of the questionnaire in this present research was to find out the students' perception towards the implementation of integrated brain-writing and small group discussion which is in line with the purpose of the previous research, thus the questionnaire is able to be adapted. Moreover, the questionnaire also had been created by following the theory of perception. Therefore, the construct validity of this instrument is already fulfilled (see the appendix 11).

### **3.7 Reliability of Instruments**

Heaton (1988:162) illustrates that a test is not reliable if it shows the different result when it is given to the same people on the different times. It means that reliability refers to the consistency of the test in evaluating the same sample in different time. In this research, the researcher also had employed several procedures to evaluate the reliability of instruments used, as follows:

### 3.7.1 Reliability of Writing Test

The instrument can be considered as reliable, if the scores of individuals are consistent, same and equal, produced by the measurement device. Or, it can be said that there is no bias of the measurement device when it is used in time to time and even in a various items of instruments (Bajpai, 2014). Besides having high validity, the tests must have good reliability too, because the tests are not appropriate if the tests do not have a good reliability. The more people involved in the team, the more reliable the result will be (Setiyadi, 2006). Vanderstoep & Johnston (2009) also adds that a high reliability can be reached when the two people observing a behavior have the same agreement on the nature of that behavior. Related to this statement, and also to avoid the subjectivity of the research, the researcher used the inter-rater reliability.

The raters in this research were the researcher and an English teacher in SMP Insan Mandiri Bandar Lampung. The researcher counted the reliability of the students' writing achievement by using correlation calculations by looking for a coefficient between 0 and 1. If the coefficient is close to 1 then the reliability is high. The statistical formula of reliability is as followed:

$$R = 1 - \left( \frac{6 \sum d^2}{N(N^2 - 1)} \right)$$

Notes:

R = Rank difference

$\sum d$  = Total score of odd number

N = Number of Students

In this case, the coefficient of rank correlation had been analyzed with the standard of reliability as follows:

**Table 3.2** Reliability Standard

Coefficient (r)	Relationship
0.0 to 0.19	Neglibible
0.20 to 0.39	Low
0.40 to 0.59	Moderate
0.60 to 0.79	Substantial
0.80 to 1.00	High to very high

Source: Adapted from Best & Kahn (1988)

The results of the calculation in the pre and post-test can be seen below:

1. Reliability of Pre-Test

$$R = 1 - \left( \frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

$$R = 1 - \left( \frac{6(41)}{24(24^2 - 1)} \right)$$

$$R = 1 - \left( \frac{6(41)}{24(576 - 1)} \right)$$

$$R = 1 - \left( \frac{246}{13800} \right)$$

$$R = 1 - 0.01782608696$$

$$R = 0.98217391304 \text{ (very high)}$$

2. Reliability of Post-Test

$$R = 1 - \left( \frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

$$R = 1 - \left( \frac{6(70)}{24(24^2 - 1)} \right)$$

$$R = 1 - \left( \frac{6(70)}{24(576 - 1)} \right)$$

$$R = 1 - \left( \frac{420}{13800} \right)$$

$$R = 1 - 0.03043478261$$

$$R = 0.96956521739 \text{ (very high)}$$

From all of the reliability tests above, it can be summarized that all the results shows each of the writing test whether in the pre-test or in the post-test had a very high reliability. It means that all of the tests had a good consistency of assessment results. To know the table of the reliability in pre-test and post-test, see the appendix 8 and 10.

### 3.7.2 Reliability of Questionnaire

Since the questionnaire form in a likert scale questionnaire, thus to make sure it has a high reliability the researcher used Cronbach Alpha as the tool to measure the reliability. Setiyadi (2006) states that if the test is arranged by Likert scale; it is better use Alpha minimum 0.70.

**Table 3.3** The Guideline for Describing Alpha Value

Alpha value	Descriptions
> 0.90	very highly reliable
0.80-0.90	highly reliable
0.70-0.79	reliable
0.60-0.69	marginally/minimally reliable
< 0.60	unacceptably low reliability

(Source: Cohen et al, 2007: 506)

After the results of the students' perception were obtained, the next step was computing the data using SPSS 16. The results of the reliability test on the questionnaire (see appendix 12) is presented in the table below:

#### 3.4 Reliability Statistics

Cronbach's Alpha	N of Items
.813	10

Based on the tabulation of the score of questionnaire, the researcher found that the reliability of the questionnaire from 10 items of statements was 0.813. It means that the questionnaire was highly reliable. Since the result of the reliability questionnaire show the highly reliable result, it can be known that the questionnaire result is consistence and can be trusted.

### 3.8 Scoring Criteria

The scoring criteria are adopted from Jacobs et al (1981:90) as follows:

**Table. 3.5 Writing Rubric**

Aspects of Writing	Score	Criteria
Content	27-30	Excellent to Very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	22-26	Good to Average: Some knowledge of subject, Adequate range, Limited development of thesis, mostly relevant to topic, but lacks in detail.
	17-21	Fair to Poor: little substance, limited knowledge of subject, inadequate development of topic.
	10-16	Very Poor: non-substantive, not pertinent, not enough to be evaluated.
Organization	18-20	Excellent to Very good: Well-organized, logical sequencing, cohesive, the ideas are clearly stated and supported.
	15-17	Good to Average: The sequence is logical yet incomplete, loosely organized but main ideas still stand out.
	10-14	Fair to Poor: The ideas are confusing and disconnected. Lacks of logical sequencing and development.
	7-9	Very Poor: No organization, does not communicate, and not enough to be evaluated.
Vocabulary	18-20	Excellent to Very good: Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	15-17	Good to Average: Adequate range, occasional errors of word/ idiom choice and usage but meaning not obscured.
	10-14	Fair to Poor: limited range, frequent errors of word/ idiom choice and usage. Meaning confused and obscured.
	7-9	Very Poor: little knowledge of English vocabulary.
Language use	22-25	Excellent to Very good: Almost no errors in of tense, number word order or function, agreement, preposition, pronouns, and etc. Effective complex construction.
	18-21	Good to Average: Effective but simple construction, several errors of agreement, tense, preposition, pronouns, number word order or function.
	11-17	Fair to Poor: Many errors of tense, agreement, number word order or function, pronoun, and prepositions. Major problems in simple/complex construction.
	5-10	Very Poor: No mastery of sentence construction. Dominated by errors of tense, preposition, and etc. Not enough to be evaluated
Mechanic	5	Excellent to Very good: Almost no errors in spelling, capitalization, punctuation, and paragraphing.
	4	Good to Average: Occasional errors in spelling, capitalization, punctuation, paragraphing but the meaning is not obscured.
	3	Fair to Poor: Frequent errors in spelling, capitalization, punctuation, paragraphing. The meaning is confusing and obscured.
	2	Very Poor: Dominated by errors in spelling, capitalization, punctuation, and paragraphing. Poor handwriting and not enough to be evaluated.

### 3.9 Data Analysis

After collecting the data, the researcher analyzed the result of this research by following these following procedures:

1. Writing test

The students' writing test was divided into pretest and posttest. In procedure of checking the students' writing, the researcher read the descriptive text of students one by one helped by the second rater. The researcher tried to be objective in checking and analyzing students' writing. The researcher used theory of writing aspects from Jacobs et al (1981) to help the researcher in checking students' writing result. According to Jacobs et al (1981) there are five aspects of writing should be considered in writing namely content, organization, vocabulary, language use, and mechanics.

- a. 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.
- b. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.
- c. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.
- d. Vocabulary refers to the selection or words that are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.



- e. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

In order to have same perception in assessing the learners' work, the researcher explained the writing scoring rubric assessment used in the study to the second-rater before assessing the work. After that, the next step was calculating students' scores from the 1st rater and the 2nd rater with the formula:

$$R1 = C + L + V + O + M$$

$$R2 = C + L + V + O + M$$

Notes:

R1 = Score from 1<sup>st</sup> rater

R2 = Score from 2<sup>nd</sup> rater

C = Content

O = Organization

L = Language use/grammar

V = Vocabulary

M = Mechanics

When the scores from the two raters had been gained, the next step was calculating the total score from the two raters by following the formula below;

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

Notes:

R1 = Score from 1<sup>st</sup> rater

R2 = Score from 2<sup>nd</sup> rater

TR = Total Score

After having the students' writing scores, the researcher inputted the data to SPSS version 17.0. This tool is helping the researcher to calculate the finding from students' score in writing a descriptive text.

In analyzing the second research question, the researcher calculated the scores of students' writing aspects in the pre-test and post-test then find out the mean of the enhancement of each aspect of students' writing. After that, the writing aspect which is enhanced the most after the implementation of the integrated brain-writing was recognized.

## 2. Questionnaire

The form of data from questionnaire was computed into excel. It was analyzed by researcher systematically. The researcher classified and counted the respond of the students towards the integrated brain-writing technique, whether most of them had a positive perception or not towards the implementation of the technique. In analyzing the result of questionnaire, the researcher made the rating scale first. To find out the rating scale and ideal score as stated below:

The ideal score = Scale x Respondents

**Table. 3.6 Rating Scale**

Scale	Formula
SA	$5 \times 24 = 120$
A	$4 \times 24 = 96$
N	$3 \times 24 = 72$
D	$2 \times 24 = 48$
SD	$1 \times 24 = 24$

Rating scale and the interval can be elaborated as follows:

**Table 3.7 Scoring Criteria of Questionnaire Responses**

Score	Scale	Category
97-120	SA	Very positive
73-96	A	Positive
49-72	N	Neutral
24-48	D	Negative
0-23	SD	Very negative

(Source: <https://www.diedit.com/skala-likert/>)

### 3.10 Hypothetical Test

Hypothesis testing was done to determine whether or not the proposed hypothesis was accepted. Based on the research questions, two hypotheses are proposed in this study.

The hypotheses from the first research question are:

Ho : There is no a significant difference of students' writing ability before and after being taught by using the integration of brain-writing 6-3-5 and small group discussion technique.

Ha : There is a significant difference of students' writing ability before and after being taught by using the integration of brain-writing 6-3-5 and small group discussion technique.

As the second hypothesis, it was aimed to answer the third research question which drawn as follows:

Ho : There is no positive perception about the integration of brain-writing 6-3-5 and small group discussion based on process approach.

Ha : There is positive perception about the integration of brain-writing 6-3-5 and small group discussion based on process approach.

With the criteria of hypothesis:

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

This is the end of the discussion in this chapter. The methods of this research had been discussed systematically.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter where presents the conclusion of the research findings and suggestions for English teachers who want to try to implement the integration of brain-writing and small group discussion technique in improving students' writing achievement.

### 5.1. Conclusions

The objectives of this research were to find out a significant difference of students' writing ability before and after being taught by using the integration of brain-writing and small group discussion technique, to find out the aspect of writing which affected the most after being taught by using the integration of brain-writing and small group discussion technique, and to reveal the students' perceptions towards the implementation of the integration of brain-writing and small group discussion technique. Based on the research, it can be concluded that:

1. The result of Paired-Sample t-test indicates that the integration of brain-writing and small group discussion technique improves the students' writing achievement in writing descriptive text, since there is a significant difference of students' score from the pretest to posttest. It can be seen from the value of two tailed significance which get 0.000. It means that  $H_a$  is accepted because  $0.00 < 0.05$ . Then, if the t-value (11.323) compared

with t-table (2.06866), it can be seen that the students' writing ability improved, since the t-value is higher than t-table. It may be inferred that the choice of teaching technique in writing is one of the important factors which influences students' writing abilities. It also indicates that by implementing the brain-writing technique, thus the students had lots of ideas related to the topic given, then when they were formed into a group discussion, it made the writing steps become clearer and more specific for them, that is a guideline to finish their final draft of writing. Therefore there is a significant difference of students' writing ability before and after being taught by using the integration technique. It also indicates that the implementation of the integration technique is able to improve students' writing ability in writing descriptive text.

2. The most affected aspect of writing after being taught by using the integration of brain-writing and small group discussion is content. It is caused that by grouping the students into a discussion, it had created a good atmosphere to write, where the group member assist each other in order to solve the problem, or in this situation, it is used to help the students in evaluating, choosing, and elaborating the ideas into a good paragraph of descriptive writing, therefore the content of their writing also had been improved.
3. The implementation of the integration of brain-writing and small group discussion technique get a positive reaction from the students. The positive perception of students towards the technique indicates that the use of the integration technique had given a helpful step for students in writing.

Besides, the positive perception from the students also can recognize that the integration technique is a great, useful, and beneficial technique to give an impact towards the students in writing descriptive text. It is caused by the process of teaching and learning happened in the classroom. Students not only get advantage in producing a good writing, but they also get an enjoyable learning during the process of writing. Since at the end of collecting the ideas in brain-writing session, the students were asked to discuss each other, therefore the interactive situation was formed at that time, and the students felt enjoy in learning. Thus, based on the result of the questionnaire, overall the students gave positive perception towards the implementation of the integration of brain-writing and small group discussion technique.

## **5.2 Suggestions**

Referring to the conclusions above, some suggestions could be listed for English teachers and further researchers:

### **5.2.1 Suggestions for the English Teachers**

It is suggested to apply the Integration of Brain-writing and Small Group Discussion Technique in the class to enhance the students' writing ability. By implementing the Integration of Brain-writing and Small Group Discussion Technique, it gives lots of advantageous for the students; can trigger the students to collect the ideas as much as possible, moreover, after getting the ideas, the students were asked to have a discussion with the other members thus they can

assist each other in choosing, arranging and elaborating the ideas to be a good paragraph by following some processes in writing such as planning (in the brain-writing session), drafting, editing and final version (in the small group discussion session). On top of that, by integrating brain-writing and small group discussion technique and applying the technique based on process approach of writing, it also could give a better understanding for students in writing. In other words, the steps of writing become clearer and more specific.

However, the barriers in implementing the integration technique of brain-writing and small group discussion were related to the classroom management, and the time consuming. As the result, the teacher needs to supervise the process of the implementation of the technique, particularly in the discussion stage. Beside of that, in order to make the time more efficient, the teacher is suggested to make the teaching planning as well as possible before starting the teaching and learning process in the classroom. Thus, the implementation of the technique would be more effective and efficient.

### **5.2.2 Suggestions for the Further Researchers**

1. Brain-writing technique has its own limitation; thus, in this research, the integration of Small Group Discussion technique at the end of the Brain-writing session with the Process Approach was implemented. The further researchers can also combine this technique with other approaches or techniques that can cover the disadvantages of Brain-writing.



2. The subject of the research should be more than the present research and be chosen randomly, so that it can represent the rest of the population, or generalization can be decided.
3. This research only used perception questionnaire as the instrument to know the students' perception, thus the further researchers are suggested to carry out the study by adding other instruments such as interviews to strengthen the result of the questionnaire related to students' perception toward the implementation the integration technique.

In brief, those are the conclusions of the research findings and suggestions for English teachers who want to try to implement the integration of brain-writing and small group discussion technique in teaching writing and for further researchers who want to investigate more about this technique.

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