

IMPROVING GRADE VIII STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH BRAINSTORMING TECHNIQUE

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Abstract

The objective of this study is to find out whether Brainstorming Technique can improve students' Achievement in writing. This study was conducted by using classroom action research. The subject of this research was the second year students of SMP VIII-2 Swasta HKBP Sidorame Medan. The research was conducted in two cycles. The first cycle was three meetings and the second cycle was also three meetings. The instruments for collecting data used writing test for quantitative data and used diary notes, interview sheet and observation sheet for qualitative data and the qualitative data showed that the students were interested in applying Brainstorming technique. Based on the writing test result, the students' score kept improving in every test. In orientation test, the mean score was 65.50. In the test of cycle 1 the mean score was 73.33 and the mean score in the test of cycle 2 was 79.97. In line with the data, it was found that the Brainstorming technique can improve students' writing achievement.

Keywords: *Writing, Writing Assessment, Brainstorming, Classroom Action Research*

Introduction

Background of the study

English is a global language which is used by people in the world. It is used in all activities as a formal language. Taking part in the activities, Indonesian people must have a good competence in using English, because it can achieve many opportunities to our country. English is the first foreign language in Indonesia, so it is important to be taught to Junior High School as a compulsory

subject. It has been developing the students' communication ability in English, which includes listening, speaking, reading and writing.

Writing as a part of learning English is very difficult because writing depends on grammar, vocabulary, and punctuation as well as rules for forming words and making sentences. According Harmer (2004:31) states that writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right where mastering the ability to write effectively is seen as a key objective for learners..

In reality, the expected results from learning writing have not been achieved yet based on the teaching practice program (PPL) at SMP N 1 Berastagi. The students could not write well. Most of them had difficulties in conveying ideas in writing because they had a lack of vocabulary and appropriate structures of sentences. So the students felt lazy to write any text as they assumed that writing was a boring activity.

Based on the problem that the researcher given from an interview with the English teacher in SMP HKBP Sidorame Medan . The researcher found out that the students' writing ability was quite low in terms of writing texts such as narrative, recount and descriptive texts. Manzo and Thomas (2006) the students failed in writing because they faced some difficulties such as a lack of vocabulary and poor grammar and also the teacher still used the conventional technique that made them get bored and have low motivation in learning. One of the appropriate and comprehensive strategies for teaching writing is brainstorming technique.

Litchf and Vincent(2002) brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. By using brainstorming technique, the researcher tries to make students writing easily, because the students free to think and give information about the topic. Rao (2007) expecting that brainstorming can help students to make them fluent to write in English. Robert(2008) the advantages of using brainstorming technique in teaching English for the students' thought are activated to write their opinion, makes students think quickly and logically, increases the participation of students in receiving lessons, even students feel free and happy, and democratic atmosphere and discipline can be grown in the class.

Based on the discussion above, the technique of teaching writing for helping students should be provided. Brainstorming is one of techniques that students can use to generate ideas for writing a paper. In the process of brainstorming, the students should suspend any concerns about staying organized. The goal is to pour their thoughts onto paper without worrying about whether they make sense or how they fit together.

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Research Question

How does brainstorming technique improve Grade VIII students' achievement in writing descriptive text.

Conceptual Framework

Writing is one of the four language skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, and organization. Descriptive text is difficult enough to learn by the students. Descriptive text is a type of text that has function to describe particular person, place, or thing. The students used simple present and adjective clause in writing descriptive text. Brainstorming is a popular technique that helps the students to generate creative solutions to a problem when the students write descriptive. Brainstorming is design to motivate the students to be active in teaching learning process in the class room. Teacher as the facilitator and guider takes student into learning process by giving the instruction, the student work in their group to solve the problem which is given. Brainstorming technique is appropriate for improving writing skill where the students can tell with writing what they think without worrying about the mistake.

In accordance with this, teacher can use several methods or techniques in teaching. One of them is through brainstorming technique. Brainstorming technique is a technique of teaching that is use to generate ideas and opinion of the students in short time. In process of brainstorming, students should suspend any concerns about staying organized. The goal is also pour the students thoughts onto paper without worrying about whether they make sense or how to fit together. In applying brainstorming technique, it is an important bridge in learning

process, which can help students to improve their writing ability especially in descriptive writing.

Brainstorming facilitates the student achievement in descriptive writing. It is because brainstorming is a way of associating ideas and stimulating thinking for generating new ideas. The process of producing a clear of ideas help the student to mature as a thinker in descriptive writing because it facilitates the development of such important writing skill as developing and organizing ideas ,evaluating evidence, observing logical consistency and expressing their self clearly and laconically. By brainstorming technique, students have more chances to talk in their groups than in whole class activity, and shy students are more likely to feel comfortable expressing their idea. Therefore, brainstorming technique can develop a much wider knowledge of the world which can feed back into improving and supporting the student general educational needs.

Assesment of Writing

Assessment			
		Grammatical Features	
Criteria	Score	Criteria	Score
Identification	20	Using simple present/simple past	20
Description	30	Using predicate be or have/has or linking verb	15
Total		Using adjective	15
		Total	

Methodology

This research was based on classroom action research (CAR). According to Wallace as quoted by Sedima(2010: 24) classroom action research is different from more conventional types of research . Action research is different from other more conventional or additional types of research and that is very focused

on individual or small group professional practice and is not so concerned with making general statement. This classroom action research was conducted on students of second grade of junior high school of SMP Swasta HKBP Sidorame Medan. It is located on Jalan Dorowati No. 40 Medan.

The class consists of 36 students with 13 girls and 23 boys.

This study applied quantitative and qualitative data. The qualitative data was taken from diary notes, observation sheet, interview sheet and interview sheet to describe the improvement of writing ability. The quantitative data was taken from students' writing in class. The mean of the students' score for each cycle was obtained using the application of the following formula:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where: \bar{x} = the mean of the students

$\sum x$ = the total of score

N = the number of the students

Result and Discussion

The data was taken from the students of SMP Swasta HKBP Sidorame Medan in class VIII-2. The numbers of students were 36 and the researcher took all of students in one class. The data were analyzed qualitatively which included diary notes, observation sheets, interview and questionnaire sheets and quantitatively which included the students' speaking test.

The research had been done for three weeks within two cycles. The first meeting was done to conduct the orientation test. The second, third and the fourth meeting were done to conduct the first cycle. The fifth and sixth were done to conduct the second cycle observation sheet and interview sheet. So, totally there

were six meetings in this research. Brainstorming Technique was applied in teaching writing class.

Table 1 The Percentage of Students who Got Point up to 75

Writing Test	Percentage
1 st	16.66%
2 nd	47.22%
3 rd	94.44%

The diary notes were written about student activity in every meeting during teaching learning process as personal note. It recorded everything which happened in the class. This diary notes were made for evaluating the teaching and learning process.

Observation sheet was used to measure the level of students' activities during teaching-learning process. The interview was done in the beginning and in the end of the meeting. The interview was done to find the obstacle of the students in the studying English, especially in writing. At the end of the meeting, interview was done to know the implementation of brainstorming in writing descriptive texts including their difficulties in writing. The finding of this research showed that Brainstorming Technique could improve from the student's achievement in writing the descriptive text. It could be proven from students score from test in every cycle. The mean of score in orientation test 65.50. The mean of test cycle 1 was 73.33 and mean of cycle 2 was 79.97. It also proved by the score of students who got up to 75 points was increased every cycle. They are 16.66% in orientation test 47.22% in cycle 1 test and 94.44% in cycle II test.

Conclusion and Suggestion

Conclusion

. After carrying out (conducting) the research and analyzing the data, the writer found that the Grade VIII students' achievement in writing a descriptive text had been improved through brainstorming technique. It also strengthened the result of students score in writing a descriptive text (65.50). In cycle I the score was 73.33. After doing some changes in cycle II, the students' score increased to be 79.97

Suggestion

English teachers to improve students' Grade VIII Students achievement in writing descriptive text through brainstorming technique because brainstorming can increase students' interest in learning to write descriptive text and make the teaching and learning process became more enjoyable.

Students of Junior High School to create their own brainstorming technique to help them to express their idea .So that they have a good understanding about how to improve their ability in writing descriptive text through brainstorming technique

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