

THE EFFECT OF BRAINWRITING TECHNIQUE TOWARDS STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT

Eka Putri¹⁾, Tera Athena²⁾

^{1,2}English Department, STKIP PGRI Bangkalan

E-mail: ekaaptr28@gmail.com¹⁾, teraathena@stkipgri-bkl.ac.id²⁾

Abstrak:

Penelitian ini bertujuan untuk mengetahui apakah teknik Brainwriting berpengaruh terhadap kemampuan menulis siswa kelas X di SMA Asshomadiyah. Menulis merupakan salah satu keterampilan dalam berbahasa, dengan menulis siswa dapat berkomunikasi dan menuangkan ide, pikiran atau gagasan dalam bentuk tulisan. Dalam kegiatan menulis tentunya melibatkan penggunaan bahasa, tanda baca, sehingga hasil tulisan dapat dipahami oleh pembaca. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan desain pre-experimental design untuk mengetahui pengaruh teknik Brainwriting terhadap keterampilan menulis teks deskripsi siswa. Jenis desain penelitian ini menggunakan One-Group Pretest-Posttest Design. Populasi dalam penelitian ini adalah kelas X di SMA Asshomadiyah. Peneliti menentukan sampel dengan menggunakan cluster sampling dan mengambil sampel kelas XA yang terdiri dari 29 siswa. Data yang diperoleh dan dianalisis menggunakan bantuan IBM SPSS Statistics versi 25. Hasil analisis menunjukkan bahwa mean pada pretest adalah 52,34 dan mean pada posttest adalah 78,10. Berdasarkan hasil uji hipotesis menunjukkan bahwa nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, maka dapat disimpulkan bahwa H_1 (Hipotesis Alternatif) dapat diterima. Dari hasil tersebut dapat disimpulkan bahwa terdapat pengaruh penggunaan teknik Brainwriting terhadap kemampuan menulis teks deskriptif.

Kata Kunci: Menulis; Teknik Menulis Otak; Teks Deskriptif.

Abstract:

This study aims to determine whether the Brainwriting technique affects students' writing skills in class X at Asshomadiyah High School. Writing is one of the skills in language, by writing students can communicate and pour ideas, thoughts or ideas in the form of writing. In writing activities, of course, it involves the use of language, punctuation, so that the results of writing can be understood by the reader. In this study, researcher used a quantitative method with a pre-experimental design to determine the effect of Brainwriting technique on students' description text writing skills. This type of research design uses One-Group Pretest-Posttest Design. The population in this study was class X at Asshomadiyah High School. The researcher determined the sample by using cluster sampling and took the sample of class XA consisting of 29 students. The data obtained and analyzed using the help of IBM SPSS Statistics version 25. The results of the analysis show that the mean on the pretest is 52.34 and the mean on the posttest is 78.10. Based on the results of the hypothesis test, it shows that Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that H_1 (Alternative Hypothesis) can be accepted. From these results it can be concluded that there is an effect of using the Brainwriting technique on the ability to write descriptive text.

Keywords: Writing; Brainwriting Technique; Descriptive Text.

INTRODUCTION

Writing is an activity of conveying expression or thought to someone else in written form. Raimes said, writing is an ability that use to express ideas and opinion in word form, sentence, paragraph involving the eyes, brain, and hands (Borrego, 2021). Writing is the ability a person has in obtaining information, ideas, and thoughts in the form of writing. Writing is also a competency that must be learned at school. By writing students can increase the knowledge that has been learned because when doing writing, it certainly requires mastering English language such as vocabulary, punctuation, language signs, and paragraph refinement (Zuhri, 2020). Writing is disliked by many students because it is considered one of the complicated and boring skills, but in fact writing is a marker of success in language skills (Najjah et al., 2021). There are several types of texts in writing skills, one type of writing is descriptive text. Descriptive text is a text that describes the characteristics of a person, an object, or a place (Syahira Salsabila, 2023)

Based of the pre-observation, the problem is that there are still many students who are not confident so they have difficulty in expressing themselves, especially in starting to write. All of these problems are cause by a lack of motivation in students and a lack of vocabulary in learning English. Moreover, the place of this research is SMA Asshomadiyah which is within the scope of boarding school, this can also make students lack of references or lack of breadth of knowledge in writing. And keep in mind writing is also not a skill that can be done directly, but rather a skill that must be trained, attempted, and familiarized. Based on these problems, as a teacher, you must find ways to overcome these problems. In this case the teacher can use one of the learning

techniques that can be use to overcome problems in writing skills, namely by using the Brainwriting technique.

Brainwriting technique is a technique that can express ideas, thoughts or ideas in writing either individually or in groups with classmates. Brainwiting is also useful for students who have difficulty expressing ideas or opinions verbally so that they can express their ideas in writing (Wardani, 2021). Brainwriting technique can make students think creatively and make the class conducive because students are given the freedom to think and express ideas according to what is in their brains. Barinwriting can also be useful for students who have problem expressing teir ideas (Efriliani et al., 2019).

In this case, the researcher wants to try brainwriting technique to make easier for students to write descriptive text. Based of the previous research conducted by by Putri Elbalqis and Hery Yufrizal in 2023 year with the title "Integrating Brain-Writing and Small Group Discussion Enhance Students' Writing Ability in Descriptive Text". By using quantitative research methods, data collection using pretest and posttest writing and perception questionnaires and the results of his research concluded that describing writing ability can affect improvement after using Brainwriting techniques in small group discussions (Elbalqis & Yufrizal, 2023).

Based on the description above, it shows that in general students have problems in expressing ideas. Through this study, the researcher will conduct a study that focuses on students writing ability in descriptive text. Therefore, this research is titled "The Effect of Brainwriting Technique Towards Students' Writing Ability in Descriptive Text". This research have two hypothesis, namely null hypothesis (H_0) that means hypothesis stating

that there is no effect of using Brainwriting technique on students' ability to write description texts of the X grade students of SMA Asshomadiyah in the 2023/2024 academic year and alternative hypothesis (H_1) that means hypothesis stating that there is an effect in the use of Brainwriting technique on students' ability to write description texts of the X grade students of SMA Asshomadiyah in the 2023/2024 academic year.

RESEARCH METHOD

In this study, researcher uses quantitative methods. Quantitative research is a research method that uses numbers and statistics in collecting data as well as analyzing data that can be measured. According to Sugiyono in (Rohenti, 2021) in his book explains that quantitative method is a method that is often called traditional, positivistic, scientific method because it has fulfilled the rules concretely, objectively, measurably and systematically. This research uses pre-experimental design to determine the effect of Brainwriting technique in students description text writing skills. This type of research design uses One-Group Pretest- Posttest Design.

The population in this study use X grade students at SMA Asshomadiyah in the 2023/2024 school year. The class consists of 2 classes, namely class XA consists 29 students, while XB consists 36 students with a total of class X consisting of 65 students. For sampling researcher use the cluster sampling technique, where cluster sampling is an area that will be use as a data source, then for sampling based on the population that has been determined. From the use of cluster sampling technique, class X-A was obtained with a total of 29 students at Asshomadiyah High School in the 2023/2024 school year.

To complete this research, the researcher collect data using observation, test, and documentation. The instrument use is a written test that has been planned as a measuring tool to determine the level of students' abilities in writing activities. The test was conducted twice, namely pre-test before treatment and post-test after treatment. To analyze the data, the researcher use Validity Test, Reliability test, Normality test and One Sample T-test, which One Sample T-test is use to be able to compare average can also test hypothesis in statistics. The purpose of this study is to determine the effect of students after using Brainwriting technique to get better writing results compared to students who do not use the Brainwriting technique.

RESULTS AND DISCUSSION

The researcher collects data in class X-A SMA Asshomadiyah consisting of 29 students. Before the test use, the researcher validated the test first, the test instrument is validates by Dr. Siti Maria Ulfa, M.Pd as the lecturer of the writing and Siti Hamimah, S.Pd as the English teacher who teaches at SMA Asshomadiyah. In this study, data collection is carried out by giving pre-test and posttest to find out the results of before and after treatment using Brainwriting technique.

The pretest and posttest scores focus on descriptive text which includes, content, organization, vocabulary, grammar, and mechanic. Both tests were conducted to find out the difference between before and after being given brainwriting. The pretest was given to measure students' initial ability in writing descriptive text before the treatment was given. The pretest results show that students initial ability are still low because students are not confident in expressing their

ideas and lack of students in recognizing vocabulary.

The treatment was given with one treatment conducted on February 25, 2024, the researcher explained the material about descriptive text, after that the researcher provides treatment using the Brainwriting technique with the aim that students could give a statement about what they were thinking about the topic that had been given. The researcher directed the students to think of solutions that could overcome the students' low writing ability through the Brainwriting technique. After that, the researcher implemented the treatment in the form of groups, which in class X SMA Asshomadiyah consisted of 29 students, so the researcher divided groups consisting of 4 or 5 students in one group. The test use during the treatment is the same as the posttest but there is a difference in the process, in the treatment or grouped students fill in one idea in turn in the test column that already exists on the test sheet, after all the columns are filled in the students together assemble to descriptive text according to the contents in the column, while in the posttest students have to do it individually.

After given treatment, the researcher gives a posttest by making students fill in the test that had been given. The posttest was conducted to see the difference between before and after treatment. The results of posttest show that there are changes in student scores before and after receiving treatment.

After the data is collected, the researcher conducts the following analysis. According to (Sugiyono, 2013), a reliable instrument is an instrument with a repetition of the test, if a test gives the same results then the treatment is considered unable to affect the dependent variable. Reliability is seen from if Cronbach Alpha (α) > 0.05 then it can be declared

reliable and acceptable. Researchers use IBM SPSS Statistics version 25. The following are the results of reliability test :

Table 1. Pretest Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	5

The reliability test results in the table above that have been carried out on the pretest show that the Cronbach's Alpha value is 0.925 > 0.05. From this value it can be concluded that the test use can be declared reliable.

Table 2. Posttest Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.495	5

The reliability test results in the table above that have been carried out on the posttest show that the Cronbach's Alpha value of 0.495 > 0.05. From this value it can be concluded that the test use can be declared reliable.

Normality test is conducted on the data of pretest and posttest results on class X students at SMA Asshomadiyah. The following are the results of the normality test obtained as follows :

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		29
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.99473228
	Absolute	.131

Most Extreme Differences	Positive	.120
	Negative	-.131
Test Statistic		.131
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above, the analysis of the normality test using the One-Sample Kolmogorov-Smirnov obtained a Sig. (2-tailed) value of $0.200 > 0.05$, it can be concluded that the data on student learning outcomes can be declared normal.

One Sample T-test is use to be able to compare average can also test hypothesis in statistics. If the Sig. (2-tailed) value < 0.05 , it can be concluded that H_1 can be accepted and H_0 is rejected. The research hypothesis are formulated as follows :

Table 4. One Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Learning_Results	29	78.10	2.717	.505

Based on the table above, it is found that the posttest mean is 78.10. From these results it can be concluded that there is a difference between before and after treatment.

Table 5. One Sample Test

One-Sample Test

Test Value = 70

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning_Results	16.062	28	.000	8.103	7.07	9.14

Based on the table above, it can be found that the results of the one sample test state the Sig. (2-tailed) result is 0.000. These results show that $\text{Sig. (2-tailed)} < 0.05$. So it can be concluded that H_1 (Alternative Hypothesis) can be accepted, namely there is an effect of using the Brainwriting technique on the ability to write descriptive texts of class X students at SMA Asshomadiyah in the 2023/2024 year.

Based on data analysis obtained using quantitative pre-experimental methods with a one-group pretest posttest design. The research results using Brainwriting technique towards students writing ability on descriptive texts in class X students at SMA Asshomadiyah can show the effect on student learning outcomes in writing. The effect can be seen from the comparison between the pretest and posttest, namely the highest pretest score of 65 and the highest score on the posttest of 85, it is found that the pretest mean is 52.34, while the posttest mean is 78.10. This statement is supported by the results of calculating using one sample t-test, it can be seen that the results of $\text{Sig. (2-tailed)} < 0.05$. So it can be concluded that H_1 (Alternative Hypothesis) can be accepted, namely there is an effect of using the Brainwriting technique on the ability to write descriptive texts of class X students at SMA Asshomadiyah in the 2023/2024 year. Based on the research results, this is supported by

Wilson in (Bhairawa et al., 2021) who said that the Brainwriting strategy is a technique for generating ideas and exchanging ideas in writing. Brainwriting can encourage students to write freely by connecting it with other ideas. Not only that, the Brainwriting technique is a refinement of brainstorming which can be used to increase student creativity both in groups and individually, because the purpose of Brainwriting is to solve problems in learning and be able to encourage students to develop writing skills.

In addition to the results of this study, the findings of this study also correlate with several previous study was conducted by Putri Elbalqis and Hery Yufrizal in 2023 year with the title "Integrating Brain-Writing and Small Group Discussion Enhance Students' Writing Ability in Descriptive Text". Can show that the results of the analysis illustrate that the application of Brainwriting integration techniques can make there is a significant difference in students' abilities, because by applying the steps of the integration technique, students can have a guide for writing, where there is already a clearer and more structured writing guide. In addition, the additional step of small group discussion after the last stage of the brain-writing process can make the writing process more enjoyable. The research instruments used were writing tests (pre and post-test) and perception questionnaires. The writing test used a descriptive text related to a person. In addition, based on the research results from the first researcher, there are students who can develop more, because students can express opinions related to the topic in the discussion session and at the writing editing stage. This is due to the teaching and learning process that occurs in the classroom. Because at the end of the brain-writing session, students are asked to discuss

with each other so that students can enjoy learning. At the writing stage, students get fun learning, so they do not feel forced to do writing activities because students can pour ideas freely. So it can be concluded that the technique is effective to be applied in writing learning activities (Elbalqis & Yufrizal, 2023).

According to the results of research that has been conducted by researcher and previous studies, it shows that there is an effect and improvement from the application of Brainwriting. Brainwriting technique is very significant to be applied when learning writing.

CONCLUSION

Based on the results of statistical calculations, researcher conclude that Brainwriting technique has an effect on the writing ability of class X students at SMA Asshomadiyah. This can be shown from the results of the pretest and posttest scores with the highest pretest score of 65, while the highest score of the posttest is 85. Therefore, using Brainwriting has a difference between before and after treatment. Hypothesis testing uses one sample t-test with a calculation number if the Sig value. (2-tailed) < 0.05 , it can be concluded that H_1 is acceptable and H_0 is rejected. Based on the results of the hypothesis test, it shows that the use of Brainwriting technique affects the writing ability of class X students at SMA Asshomadiyah, where the hypothesis test value obtained the results of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that H_1 (Alternative Hypothesis) can be accepted, namely there is an effect of using the Brainwriting technique on the ability to write descriptive text of class X students at Asshomadiyah High School in the 2023/2024 school year. Based on the results of research, it

shows that there is an effect and improvement from the application of Brainwriting.

ACKNOWLEDGEMENT

This writing can be completed because of the help of several parties who always support and provide useful suggestions. For that, the author would like to express his sincere gratitude and deepest appreciation to :

1. Fajar Hidayatullah, M.Pd. as the head of STKIP PGRI Bangkalan.
2. Tera Athena, M.Pd. as the supervisor and also as head of English Education Department for his endless guidance, encouragement and direction during his busy schedule.
3. All lecturers of English Education Department who have provided valuable lessons for the author in expanding knowledge during his studies.
4. Nur Fauzia, S.Sos.I. as the principal of SMA Asshomadiyah who has given permission to conduct research at the school and Nur Hamimah, S.Pd. as the English teacher who has helped a lot during the research.
5. My deepest gratitude to late Mr. Nahri and Mrs. Halimah as grandparents who always provide motivation, prayers, help and love that have been given. Thank you for everything struggle that you have given which cannot be repaid by anything.
6. Mr. Haryanto and Mrs. Fitriyaningsih as parents who always convinced researcher could complete this thesis, thank you for the support and prayers that have been given.
7. Thank you to my beloved sister Ela Maisaroh who has provided support and prayers to the author to get this degree.

8. Thank you to my beloved Uncle Fendi and Aunt Novi who always provide support and encouragement.
9. To Mohammad Rojani, A.Md.A.K, someone who always provides support and encouragement to the author. Thank you for helping a lot in completing this thesis by taking the time, energy and thoughts.
10. All my friends in English Education "Galaxy Class A" of 2020, thank you for the togetherness and beautiful stories during these four years.
11. "THABEH" group (*Titin, Hilya, Alfa, Bella, and Haifa*), thank you for always accompanying helping and providing precious beautiful moments during the lecture period.
12. Last for myself, for being able to struggle, try and control yourself from various problems circumstances, thank you for putting aside your ego and choosing to get up to finish what was started. And finally can complete this thesis to the best. This is an achievement that you should be proud of for yourself.

REFERENCES

- Bhairawa, A. A., Faridi, A., & Hartono, R. (2021). The effectiveness of brainstorming and brainwriting strategies to teach writing for students with high and low interest. *The International Journal of High Education Scientists*, 2(1), 47–57. www.ijhes.com
- Borrego, A. (2021). *THE INFLUENCE OF USING BRAINWRITING 6-3-5 TECHNIQUES TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE TENTH GRADE SMK MA'ARIF SUKOHARJO IN THE ACADEMIC YEAR OF 2020/2021 A*. 10, 6.
- Efriliani, Damaianti, V. S., & Abidin, Y. (2019). Penggunaan Model Brainwriting dalam Pembelajaran menulis Teks Eksplanasi. *Seminar Internasional Riksa Bahasa XIV*, 293–300.

<http://proceedings.upi.edu/index.php/riksabahasahas>

- Elbalqis, P., & Yufrizal, H. (2023). Integrating Brain-Writing and Small Group Discussion to Enhance Students' Writing Ability in Descriptive Text. *English Education: Jurnal Tadris Bahasa Inggris*, 16(1), 69–89. <https://doi.org/10.24042/ee-jtbi.v16i1.15557>
- Najjah, S., Marhaban, S., & Silviyanti, T. M. (2021). *The Effect of Digtogloss Technique on Students' Writing Skill*. 2(1), 50–67.
- Rohenti, H. (2021). Pengaruh Teknik Brainwriting Terhadap Keterampilan Menulis Teks Deskripsi Siswa Kelas Vii Smp Negeri 1 Caringin Kabupaten Sukabumi. *Bahastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(2), 5–9. <https://doi.org/10.30743/bahastra.v5i2.3670>
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
- Syahira Salsabila. (2023). *No Title*. Umsu.Ac.Id. [https://umsu.ac.id/berita/pengertian-teks-deskripsi-ciri-struktur-jenis-dan-contohnya/#:~:text=Teks deskripsi adalah jenis tulisan,mereka tentang objek yang dijelaskan](https://umsu.ac.id/berita/pengertian-teks-deskripsi-ciri-struktur-jenis-dan-contohnya/#:~:text=Teks%20deskripsi%20adalah%20jenis%20tulisan,mereka%20tentang%20objek%20yang%20dijelaskan)
- Wardani, D. K. (2021). *The Effectiveness of Brainwriting 6-3-5 Technique in Teaching at MTs N Ponorogo*. 1–68. [http://etheses.iainponorogo.ac.id/15677/1/SKRIPSI 210917058 DELA KUSUMA WARDANI.pdf](http://etheses.iainponorogo.ac.id/15677/1/SKRIPSI%20210917058%20DELA%20KUSUMA%20WARDANI.pdf)
- Zuhri, M. D. (2020). *THE SCRAPBOOK FOR THE STUDENTS' WRITING ABILITY AT JUNIOR HIGH SCHOOL (A. 3, 14–21*.