THE INFLUENCE OF BRAINSTORMING TOWARDS STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY AT THE SECOND SEMESTER OF THE SEVENTH CLASS AT SMP NEGERI 2 BUKIT KEMUNING LAMPUNG UTARA IN 2014/2015

Eva Nurchurifiani
STKIP PGRI Bandar Lampung

ABSTRACT

The problem of this research is many students get difficulties in writing especially in writing descriptive text. In this research the writer tried to investigate" Brainstorming" in teaching writing. The objectives of the research was to know and describe whether the average score of students' ability in writing descriptive text which is taught through brainstorming is higher than which is taught through lecturing, to know and describe the influence of Brainstorming towards students' ability in writing descriptive text. The research was conducted at the seventh class students of SMPN 2 Bukit Kemuning Lampung Utara in 2014/2015. In this research the writer used experimental method. The population of this research are 96 students. The writer took two classes as sample. The first class was VIIa as experiment class that consist of 32 students while VIIb as control class that consist of 32 students. The sample in this research was taken by using cluster random sampling technique. In data collecting technique, it was used written test, it is include instruction that students should make a composition which consist at least 100 words based on the topics chosen, the topics are: My beloved mother, my best friend, my hometown. In data analysis, the writer used t_{test} formula. It was found that $t_{ratio} > t_{tab.} = 4.03$ and t_{table} 2.00 So, the hypothesis null(Ho) is rejected and Hypothesis alternative (Ha) is accepted. It means that there is positive and significant influence of using Brainstorming towards students' ability in writing descriptive text. Therefore to improve the students' writing ability, the writer suggest that the teacher can use Brainstorming as an alternative technique in teaching writing and give more exercises in writing.

Keywords: Influence, Brainstorming, Descriptive Text, Writing.

**THE INFLUENCE OF BRAINSTORMING TOWARDS STUDENTS'
WRITING DESCRIPTIVE TEXT ABILITY AT THE SECOND
SEMESTER OF THE SEVENTH CLASS AT SMP NEGERI 2 BUKIT
KEMUNING LAMPUNG UTARA IN 2014/2015**
(Eva Nurchurifiani)

INTRODUCTION

Teaching English is not only to give the students some texts to be read and some vocabularies to be memorized, and the others ways of conveying material of English, but also to enable them to enjoy during English teaching and learning process. There are difficulties to master English included writing skill, because writing skill in this research still low. It can be seen the students still unable to write about someone, place, doing something and they cannot describe an object or their experience. It happened because the students are lack of English component such as grammar and vocabulary. So they are not able write or arrange the sentence grammatical. To solve the problem above, the teacher should apply appropriate methods or ways to increase students' interest in learning English, especially in learning writing.

There are many techniques that can be applied in teaching writing. One of them is by using brainstorming. Brainstorming is easy way to make the students interested in learning writing. In the case, the students were provided the brainstorming and they have to write the brainstorming with the words. The writer assumed that brainstorming can increase and give motivation for students to learn English especially in learning writing. The writer identified the problems that the students' writing ability, especially in writing descriptive text need to be improved, the students found difficulties in expressing ideas in writing descriptive text and the teacher has never used brainstorming in teaching writing.

According to Harmer (2004 : 48) "A language function is a purpose you wish to achieve when you say or write something." It means that the people use language as a tool of communication for many reason. According to Harmer (2004:39), "Language is generally taken to apply the students who are studying, general English at school and in institute in their own country or as transitory visitor in a target language country." It means that their purpose of teaching English as a foreign Language is to create a situation that they can use English for communication both spoken and written. From the theories above the writer would like to say that language is existed and developed within people and culture. Language is regarded and has been conceived as a part of culture and it is used as a tool of communication among the members of people in society.

According to Brown (2001: 137) "Writing is a transactions with words where by you free your self from what you presently think, feel, and perceive." It means that writing makes the writer available to his self better

2

then what he would be stuck with if he would actual succeded in making his ideas clear in the written form. In addition McCrimon (1984:6) said that Writing is hard work, but writing is also opportunity to convey something about yourself to communicate the ideas to people beyond your immediate vicinity, to learn something you did not know. From the statement above, the writer would like to say that writing is a process of someone to express any idea and imagination.

Descriptive writing produced the way thing look, smell, taste or sound. It may also involve voice moods, such as happiness, loneliness, or fear. It is used to create visual images of people, place even of units of time days. it may also describe more than them out ward appearance of people. According to Kane (2000:352), "Descriptive is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds perception." According to Crimmon (1983:163), descriptive is a strategy for presenting a verbal portait of person, a place or a thing. It can be used as a technique to enrich other from of writing or as a dominant strategy for developing a picture of "what it looks like." It means that when we describe something, we need to capture both details so that the reader can understand what we mean. Mckay (1985:4) says "when we want to describe something we must be able to make the reader understand what we mean." In this case, the steps for completing the process are merely listed and the verb is the imperative form. At other times describing a process includes not only how something is done, but why it is done and what is needed to complete the process. Based on the statement above, the writer think that descriptive text is a text which is used to describe about a particular place, person or think.

Brainstroming is a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. Brainstorming is more than finding out the good ideas. Finding out what doesn't work is just as important. Brainstorming is means storm or search the brain for ideas. Brainstorming is useful to develop highly creative solution to a problem, whatever in brainstorming starting with much of information about the students topic. Harmin and Toth (2006:213) stated brainstorming is asking students to brainstrom options for handling an issue and then to sort the options, seeking the best. Brown (2001:349) stated, "brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. It means that brainstorming is one of several different ways to

3

began writing." So the teacher do not judge the students ideas as they emerge. Brainstorming lets students work together in the classroom in small group to say as much they can about a topic. Whatever the writing assigment is based on-a reading, picture, map, textbook topic, personal experience, or an on examination essay question it can be preceded by students talk, specifically by a brainstroming activity, with students producing relevant vocabulary, making comments, asking question, and making assiciation as freely as they can in a short time. After brainstorming orally together, students can then do the same on paper, writing down as many ideas as they can without worrying about grammar, spelling, organization, or the quality of the ideas. Raimes (1983:10) also states, "many teachers in ESL classes now give their students the opportunity to explore a topic fully in such prewriting activities as a discussion, reading, debate, brainstorming, and making list." Bram (1995:64) stated, "In the brainstorming process, we write down every single thing that exists or comes into our minds. When brainstorming, we simply write down our ideas in phrases or in single words, not in complete sentence. The phrases or words can be verbs, noun, adjective, adverbs, or other parts of speech." From the statement above the writer concludes that brainstorming is very helpful way that can be used in pre writing activity to produce as much as ideas from the writers mind. To use the time effectively in brainstorming activity, the writer does not need to write a sentence completely.

The objective of research are to know and describe whether or not the average score of students' descriptive writing ability which is taught through brainstorming higher than which is taught through lecturing, to know and describe the influence brainstorming towards students' descriptive writing ability.Reffering to theoritical assumption above, the writer formulated the hypothesis as follows:
1. There is a significant influence of brainstorming towards students' descriptive writing ability.
2. There is a positive influence of brainstorming towards students' descriptive writing ability.

The result of the research are expected to give information to the English teachers about the effectiveness of brainstorming towards students' descriptive writing ability, to motivate the students in learning English, especially in learning writing, to give information for further research with certain interests.

METHOD

The writer uses an experimental method, and use two classes. The first class is the experimental class while the second one is as the control class. In the experimental class, the writer was taught writing through Brainstorming in teaching descriptive writing ability whereas the control class was taught by using freewriting technique. The population of the research in the second semester of the seventh class at SMP N 2 Bukit Kemuning Lampung Utara 2014/2015. The students at the second semester of the seventh class consist of three classes in 96 students.

The sample of the research are two classes. The research was taken from the population that is the students of the second semester of the seventh class at SMP N 2 Bukit Kemuning in 2014/2015 academic year. There are two classes as the sample, The first class was VIIa as experiment class that consist of 32 students where the writer taught writing descriptive text by using Brainstorming while VIIb as control class that consist of 32 students as control class where the writer taught writing with freewriting as a technique. In this research the writer took sample by using cluster random sampling, because the data are homogenity.

To know the students' ability in descriptive text, the writer used writing test. The writer asked students to make descriptive text based on the topics given.The validity of test items, the writer was use the content and construct validity. In administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some cases in which students failed to do the test due to their inability to understand the given instruction. To know the influence of using Brainstorming towards students's writing descriptive ability, the formula that is used in this research is t-test.

FINDING AND DISCUSSION
Research Finding
1. The Normality Test of Data
From the significance level of 5 % (α= 0.05) obtained:

$$X^2{}_{table} = X^2 (1-0.05) (6-3)$$
$$= X^2 (0.95) (3)$$
$$= 7.81$$

For the significance level of 1% (α = 0.01) obtained:

5

$$X^2_{table} = X^2 (1 - 0.01) (6-3)$$
$$= X^2 (0.99) (3)$$
$$= 11.3$$

From the calculation above, it was obtained at significant level of 0.05 and 0.01 that X^2 ratio$< X^2_{table} = 4 < 7.81 < 11.3$. So the Ho hypothesis was accepted, it means that the sample come from population has normal distribution.

2. The Homogeneity Test

With the test criterion:
Reject Ho if $F_{ratio} \geq F\ \frac{1}{2}\alpha\ (V_1 V_2)$ with $V_1 = n_1 -1$ and $V_2 = n_2 - 1$ and took there a level 0.05 and 0.01.
For $\alpha = 0.05$ obtained F_{table} $= F .\frac{1}{2}. 0.05 (31.31)$
                                              $= 1.84$
For $\alpha = 0.01$ obtained F_{table} $= F. \frac{1}{2}. 0.01 (31.31)$
                                              $= 2.38$
F_{tab} at significance level of 0.05 is 1.82 and 0.01 is 2.38, since F_{cal} is less than F_{tab}, it means that the variance of the data in experiment class and control class are homogeneous.

3. The Hypothesis Test

To test the hypothesis in this research, the writer used a statistical formula of t-test as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S^2 = \frac{(n1 - 1)s_1^2 (n2 - 1)S_2^2}{n1 + n2 - 2}$$

So it can be searched the average score and standard deviation as follows:

$$\bar{X}_1 = \frac{\Sigma F_i . X_i}{\Sigma F_i}$$
$$\bar{X}_1 = \frac{2349}{32}$$
$$\bar{X}_1 = 73.40$$

6

So it can be searched about the average score and standard of deviation as follows:

$$\bar{X}_2 = \frac{\Sigma F_i.X_i}{\Sigma F_i}$$

$$\bar{X}_2 = \frac{2012}{32}$$

$$\bar{X}_2 = 62.88 = 63$$

From the table above, obtained:

$n_{1} = 32$

$n_2 = 32$

$\bar{X}_1 = 73.40$

$\bar{X}_2 = 63$

$S_1^2 = 134.73$

$S_2^2 = 88.11$

Then the data is included into the following t_{test} formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

With:

$$S^2 = \frac{(n1 - 1)s_{1(n2-1)S_2^2}^2}{n1 + n2 - 2}$$

$$S^2 = \frac{(n1 - 1)s_{1(n2-1)S_2^2}^2}{n1 + n2 - 2}$$

$$= \frac{(32 - 1)134.73 + (32 - 1)88.11}{32 + 32 - 2}$$

$$= \frac{(31)(134.73) + (31)88.11}{62}$$

$$= \frac{4176.63 + 2731.41}{62}$$

$$= \frac{6908.04}{62}$$

$$S^2 = 111.42$$

$$S = \sqrt{111.42}$$

$$S = 10.55$$

The result was included into the t_{test} formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$= \frac{73.40 - 63}{10.55\sqrt{\frac{1}{32} + \frac{1}{32}}}$$

$$= \frac{10.4}{10.55\sqrt{0.03 + 0.03}}$$

$$= \frac{10.4}{10.55\sqrt{0.06}}$$

$$= \frac{10.4}{2.58}$$

$$= 4.03$$

3. The Testing of Hypothesis
After analyzing the data, the writer knew the average rates and variances of those groups.

3.1 The Testing of the Equality of the Average Score
Ho 1 : $\mu_1 = \mu_2$ (There was no influence of Brainstorming towards students' writing ability at the second semester of the seventh class at SMPN 2 Bukit Kemuning in 2014/ 2015).

H_a 1 : $\mu_1 \neq \mu_2$ (There was positive influence of Brainstorming towards students' writing ability at the second semester of the sevent class at SMP N 2 Bukit Kemuning in 2014/2015).

For the significant level 5 % ($\alpha = 0.05$) obtained:

t_{table} = t(1- ½ .0.05)(62)
        = t (0.975)(62)
        = 2.00

Based on the data analysis, it has got t_{ratio}= 4.03 and t_{table} = 2.00 so Ha was accepted. It means that there is an influence of Brainstorming towards students' writing descriptive text at the second semester of the seventh class at SMP N 2 Bukit Kemuning in 2014/2015.

3.2 The Testing of The Difference of Two Average Score

Ho 1 : $\mu_1 = \mu_2$ (The average score of students' writing ability of descriptive text who are taught by Brainstorming is lower than of those who are taught without Brainstorming at the second semester of the sevent class at SMPN 2 Bukit Kemuning in 2014/2015)

Ha2: $\mu_{1>}\mu_2$ (The average score of students' writing ability of descriptive text who are taught by Brainstorming is higher than of those who are taught without Brainstorming at the second semester of the seventh class at SMPN 2 Bukit Kemuning in 2014/2015)

For the significant level 5% ($\alpha = 0.05$) obtained:

t_{table} $= t(1 - 0.05)(62)$
      $= t (0.95)(62)$
      $= 1.67$

It can see that $t_{ratio} > t_{table} = 4.03 > 1.67$. it means that Ho_2 is rejected and Ha_2 is accepted. So it can be concluded than there is a positive and significant of who are taught writing Brainstorming at the second semester of the seventh class at SMPN 2 Bukit Kemuning in 2014/2015.

DISCUSSION

The writer took two classes from three classes of seventh class. The first class was experiment class and the second class was control class. The writer used experimental method with cluster random sampling technique. In data collecting technique the writer used the writing test. The teacher gave some topics and the students had make composition by choosing one of the topic. After getting theresult of the test, the writer could see that the score of students in experiment class was higher than that of those in control class. The average score of experiment class that was taught by using Branstorming is $x^2_{ratio} = 6.14$ and the average score of control class that was taught writing without Brainstorming is $x^2_{ratio} = 4$. In fact, many students still find difficulties in writing. The students also often got difficulties to express their ideas into words or sentences when their teacher asks them to make a composition in English.

From the hypothesis the writer also found that the students' who got high frequencies of using brainstorming is better than the students' who were

9

taught without brainstorming. Because of that, the writer would like to say that teaching writing by using brainstorming is a good technique to motivate the students in learning English, especially in teaching writing because it is fun writing activity. The students' do not feel bored anymore because brainstorming can help them enjoy in writing composition.

CONCLUSION

After discussion and analyzing the data, the writer would like to took the conclusion that the students' writing ability that was taught through brainstorming is better than through without brainstorming at the second semester of the seventh class of SMPN 2 Bukit Kemuning. So, the writer gives the conclusion as follows:

1. Brainstorming as a technique in teaching and learning English, especially in teaching writing. It can help the students to make or write a composition easily. Brainstorming an effective way to improve the students' writing ability. There is influence of using brainstorming towards students' writing ability at the second semester of the seventh class at SMPN 2 Bukit Kemuning in 2014/2015. It can be seen from the result of the hypothesis testing and the average score of experiment class was higher than control class.

2. There is positive and significant influence of using brainstorming towards students' writing ability. This was shown by the result of analysis data was significant which it is $t_{ratio} = 4.03$ and $t_{tab} = 2.00$ it is attained that $t_{cal} > t_{tab}$.

   The score of experimental class was $\bar{X} = 73.40$ and the score of control class was $\bar{X} = 62.88 = 63$.

DAFTAR PUSTAKA

Bram, B. 1995. *Write Well Improving writing skills.* Jogjakarta.: Kanisius.

Brown, H.D. 2001. *Teaching by Principle of Language Learning and Teaching.* USA: Prentice Hall Inc.

Crimon. 1983. *Writing with Purpose.* New York: Houghton Company.

Harmin, Merril and Melanie Toth. 2006. *Inspiring Active Learning.* United States of America: Cambridge University.

Harmer, Jeremy. 2004. *How to Teach Writing.* England: Longman, inc.

Kane, T .S. 2000. *The Oxford Essential Guide to Writing.* Barkley book.

McCrimmon. 1984. *Writing with a purpose.* Boston: Houghton Mifflin
Company.

Mckey, S. 1985. *Fundamental of Writing for Special Purpose.* New Jersey:
Practice Hall.

Raimes, Ann. 1983. *Techniques in Teaching Writing.* New Jersey: Oxford
University Press.

Biodata Penulis:
**Eva Nurchurifiani, S.Pd., M.Pd. adalah staf pengajar pada Program
Studi Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung. Lahir
di Way Jepara, Lampung Timur pada tanggal 23 Oktober 1987.
Menyelesaikan pendidikan S1 pada Program Studi Pendidikan Bahasa
Inggris FKIP Universitas Islam As-syafi'iyah Jakarta pada tahun 2010.
Kemudian menyelesaikan pendidikan S2 pada Program Studi
Pendidikan Bahasa Universitas Negeri Jakarta pada tahun 2012.**