

**STUDENTS' VOICE: APPLYING BRAIN-WRITING IN WRITING
RECOUNT TEXT**

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ABSTRACT

This study was aimed at finding out the students' perceptions about the implementation of brain-writing in teaching writing recount text. In order to support the data analysis, the writers used the theory from Sadker and Ellen (2007, p. 6) about the steps in implementing brain writing technique in teaching recount text. Furthermore, in conducting this study the writers used qualitative research in which case study was employed to collect the data from participants in this research that was English teacher who taught recount text through brain-writing technique. Moreover, interview was the instrument used by the writers in collecting the data, then the data analyzed qualitatively. Based on the research findings the writers concluded that the teacher did some steps in implementing brain-writing including. Overall, the steps in implementing brain-writing was relevant with the theory from Sadker, Ellen (2007, p. 6). The second conclusion was about student's perception in implementing brain-writing technique in teaching writing recount text, the writers concluded that the students viewed the teaching-learning process of recount text through brain-writing technique was enjoy activities that not only improve students' motivation and students' achievement. Moreover, the writers suggests that the further researcher to investigate students' difficulties on the use brain-writing technique in teaching writing.

Keywords: Brain-writing technique, teaching English, recount text

INTRODUCTION

Writing is one of the four basic skills; the other skills are reading, speaking and listening. It is skill and complex process to know the ability of students in writing, especially writing recount text. According to Ramelan (1992, p. 14) writing is a representation or symbols. Writing is also a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. In this matter, writing can be explained as the process to explore an idea into written work.

Moreover, Russel (2000, p. 5) elaborates that writing is a recursive process that involves four steps: prewriting, writing, revision, and editing. In the reality, the writing process is more complex than this, of course, and the various stages of drafting, reviewing, redrafting and writing, etc. are done in a recursive way (Harmer, 2007, p. 326). Based on these statements, the writers argues that writing is a process, because there are several stages that should we do during writing

such as planning, drafting, editing, revising. Students feel difficult to write a perfect work based on the stages of writing. Based on this phenomena, the writers concludes that the teacher should be able to use an appropriate strategy in teaching writing to develop students writing ability. The teacher could make students interested in teaching and learning process. Besides, teacher should use strategy that could develop students' understanding in teaching writing. There are many strategies that can be used in teaching writing to make students interested to write. One of them is Brain Writing technique.

To emphasize, there are previous studies conducted by Oviasha (2009) entitled "Teaching Writing by Combining Brain Writing Strategy and QuickWrite Strategy For Senior High School Students", Litcanu et al (2015) entitled "Brain-Writing Vs. Brainstorming Case Study For Power Engineering Education", and Rodruiguez et al (2008) entitled "Brainstorming and Brain-writing as creativity techniques: a diagnosis in companies of the metallurgic sector". This study is similar in conducting the study about brain-writing, but the differences is the writers focused on the use of brain-writing in teaching recount text. Besides, they more specific focus on the use of brain writing and brainstorming as the collaborative teaching English.

Therefore, this study focuses on the implementation of brain-writing in teaching recount text and figure out the students' perception on the use of brain-writing in teaching recount text. Thus, this study fills that gap by investigating the students' voice: applying brain-writing in writing recount text.

Review Of The Literature

An overview of writing

Writing is one of the four basic skills; the other skills are reading, speaking and listening. This is a complex process to know the ability students' in writing, especially writing recount text.

Writing is an act of communication; it is an act of making marks on a certain surface, in a form of graphic representation, to make meaning. Writing is apart a language more specifically; it is one kind of expression in language. Its meaning is created by a particular set of symbol, having conventional values of representing the wordings of particular language, which is drawn up visually (Ramelan, 1992, p. 14).

Writing is a practice based on expectations of the reader's chances of interpreting the writers' purposes are increased if the writers take the trouble to anticipate what the reader might be expecting based on previous texts her or she has read of the same kinds. It means, the writers is able to write something continually, it also defines that mastering writing is reached by a process step by step that be done by the writers itself (Hyland, 2004, p. 10)

The Description of Brain Writing

Brain writing strategy gives students an opportunity to share ideas based on their knowledge. Brain Writing is generating of ideas of quality from every person in the group. It means that this strategy to help students to generate quality of

ideas of each students. Each student can write any ideas in their mind and their ideas should have a good quality to explore to the other (Sadker and Ellen, 2007, p. 4).

Moreover, Brain Writing is giving students an opportunity to share what they know about a subject without taking the risk of being wrong (Sejnost, 2009, p. 69). It encourages students to think about what they might already know about a topic to be studied, and the follow-up discussion it elicits helps to foster student's prior knowledge as well as engaging their interest in the subject to be studied.

In addition, Brain Writing is to help students generate ideas. The students are divided into smaller group to respond a topic, write down their ideas, and then exchange and add to one another's lists (Judy, Raymond and Charlene (2012, p. 228). It seems that, Brain Writing help the students in arrangement their ideas, explore their ideas into a lists and make a sentence based on the listing of ideas their write down.

Finally, we can say that Brain Writing Strategy is a strategy that can be used by the teacher in teaching writing to generate their ideas and gives students an opportunity to share what they know about a subject without taking risk of being wrong based on their knowledge about what their thinking about the subject.

An Overview of Recount Text

Based on communicative goal, text is divided into seven types : recount, narrative, descriptive, procedure, anecdote, recount, spoof (Depdiknas, 2004, pp. 33-40). Recount is one type of text in form of recount of past events or activities. The communicative goal of recount is basically to recount past event or activities with the purpose of informing and entertaining.

Recount requires not only intended information and vocabulary mastery but also ability to comprehend and to express it fluently, precisely, and interestingly. Recount provides active involvement of students in the teaching and learning activity, because students' experience as the background knowledge is mainly the source of information to share in their recount.

Recount text isa text that retell past experiences aiming at informing and entertaining (Cooper, 2004, p.3). It can be based on the writers' personal experiences or not (Education Department of Western Australia, 1997, p. 45, cited in Emilia, 2008).Here are the characteristics of recount texts according to the Education Department of Western Australia (1997, cited in Emilia, 2008) (the guidance book of GBA in Australia) :Purpose (social function): retelling past experiences and it can involve writers' personal interpretation, or, in accordance with Anderson and Anderson (1997, p. 48, cited in Emilia, 2008), recount texts aims at describing what happens and when it happens.

METHODOLOGY

Research Design

This study used qualitative design in which case study was applied to collect the data of this study. According to Gerring (2004, p. 1), a case study is "an

empirical inquiry that investigates a contemporary phenomenon and context are not evident, and in which multiple sources of evidence are used". In addition, the research itself focused on a single phenomenon which is one of the characteristics of a case study. It is the analysis of the implementation of brain-writing in teaching writing recount text. The reason why the writers chose case study is because the writers observed single phenomenon in a class which is observing the teacher in implementing brain-writing in teaching writing recount text.

Research participants

In this case, the population in study was the entire all of the students in ninth grade of one of junior high schools which consist of two hundred and ten students.

Research Site

This study was conducted at the ninth grade of junior high school, in Central Java. The reason for choosing this site is because this school provided the necessity of the writers in conducting this study. Besides, the writers also found that the teacher has implemented brain-writing in teaching writing recount text. Therefore, it was appropriate for the writers to conduct this study in this site.

Data Collection

The writers used interview and questionnaire in this research to collect the data. The use of multiple instruments was intended to apply a triangulation technique. Some experts mention that "Triangulation provides an important way of ensuring the validity of case study research. Validity is a general term denoting "correctness of measure" (Yaremko, Harari, Harrison, & Lynn, 1982, p. 245). To be a valid instrument, the survey questions must measure the identified dimension or construct of interest (Ruane, 2005, p. 4).

Data Analysis

The writers used two instruments for collecting the data. The instruments are questionnaire and interview. Furthermore, the writers conducting the interview to explore the students' perception on the use of brain-writing, then gave the questionnaire to the students to investigate their perception in the implementation of brain-writing in teaching writing recount text. Fraenkel et al (2007, p. 25) explain that Questionnaire enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free from field notes, participant observer's journals, and the transcripts of oral language.

FINDINGS AND DISCUSSIONS

Teacher's ways in implementing brain writing in teaching recount text

To sum up, based on the data collected through classroom observation and interview in order to find out teacher's ways in implementing brain writing technique, the writers concluded that the teacher did some steps in implementing brain writing including the first, the I begin with a silent time in which each

member of the group writes as many ideas as possible in answer to the question. The second, the students ask members take turns reading ideas from their lists, one idea at a time. Continue this rotation until every idea from each person has been read aloud. The third, I asked students to feel free to add to your list and build on each other's ideas. In my blog and facebook wall. The fourth is asking the group can prioritize the ideas by having each member write the five most important ones and ranking them. Finally, after the students finished their works, the teacher gave corrections concerning students' works. Overall, the steps in implementing brainwriting was relevant with the theory from Sadker and Ellen (2007, p. 6).

Students' perceptions about the implementation of brainwriting in teaching writing recount text

In order to answer the second research question, the questionnaire was administered to the teacher in order to investigate students' perceptions on the implementation of brainwriting in teaching recount text. Furthermore, the results of students' choices could be seen in the following descriptions. based on the data collected through questionnaire, the writers concluded that the students viewed the teaching-learning process of recount text through brainwriting technique was enjoy activities that not only improve students' motivation and students' achievement in learning recount text but also gave positive effects on students' achievement including improving students engagement in teaching learning process, improving students' interactions, improving students' creativity in developing the idea in writing, and improving students' skill in writing process.

Discussions

In this case, there are two major research findings of this study. First, the finding showed that implemented brainwriting in teaching writing recount text. Second, the students viewed the teaching-learning process of recount text through brainstorming technique was enjoy activities that not only improve students' motivation and students' achievement in learning recount text but also gave positive effects on students' achievement including improving students engagement in teaching learning process, improving students' interactions, improving students' creativity in developing the idea in writing, and improving students' skill in writing process.

Furthermore, the results of the study was in line with the study conducted by Oviasha (2009) entitled "Teaching Writing by Combining Brain Writing Strategy and QuickWrite Strategy For Senior High School Students". His study discussed that the teacher should be able to use an appropriate strategy in teaching writing to develop students writing ability. The teacher could make students interested in teaching and learning process.

CONCLUSION AND SUGGESTION**Conclusion**

This study investigated teaching writing descriptive text through inquiry based learning. In addition, in relation to the research questions outlined in the first chapter, the writers drew some conclusions regarding the research findings of this study. The first conclusion was about teacher's way brainstorming technique in teaching writing descriptive text and the difficulties encountered by the teacher in teaching writing descriptive text through brainstorming technique. In this regard, the writers concluded that the teacher did the activities in which reference to the steps in implementing Blanchard and Root (2003, p. 41) about the steps of implementing brainstorming .

The second conclusion was about teachers'problem in implementing brainstorming technique in teaching writing descriptive text. In responding this research question, the writers concluded that the teacher found difficulties in implementing way brainstorming technique in teaching writing descriptive text. the writers concluded that the teacher implemented the steps in implementing brainstorming technique including begin with a broad topic, write down as many as ideas about the topic as you can, add more items to your list by answering the question *what, how, when, where, why*, and *who*, group similar items on the list together, and cross out items that do not belong.

To sum up, based on the data collected through interview in order to find out the difficulties encountered by the teacher in implementing brainstorming technique, the writers concluded that actually, there is no significant difficulties in teaching writing descriptive text through brainstorming technique. However, sometimes the teacher found that the students were difficult to be set out in the classroom. Sometimes the students were out of control. These all the difficulties in implementing brainstorming technique.

Suggestions

Referring the conclusions above, the writers gives some suggestions to teachersand further researchers who will be done the research in the same field. For the teachers, teaching English needs various techniques, methods and approaches that have to be applied in teaching learning process in order to give new atmosphere for the students in teaching learning process. Brainstorming as of the approaches to teach English should be applied by the teachers in the various ways with reference to the step in implementing brainstorming.

Finally, based on the weakness of this research that did not point out specific factors influencing students' engagement, the writers recommends that further researchers investigate students' perception about the implementation of brainstorming in the teaching-learning process.

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