THE EFFECT OF BRAINSTORMING TEACHING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract

This research focuses on knowing the effect brainstorming teaching technique in writing analytical exposition text at the Second grade of SMA Negeri 1 Lintong Nihuta. This research was conducted with an experimental quantitative design. The population of this study were students of class XI SMA Negeri 1 Lintong Nihuta. In this study the researchers took two classes as samples. They were 20 students in the experimental class and 20 students in the control class. Data collection techniques are tests and documentation. The researcher used the T-test statistical calculation to analyze the data. The tests used were pre-test and post-test for both classes. The results showed that the average pre-test value of the experimental class was 51,8. Meanwhile, the control class was 40,00. while the post-test average value of the experimental class was 78. Meanwhile, the control class was 45,9. That is, the average post-test score of the experimental class was higher than that of the control class. The results of the t-test calculation show that the t-test value is higher than the t-table value. The t-test value is 17,387 while the t-table value with db:38 which is included in the db=40 category is 2.21. This means that there is a significant the effect of brainstorming techniquein writing Analytical exposition Text So, Ha is accepted and Ho is rejected.

1.   INTRODUCTION

There are four basic skills that must be mastered by Indonesian students, namely reading, listening, speaking, and writing in accordance with the rules of the Senior High School Education Unit Level Curriculum (KTSP). One of the skills that students need to develop is writing. According to Nunan (2003: 88) Writing is a means of communication and a process of expressing and impressing ideas into a product of writing, turning out concept into language (Sinaga, Herman and Hutauruk, 2020). According to Harmer (2002:79), the reason for teaching writing to students, especially English, is because English is a foreign language which includes strengthening, language development, learning styles, and writing is a skill itself (Barus, Herman and Niswa, 2020). According to Harmer (2004: 31-33), there are several importance of writing. That is: (a) Writing can encourage students' ability to focus on using accurate language and can trigger good development when solving problems that are in their minds. (b)Writing can be used as a means of reinforcing language that has been thought or experienced (c) Writing is often used as a tool to prepare for some other activity. (d) Writing as an integral part of a large activity focused on language practice, acting, or speaking and (e) Writing is also used in questionnaire activities or filling out questionnaires when students face exams in written form. Sidauruk, Silalahi and Herman (2020) state that writing is one of the most difficult skills for students to develop, according to Westwood (2008:56). Students are expected to possess a range of linguistic, cognitive, and sociocultural skills. Students are taught writing skills at school able to write fluently and accurately using words, phrases, clauses, sentences, paragraphs, essays, overviews, and discourse. As a result, writing is regarded as a creative and constructive activity (Herman et. al., 2020).

Analytical Exposition texts are a type of argumentative text taught in grade two to senior high school students. Martin and Rose (2007:12) argue that two types of explanatory texts that must be considered in writing, namely, analytical exposition texts and hortatory exposition texts. Analytical exposition text has a specific purpose, namely to persuade the reader of the author's point of view, while the analytical exposition text aims to defend the point of view and persuade the audience. A hortatory exposition, on the other hand, is a writing that attempts to persuade the reader or listener to do a specific action. Analytical exposition text is a type of writing that states that something or event happened to

convince the reader or writer that something has happened. Thesis, argument, and repetition are the three main components of an expository analytical writing.

There are various kinds of errors that students may not pay attention to in writing a text. such as the relationship between one sentence and another, improper writing of punctuation, poor paragraph writing, inappropriate use of tenses, etc. all of which greatly impact on all of which have an impact on student evaluation assessments. According to Heaton (1988:135) the component of writing divided into five main areas. They are content, organization, vocabulary, grammar and mechanics. The component of writing should be put in writing.

The average score of students for the last three years is shown in the table below, indicating that students' writing skills are still lacking or minimal than the predetermined KKM score.

Table 1. The students average score from 2020-2022

Year	KKM	Students Average Score
2020	75	63
2021	75	60
2022	75	65

Based on a preliminary survey at SMAN 1 Lintong Nihuta while trying to be adapted to the 2013 curriculum, the researchers found that students still face obstacles in writing Analytical Exposition Text such as lack of motivation from the teacher and students' interest in learning English and are also still not able to master vocabulary, so students have problems arranging words into sentences or a good paragraph.

From the problems above, to improve students' writing skills, the researchers used brainstorming teaching techniques. According Jarwan (2005) Brainstorming is a method of using the brain in solving a problem effectively and efficiently. Brainstorming teaching technique aims to develop students' thinking in finding a creative solution in solving a problem. The researcher chose the brainstorming technique because it could enable students to generate creative ideas in finding solutions to a problem and demonstrate their competence or ability in writing analytical exposition texts. Teachers use brainstorming teaching techniques to model reading and writing strategies when the teacher poses a problem to the class and students must be able to provide opinions or answers so as to allow new problems and give each other arguments. Another understanding according to MacDowell (1999) which defines that brainstorming is "the act of defining a problem or idea and does not have the end result of a topic being conveyed" In explanation of Mc Dowell on brainstorming Tomlinson (1998) agrees with the explanation which states that brainstorming is a pre-writing activity in which students record important points that have been thought of as a set of subjects. Then, the researcher looked at the results that the students had obtained for patterns or other helpful data about the subject. One of the important things to note about brainstorming is that there should be no tension on the writer. Therefore, the objective of this study is to determine whether the use of brainstorming techniques in writing analytical exposition text affect at the Eleventh grade of SMA N 1 Lintong Nihuta

2. METHOD

The research design used in this research is quantitative experimental. The purpose of this study was to see whether using brainstorming learning techniques could improve students' ability to ask questions and express opinions in writing analytical exposition texts. The population was at SMA N 1 Lintong Nihuta. The sample was 2 classes, namely class XI iss-3 as the experimental class with 20 students and class XI iss-4 as the control class with 20 students. it means there are 40 students While the control group will only use a standard approach to learning, the researcher will use the brainstorming teaching style in the experimental class. In this study, researchers used SPSS version 22 software to calculate the reliability and validity of the test

3. RESULTS AND DISCUSSION

A. Normality Test

Normality test is one of the kinds of test that is used to know the data normal distribution or not. In this research, the researcher used Kolmogrov-Smirnov test and calculated the data by using SPSS 22 version. The hypothesis of this normality test as follows:

Ho: Data is not normally distributed   Ha: Data is normally distributed

Ha was accepted if P value higher than 0,05 (P value> α). The table below was the result of calculating normality test.

Table 2. Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Experimental Class
N		20
Normal Parameters[a,b]	Mean	78.90
	Std. Deviation	7.772
Most Extreme Differences	Absolute	.194
	Positive	.163
	Negative	-.194
Test Statistic		.194
Asymp. Sig. (2-tailed)		.047[c]

a. Test distribution is Normal.

b. Calculated from data.

Based on the the calculation above, it can be seen that P value Asymp. Sig. (2-tailed) was 0,047. It is higher than 0,05. It means that the data of experimental class was in normality distribution.

Table 3. Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Control Class
N		20
Normal Parameters[a,b]	Mean	51.80
	Std. Deviation	6.354
Most Extreme Differences	Absolute	.138
	Positive	.115
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

Based on the the calculation above, it can be seen that P value (Asymp. Sig) (2- tailed) was 0,200. It is higher than 0,05. It means that the data of control class was in normality distribution.

B. Homogeneity

Homogeneity test is the kinds of test that is used to decide whether a data was homogeneous or not. The researcher should analyze this test because the similarity of both classes influence the result of test. The researcher used SPSS program to calculate the value of homogeneity test. The result of calculation as below:

Table 4. Test of Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	3.949	1	38	.054
	Based on Median	3.810	1	38	.058
	Based on Median and with adjusted df	3.810	1	28.731	.061
	Based on trimmed mean	3.934	1	38	.055

Based on the table above, the value of homogeneity test was 0,055. The data can be said homogeneous if P value was higher than 0,005 (P value > α). This value was higher than 0,05, so it can be concluded that the data was homogenous.

C. Hypothesis

After testing for normality and homogeneity, the researcher calculated the T-test using the SPSS program. Used to compare the scores of students who were divided into two groups who were taught with different techniques. The first group (XI iis 4) was taught using the brainstorming method and the second group (XI iis 3) was taught without using brainstorming techniques. The calculation results are as below:

Table 5. Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hail belajar	Pre Test Class	20	45.9000	7.49667	1.67631
	Post Test Class	20	77.9000	3.40124	.76054

Based on the table above, the result of data analysis showed that the means of students'' score of experimental class was 77,9 While the mean of the students'' score of control class was 45,9.

Table 6. Independent T-test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Hail belajar	Equal variances assumed	18.787	.000	-17.384	38	.000	-32.00000	1.84077	-35.72644	-28.27356
	Equal variances not assumed			-17.384	26.504	.000	-32.00000	1.84077	-35.78025	-28.21975

From the table above, it can be seen that the value of T test was 17,387 and the degree of freedom was 38 (df=db-2, 40-2= 38). The value of T table for db =38 at level 5% was between db = 45 and db = 50. In this research, the researcher decided to categorize into db = 38. The value of T table for db =40 in significant 5 % was 2,02. To interpret the data above, the researcher formulated the hypothesis test as follows:

Ho: there was no different significance score on simple present tense between the students who were taught by using flashcards and those who were not.

Ha: there was different significance score on simple present tense between the students who were taught by using flashcards and those who were not. The result showed the value of T test = 17,387 and the value of T table with db=38 was 2,02. It means that 17,387 > 2,02. Therefore, Ho was rejected and Ha was accepted. It can be concluded that there was significance difference score on the students who were taught by using flashcards and those who were not.

Discussion

This research was conducted to find out the effectiveness of Brainstorming Teaching Technique in Writing Analytical Exposition Text. Based on the tables above, it can be seen that the difference of students who taught by using technique Brainstorming and those who were not was 17,387. Hypothesis test (t0) at 17,387 from the computation above would be compared to the "t" table (tt) with the condition below:

a. If the t0 > tt, so Ha was accepted. It means there was any significant difference two variables.

b. If the t0 < tt, So Ha was refused. It means there was not any significant difference between two variables.

To determine the value of t0, the researcher was checking db and consulted with the tt, score:

$$Db = n1 + n2 - 2$$

$$= 20 - 20 - 2$$

$$= 38$$

At significant standard 5%, the value t-t was 2.021. Then the value of t0 was compared to the value of the value of t0 was 17,387. It means that ha was accepted and Ho was rejected. Regarding on the result of data analysis above, it was also strongly with previous study as stating that technique brainstorming was considered as an effective toward students' ability in writing analytical exposition text. It can be seen that the students who were taught by technique Brainstorming got better than those who were not. So, it can be concluded that there was significant different score in the students who were taught by using Brainstorming and those who were not at the Eleventh grade students of SMA Negeri 1 Lintong Nihuta

Based on the findings of this study, the researchers found several researchers who have research results like this study. It is by Wahyuni (2019) with the title "The Influence of Brainstorming Techniques on the Writing Ability of Class XI Students of SMAN 3 Padang Sidimpuan". In this study the average value of the experimental class after using brainstorming higher than the control class. The average value of the experimental class before using brainstorming was 54.14 and the average

score after using brainstorming was 70. Therefore, from the findings that have been made, students must be able to improve the quality of their writing so that in the future the influence or errors that often occur can be reduced.

4. CONCLUSIONS

The results showed that the post-test mean of the experimental class (78.00) was higher than that of the control class (51,8). It was found that the comparison between the scores of students who were taught brainstorming techniques and those who were not was 17,387. This value is higher than ttable which is 2.21 at a significant level of 5% with db = 38 which is included in the db: 40 categories. This means that ha is accepted and Ho is rejected. So it can be concluded that the brainstorming technique is effective for learning to write analytical exposition texts, especially for class XI students of SMA Negeri 1 Lintong Nihuta.

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