

Improving Students' Writing Ability Of Descriptive Text Using Brainswriting Strategy at Eighth Grade SMP Negeri 2 Kendari

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Abstrak

Tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dalam menulis teks deskriptif dengan menggunakan strategi brainswriting. Tulisan ini menunjukkan hasil penelitian tindakan kelas tentang kemampuan menulis menggunakan strategi brainswriting di SMP Negeri 2 Kendari. Instrumen penelitian ini adalah lembar observasi dan tes (pre-test dan post-test). Data dianalisis menggunakan proses kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa berdasarkan temuan data kualitatif, siswa mampu menghasilkan ide-ide mereka untuk menghasilkan teks deskriptif yang terorganisir dengan baik melalui strategi yang diterapkan (Brainswriting). Mereka juga dapat menggunakan kosakata dan tata bahasa yang tepat dalam tulisan mereka. Mereka juga antusias mengikuti kegiatan belajar mengajar dan mengerjakan tugas dengan baik. Sedangkan hasil data kuantitatif ditunjukkan pada hasil pre-test, dimana sebelum menggunakan strategi brainswriting jumlah keseluruhan nilai siswa adalah 850. Hanya 2 siswa yang lulus nilai standar ($KKM \geq 65$) sedangkan siswa yang tidak lulus nilai standar ($KKM \leq 65$) sebanyak 26 siswa. Belum mencapai target kriteria pencapaian. Dimana jika minimal 75% siswa mendapat nilai standar 65, berarti kemampuan menulisnya meningkat. Pada siklus I, Jumlah keseluruhan nilai siswa mencapai 1490, siswa yang lulus nilai standar 11 siswa, kemudian 17 siswa tidak berhasil. Itu berarti kemampuan menulis siswa dalam siklus I telah meningkat daripada pre-test. Namun, siklus ini masih belum berhasil dan perlu ditingkatkan pada siklus II. Pada siklus II, total siswa adalah 1755, siswa yang lulus nilai standar adalah 16 siswa, kemudian 12 siswa tidak berhasil. Kemudian pada post test, total nilai siswa adalah 2060. Siswa yang mencapai kriteria sukses ($KKM \geq 65$) bertambah menjadi 22 siswa sedangkan 6 siswa tidak berhasil. Hal ini menunjukkan bahwa ada peningkatan yang signifikan, Dari hasil penelitian dapat disimpulkan bahwa penerapan strategi brainswriting dapat meningkatkan kemampuan menulis siswa terutama dalam teks deskriptif.

Kata Kunci : Strategi Brainswriting, Kemampuan Menulis Siswa, Teks Deskriptif

Abstract

The aim of this research is to improving students' writing ability in writing descriptive text using brainswriting strategy . This paper showed that the result of classroom action research on writing ability using brainswriting strategy at SMP Negeri 2 Kendari . The instruments this research was observation sheet and test (pre-test and post-test). The data was analyzed used quantitative and qualitative process. The result showed that based on the findings of qualitative data, the students were able to generate their ideas to produce well organized descriptive text through brain writing strategy. They were also able to use appropriate vocabulary and grammar in their writings. They also enthusiastically joined the teaching and learning activities and did the task well. While the result of quantitative data showed in pre-test, before used brain writing strategy the students' total score was 850. It was only 2 students that pass the standard score ($KKM \geq 65$) while the students who did not pass the standard score ($KKM \leq 65$) were 26 students. It has not reached the target of achievement criteria. Where if minimally 75% students got standard score 65, it means their writing ability are improve. In cycle I, the students' total score was 1490, the students who passed standard score was 11 students, then

17 students was unsuccessful. It means the students writing ability in cycle I had increased than pre-test. However, this cycle still was unsuccessful and needed to be improved in the cycle II. In cycle II, the total score was 1755, the students who passed the standard score was 16 students, then 12 students was unsuccessful. Then in post test, the students total score was 2060. The students who reached the criteria of success ($KKM \geq 65$) increased to 22 students while 6 students was unsuccessful. It shows that there was a significant improvements, From the result, it can be concluded that the implementation of brainswriting strategy could improve the students' writing ability especially in descriptive text.

Key words: Brains writing strategy, Students' Writing ability, Descriptive text

INTRODUCTION

English is getting more crucial to be mastered since its important part in the world nowadays. It is not only as a means of communication but also a means transferring knowledge, news, and technology around the world. There are four basic skills in English such as listening, speaking, reading, and writing, every students must have problem in learning and mastering those skill. Many students still can't be able to create a meaningful writing. Harris (2003) stated that writing is regarded as the most complex one compared with the other three skills because the relationships between sentences operate at several levels. So that, the students should pay attention of writing new ideas such as content, organization, vocabulary, language use, and mechanic.

Writing is the main issue to be discussed in this article. In writing, some of the writer's students feel difficult to determine the topic when they want to write, they are hardly to complete a writing paper because they run out of idea. Writing is one of the skill that is important in teaching English. It is one way to share information, ideas, thoughts, experiences and information between the students and the others. It means that the students need to speak about something related to their experiences and their lives through writing. But, in teaching learning, we often find the students who is difficult to write. It because they might difficult to find a lot of ideas, so they dont know what they must write. They dont have much vocabulary, they afraid to false because they think it difficult to make a good sentence with the right sentence structure. They also have low motivation in learning English.

Difficulties in writing also occur in students within the scope of Junior High School Namely SMP Negeri 2 Kendari, especially in the teaching writing at eighth grade. Writing is one of the most difficult things for students to do, they sometimes have difficulty starting the beginning of writing. For them, it is difficult to find the initial idea at the beginning of the writing. Not only the initial idea of writing is an obstacle for them but expressing their ideas in English is also a difficult challenge faced by them. As a lecturer , this is the main focus in teaching writing. Writing ability need to be prioritized as a major point in the teaching and learning process of writing ability.

Therefore, teaching methods are needed in teaching learning process, especially in teaching writing. Writing takes time and energy and it is along process. The students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. Therefore, to achieve the students writing, as a lecturer must implement an effective learning process for to increase their motivation and interest to improve their writing ability through appropriate strategy in writing ability. Brainswriting strategy is one of the appropriate strategy that will be used the teacher in writing.

Wilson (2013) stated that brainwriting strategy is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas. It helps the students' associate ideas, write freedom, and make connection between each idea. Brainwriting is a modification from brainstorming. It is a group or an individual creativity method in which attempts to determine a definite conclusion for a particular problem by obtaining information in form of a list of ideas that are contributed by the members Rowan (in Alma Shari, 2015).

Brainswriting strategy almost similiar to brainstorming. These strategy can help the

students to find quickly generating ideas by asking participants to compose their ideas on paper and exchanging ideas writing about tinkering with what happens to brainstorming technique.

METHOD

This research was used a classroom action research to improvement students' writing ability through brainwriting strategy with quantitative and qualitative data analyzed. The object of the research was taken at eighth grade in junior high school namely SMP Negeri 2 Kendari, especially at class VIII⁵. with academic year 2022/2023.

RESEARCH FINDING

Pre-test

Pre test had done on Tuesday, May 16th 2023 at 13.00 p.m - 14.20 p.m. It was a phase to gets a true students conditions' about their writing ability before brain writing strategy implemented. The researcher gave an essay test to write simple descriptive text. Based on the scores took from pre-test, the students who passed the standard score ($KKM \leq 65$) was 2 students or 7,14% while 26 students or 92,86% was unsuccessful. The students' average score on the pre-test was 30,36. It was lower than criteria mastery of learning (KKM) for English Language lesson, which states that the minimal score for passing this subject is 65.

The researcher found that among 28 students who joined in the research, only 2 students that are classified into success. Each of these students scored was 65 and 70 of which have been categorized had reached the standard score ($KKM \leq 65$). Then, there were 26 students failed. There were 12 students got 20, 3 students got 25, 3 students got 30, 4 students got 35, 2 students got 40, and 2 students got 45.

Cycle I

1. Planning

The researcher planned to conduct the first cycle in three meetings. The first meeting was held on May 18th 2023, the second meeting on May 22th 2023, and the third meeting on May 25th 2023. This section presented the description of activities during the research in each meeting. Here are the expositions of the activity about planned on cycle I ; 1)Teacher spend 10 minutes to explain the Descriptive Text and give understand about grammatical features and generic structure of the text to the students. 2)Then teacher made understanding about brainwriting and how the procedure of brainwriting that applied in learning writing process. 3)After all students got understand of the material, then they make some groups , each group consist of 6-8 students.

2. Action

This section presented the description of activities during the research in each meeting. The researcher as a teacher gives the topic or theme for each group. Here are the expositions of the activity during cycle I :

a. The First Meeting

The first meeting was held on Thursday, May 18th from 13.00-14.20p.m with time allocation 2 x 40 minutes (80 minutes). Based on the lesson plan that had been made, the researcher held the teaching process in three phases of activities, they are introduction, core activities, and closing. These phases of teaching writing were elaborated in the following :

1) Introduction (opening activity)

The teacher started the meeting by greeting and apperception activity. Next, the teacher checking students attendance and prepare students psychologically and physically to follow the learning process. After that, the teacher explains about learning objectives that will be achieved.

2) Core activities

First, the teacher presented the material and gave students the example of descriptive text. The teacher would explain the generic structure, the purpose and

the language features of a descriptive text. The teacher would also introduce the students about brainstorming strategy and how it can help them in writing descriptive text. While the teacher explained it, the students pay attention to the explanations from the teacher, although in learning process just a few students didn't attend teacher's explanation.

Second, teacher divide the groups, each group consist of 6 students are heterogeneous. Then, the teacher asked students to observe a descriptive text about main topic and mention back statements about the generic structure of it based on English Language book.

After the students understand the material presented, each group starts to make outline of ideas individually in 15 minutes based on the topic. After 15 minutes was over, all members must share and show the outline ideas with the other member in their each group that had made before. In this first meeting, since the initial phase of introduction the material, the process of learning to spend quite a long time. The time is running out. So the teacher didn't ask a students in each group to read the results of their group in front of class. Then, the results of the discussion group, discussed back in plenary by guided with the teacher only.

After share the outline ideas in their group, each members of groups do the silent read of the outline and then they try to adding and continuous the ideas.

3) Closing

After all finished, teacher ask students to arrange and make story of Descriptive text based on the ideas that had collected before, the story must paying attention with the generic structure of Descriptive Text there are orientation, complication and resolution. In closing activity, the teacher and students concluded the material had learned. The teacher also gave inform to the students about the learning materials of the next meeting. As the time over the teacher greeted the students and closed the class.

b. The Second Meeting

The second meeting was implemented on Tuesday, May 22th 2023 with time allocation 2 x 40 minutes (80 minutes) at 11.00 a.m – 12.20 p.m. The implementation of the second meeting was the development and improvement of the material discussed in the first meeting. The detail activity of the second meeting showed as follows :

1) Introduction (opening activity)

As the teacher did in the first meeting, in this second meeting the teacher started the meeting by greeting. Then, the teacher and students read the prayer together. Next, the teacher checking students attendance and prepare students psychologically and physically to follow the learning process. Teacher associate between the previous learning with knowledge of the material to be studied. After that, the teacher explains about learning objectives that will be achieved.

2) Core activities

In this phase, the teacher reviewed the last material, on 1st meeting before. In here, the teacher replied explain about descriptive text and example about descriptive text. Then, the teacher presented the material of descriptive text with the another topic from first meeting and gave students the example of it. After that, teacher divide the groups, each group consist of 6 students are heterogeneous. The teacher asked students to observe a descriptive text on English Language book and mention back statements about the generic structure of it. Then, the teacher gave students test to make a simple descriptive text about Rabbit with used keywords that have been given by the teacher. The last, the teacher asked a students in each group to read the results of their group in front of class.

3) Closing

The teacher asked for the problems faced by students to understand the material that has been given. After that, teacher and students create learning material

conclusions. Teacher gives inform to the students about writing test (post test I) for the next meeting and closed the class.

c. The Third Meeting

The Third Meeting was the last meeting of cycle I. It was conducted on Thursday, May 25th 2023 at 10.20 a.m - 11.40 a.m with time allocation 2 x 40 minutes (80 minutes). In the third meeting the researcher gave writing test to find out the extent of knowledge that has been owned by the students after the implementation brainswriting strategy in cycle I to make descriptive text.

3. Observation

In these step, the observer collected the data of the researcher activity while the researcher filled the observation sheet for the students' activity which were happening during the teaching and learning process. The result of the observations for teacher in cycle I, observer found that in the teaching process the researcher explained the material was good. But there was a lack that was owned by the researcher to note in the process of learning and teaching. At the first meeting, the teacher could not control the situation in the classroom. There were some students who did not pay attention to the explanations from the teacher that interferes with concentration in his or her group. But at the second meeting it can be minimised, so in teaching and learning process held quite well.

Based on the researcher's observation, the result of observation sheet for students there were a few problems that occurred in the process of learning and teaching. Some of them, namely some students still had not been active in their group, and students who have not yet understood the matter embarrassed to ask a teacher.

4. Reflection

After the implemented of actions in Cycle 1, the standard of KKM that was needed about 75% of all of students who got score ≥ 65 . It was not be gotten, but any improvement. Based on the the data above, the researcher found that 11 students or 39,28% of all students passed the test and 17 students or 60,72% still failed. It means as many as 11 students had achieved the standard score (KKM ≥ 65) or have experienced an increased ability in writing, while 17 students still below the standard score (KKM ≤ 65). From percentage above, it means that the research was unsuccessful because the target of the success in this study was 75% among the whole students of class VIII⁵. Based on the evaluation, there were some students who still made some mistakes in terms of choosing vocabulary and understood the language use when they would write the descriptive text. Therefore, the study would be continued to cycle II.

Cycle II

1. Planning

After observed all weakness based on the result of cycle I and observation sheet, the researcher explain again about material descriptive text and grammar used in writing a descriptive text. In this process, the researcher provide examples with clearly and short term so that learning process in classroom more efficient and comfortable. Researcher also provide motivation to students to be more active and enjoy the learning process. If there were problems in the learning process, students no longer ashamed or afraid to ask a teacher. Furthermore, the researcher also reminded students to pay more attention to the selection and written vocab that used in writing a descriptive text. This was, to reduce the mistakes in writing as it did in cycle I.

2. Action

Same with the activity in cycle I, the researcher delivered the material for the students while the observer would record any activities that occurred during the teaching and learning process in the observation sheet. The following activities that occurred in cycle II :

a. The First Meeting

The first meeting of this cycle started on Thursday, May 25th 2023 at 13.00 p.m - 14.20p.m with time allocation 2 x 40 minutes (80 minutes). Based on the lesson plan

that had been made, the researcher held the teaching process in three phases of activities, they are introduction, core activities, and closing. These phases of teaching writing were elaborated in the following :

1) Introduction (opening activity)

The teacher was start the meeting with fun apperception. Then, the teacher checking students attendance. After that, the teacher explains about learning objectives that will be achieved.

2) Core activities

Core activity started with the explained again in detail about descriptive text material and examples of it had done by teaches, then connected with the topic presented in this meeting that is about things. The teacher would also reminded the concept brainstorming strategy to students. After that the teacher divide the groups, each group consist of 6 students are heterogeneous. Then, the teacher asked Each group to make a few sentences by using minimum of four keywords that have been given by the teacher to form a simple descriptive text about "A Jacket". Next, the teacher asked a students in each group to read the results of their group in front of class and their written discussed back in plenary by guided with the teacher.

3) Closing

In this activity, the teacher and students concluded the material had learned. After that, the teacher gave inform to the students about the learning materials of the next meeting and closed the class.

b. The Second Meeting

Implementation of second meeting in cycle 2 had conducted on Tuesday, May 29th 2023 with time allocation 2 x 40 minutes (80 minutes) at 11.00 a.m – 12.20 p.m. The detail activity of the second meeting showed as follows :

1) Introduction (opening activity)

As usual, the teacher started the meeting by apperception. After that the teacher and students read the prayer together. Next, the teacher checking students attendance and prepare students psychologically and physically to follow the learning process and continued with explain about learning objectives that will be achieved.

2) Core activities

The teacher presented the material of descriptive text with the topic place and gave students the example of it. Teacher divide the groups, which each group consist of 6 students are heterogeneous. The teacher asked students to observe a descriptive text about place based on English Language book and mention back statements about the generic structure of it.

Then, the teacher gave students test to make a simple descriptive text about "My School" used keywords that have been given by the teacher. The last, the teacher asked a students in each group to read the results of their group in front of class. The results of the discussion group, discussed back in plenary by guided with the teacher.

3) Closing

The teacher asked for the problems faced by students to understand the material that has been given. Then, teacher and students create learning material conclusions. Teacher gave inform to the students about writing test for the next meeting and closed the class.

c. The Third Meeting

The Third Meeting was the last meeting of the research. It was held on Thursay, June 1st 2023 at 13.00 p.m - 14.40 p.m with time allocation 2 x 40 minutes (80 minutes). In the third meeting the researcher gave writing test to students. It aimed to find out the end result of the ability to write descriptive text that has been owned by the students after the implemented of the brainstorming strategy in cycle II.

Observation

The observation during the teaching and learning process in cycle II experience increased better than observations in cycle I. Results of observation for teacher, observer argued that researcher in delivering learning experience a better improvement of cycle I. Time of learning was right, nothing less and nothing more. Researcher also could control the situation in the class, so learning process more conducive than in cycle I. While the result of observation sheet for students, it also shown the increase. During the learning process, students were more focused and active than in cycle before. They were also enjoy doing the process of research. The students could understand well the theory of descriptive text that had been explained by the teacher. It could be known from the students' answer and respond when the teacher asked them. Their feedback was much improved.

Reflection

The result of the students' writing ability in cycle II was higher than cycle I. The researcher found the students' ability in writing a descriptive text had increased although still there were a few that have yet to achieve the standard score. In this cycle based on the data above, the researcher found an increasing of the students who past the test. The researcher found that 16 students or 57,14% were pass the standar score ($KKM \geq 65$). Then, there were 42,86 % or 12 students did not pass the standard score ($KKM \leq 65$).

Post-test

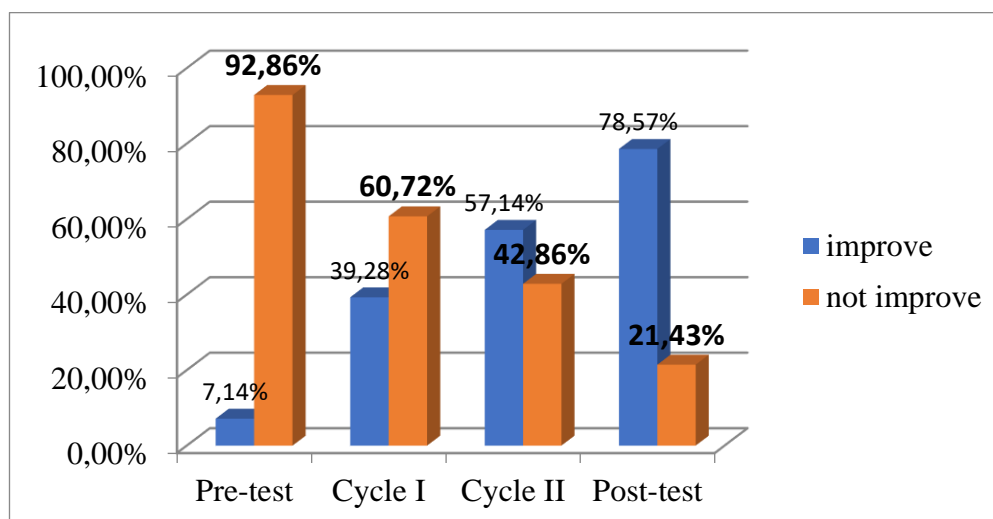
Post test had done on Tuesday, June 5th 2023 at 10.20 a.m – 11.40 a.m. It was the last phase of the research. In this meeting the researcher gave writing test to students. It aimed to find out the end result of the ability to write descriptive text that has been owned by the students after the implemented of the brainstorming strategy in cycle I until cycle II. Based on the data above, the researcher found an increasing of the students who past the test. The re searcher found that 22 students or 78,57% of all students passed the test in post test. It means they were pass the standar score ($KKM \geq 65$). Then, there were 21,43% or 6 students failed or did not pass the standard score ($KKM \leq 65$). From this data, the researcher found that the minimum target (75%) of the study is achieved. It can be concluded that the vocabulary and grammar mastery of class VIII⁵ students of SMP Negeri 2 Kendari can be improved.

DISCUSSION

In teaching writing to students class VIII⁵ of SMP Negeri 2 Kendari, the researcher used brain writing strategy. The researcher used this strategy to make the students feel easy to organize their idea and to improvement students' writing ability. This research consist of two cycle. Each cycle had three meetings. Based on the result of cycle I, the students were not active in the learning process. There were improvement of writing ability of the students, but the indicator criteria of success could not been achieved yet. In this meeting the students still confused to organize their idea. Some of the students also didn't participate in writing class.

While, the result of score in cycle II showed that the criteria of success could be achieved and the students were active in learning process. We can see the improvement from pre-test, cycle I and cycle II with looked at the students percentage score. For pre-test before implemented the brainstorming strategy, the students percentage score that pass the standard score ($KKM \geq 65$) was 7,14%. In cycle I and cycle II had implemented brainstorming strategy, there were improvements of students' writing ability at class VIII⁵ of SMP Negeri 2 Kendari. In cycle I the students percentage score that pass the standard score ($KKM \geq 65$) got 39,28%. Then in cycle II the students percentage score that pass the standard score ($KKM \geq 65$) got 57,14%. Then inpost test there was a significant improvements, the students percentage score that pass the standard score ($KKM \geq 65$) was 78,57%.

The overall improvements achieved by the students at class VII³ of SMP Negeri 2 Kendari were presented in the following chart :



Picture 1 Percentage Score of Students Activity on Pre-test, Cycle I, Cycle II, and Post-test

From the result of the implemented of brainstorming strategy, there were improvements of writing ability at class VIII⁵ of SMP Negeri 2 Kendari. The students were more active and feel easy to show their idea in writing descriptive text. They more motivated to learn and they could improve their writing ability. It can be concluded that there was an improvement of the students at class VIII⁵ of SMP Negeri 2 Kendari in writing ability by using brainstorming strategy.

CONCLUSION

Based on the result above, some conclusion can be drawn. First, students' writing ability was improved after the researcher implemented brainstorming strategy. Second, brainstorming strategy was more effectively to seen students' writing ability. It's proved with improvement scores after strategies was implemented, and also students' enjoyed and more fun, interested along finished over all the phase. So, this strategy was suitable to improvement students' writing ability especially at junior high school to the eighth grade.

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