

**THE EFFECT OF BRAINSTORMING METHOD ON THE
STUDENTS ABILITY IN WRITING EXPOSITION TEXT AT
GRADE XI SMK SWASTA TAMANSISWA SUKADAMAI
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ABSTRACT

This study aims at investigating the effect of Brainstorming Method in writing exposition text. This study was conducted by experimental research. The sample of this study was the students at grade XI Ak and XI RPL of SMK Swasta Tamansiswa Sukadamai. The total number of the population was seventy eight students in four class. There were 41 students chosen as the sample by using random sampling technique. The sample was divided into two groups, namely control group and experimental group. The experimental group was taught by using Brainstorming Method and control group was taught without using Brainstorming Method. The instrument for collecting the data was writing test. The data was analyzed by using t-test formula. The result of the analysis shows that t_{test} value is higher than t_{table} ($4,072 > 1,684$) at level of significance 0.05 with the degree of freedom 39. It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the findings of this study, it was found that there is a significant effect of Brainstorming Method in writing exposition text.

Key Words: Brainstorming Method, Writing, Exposition Text.

Introduction

English has become a very important language along with the development of science and technology. It is a way to get into globalization. Good human resources need English to compete in the world. The aim of teaching English is to enable students to listen, speak, read and write in English. In other words, the students are engaged to be able to communicate in English. People use language to communicate

with other people in order to deliver thoughts and feelings.

Writing is one of the four skills in learning English that has to be mastered by students. It is said that writing is the most difficult skill in learning English since it requires steps to accomplish. In writing a text, students need to take some steps. They need to plan, draft, review and revise their writing. It needs physical and mental action. Writing ability need to

be developed in the world of education to train students to think critically in responding to everything.

The process of writing activities at SMK Swasta Tamansiswa Sukadamai was not optimal, it was found that students were less interested in writing activities. It is known that when the process of writing an exposition text, students find it difficult to develop ideas to be developed into a complete writing. Learning to write exposition texts at the SMK Swasta Tamansiswa Sukadamai is implemented by the teacher by freeing students to choose the topic to be written. However, students have not been able to master vocabulary even though learning to write exposition texts has been carried out in a structured manner.

Based on the problems related to exposition texts in class XI SMK Swasta Tamansiswa Sukadamai, it is necessary to make observations to relate the ability to write exposition texts using a supportive method. The brainstorming method is used to improve the ability to write exposition texts. Because the method is able to facilitate language training orally and in writing. This method was first introduced by Alex Freickey Osborn in the 1930s. This method is able to motivate students to improve writing skills and develop ideas.

Riview of Literature

According to Helti (2014) writing is a form of indirect communication that is inseparable from human life. One of the people's language activities is writing. Written language requires the skill of writing ideas and messages of ideas that we want to convey to others so that they are accepted and understood by the readers. In addition,

writing according to Astuti (2017 : 8) is the process of converting spoken messages into written language. It entails an active process of organizing, formulating, and developing ideas on papers so that readers may follow the writings as if they were spoken aloud. From all the statements above, it can be concluded that writing is an activity to express ideas, problems, events, and feelings to others through written form. By writing, people can say whatever they want. Hopefully the readers can understand what the author conveys in his writing.

Harmer (2004) states that students should pay attention not only in ' what to write but also in how to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. According Blanchard and Root in (Utami, 2014) Brainstorming is a fast approach to come up with a lot of thoughts about a specific topic. The goal is to generate as many ideas as possible without worrying about how you'll implement them. In addition according to Ibnian (2011), brainstorming is a method generally used to encourage each existent to induce ideas and appear in a list of possible results to a particular problem. Brainstorming is veritabily important in the tutoring process, similar to helping scholars in working a problem, helping scholars to take advantage of other people's ideas through developing their minds, helping scholars cohesion, and erecting connections between them.

Based on the description above, brainstorming is a method generally used to encourage each existent to induce ideas and appear in a list of possible results to a particular problem. The goal is to generate as many ideas

as possible without worrying about how you'll implement them.

In brainstorming activities, students are groups. The teacher directs the brainstorming process by asking the subjects to write an exposition essay and asking them to make an exposition essay. The teacher encourages students to write exposition essays. All knowledge suggestions from students should be considered and any knowledge written on the board. After the list of suggestions is made, the teacher will start a discussion with the students to test the relevance of the suggestions and knowledge according to the topic of the essay. The brainstorming method will work if all students can come up with creative ideas in a free atmosphere, without criticism and without listening to opinions that differ from our point of view. The exposition text according to Keraf in (Nasucha & Mudjiman, 2016 : 876) is the goal of an exposition text is to communicate description or information. The exposition text communicates a written idea, viewpoint, or other information that needs to be conveyed to the audience. To express the substance contained in a text, the first paragraph, second paragraph, and subsequent paragraphs must mutually cohere in form and meaning.

Meanwhile, According to Zainurrahman (2013 : 67) an exposition text is a piece of literature that explains a process or concept that occurred by providing information about why and how it happened. From some of the expert opinions above, it can be concluded that the exposition text is a text that communicates a written idea, point of view, or other information that needs to be conveyed

to the audience. Exposition text describes a process or concept that occurs by providing information about why and how it happened. Research Methodology. This research uses experimental research. There are two groups, namely the experimental group and the control group. The experimental group was the group that received treatment using the brainstorming method in the ability to write exposition text, while the control group was the group that did not use the brainstorming method in the ability to write exposition text. In this study, the influence of the brainstorming method is related to the ability to write exposition text which is one of the competency standards contained in the learning syllabus. Thus it can be seen that this research consists of two variables, namely the ability to write an expository essay as the dependent variable and the Brainstorming method as the independent variable.

The instrument that used in this research was a test, and the test that used was a essay test which the question used exposition text assesment rubric.

Test hypothesis was the data analysis technique that used in this research. Accepted or rejected hypotheses were determined by whether or not the hypothesis is proven true. The t-test used in this research to test the hypothesis, and the mean of the pre- test and posttest were compared between the control and experimental groups before the comparison was made between the two groups.

Data Analysis and Discussion

Researching Finding is evaluation can be accomplished through resting, the

hypotheses. The means of both experimental group and control group were different. The mean of post-test of experimental group was higher than control group. Each test involves making one or more predictions about what should be the case, if a hypothesis is true or not true. Judging whether the predictions are fulfilled or not depend on the collection and analysis of observational or experimental data.

The basis of testing the hypothesis was H_a . H_a was accepted if $t_{test} > t_{table}$ and H_0 was accepted if $t_{test} < t_{table}$. In this research, the calculation of the scores by using t_{test} for the degree of freedom (df) 39 at level significance 0,05 where the T critical value is = 1,684.

The result of calculation by t-test shows that the t-test is 4,072 and the t-table for 5% is 1.684. This means that the T-test is higher than the T table ($4,072 > 1,684$). In other words, H_a accepted and H_0 rejected. It can be concluded that the Brainstorming Method has a significant effect on students' ability in writing exposition text.

The application of models to experimental group and control group helped the teacher to design teaching materials. Since models were applied to the experimental group, the achievement was different. It could be proven from the scores obtained by the students where the experimental group was higher scores than the control group. The mean students' score on the post test of the experimental group was 84,54 while the mean students' score on the post test of the control group was 70,78.

The mean scores of the both of group could not prove that the higher mean score was the high score in T-test also. T-test proved that experimental group

was high score than control group, the mean of experimental group was higher than the mean of control group.

Conclusion

Based on the results of data analysis in the previous chapter. After getting the results of the research, the researcher concluded that the Brainstorming Method was effective in learning to write exposition text. By using the Brainstorming Method, the teacher can create an interesting teaching and learning process in the classroom because students can be involved in the teaching and learning process and not get bored.

The average post-test score of the experimental group students is 95 which is higher than the control group 70. This means that teaching exposition text using Brainstorming Method is better than teaching exposition text using non-Brainstorming method.

In addition, learning exposition text with the Brainstorming method can help students to improve their writing skills. This can be seen during the teaching and learning process, students are very enthusiastic in learning and are more active in the teaching and learning process.

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Erlangga.