THE EFFECT OF USING BRAINSTORMING METHOD IN WRITING ABOUT NARRATIVE TEXT

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Abstrack

The purpose of this study's to determine whether there's an influence in the brainstorming method on the students writing ability of narrative text for class X SMA N 1 Ujung Padang in the academic year 2022/2023. This type of research is a quantitative research with a research design of two groups, pre-test and post-test. The population in this research is all class X which consist of two classes. The research sample consisted of two classes (class Xth IPA 2 and Xth IPA 3) which were taken in a random. In class Xth IPA 2 as an Experimental class using a brainstorming method and class Xth IPA 3 as a control class using conventional learning. After the learning was given, the post-test was obtained with an average result of 80,94 for the experimental class and 54,0 for the control class. The result of the t-test obtained t'count = 19,4 > t-table = 0,067811, then Ha is accepted, this obtained there is an influence on student learning outcomes using a brainstorming method on the result of students writing ability of narrative text for class Xth SMA N 1 Ujung Padang.

Keywords : Effect, Brainstorming Method, Narrative Text

Introduction

English is a tool for verbal and written communication and is used to convey information, thoughts and feelings. English is also a tool to develop science, technology, and culture. The ability to communicate in a complete sense is discourse skills, namely the ability to understand and produce spoken or written text that is manifested in the four language skills, namely listening, speaking, reading, and writing. Four skills this is what is used to respond to or create discourse in people's lives. Therefore, English subjects are directed to develop these skills for students communicate in English at a certain level of literacy.

There are four skills in English that have to be mastered. there are Writing, Reading, Listening and speaking. speaking and writing are effective skills. Listening and reading are receptive skills. In this case the research specializes in writing skill this is one of the difficult in issue English learning.

Writing is one of the four basic skills that must be improved in order to be better able to learn English. Writing is the procedure for using symbols (letters of the alphabet, and fields) to express thoughts and thoughts in a readable form that must be mastered through students. Students are asked to be able to express thoughts, ideas,

and the emotion they are after now processing the knowledge of the method in branching Writing which is a concept in schools aims to make students able to write well and almost write words, sentences and paragraphs.

Writing is an effective way to speak and express thoughts, emotions, and opinions to others. In most languages,Writing is a complement to speech or spoken language. Writing is a processchanging the method of ideas into language, the way the writer has to do it is to first arrange the words in the mind and then write them using the appropriate language until they become a paragraph. Therefore, writing organizational skills are alsonecessarymastered.

Writing is important for every human being to learn and know. Writing is considered a productive skill that aims to help students in express thoughts and ideas that are in his mind. Some people sometimes cannot convey their ideas by speaking directly. So, they need to write what they want to convey after compiling the words they have in mind so that the reader will know feelings or ideas of the author that cannot be expressed directly. When someone write every day while composing words and find difficult words, the dictionary is the first choice for help and it will increase vocabulary and knowledge about writing.

Many students think that writing is a boring and uninteresting activity. Especially in tenth grade students SMAN 1 Ujung Padang is less able to write well, because

teachers often only give instructions to students but don't give clear instructions about what they want to do. Based on personal interview with the teacher, there is some of the problems they had at the time of writing, such as Students do not know what to start when writing because of difficulties generating ideas about something so they can only write in short sentences. When the teacher asks students to tell about an object, animal or so on they are only able to write simple sentences because of a lack of vocabulary so that when they find foreign words they will have difficulty and there is no desire to find out. And students do not understand about the types of text. So, when the teacher asks them to write a text, sometimes they don't understand about the generic structure of the text used in the text. So based on these problems students can write with a good structure.

There are many method will be conducted in the classroom. The teacher can conduct pre-writing, such as brainstorming, clustering, free-writing, and looping. The first, Brainstorming is a method that is generally used by groups to more quickly generate large numbers of ideas about a particular problem or theme. Brainstorming was developed by Alex Osborn (1953) to generate ideas or ideas from everyone in a group. Brainstorming method involve oral and pre-written exercises for help solve a problem on a particular material. Brainstorming is a cooperative approach in which a number of people collectively agree solutions after all their ideas have been put

forward and discussed. Second, clustering is also known as thoughts mapping or idea mapping. this is a techniques that permit students to discover relationships among thoughts. college students might be able to determine how the ideas healthy collectively where there are many thoughts. on this step, the teacher has advanced an idea in some phrases or sentences, then students are asked to categories those ideas based at the perspective group. Third, Third, free-writing is a technique in which a person writes continuously for a set period of time without regard to spelling, grammar or topic. Free-writing is a process of generating a lot of information by writing non-stop. It allows focus on a specific topic, but forces to write so quickly that you are unable to edit any of your ideas.

Based on the above methods, the research chose the brainstorming method as an effective way to solve problems. This method aims to stimulate students' knowledge of a material topic, as well as unite ideas and the vocabulary needed to write is the right composition. The

brainstorming method can help students use prior knowledge in their writing activities and be able to recognize what skills and information they have and what else they need to know. Teaching the student brainstorming method in class is highly recommended because it can help them to process the writing and create the necessary new ideas in a second mastery of language.

Brainstorming has many benefits for students to build their good writing to improve students' writing skills. There are several reasons why researchers choose brainstorming to teach writing. First, this method provides sufficient opportunities for students to freely express their ideas about the main topic given by the teacher, and then they can discuss and share ideas with each other. Second, brainstorming provides opportunities for teachers to help students more actively, provide feedback on ideas, and help students develop topics. and the last, Brainstorming also helps develop organizational skills like those of students opportunity to clarify and organize ideas before they are written down.

Method

According to Sugiyono, (2001:57) in Khairunas, R (2019 191 sample is part of the population. The population is for example the population area, the number of employees in a certain organization, the number and students in a certain school and so on. Consequently, samples take from the general population sample can use to represent the complete representative.

Sampling changed into finished via easy Random Sampling. The primary characteristic of this sampling is that every element of the whole population has an identical chance of being selected. The trick is to use the Lottery.

According to Sugiyono (2001:57) Simple random sampling technique is a way of taking samples from members of the

population which is performed randomly with out regard to the strata in that population.

The instrument of data Collection is the Test Question Instrument, In conducting this research, this study used essay tests. As stated by Ngalim Purwanto, (1991: 35) said that the test requires the ability of students to really understand the problem and realize their ideas through written language, so that the type of essay test is more of a strength test. This study aims to improve the ability to write descriptive text through image models and images, several images are displayed to increase creativity in writing. Test questions will be given to students, to find out whether the questions to be given are valid and reliable. These questions were tested on class X students of SMA Negeri 1 Ujung Padang. The questions given are in the form of essay tests. Testing this question was carried out to obtain valid and reliable questions so that in the end valid and reliable research results were also obtained.

Tests employing narratives will be used to obtain data. Pre-test and post-test are the two sections of the test. The purpose of the pre-test is to gauge students' comprehension of a subject that will be covered in a traditional classroom setting. The purpose of the post exam is to determine whether the subject was understood after being taught via a picture and picture model. In this study, students took an assessment in the form of an essay using descriptive text in which they gave answers by writing descriptive text.

Validity of the Test

Validity and reliability are required as the measurement of the test. To know the validity and reliability of the test, the researcher matches the instrument with the objective of the subject which can be seen from the syllabus of senior high school.

To support the validity of the test, the researcher also adjusted the test with the Standard Competence - Base Competence (Standard Kompetensi Kompetensi Dasar) that should be achieved by the students based on the curriculum.

Reliability of the Test

According to Sukardi (2007:122) said that reliability is the level in the test in a consistant manner measure any test. A research instrument can called reliability the tool will used what to use measure can used in when and in any time.

Technique of Collecting Data

The technique of collecting data will applied in this research.

1. Pre-test

Both the experimental group and the control group will examine student learning outcomes. An initial check is given to find out whether the prior knowledge or basic ability of the sample changes to be homogeneous in general. This check is carried out before the start of the strategy. After that, the research compiled and assessed the answer sheets.

2. Treatment

Students will receive treatment accompanied by a pretest. Preparations are

introduced to experimental corporation and manipulation corporations using various academic strategies. The experimental group will tell students how to make narrative texts using brainstorming method, while the control group will teach students how to make narrative texts without using brainstorming method. After completing the pre-test, two group received treatment for 3 meetings.

3. Post-test

A post-test will be given to determine the effect of presentation on both groups. The teacher will distribute the only objects in the test become the same as those in pretest. The purpose of the same check is to establish the reliability and validity of the check.

Technique of Data Analysis

A test is valid if it degree what is purposed to measure. First off, measure the test with the validity and reliability test in accordance the formulas above, and then measure with t-test is the most typically used technique to assess the distinction in manner between two agencies. as an instance, the t-test may be used even if the pattern sizes are very small, as long as the variables are normally distributed within each group and the variation of scores within the two organization aren't reliably different.

Result And Discussion

a. Result

May 2023 is the date of this study. A test which includes pre-test and post-test is used to collect data. In both assessments, there was one question in the form of an essay and three different types of questions about descriptive text. The research was conducted at SMA X Negeri 1Ujung Padang. The sample consisted of 35 students of class X IPA 2 as the experimental group and 35 students of class X IPA 3 as the control class. test is given to students. The research data is intended to find out whether there is an effect of the Galerry Walk strategy on students' writing abilities. The results of conventional brainstorming method are entered into the data.

This table below shows the students' score in pre-test and post-test in the experimental group and control group at SMA Negeri 1 Ujung Padang.

Table 1. The Students' Writting Ability Score Pre Test and Post Test in Experimental Class

	Students' Name	Scores of Pre-test	Scores of Post-test
1	SS	60	80
2	RS	75	85
	AV	65	80
4	YR	65	80
5	SYP	70	85
6	BP	60	80
7	MBF	65	70

No	Students Name	Score of Pre-Test	Score of Post-Test
8	S	70	80
9	APR	60	80
10	ADL	70	85
11	AA	75	85
12	NHS	65	80
13	KS	60	80
14	K	70	83
15	FN	75	85
16	JM	60	85
17	NAN	70	85
18	BA	65	80
19	BS	70	80
20	DW	60	75
21	DPA	45	75
22	NSA	50	80
23	YAR	65	85
24	R	60	80
25	AD	55	85
26	AP	60	85
27	NNA	65	80
28	NMS	65	75
29	SA	60	85
30	SJ	60	80
31	JP	60	85
32	RM	65	85
33	V	65	80
34	KP	60	75
35	PL	55	75

From the data above, it showed that students score in pre-test was lower than post-test. The mean of students score in pre-test was 63,42. After giving treatment of brainstorming method, it was increased 17,52 % and the score mean was 80,94 in post-test

Table 3. The Students' Writting Skill Score Pre Test and Post Test in Control Class

No	Students Name	Score of Pre-Test	Score of Post-Test (Y)
1	AVS	30	55
2	AMP	40	60
3	AN	45	60
4	ASS	35	45
5	AAS	30	45
6	JHS	30	50
7	KKS	40	50
8	MDM	20	45
9	MAP	35	45
10	NP	30	45
11	NR	40	65
12	NH	40	50

13	PS	45	50
14	SNM	35	45
15	SDA	40	45
16	SM	30	40
17	NA	35	60
18	RW	30	40
19	ASB	35	40
20	S	40	65
21	MA	40	50
22	PL	45	55
23	AG	35	40
24	PIH	50	65
25	IA	40	60
26	FN	50	55
27	YA	35	60
28	KP	30	65
29	WA	50	60
30	SNL	55	65
31	KCL	60	70
32	DA	30	60
33	SD	45	65
34	GR	40	60
35	DS	55	60

From the data above, it showed that students score in pre-test was lower than post-test. The mean of students score in pre-test was 39,0. After giving treatment of Brainstorming method, it was increased 15,0 % and the score mean was 54,0 in post-test.

2. Discussion

It can be seen that the students' score in the post-test is higher than the students' score in pre-test. It means that the students on writing ability by using Brainstorming method is effective. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 613. It means that the Brainstorming method is effect on students' writing ability.

After doing this research the data was calculated, the score experimental group was higher than control group, so the students had an ability to writing ability a narrative text, with knowing language features

narrative text are good. It means that the Brainstorming method is effective to students' writing ability.

Conclusion

This study used quantitative research methods, including the total sample approach for sampling and pre-test and post-test for data collecting, in which students were given the essay test. In a later study, students, enjoyed reading amazing texts and did not reality become bored, and this strategy can provide encouragement in the teaching and learning process. Based on the result of the previous chapter data analysis, it was that Ha is approved and H0 is refused, which suggest that the brainstorming method significantly effect students' on writing ability in narrative text at the tenth grade of SMA N 1 Ujung Padang. The study findings support the brainstorming method effectiveness in improving writing ability of narrative text. The research concludes that the brainstorming method can make learning more exciting based on the data analysis. The learning process will be enjoyable for the students and not boring. Students become more interactive and enthusiastic as a result of this method.

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