

**IMPROVING STUDENTS' WRITING SKILLS THROUGH BRAINSTORMING  
TECHNIQUE AT THE TENTH GRADE OF SMK KAUTSAR  
KARANG PUCUNG IN 2022/2023**

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**Abstract:** The aims of this research is to know the improvement of student's ability in writing text through brainstorming with the problems, are; 1) how can brainstorming technique can improvement students writing skills, and 2) How can brainstorming technique improvement students' writing skill in learning activity at the tenth grade of SMK Kautsar Karang Pucung in academic year 2022/2023. The design of the research is classroom action. Which consist of 25 students as a subject and to obtain the research data instrument used test, observation and field note. To calculate the students' ability in writing recount text score, it was used mean formula. Brainstorming Technique improved the students' ability in writing recount text in two cycles from the Minimum Completeness Criteria (MCC) scored  $> 70$ ,  $M = 68.64$  in the first cycle to  $M = 74.36$  in the second cycle. Finally, it could be conclude that the use of brainstorming technique could improve the tenth grade students' ability in writing recount text at SMK Kautsar Karang Pucung academic year 2022/2023.

**Keyword:** *Teaching, Writing, Brainstorming*

## **INTRODUCTION**

Writing is very important in mastering the English language. The purpose of writing is communication. People can express their feelings, ideas, and desires in written form. Writing is a powerful tool for getting things done and language skills for conveying knowledge and information. Through writing, people may know what the author wants to share with the reader. By looking at the student's writing. We also know how far they understand language. Writing is the most difficult of the four skills to master because it is a productive skill that takes time to master. This opinion is supported by Richards and

Renandya (2002), the most hardest skill for second language learners to acquire is writing. It's challenging not just to come up with and organize thoughts, but also to turn them into understandable language. Students' reluctance to master these abilities intensely is the source of language skills' inadequacy. A memory of the past may be preserved in a variety of ways, one of which is through writing. Recount text is one sort of writing that may be used to perpetuate or repeat an event from the past and presented in the future. This is supported by a statement from Coogan (2006), the recount's text was prepared to repeat previous events in chronological sequence, telling the reader who was involved, what happened, where the event happened, and when it took place.

The writer used this technique because this technique has been successful used in previous study. Based on the first journal by Kurnia Budiyaniti. (2009). "Improving Students' Writing Skills of Narrative Text through Brainstorming Technique by the Second Year Students of State Islamic University Suska Riau". We have many differences in purpose, subject, object and the material. This journal aimed to find out whether brainstorming technique could better improve students' writing ability in narrative text and to find out factors that influence it. While this research find out whether the significant improve of using brainstorming technique towards students writing skill. Other than that we have difference in the material. This journal used descriptive text, than this research used recount text. From the subject we also have difference, this journal used students of university as a subject while this research will use students of senior high school.

Based on the informal interviewed in the pre cycle, the writer found some problems faced by students X TKJ C at SMK Kautsar Karang Pucung when they were writing, especially in writing of recount text. There are some problems that make English writing as one of difficulties faced by students of X TKJ C SMK Kautsar Karang Pucung. Students could not develop their ideas, and they are lack of vocabulary. The English teacher also said that the students' participation in the teaching learning process in English classes was passive or in other words students relatively inactive in writing an English text.

The problems are important to be solved, in order to make students get more comprehension in learning to write. Also make the students think that writing is an interesting learning. To have students solved these problems, it needs another strategy which is more interesting in teaching writing. There are a lot of techniques or strategies in teaching writing. The researcher would like use "Brainstorming Technique" in teaching writing for recount

text. This technique gives enough opportunity for the students to be good writers. Through brainstorming technique students are supported during the different stages of the writing process.

Therefore, the researcher will conduct a research entitled "Improving students' writing skill through brainstorming technique at the tenth grade of SMK Kautsar Karang pucung in academic year 2022/2023"

## **RESEARCH METHOD**

In this research, kind of research uses a Classroom Action Research, because this research is intended to improve the students' writing ability during the teaching learning process. The subject of this research are 25 students of X TKJ C, with the instrument of this research are test, observation and field note. The Minimum Completeness Criteria (MCC) of English subject in the class X TKJ C is 70, and the Criteria of The Action Success are emphasized on the process and the product of teaching-learning activities. This study is called successful if 65% of students achieve a score equal to or greater than 70 as the Minimum Completeness Criteria (MCC) or above.

## **RESULT AND DISCUSSION**

### **RESULT**

#### **1. Writing Skill**

After conducting two cycle in teaching writing through brainstorming technique by clustering, the researcher gave a evaluation test to measure the students writing recount text after implementing the action through brainstorming technique on the students' improvement in writing ability. In fact, there were gradual improvements from the result of the mean score in Cycle I was 68.64 became 74.36 in Cycle II, while the result of average students active participation were in Cycle I was 32% up to 72% and it means the English subject in class X TKJ C declared complete from the completeness criteria because the students are got scores > 65%.

#### **2. Learning Activity**

Students learning activity in the class are improved too, it can be seen from the observation sheet and field note. From the observation sheet, we can seen the average of the scores in cycle 1 = 7.168, and in the cycle 2 = 7.816. This is said to be increasing because seeing the

results from the observation sheet shows that those who were initially in the less active became active.

## **DISCUSSION**

Based on the hypothesis of this research, that are :

1. There is a significant improvement of brainstorming towards students' writing skills at the tenth grade of SMK KAUTSAR Karang Pucung.
2. There is a significant improvement of brainstorming towards students' writing skills in learning activity at the tenth grade of SMK KAUTSAR Karang Pucung.

The purpose of this research was to find out the implementation of brainstorming technique can improve students' ability and in writing recount text and learning activity in class X TKJ C SMK Kautsar by answering the hypothesis of this research. In conducting the research, the researcher applied three kinds of instrument to get the data for this research; there are test, observation and field note. To answer the research question, researcher used test and observation sheet in each cycle to see the improvement in students writing and their behavior during the teaching learning process. In this chapter, the writer tried to answer the hypothesis of this research by following the result of learning activity from the cycle 1 and cycle 2.

### **1. Writing Test**

After doing a pre-cycle, the writer found that there were several problems faced by students during the English learning process in class, and in this study the writer tried to overcome the problems faced by students X TKJ C in the English learning process using brainstorming techniques. The writer uses brainstorming techniques in improving the writing skills of students X TKJ C because this technique has been widely used and proven successful in improving students' ability to speak English, especially in students' writing abilities.

In this research, the writer used two cycles, each cycle consisting of 3 meetings, namely 2 meetings to explain the material and apply brainstorming techniques and at the 3rd meeting it remained the same but at the end of the 3rd meeting students were asked to do an evaluation test that was useful to see the improvement that students experienced after the application of

brainstorming techniques. The writer used 2 cycles because according to him, in the first cycle, the writer saw that students still did not improve so that the 2nd cycle was carried out with the hope of a significant increase in students.

During the process of applying brainstorming techniques in order to improve the writing skills of class X TKJ C students. the writer applied brainstorming techniques for 6 meetings or 2 cycles. In cycle 1, students' writing ability cannot be said to have not graduated because they have not exceeded the graduation requirements for English subjects of class X TKJ C students. For their writing skill, in cycle 1 there is still no change / improvement. Some students still find it difficult to convey/develop their ideas. The students also still have difficulty finding the vocabulary they want to write even though they have used the help of a dictionary, this has caused several times students to ask the teacher about vocabulary that they did not find. At the time of writing the recount text, there were still some students who did not use the past tense, they only wrote down what was in their minds without following all the provisions of writing the recount text that had been explained by the teacher.

This can be seen from the results of the evaluation test in cycle 1, the results of the evaluation test only 32% of students from 25 students who get a score of 70 and above or exceed the Minimum Completeness Criteria (MCC) it means only 8 students get scores up to 70. This is said to have not been success because it has not successful from the criteria of the action success of class X, which is 65%, in cycle 1 students can be said to have successful if they can add another 33%. The mean result of the class X TKJ C English evaluation test score was 68.64. Therefore, the writer decided to proceed to cycle 2 in the hope of an increase occurring in cycle 2.

In cycle 2, the writer tries to focus on what still hinders the English learning process of class X TKJ C students. All the efforts made by the writer paid off, in cycle two through the results of observations made by the English teacher of SMK Kautsar Karang Pucung, students were more active in doing question and answer with the teacher and with other friends who were making presentations in front of the class. The writer also asks students to reshuffle the group so that students who are lazy in doing group assignments get their share to do the assigned assignments. As a result, these lazy students have more or less improved.

The writer tried to increase students writing scores with various efforts, by applying brainstorming techniques and accompanied by a few tips and tricks and motivation that are

always given by the writer to motivate students to always to try to improve their writing skills so that their writing scores also increase.

In cycle 2, their writing scores increased, in cycle 1 their mean writing score result was 68.64 and in cycle 2 they got 74.36. it means an increase in scores of 5.72. students who scored above 70 in this cycle also of course increased, there was an increase of 40% of students who scored above 70. That is 72% of students X TKJ C scored above 70, it means that 18 students out of 25 students X TKJ C got a score that exceeded the Minimum completeness Criteria (MCC). Of course, in cycle 2 this can be said to be successful because it has exceeded the criteria of the action success, which is 72% from 65%. From the explanation above, the students writing skills are said to increase because they see the results of the scores that students get in cycles 1 and 2 there is an increase in their writing scores. The category of student achievement from quite active rose to active, and this can answer the hypothesis of this study, that there is a significant improvement of brainstorming towards students' writing skills at the tenth grade of SMK KAUTSAR Karang Pucung in academic year 2022/2023.

## **2. Learning Activity**

From observations through observation sheets and field note carried out in the first cycle, it shows that only a slight change occurs during the English learning process of students X TKJ C. Students are still passive during the learning process, they tend to be embarrassed to ask the teacher about things they do not understand so they only ask their fellow classmates. When working on the activity assignments in groups given by the teacher, there were still several students who were in the same group not participating in the work. So that when presenting the results of their group work, the students who did not participate in this work did not understand the material they were going to present. In addition, for individual assignments, all students do it but again there are some students who only work on it. Therefore, the writer continues her research to the 2nd cycle.

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reshuffle the group so that students who are lazy in doing group assignments get their share to do the assigned assignments. As a result, these lazy students have more or less improved.

The 2nd cycle, students who have begun to be active in the process of learning English in the classroom tend to experience an increase in their writing skills as well. Through the themes that has been determined by the author, the students have experienced a significant increase. In writing recount text, which was originally in cycle 1 they only wrote down 50 words, in cycle 2 they can already write 100-150 words. Students better understand each provision of writing recount text.

Based on the observation sheet, the students activity in learning process are improved. Students activity in answering teacher's question is more active than cycle 1. The students have been more active in answering questions asked by teachers, either questions about their daily lives or about the subject matter being taught by the teacher. In addition, students' activities in asking about the subject matter that has been given by the teacher have also been active. They questioned a lot of material that they did not understand, so that no one experienced any more misunderstandings regarding the subject matter given. Students' activity in doing individual assignment are improved too. The students are more active in doing individual tasks given by the teacher, students who in cycle 1 do not participate in doing tasks or do them as you please, in cycle 2 they are already better at doing assignments. They are more thorough in doing tasks and are more structured following predetermined linguistic elements. Not only that, in group activities, students who had not participated in the discussion or did not participate in the work, they have begun to want to participate in discussions with their group friends even though there are still some students who do not want to participate in the work. In finding learning resources, students are more active in finding learning resources, they do not only rely on the material provided by the teacher but they also look for it from various sources for example English books.

From the field note, from the first meeting to the 3rd meeting of cycle 1 there was not much improvement, so the teacher continued it in cycle 2. In cycle 2, student activities during class that were less supportive during the learning process seemed to increase. Students who were unable to focus when the teacher explained the material in cycle 2 they seemed to pay attention to what was being conveyed by the teacher.

In the application of brainstorming the student learning process, there are several activities that do improve students' abilities in English. One of them are the students can

easily decipher their ideas as they have previously gathered some information regarding the topic they are going to write about. With the help of a dictionary, it is easy for students to find out some vocabulary with a second form that they did not know before. Because they already understand and understand about recount texts, it is easy for them to be able to create simple recount texts with the right generic structures, namely consisting orientation, event and re-orientation. Brainstorming techniques helped students express their ideas in recount texts with group activities in looking for ideas in a topic given by the teacher. In addition, the use of correct grammar can be increased in their activities in writing recount texts. Students can improve their grammar knowledge by continuing to practice writing and being given good feedback by teachers in the field of study. With the many activity exercises given by the teacher at each meeting, students master the vocabulary more with the help of a dictionary in each process. The results of group assignments checked by other groups make students know where their mistakes lie in writing punctuation marks.

The use of the brainstorming method is one of the important and influential things in achieving learning objectives. In this case. The effect of applying the brainstorming method has been proven to improve student learning outcomes and this brainstorming method can develop creativity and motivate students in expressing opinions. According to Roestiyah (2008: 73-74) the brainstorming method is a way of teaching that is carried out by the teacher in the classroom, by giving a problem by the teacher, then students answer and express opinions, so that the problem develops into a new problem, or can be interpreted as well. as a way to get a lot of ideas from students in a very short time

Based on the explanation above, the result from test shows during the application of brainstorming techniques experienced improvement in each meeting, Hamalik (2008) stated the improvement in test is the changes behavior in a person from not knowing to know better after the teaching learning process. When the students feel that they have mastered the material being discussed, they will definitely be active throughout the learning process. They will actively do Q&A with the teacher and also with their friends. The result from observation shows that students' behavior improved in the classroom, this indicates a positive result. Popham (1999) said that students' behavior is important to be improved, the students' behavior towards subjects must be more positive after learning process than before taking part in teaching learning process. During the learning process of English in class X TKJ C



was conducive and automatic understanding and ability of students in writing recount texts is increasing.

Through the results of the tests, observations sheet and field note made by the writer, the ability to write recount texts for students of X TKJ C SMK Kautsar Karang Pucung was greatly improved. They have been able to develop the ideas that are in their minds and written into a simple recount text. The writer does a line of ideas to the students by giving the topics they will describe in the recount text, and they can follow them well. The students elaborated their ideas into a simple recount text with the topic provided by the teacher, and the writer can answer the hypothesis of this research that there is a significant improvement of brainstorming towards students' writing skills in learning activity at the tenth grade of SMK KAUTSAR Karang Pucung.

Based on explanation above, the writer concluded that using Brainstorming technique was able to improve students' writing skill and also their learning activity at the Tenth Grade of SMK Kautsar Karang pucung in academic year 2022/2023.

## **CONCLUSION**

Based on the discussion, the researcher concluded that the implementation of brainstorming technique improved the students' writing skills at the tenth grade students of SMK Kautsar Karang Pucung in academic year 2022/2023. It could be shown by the increase in students' writing scores between the first study and the writing score following the activity. This technique encouraged students to engage in the writing task, which was noted in the discussion as an improvement in student engagement. These improvements serve as proof that this method, which uses clear explanations and clustering instruction in teaching students recount texts to develop students' ideas, may help students' writing skills.

## **SUGGESTION**

After the researcher makes the conclusion of the students' writing of X Bahasa, some following suggestions for the teacher, students and the future researcher as follows:

For the teacher, she should pay more attention to what students need in teaching learning especially in writing because learning to write cannot be taught simply by giving a test but requires more intensive teaching using appropriate techniques that can help students in writing.

For students, students should be more confident in writing. They have to practice more often in writing without worry about grammar mistakes, spelling, and vocabulary. The more often they practice they will more familiar with writing so that worry when writing will be reduced.

For the future researchers, this research can be one of their references to conduct and help their studies in improving students' writing especially in recount text. Brainstorming technique can also be used to improve writing skill in other types of text.

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