

THE APPLICATION OF BRAINSTORMING TO IMPROVE STUDENT'S WRITING SKILL

Ita Brasilia Nurhasanah¹, Ria Martin², Rizky Amalia^{3*}

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University

*Corresponding author e-mail: rizkyamalia_94@yahoo.co.id

ABSTRACT - Writing is one of the four basic language skills (reading, listening, writing, and speaking) that should be mastered by students. The aim of this research is to investigate the effect of brainstorming in improving student's writing skill. The participants are students of English Study Program of Bandar Lampung University. The study shows that teaching writing by brainstorming method is successful. The students can develop their ideas in writing essay by using brainstorming technique because it helped them in organizing and arranging ideas into written text.

keywords: Brainstorming method, writing, pre-writing stage, student's writing skill, student's writing essay.

1. INTRODUCTION

Every individual has got their skills of understanding and expression of language in their social lives. Those all skills are also had by the students of Bandar Lampung University, especially the students of this research subject. And writing is one of the important skills of the four basic language skills (reading, listening, writing, and speaking). Writing is a very complicated process of problem solving in controlling the text, reaching the purpose of writing the thoughts in written text, planning and arranging the thoughts, and collecting data for what to write. According to Chen and Zhou (2010) writing is the product of cognitive process and original creation. People have their own creativity of thought. Therefore the writing style of every person is different. Richards (1990) discovered that the interaction of the students was a very important part in developing the cognitive skills involved in generating ideas, and found brainstorming was one of the effective ways to gain this. Result from this research showed that experiment students who were trained by using brainstorming method were more efficient in organizing and generating ideas than control students who did not get the treatment. He has elaborated on how to apply brainstorming technique in developing students writing ability.

divided into two groups as experiment and control group. The students who get the treatment of brainstorming method are in experiment group, and students who do not get the treatment are in control group.

Brainstorming method was applied to experiment group for 5 times including pre-test, treatment and post-test. At the first activity, the researcher did pre-test to both of group by asking them to write an essay about "Gadget". The second activity is a first treatment. The researcher as a teacher did the treatment of brainstorming method to experiment student by giving them the direction how to produce their thought as many as possible about "Global Warming" as a core of brainstorm and map it on the paper. The second treatment, the students make their independent brainstorming about "Drugs Abuse", and then write their thought into essay. At the third treatment the theme is about "Teacher", with the help of this concept, the brainstorming study is done. To ensure the effectiveness of brainstorming method, free writing task was given before treatment is identified as a pre-test. In the last-test, the students were asked to write about "My Dream" using brainstorming method. The data are students' essay writing and video records. To score the writing, the scale scoring categories are used as seen in Table 1 (Hughes, 2005).

2. METHODOLOGY

The participants are 4 students of English Study Program of Bandar Lampung University. They are

Table 1: Scoring Indicators of Students Writing Essay

Categories	Score	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis relevant to assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	VERY POOR: does not show knowledge of subject. Non-substantive, non pertinent, or not enough to evaluate.
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succinct. Well organized. Logical sequencing. Cohesive.
	17-14	GOOD TO AVERAGE: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	FAIR TO POOR: non-fluent. Ideas confused or disconnected. Lacks logical sequencing development.

	9-7	VERY POOR: does not communicate. No organization or not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register.
	17-14	GOOD TO AVERAGE: adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	VERY POOR: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate.
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.
Mechanic	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions. Few errors of spelling. Punctuation. Capitalization. Paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling. Punctuation. Capitalization. Paragraphing. Meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured
	2	VERY POOR: no mastery of conventions. Dominated by errors of spelling. Punctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enough to evaluate

After getting the mean of each elements of writing, the researchers formulated the result to get the total mean score. In testing the hypothesis the researcher tests the data by using statistical quantitative approach to build the finding of this research. The finding would support the researcher to generalize the result. In the end of the study, the researcher conclude the result of the study.

3. RESULT AND DISCUSSION

After analyzing scores of the experimental group on the pre-test and post test in essay writing, the researcher concluded that there was statistically significant difference between the mean scores of experimental group on the pre-test and post test in essay writing, where the pre-test score of the experimental students is 65,5, while in post-test score, students get 89,5 (Table 3). It is shown that the improvement of control group student's is not higher than experimental group (Table 2). The result of analyzing data proves that the brainstorming method

had a positive effect on developing essay writing skill of the experimental

group students. Students of experimental group showed the improvement in their written essay in terms of the content, the organization of the content, vocabulary, language use, and the mechanic of language. In another hand, the control group students who did not get the treatment, they felt difficult in finding the idea of their essay. They only did a free writing method during the observation, they emphasis in producing and directly write their thought without doing and planning pre-writing activities (including brainstorming method). Therefore, in the middle of their writing, they stop it while thinking another ideas. Past research has often shown that training brainstorming strategy has a significant effect on the mean scores of the student's English writing skill scores (Ibnian, 2013). In other words, the mean scores of student's English writing skill showing significant variation between experimental and control study groups.

Table 2: Pre-Test and Post-Test Scores in Control Group

INDICATORS	PRE-TEST	POST-TEST
Content	18	21
Organization	15	15,5
Vocabulary	12,5	15
Language Use	16	19,5
Mechanic	3,5	4
Mean	65	75

Table 3: Pre-Test and Post-Test Scores of Experimental Group

INDICATORS	PRE-TEST	POST-TEST
Content	17,5	27,5
Organization	14	18,5
Vocabulary	12,5	17,5
Language Use	17,5	21,5
Mechanic	4	4,5
Mean	65,5	89,5

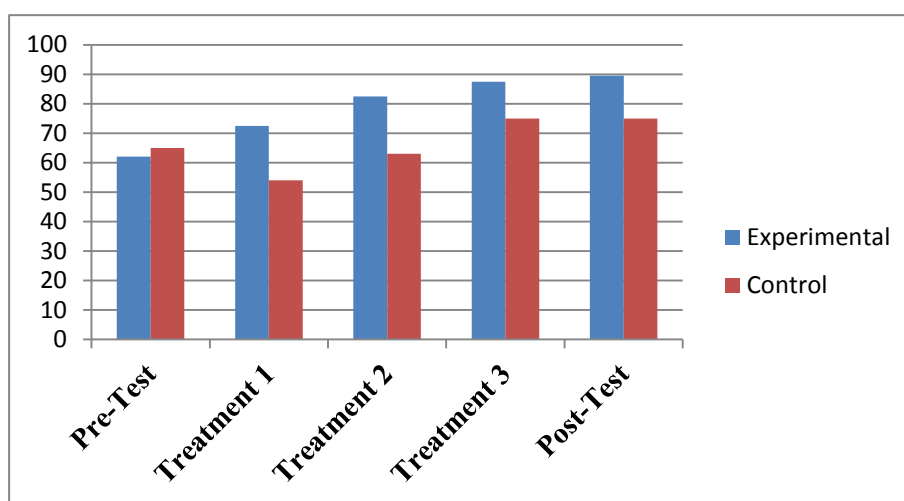


Figure 1: The Improvement in Experimental and Control Group

4. CONCLUSION

The study shows that teaching writing by brainstorming method is successful. The students can develop their ideas in writing essay by using brainstorming technique because it helped them in organizing and arranging ideas into written text.

REFERENCE

- [1] Richards, J. (1990). *New Trends in the Teaching of Writing in ESL/EFL*. Beijing: Foreign Language Teaching and Research Press Publisher.
- [2] Chen S, & Zhou J. (2010). *Creative writing strategies of young children: Evidence from a study of Chinese emergent writing*. Elsevier, pp. 138-149.
- [3] Hughes, A. (2005). *Testing for Language Teacher*, Second Edition. London: Cambridge University press.
- [4] Ibnian, S. (2011). Brainstorming and Essay Writing in EFL Class. *Theory and Practice in Language Studies*, Vol. 1, No. 3, pp. 263-272
- [5] Yilmaz, O. (2009). *Examining the Written Expression Skills of the Students Starting Act from the Coursebook belonged to a Hundred Students at 6, 7, 8. Classes*. Master Thesis, Erzincan University.
- [6] Maghsoudi, M., & Haririan, J. (2013). *The Impact of Brainstorming Strategies Iranian EFL Learners' Writing Skill Regarding their Social Class Status*. Khomein: Science Publishing group.
- [7] Sahbaz, N. K., & Duren, G. (2011). The efficiency of cluster method in improving the creative writing skill of 6th grade students of primary school from department of Turkish teaching. *Educational Research and Reviews Vol. 6*(11), pp. 702-709.