THE EFFECTIVENESS OF BRAINSTORMING
TECHNIQUE FOR TEACHING WRITING
RECOUNT TEXTS

Quasi-Experimental Study on the Tenth Graders at SMA Negeri 1 Singorojo
Kabupaten Kendal in the Academic Year of 2014/2015

a final project

submitted in partial fulfillment of requirements

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in English

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MOTTO AND DEDICATION

So remember Me; I will remember you. And be grateful to Me and do not deny

Me.

(Al – Baqarah : 152)

For my greatestparents, Harsono & Martini.

My beloved sisters, Ikha Apriliani & I Made Ayu Linda

Maharani.

My beloved best friends.

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ABSTRACT

Fidiasari, Irtifa. 2016. *The Effectiveness of Brainstorming Technique for Teaching Writing Recount Texts to the Tenth Graders at SMA Negeri 1 Singorojo Kabupaten Kendal in the Academic Year of 2014/2015*. Final Project, English Department, Langauges and Arts Faculty, Semarang State University. Advisors: 1. Dr. Abdurrachman Faridi, M.Pd., 2. Rini Susanti Wulandari,S.S.,M.Hum.

Key Words: brainstorming technique, recount texts, experimental research.

This final project dealt with teaching recount texts by using brainstorming technique. The researcher used brainstorming technique and the aims was to find out the effectiveness of that technique for teaching recount texts. The researcher did a quasi-experimental research to achieve the goal. The subjects of this research were the tenth graders of SMA Negeri 1 Singorojo Kabupaten Kendal in academic year of 2014/2015. There were two classes observed for this research. X 3 class took a role as the experimental group, and X 4 class acted as the control group. Different treatments were given to both groups. The experimental group was taught by using brainstorming technique while the control group was taught without using brainstorming technique. In order to find out the difference of the mean score between the pre-test and post-test, the researcher used paired sample t-test. The result of the *t*-test was 2.88 and *t*-table was 2.02. It means that *t*-value is higher than *t*-table (2.88 >2.02). It means that the technique was effective enough to be used in teaching recount texts. The result of this study shows that teaching recount texts by using brainstorming technique gives significant improvement. The average score of the pre-test for the experimental group was 58.00, and for the control group was 59.32. The average score of the post-test for the experimental group was 71.33 while for the control group was 63.95. It can be seen that the experimental group improved higher than the control group.

The higher achievement in the experimental group showed that using brainstorming technique for teaching writing recount texts on the tenth graders of SMA Negeri 1 Singorojo Kabupaten Kendal in the academic year of 2014/2015 was effective. Therefore, the researcher suggests English teacher to use brainstorming technique as an alternative technique for teaching recount texts or any other technique that supports for teaching recount texts.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the research hypothesis, the significance of the study, and the outline of the report.

1.1 Background of the Study

English has become important subject to be taught in Indonesia, especially at elementary school, junior high school, senior high school, even at university.The purpose of teaching English is to prepare students in facing global era. It gives an important role for global communication and education areas. In Indonesian educational system, based on School Based Curriculum *(Kurikulum Tingkat Satuan Pendidikan)*, teaching English to Junior and Senior High School students includes four skills which should be taught in language subject and should be mastered by the students. Those are listening, speaking, reading, and writing.

Students should improve their competence and skills in English. It has been suggested that students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or communicating with other people, from whatever country, who also speaks English (Harmer, 2007:12). Other goals are to prepare the students to face global era. In this globalization era, the development of technology also gives the influence for the students. They can develop their skills to communicate with other people around the world by using

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Internet, a technology that makes people easily communicate and share their thoughts without directly meeting face-to-face.

As stated in the previous paragraph, writing is one of four skills that should be mastered by the students while they are learning English. It is one of the most familiar skills that we meet in the school on teaching learning process. It can cover the writer's idea, feeling and thought. The writer should construct it systematically, in order to the message can be delivered clearly to the readers. According to Brown (2000:335) writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally. It means that writing process needs many steps and students should practice to compose good texts a lot.

In fact, the researcher found that the students are uninterested to compose free writing. In this case, the researcher had experienced when the researcher was doing PPL *(Praktik Pengalaman Lapangan)* as a teacher trainee at Senior Vocational School. The students really got into difficulties when the teacher asked them to compose a text. Moreover, they must learn many text types, such as Descriptive text, Report text, Procedure text, Recount text, Narrative text, etc. For example, when the teacher asked the students to write a Recount text about their past experience, the students could not write even in their own language. They found difficulties such as using grammatical structure and punctuation. The lack of writing practice made the students confused to compose a text correctly. The limited vocabulary and knowledge about writing were also the reasons of

students' difficulty in writing. Another reason is because they were bored and uninterested with the lecturing teaching technique.

Dealing with those problems, the role of teacher is very important. Teacher have to create an interesting learning process. According to Harmer (2001: 261) :

> One of our (teachers') principal roles in writing tasks will be to motivate the students, create the right conditions for the generation of ideas, persuade them to the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit.

In this case, teachers can use some techniques for teaching English. Approach, method and technique are used within the parameters explained by Celce Murcia (2001) that an approach is general, a method is a specific set of procedures more or less compatible with an approach, and a technique is a very specific type of learning activity used with one or more methods.

One of the techniques that can be used is brainstorming technique. As stated in *International Journal of Language and Linguistics: The Impact of Brainstorming Strategies Iranian EFL Learners' Writing Skill Regarding their Social Class Status. Vol. 1, No. 4-1, 2013* :

> Although the brainstorming strategy is used in every scientific and social field, we used the strategy to study the effect of that strategy in learning English language skills. Brainstorming is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem.

Brainstorming is a Cooperative Learning technique (CL). According to Larsen (2000), cooperative or collaborative learning essentially involves students learning from each other in groups. Another definition comes from Abismara (2001). He says that cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety

of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

1.2 Reasons for Choosing the Topic

There are some reasons why the researcher chooses the topic "The Effectiveness of Brainstorming Technique for Teaching Writing Recount Texts". First is to motivate students in order to use their creative thinking to relate the sentence into a paragraph in recount texts. Second, the researcher chooses brainstorming technique to improve students' ability to work effectively in groups. Third, in group the students can think critically and share their ideas to make their own story more interesting. To be classified as a group, a relationship must consist of two or more people who meet face to face with a purpose over time. Members meet their purposes and manage their relationship in a good group.

An experimental study was chosen due to the aim of conducting this study. Through this study, the researcher's goal is to measure the effectiveness of brainstorming technique for teaching writing recount texts.

1.3 Statements of the Problem

In this final project, the researcher wants to discuss the following problems:

1) How the brainstorming technique is implemented for teaching writing recount texts on the tenth graders at SMA Negeri 1 Singorojo?

2)   How effective is the brainstorming technique for teaching writing recount texts on the tenth graders at SMA Negeri 1 Singorojo?

1.4   Objectives of the Study

The objectives of the study are:

1)   To find out how the brainstorming technique is implemented for teaching writing recount texts on the tenth graders at SMA Negeri 1 Singorojo?

2)   To find out how effective is the brainstorming technique for teaching writing recount texts on the tenth graders at SMA Negeri 1 Singorojo?

1.5   Research Hypothesis

There are two hypotheses of this study which are going to be proven. They are :

The first hypothesis is the working hypothesis or the alternative hypothesis (Ha). The working hypothesis in this study is brainstorming technique is effective for teaching writing recount text.

Since the hypothesis is going to be statistically analyzed based on the result ofthe study, it is proposed the null hypothesis (Ho) as the second hypothesis. It is brainstorming technique is not effective for teaching writing recount text.

1.6   The Significance of the Study

The significance of this study is as follows:

1)   Theoretically, this study is beneficial for teachers to get a new understanding of an alternative technique for teaching recount texts. For students, this technique can give more knowledge in learning process. Furthermore, the study will provide an academic review for the next researchers who may

conduct the same field of the study about the effectiveness of brainstorming technique for teaching writing recount texts.

2) Practically, using brainstorming technique for teaching writing recount text will help the students to create a text based on their experience. Fortunately, their writing skill will improve naturally. In addition, the implementation of using brainstorming technique for teaching writing recount text in this study is applied for tenth graders of SMA Negeri 1 Singorojo Kabupaten Kendal. Hopefully, this technique can be applied in other schools and it can also be developed further by teachers. So, the teachers will be easy to determine an appropriate technique used in teaching writing recount texts.

3) Pedagogically, this study gives useful information for teachers, especially in teaching writing recount texts using brainstorming technique. The aims of the study is to improve students' motivation in the learning process and the students will be more active in using brainstorming technique.

1.7   Outline of the Report

This report is divided into five chapters. Each of them can be explained as follows:

Chapter I presents introduction which consists of the background of the study, the reasons for choosing the topic, the statement of the problem, the research hypothesis, the objective of the study, the significance of the study, and the outline of the report.

Chapter II presents previous studies related to the topic of the study, review of related literature and theoretical framework of the research.

Chapter III deals with the method of research design, subject of the study, research variables, method of collecting the data, research instruments, research activities, method of analyzing the data and statistical analysis.

Chapter IV discusses the result and analysis of the study. It covers the analysis of treatment results to the students of SMA Negeri 1 Singorojo Kabupaten Kendal.

Chapter V is the last chapter. It presents the suggestions and conclusions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of three sub-chapters. The first sub-chapter contains the previous studies related to the topic of the study. The second sub-chapter presents the review of related literature. Then, the last sub-chapter is the theoretical framework.

2.1 Previous Studies

Using specific technique for teaching is an interesting topic for many researchers. Therefore, there are many studies that have been done in this field. Related to this study, the researcher chooses some references about previous studies which are close to teaching recount texts using brainstorming technique.

First, Fresi Yuliana (2014) did her study entitled "*The Effectiveness of ABC Brainstorming and Team Pair Solo Techniques in Teaching Reading on Narrative Text (An Experimental Study at the Tenth Grade Students of SMA PGRI Wirosari in the Academic Year of 2012/2013)*". The purpose of her study was to find out whether ABC Brainstorming and Team Pair Solo techniques are effective in teaching reading on narrative text and the effectiveness of ABC Brainstorming and Team Pairs Solo Technique to teach students in reading on narrative text.The researcher focused on teaching reading on narrative text using ABC Brainstorming and Team Pairs Solo Technique. The result of this study revealed that there was a significant difference of students' understanding of narrative text

between those who were taught by using ABC brainstorming and that who were taught by using team pair solo technique.

Second, Rialita Kusuma in 2015 conducted her study entitled *"The Effectiveness of Cooperative Learning and Direct Instruction in the Teaching of Public Relations for Hotel Industry (An Experimental Research of the Tenth Grade Students of SMK PGRI 04 Kendal in the Academic Year 2014/2015)".* This study was an experimental research. The purpose of her study was to measure whether students who were taught public relations using cooperative learning strategy gained better achievement compared to those taught using direct instruction strategy and how significant the difference of the test of students who were taught public relations as the application of English for Specific Purposes using Cooperative Learning strategy is compared to those who were taught using Direct Instruction strategy. The result of this study revealed that there was a positive significant difference of the students' public relations as the application of English for Specific Purposes mastery between those who were taught by using Cooperative Learning strategy and those who were taught by using Direct Instruction strategy for the tenth grade students of SMK PGRI 04 Kendal

Third, the research entitled *"The Effectiveness of Writing Workshop to Improve Students' Writing Skill of Recount Text (An Experimental Study on the Eleventh Graders at SMK Negeri 1 Pekalongan in the Academic Year of 2013/2014)"* was done by Risqi Sugiarti (2014). The experimental design was used in this research. This study was conducted by involving two groups; i.e. experimental and control groups. The purpose of this study was to keep students

in writing practice regularly until they composed a text which was readable and understandable. The students were divided into various stages depending on the students' progress and efforts. As a result, the students could improve their writing skill. There was a significant difference result between the experimental and the control groups. It was proved from the result of the two tests; pre-test and post-test where the experimental got better achievement than the control group. There was a better significant effect for the students who were taught using writing workshop in writing recount text than those were taught using conventional technique. In this way, the researcher concluded that the use of writing workshop is effective to improve the students' writing skill in recount text.

Fourth, Mojtaba Maghsoudi and Javad Haririan (2013) held a study entitled *The Impact of Brainstorming Strategies Iranian EFL Learners' Writing Skill Regarding their Social Class Status*. The study was to measure the effect of brainstorming strategy on EFL learners' writing performance. In this research, eighty four Iranian EFL intermediate learners were invited. Their performance on the pretest and posttest in both experimental and control groups has been taken into account. As data analysis indicated, the experimental group's performance on the post test was considerably higher than that of their performance on the pre-test. The results of the Analysis of Covariance revealed that the instruction of brainstorm strategy had a positive effect on EFL learners' writing achievements. It also made them more active, which might make them responsible for their own learning and likely to learn better.

Fifth, Dr. Tayyaba Zarif Abdul Mateen (2013) held a study entitled *Role Of Using Brainstorming On Student Learning Outcomes During Teaching Of S.Student at Middle Level*. The purpose of this study was to measure the role of brainstorming technique on students learning outcomes at middle level students. In this study, a private primary school was selected through purposive random sampling, where the students had a diverse background. The result of this study was brainstorming gave significant role to improve students' content understanding, thematic integration with real life while enhancing the confidence and communication skills in the middle level students.

In this case, the researcher will conduct the study entitled *The Effectiveness of Brainstorming Technique for Teaching Writing Recount Texts* that is different from the above mentioned researchers. The researcher teaches recount text using brainstorming technique, where the students will compose a recount text in a group work and follow the instruction.

2.2 Review of Related Literature

This sub-chapter consists of review of some related literature which supports this study. It includes the explanation of the definition of brainstorming technique, the definition of recount text, teaching writing recount text, teaching English at Senior High School, and teaching writing recount texts for tenth graders of Senior High School. The theories are as follows:

2.2.1 The Definition of Brainstorming Technique

Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of

ideas spontaneously contributed by its members. The term was popularized by Alex F Osborn (1963) in his book *Applied Imagination.* Brainstorming techniques (Guntar, 2008) is a technique for generating ideas that tries to overcome all obstacles and criticism. These activities encourage the appearance of many ideas, including the notion that is eccentric, wild, and dare to hope that these ideas can generate creative ideas.

Cited from *American International Journal of Contemporary Research: The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College; Vol. 2 No. 10; October 2012,* brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938, as a result of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems (Jarwan, 2005).

According to *Oxford Advanced Learner's Dictionary: Eighth Edition* (2010:174), brainstorming is a way of making a group of people all think about something at the same time, often in order to solve a problem or to create good ideas.

Based on the definitions above, it can be concluded that brainstorming is a situation when a group of people meet to generate new ideas around a specific

area of interest and people are able to think more freely so they can create numerous new ideas and solutions.

2.2.2 The Definition of Recount Text

According to Anderson and Anderson (2003: 48) recount is a piece of text that retells past events, usually in the other in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Based on the definition in Oxford *Advanced Learner's Dictionary Eighth Edition* (2010:1273), recount texts are count is to tell somebody about something, especially something that you have experienced.

There are several characteristics of recount text. They can be explained below:

a) The first paragraph that gives background information about who, what, where, and when (called an orientation).

b) A series of paragraphs that retells the events in order to in which they happened.

c) A concluding paragraph (not always necessary).

Besides, other expert Hammond (1992: 88) explained that there are some structures for constructing a written recount as follows:

a) Orientation provides information on the content of the recount.

b) Record of events is a record events in a temporal sequence

c) Re-orientation constitutes closure on events

d) Coda is comment on events (optional stage in schematic structure).

According to Hood (2000:56), there are five types of recount as follows:

a) Personal recount

It is a kind of recount text which usually retells about writer personally.

b) Factual recount

It is like a recording an incident such as science experience and police report.

c) Imaginative recount

It is a writing of an imaginary role and giving details of events as How I invented.

d) Spoof recount

It retells an event with a humorous twist.

e) Historical recount

It has the function of constructing history. It represents a shift from the individual focus into making experience collective.

2.2.3 Teaching Writing Recount Text

According to Meyers (2005: 2) writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Writing is an essential skill. Writing also enhances language acquisition; it develops critical thinking and helps learners to express freely as in their mother tongue, using English for communicative purpose. An effective writing assignment can advance important course objectives and the instructions should be given clear. In this way it encourages students to learn actively. The goal is not simply dictated and written down a part, but to develop into a higher level so as it continues the idea of what they hear at communicative level (Harizaj, 2011:1).

Therefore, there are some genres of writing that have been taught to the students in many school levels. In this study, the researcher chooses recount text as the genre of writing. Recount as one of factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. It, however, can be more demanding if it is used on formal context such as report of a science experiment, police report, news report, historical account, etc. Before composing a recount text, students will write a draft consisting of several events in their last experience using brainstorming techniques.

2.2.4 Teaching English at Senior High School

English is a means to communicate among many countries as a global language and also used to communicate with other people especially in the educational field. Mastering English is very important to gain success in facing the global era. In Indonesia, English is a compulsory subject that has to be learnt by the students. It is one of the subjects that decide whether the senior and junior high school students can pass from their study. So, the teachers have to consider what material will be taught in the class. According to River as cited in Andriyanto (2011: 7), teaching English should be based on four points; those are:

a) the material should be appropriate with the students' interest and ability.

b) provision should be made in time table for instruction at frequent interval.

c) the English language lesson must not be a special feature on once or twice a week.

d) the students should have the opportunity to exercise their skill every day.

The conclusion is that in foreign language teaching, the technique that is used by the teacher is also influential to gain the teaching and learning process.

According to Feez and Joyce (1998: 9) curriculum is a general statement of goals and outcomes, learning arrangements, evaluation and documentation relating to the management of programs within an educational institution. Since 2006, The Indonesian government of the Ministry of Education and Culture prevailed school based curriculum in schools. The curriculum will be formulated into the syllabus and lesson plan. There is an important section to design them and it should refer to the competence standard and basic competences.

Table 2.1 Competence Standard and Basic Competences for Tenth Graders of Senior High School

Competence Standards	Basic Competences
6. Reveals the meaning in short writing functional text and essay writing simpleform recount, narrative, and procedure context in daily life	6.1 Reveals the meaning in short functional written texts form (eg. announcements, advertisements, invitations, etc.). Official and unofficial by using a variety of written language accurately, fluently and acceptable context in daily life.
	6.2 Reveals the meaning and measures accurately rhetoric, a cknowledges and using written language diversity context in daily life in text form: recount, narrative, and procedure.

2.2.5 Teaching Writing Recount Texts for Tenth Graders of Senior High School

Nowadays, English is taught by teachers as an important subject because English as an international language has a very important role as the language of science, technology and international communication.

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write, (adapted from *http://www.time4writing.com/teaching-writing/*). In teaching recount texts for tenth graders, it can help students to improve their communication skill in composing a recount text. According to Anderson and Anderson (2003: 48) recount is a piece of text that retells past events, usually in the other in which they happened. The generic structure of recount text consists of orientation, events (a series of paragraphs that retells the events in order to in which they happened) and re-orientation (the conclusion). It can help students to communicate when they want to share their experience to other people.

2.3 Theoretical Framework

This is a quasi – experimental study using brainstorming as a technique for teaching writing recount texts. The researcher chose tenth graders students of Senior High School (SMA Negeri 1 Singorojo Kabupaten Kendal) as the research.

In conducting the research, quantitative research design was used. The researcher would use brainstorming technique and how it would be applied to the students. The pre-test would be given to obtain the first data which would be followed by treatment only for the experimental group. Then, the post-test for the two groups would be conducted to get the final data. All data would be analyzed to get the final result.

**The Framework Figure of the Effectiveness of Brainstorming Technique for
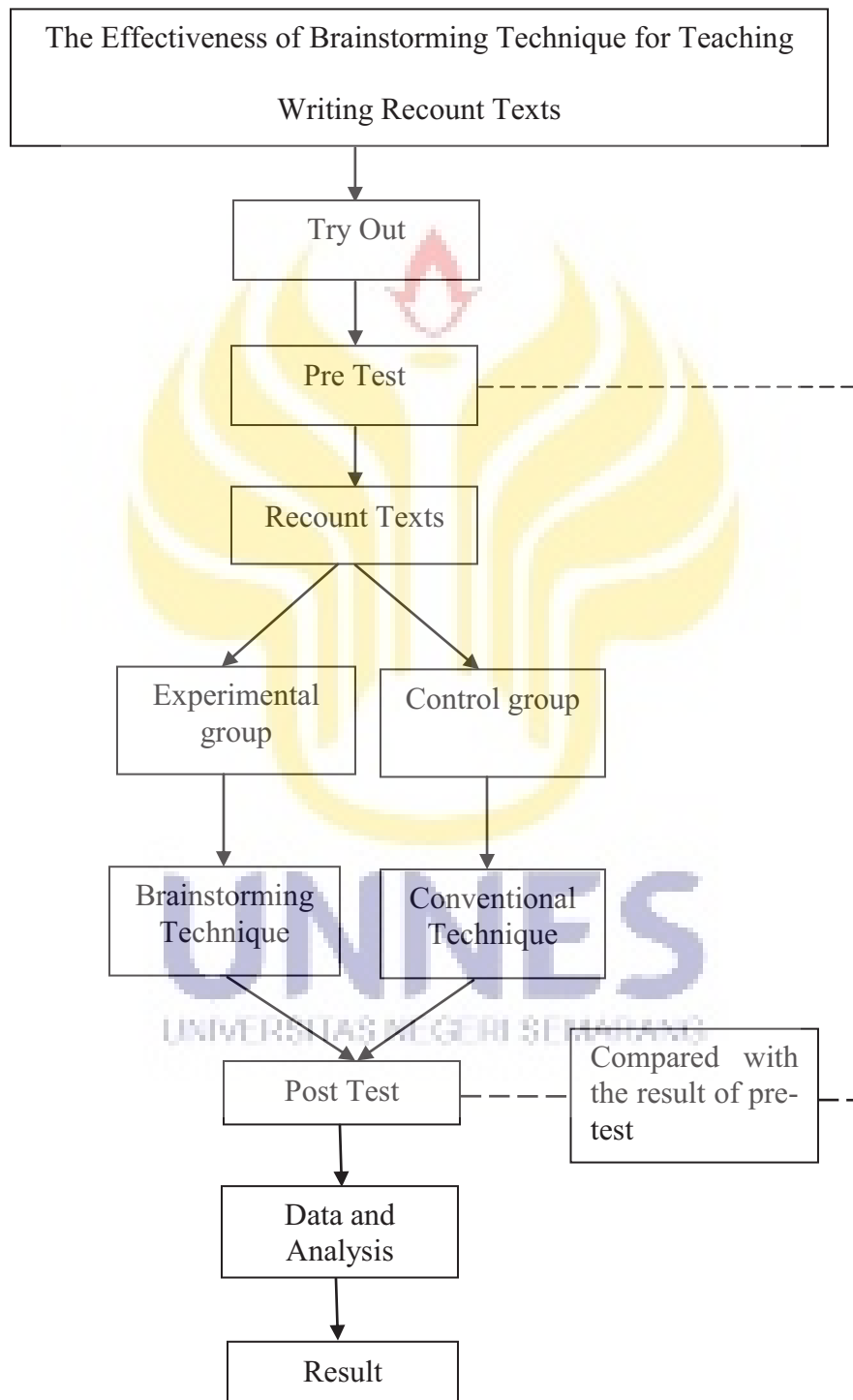Teaching Writing Recount Texts**

Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter presents the conclusions and the suggestions of the research that had been done.

5.1 Conclusions

The result of the research that was done in SMA Negeri 1 Singorojo Kabupaten Kendal showed that the treatments were successful. In the implementation of this study, the researcher gave material about writing recount text such as type of recount, generic structure of recount and tense in a recount text for the experimental group. Then, she guided the students to follow the instructions of the writing recount text using brainstorming technique and asked the students' questions or problems and the researcher solved the students' problem by discussing it together. The researcher also gave explanation about "think time part" in brainstorming technique. She divided the students into group works. In groups, the students made a draft by mentioning their activity in the last experience. The students revised their draft to improve their idea. Then, they developed the draft into the recount text individually. The important point of this stage was the students have to focus on the organization, content, grammar, punctuation, and style. At the last, the students in the experimental group presented their recount text. The researcher also gave comments and feedback.

Based on the test result, brainstorming technique was effective for teaching writing recount texts on the tenth graders at SMA Negeri 1 Singorojo. It could be

seen from the average score of the pre-test, the control group got 59.33 and the experimental got 58.00. After the researcher implemented the treatments, there were progresses in both groups. It could be seen from the mean of the experimental and control group's post test. The mean was 63.95 for the control group and 71.33 for the experimental group. The test result of both groups improved and the significant improvement occured in the experimental group. There was different result of the two means. The result of T-test is 2.88. Because t is in the rejection area of Ho, it can be concluded that the experimental group was better than the control group. It indicates that the better improvement was achieved by the experimental group.

5.2 Suggestions

Based on the conclusions above, the researcher would like to give some suggestions that are hopefully useful for English teachers, students and next researchers.

1. Theoretically, since the use of brainstorming technique was effective to teaching recount text, teachers can use this technique as an alternative technique in teaching writing. This technique can also make students more interested and active learners. It is very useful for students to improve their organization, content, grammar, punctuation, and style, so their writing result will be better. For the next reseachers who may conduct the same field of the study about the effectiveness of brainstorming technique for teaching writing recount texts, they can review the result by using this techique.

2. Practically, in learning English, some students have some problems about the material and motivation. To solve those problems, students can discuss into a group, so they are able to increase their motivation and feel happy in learning.It helps the students to make and sustain the effort in both learning the subject content and the English language skills, encourages the students to interact and communicate, and also creates a meaningful context for language use. Teacher also could apply the other techniques to improve the students' motivation in learning English and should be able to be a good model and facilitator for the students in the class. Hopefully, this technique can be developed and applied by the next researcher in the same field of the study.

3. Pedagogically,for teachers the brainstorming technique can be applied in the class as a teaching technique and students can work collaboratively in group. It also can make students use their creative thinking to solve the problem. The next researchers may use this project as one of the references in conducting their research on the same field of the study and it is expected to be developed by further researcher.

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