



**THE EFFECTIVENESS OF BRAINSTORMING CARD TECHNIQUE TO
IMPROVE STUDENTS' SKILL IN WRITING RECOUNT TEXT
(A Quasi-Experimental Study of Eighth Grade Students of SMP N 2
Temanggung in the Academic Year of 2017/2018)**

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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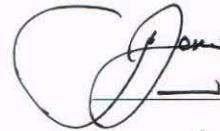
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This final project entitled *The Effectiveness of Brainstorming Card Technique to Improve Students' Skill in Writing Recount Text (A Quasi-Experimental Study of Eighth Grade Students of SMP N 2 Temanggung in the Academic Year of 2017/2018)* has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on July 26th, 2019.

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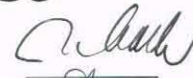
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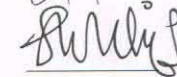
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DECLARATION OF ORIGINALITY

I Muhammad Rozin Muhafidz hereby declare that this final project entitled *The Effectiveness of Brainstorming Card Technique to Improve Students' Skill in Writing Recount Text (A Quasi-Experimental Study of Eighth Grade Students of SMP N 2 Temanggung in the Academic Year of 2017/2018)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, June 24th, 2019



Muhammad Rozin Muhafidz

MOTTO AND DEDICATION

“For indeed, with hardship will be ease. Indeed, with hardship will be ease.” (Al-Insyirah: 5 & 6)

“Living in the world is about the beauty of doing the provisions for the afterlife.” (Abah Kiai Masrokhan)

“Just be yourself, because everyone of you is ‘limited edition’” (Anonymous)

To my beloved late super man (Bapak Mahfudz (Alm.)) and wonder woman (Ibu Siti Fatonah)

To my sisters, Mbak Kholis and her husband, Mas Andri, also their little Najma.

To my teachers and lecturers

To all of my friends

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Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

Semarang, June 2019

Muhammad Rozin Muhafidz

ABSTRACT

Muhafidz, Muhammad Rozin. 2019. *The Effectiveness of Brainstorming Card Technique to Improve Students' Skill in Writing Recount Text (A Quasi-Experimental Study of Eighth Grade Students of SMP N 2 Temanggung in the Academic Year of 2017/2018)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Prof. Dr. Dwi Rukmini, M.Pd. Advisor II: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.

Key Words: Brainstorming Card Technique, Recount Text, Writing, Quasi-Experimental Research.

The objectives of this research is to find out the effectiveness of brainstorming card technique to improve students' skill in writing a recount text. A specific concern of this study is to investigate the significant difference of writing achievement between the group that is taught by a brainstorming card technique and another group that is taught by a conventional technique. The writer tried to modify the brainstorming technique in form of card. The card consists big six questions then will be given to the students and they will jot down all of the answers there. The card then called brainstorming card as it will stimulate the students to write all of in their mind by answering the big six questions written in the card.

This research used quasi-experimental design in this research. The subject of this study was the eighth grade students of SMP Negeri 2 Temanggung in the academic year of 2017/2018. The sample consisted of 68 students from two classes. The study was started by giving pre-test, treatments, and post-test to both groups. The experimental group (VIII G) was taught by a brainstorming card technique, while the control group (VIII E) was taught by using a conventional technique. The data were obtained by giving a writing test to both groups. In addition, the interview was also conducted for the experimental group to obtain more data. The result analysis of the quantitative data showed that the mean scores of the experimental group increased from 63.82 to 80.23. It increased 25.80%. Then, the t-test showed that the t_{value} (3.582) was higher than t_{table} (1.998). It can be inferred that the working hypothesis (H_a) is accepted. It means that there is a significant difference of effectiveness and improvement in students' skill in writing recount text who are taught by a brainstorming card technique. Therefore, that technique is effective and convenient for students to improve their skill in writing a recount text.

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CHAPTER I

INTRODUCTION

Chapter I presents the background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses, limitation of the study, significance of the study, and outline of the report.

1.1 Background of the Study

Language as a tool of communication is very important to be learnt. It makes people easy to interact with each other. It helps people to express their ideas, feelings, reactions and opinions. Nowadays, people are required to speak not only in their native language, but they need to learn other languages to be able to communicate with people all around the world. English is an international language both in spoken and written. Therefore, English is needed to be mastered by Indonesian people.

English has important roles in many aspects. Ramelan (1992, p.2) views that “English as an international language is used to communicate, to strengthen, and to fasten relationship among all countries in all fields, for example; tourism, business, science, technology, etc”. Based on the statement above, English as an international language is very important to be learnt. That is the cause in Indonesia, English becomes the first language to be learnt. It becomes one of compulsory subjects to be taught since elementary school.

Based on the current curriculum, English has been taught as one of compulsory subjects to be taught in junior high school level. English is taught as

the first foreign language to be learnt in Indonesia. Hence, there are some problems in teaching English. Students do not accustomed to English because they never use it in their daily life. They only use English when they have English subject in their class. Sometimes they regard English as one of the most difficult subjects to learn.

In learning English, students are expected to be able to master all language skills of English: listening, reading, writing, and speaking. Writing is one of the basic skills of English that has to be mastered by the students. The importance of writing can be seen in people daily needs. People make letter, memo, invitation and interaction in social media by writing. Brown (2004, p.218) states that “writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature cultures. Writing is categorized as one of hardest and difficult skills because it requires grammatically accuracy, capitalization, punctuation, spelling, and vocabulary.”

Writing a recount text is one of the subjects that has to be mastered by the students of Junior High School in learning English. According to Anderson and Anderson (2003, p.48), “recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred”. In other words, recount text is a text about the writer’s experiences in the past.

Writing a recount text is interesting because it mostly tell the writer’s experiences, but it becomes a problem when the students do not have any idea what

they will write. Hyland (2004, p.7) states that writing was seen as a skill that was essentially learned, not taught, and the teacher's role was to be non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference. So, the teacher should stimulate students to write everything about their impressing experiences. In this study, the writer will use brainstorming card technique.

Since teaching writing is not easy, so the teacher should have an interesting technique while the teaching and learning process. "One effective way to get started brainstorming is to ask the big six questions about your subject area: Who? What? Where? When? Why? How? Then let your mind run free as you jot down answers in single entries or list" (Brandon & Brandon, 2015, p.10). Based on the definition above, the writer will use the brainstorming technique by using the big six questions. The writer will try to modify the brainstorming technique in form of card. The card with those big six questions then will be given to the students and they will jot down all of the answers there. The card then called brainstorming card as it will stimulate the students to write all of in their mind by answering the big six questions written in the card. The purpose of brainstorming card technique is helping students to find ideas about what they will write by listing some key words related to the topic.

Seeing the problem above, the topic "the effectiveness of brainstorming card technique to improve students' skill in writing recount text" is chosen. Brainstorming card technique will stimulate the students to write. Students will be asked to write all of the key words coming to their mind related to their impressing

experience. Then the students will arrange a recount text based on the key words they have had written. The technique helps students to find idea about the topic.

1.2 Reasons for Choosing the Topic

The reasons why the writer chooses the topic “The Effectiveness of Brainstorming Card Technique to Improve Students’ Skill in Writing Recount Text” are based on some considerations as follows:

Writing is one of the difficult subjects for some eighth grade students of junior high school. The students have minimum ability in writing English with correct grammar and well organized generic structure. They need an appropriate technique to help them improving their writing skill. However, the teachers rarely give an interesting solution to make the students interested and stimulated to start writing, in this case is writing a recount text.

Writing a recount text is one of the abilities that has to be mastered by the students of Junior High School according to the curriculum. Recount text contains the sequence of events about the writer’s experiences in the past. In writing a recount text, students often have difficulty in generating their ideas and remembering their experiences, that is because the events has already happen in the past. Moreover, the students also have some difficulties in grammar and organizing the paragraph.

Seeing the problem above, the brainstorming card technique is chosen. The technique offers some eases to the students. By using the brainstorming card technique, it will be more interesting and easier for the students to start writing.

This technique helps students to stimulate their ideas by writing everything that comes from their mind without any worries whether those were correct or wrong. It will help students generating their ideas about the story they are going to write and also organizing the paragraph.

1.3 Research Questions

The research questions in this study are as follows:

- 1) Is there any significant difference of achievement between the students who are taught by using a brainstorming card technique and those who are taught by using the conventional technique?
- 2) How can the brainstorming card technique be applied in teaching writing a recount text to the eighth grade of junior high school students?

1.4 Purposes of the Study

Based on the research questions above, the objectives of this study are:

- 1) to find out whether or not there is any significant difference between the students who are taught by using a brainstorming card technique and those who are taught by using the existing technique.
- 2) to find out how the brainstorming card technique can be applied in teaching writing a recount text to the eighth grade of junior high school students.

1.5 Hypotheses

There are two hypotheses for the first research question in this study. The first hypothesis is the null hypothesis (H_0). The second hypothesis is the working hypothesis (H_a).

H₀: There is no significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using brainstorming card technique and those who are not taught by using that technique.

H_a: There is a significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using brainstorming card technique and those who are not taught by using that technique.

1.6 Limitation of the Study

In this research, I focused on the effectiveness of a brainstorming card technique in writing a recount text. It means that I want to know whether a brainstorming card technique can be used in teaching recount text or not. This study is focused on the students' writing skill. I chose the eighth grade students of SMP N 2 Temanggung in the academic year of 2017/2018. Therefore, the result of this experimental study is not meant to be generalized. It may only be concerned to the subjects and context of this present study.

1.7 Significance of the Study

The significances of this study are as follows:

1) Theoretically

This study provides the readers about the impact of using a brainstorming card technique to improve students' skill in writing a recount text.

2) Practically

For the English teachers, this study provides an alternative technique in teaching writing to make it more practical and effective by using a brainstorming card technique.

3) Pedagogically

For the students, this study provides the positive effect of using a brainstorming card technique to improve their skill in writing a recount text. It is expected that students will understand more about a recount text by using a brainstorming card technique.

1.8 Outline of the Report

This final project consists of five chapters. They are explained as follows:

Chapter I consists of introduction of the study. It presents the background of the study, reasons for choosing the topic, research questions, purposes of the study, hypotheses, limitation of the study, significance of the study, and outline of the report.

Chapter II consists of the review of related literature. It discusses the review of previous studies, review of the related studies, and theoretical framework.

Chapter III consists of research methodology. It explains the research design, subject of the study, research variables and hypotheses, types of data, instruments for collecting the data, methods of collecting the data, and methods of analyzing the data.

Chapter IV shows the findings from try-out test, test result, different gain between pretest and posttest, *t*-test result, and the discussion of the research finding.

Chapter V covers the conclusion and suggestions based on the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II consists of review of previous studies, review of related theories, and theoretical framework. Review of previous studies gives the studies that have been conducted in the past which is related to the topic. Review of related theories consists some definitions or opinions from experts in regard with the terms and theories that are used in this study. The last is the discussion of theoretical framework of the present study.

2.1 Review of Previous Studies

There are some researchers conducted similar studies about brainstorming techniques and also some related techniques used to improve students' writing skill. I will explore some previous studies related to this field.

Unin and Bearing (2016) conducted a research using brainstorming as a way to approach student-centered learning in the ESL classroom. The result of their research observed that brainstorming contributes to the increase in students' motivation, confidence, and participation as reflected by the positive students' behavior during classroom observations. The findings are consistent with the studies by Slavin (1995) and Hamzah and Lu (2010), who found that students were more confident and motivated to express their ideas when brainstorming in small groups. Accordingly, the findings support Cullen's (1998) belief that brainstorming activities encourage students to become better learners, especially when low proficiency students can learn from the better ones.

The research about enhancing students' motivation to write essays through brainstorming was conducted by Mohammad and Hussein (2013). The research is about an experiment involving 12 students from the post Foundation Program at Qatar University was conducted to compare between free brainstorming and guided brainstorming. They were given tasks to complete, and the analysis of data was based on teachers' observations and students' feedback. The results indicated that both types of brainstorming were motivating to students with more preference given to guide brainstorming.

Oishi (2015) conducted a research by applying brainstorming techniques to EFL classroom. She focused on brainstorming technique for English language learners. The author explored three elements of brainstorming techniques for writing using literature reviews: lack of awareness, connecting to prior knowledge, and creativity. The literature reviews showed the advantage of using brainstorming techniques in an English composition classroom. In addition to the advantages demonstrated, the techniques are helpful for the development of students' writing and the facilitation of their creativity. The author concluded that brainstorming techniques should be introduced at the beginning of the semester to help improve writing skills over time.

The experimental research was conducted by Arifiana (2015) in improving students' skill in writing recount text by using peer review technique. She conducted a classroom action research to the eight graders students of SMPN 4 Batang in the academic year 2014/2015. She used peer review to improve students' skill in writing recount text. The result from the two cycles showed that the mean

of students' score from pretest to formative test improved from 63.00 to 74.29. The next improvement was showed by the mean of the student's result from formative test to posttest, which is 74.29 to 79.50. Both cycles showed good result and positive progress which indicated that peer review technique improved students' skill in writing recount text at eighth graders students in SMP N 4 Batang.

Similar research about improving students' ability in writing recount text was conducted by Nurhidayat (2011). He analyzed students' writing text by its generic structures, language features, and social function to find out students' informational level of literacy. The results of the analysis show that they have a good level of organization aspect. Most of all the students' recount writings have correct generic structure of a recount text. In the area of language features, they have done their tasks to achieve adequate level and they succeeded in achieving the social purpose of recount text.

Rahmawati (2016) conducted a research to know the effectiveness of mind mapping-silent card shuffle combination in writing in teaching writing narrative text. The population of this study was the eighth grade students of SMP Negeri 29 Semarang in the academic year of 2015/2016. Meanwhile, the sample consisted of 64 students from two classes. The data were obtained by giving a writing test to both groups. In addition, the interview was also conducted for the experimental group to obtain more data. The result analysis of the quantitative data showed that the mean scores of the experimental group increased from 63.19 to 81.19. It increased 28.49%. Then, the t-test showed that the t_{value} (3.839) was higher than t_{table} (1.998). It means that there is a significant difference of effectiveness and learning

achievement in writing narrative story of students who are taught by a mind mapping-silent card shuffle combination technique and those who are not taught by using that technique. Therefore, that combination technique is effective and convenient for students to improve their achievement in narrative writing skill.

Artini (2014) conducted a research about a brainstorming technique to improve writing skill of the eighth grade students of SMPN 2 Sukawati. The present classroom action investigation was conducted because the subjects had crucial problem in writing descriptive paragraph. Based on the mean score of pre-test which was carried out in pre-cycle, it pointed out that the subjects' ability in writing descriptive paragraph was still low. The present classroom action research was then carried out through applying brainstorming technique in two-planned cycles. The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects' ability in writing descriptive paragraph. This research furthermore showed that there were positive responses concerning the technique applied in improving the subjects' writing skill. To sum up, the present classroom action study proved that brainstorming technique could improve writing skill of the eighth grade students of SMPN 2 Sukawati in academic year 2013/2014; in addition, the subjects also responded positively the application of brainstorming technique.

By reviewing the previous studies, I find out that the brainstorming technique can develop students' writing skills in EFL classroom teaching and learning process. I feel sure that brainstorming technique is an appropriate method that can be applied for doing the research. Therefore, I decide to use a brainstorming

technique in my experimental research. The difference is I use the technique in the form of a card. Moreover, I use this technique to teach students in writing a recount text to the eighth grade of junior high school. I want to find out whether a brainstorming card technique is effective to teach writing a recount text or not.

2.2 Review of Related Theories

The review of related theories in this study includes the explanation of the general concept of writing, genre, recount text, and brainstorming card technique.

2.2.1 Writing

To know the concept of writing, there are the definitions of writing, components of writing, and steps of writing mentioned below.

2.2.1.1 Definitions of Writing

Based on Meyers (2005: 2):

Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on a paper or on a computer screen. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them". Writing is not an instant process. It is not simply the process of putting letters and then composing them into words, arranging words together in the form of sentences and paragraphs, but it involves a complex process where we have to use correct procedures and organizing the information in order to be a good writing so that the reader understand what the writer means.

There are two ways of communication in every language, that is spoken and written. Spoken language is typically more dependent on its context than written language is. In contrast, written language tends to be more independent of its immediate context (Gerot & Wignell, 1994).

McDonald and McDonald (2002, p.7) argue that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper. Writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary).

Writing does not mean merely putting words on piece of paper. It is a process that often involves several stages: using prewriting techniques to explore a topic; limiting and then developing the topic, usually with an outline; writing a first draft; revising the draft as often as necessary; and editing the material (Brandon & Brandon, 2015, p.193).

Writing is a tool that enables people in every discipline to wrestle with facts and ideas. It's a physical activity, unlike reading. Writing requires us to operate some kinds of mechanism—pencil, pen, typewriter, word processor—for getting our thoughts on paper. It compels us by the repeated effort of language to go after those thoughts and to organize them and present them clearly (Ruddell, 2005, p.281). Another definition comes from Fitriati and Yonata (2017, p.252). Creating a text is not simply about expressing ideas by writing them in a bundle of words. Theoretically, a text has to be built from adequate structural and grammatical resources for written form. Beyond its form and structure, in writing a text it is further about contemplating the purpose of the text as a way of communication between the writer and the reader.

Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage (Patel & Jain, 2008, p.125).

Writing is one of the most difficult language skills. It is a way to produce language containing ideas, feelings, and experiences. In constructing a good writing, we need a complex process and procedure in order to make the reader understand about the information.

2.2.1.2 Components of Writing

Components of writing must be considered by the writer in order to make a good writing. For example the topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph. The components of writing are explained by Boardman and Frydenberg (2002, pp.19-47)

(1) Topic sentences

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea.

(2) Supporting sentences

The supporting sentences support the topic sentence. The common ways to support a topic sentence are to use facts or statistics, examples and personal experiences.

(3) Coherence

A coherence paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering.

(4) Cohesion

A paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

(5) Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence.

(6) Completeness

A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence.

All of those components must exist when we want to make a good writing. It makes the product of the writing complete and harmony. Each component; topic sentences, supporting sentences, coherence, cohesion, unity, and completeness must be related with each other.

2.2.1.3 Steps of Writing

Harmer (2004, p.4) states that the writing process - that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, or novels), and the medium in it written in (pen and paper, computer word files, live chat, etc.).

Harmer (2004, pp.4-5) also stated that the writing process has four elements. They are:

1) Planning

Before starting write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. First is the purpose of their writing, since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Second is the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language, whether it is formal or informal. Third is the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

Draft is the first version of a piece of writing. It is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

From the explanation above, the writer can conclude that there are four steps in the writing process. They are planning, drafting, editing, and final version.

2.2.2 Genre

A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something (Gerot & Wignell, 1994:17). According to Hyland (2004, p.4) genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Lock & Lockhart (1998) in Hyland (2004:33) point out the structures of some genres in their typical sequences, as shown in Table 2.1.

Table 2. 1. Some Genre Structures

Genre	Stages	Purpose
Recount	Orientation^ Record of events^ (Reorientation)	Provides information about a situation Presents events in temporal sequence Bring events into the present
Procedure	Goal^ Steps 1-n^ (Results)	Gives information about purpose of the task in title or intro Lists activities needed to achieve the goal in correct sequences Present final state or “look” of the activity
Narrative	Orientation^ (Complication) (Evaluation)^ Resolution	Gives information about characters’ situation Presents one or more problems for the characters to solve Evaluates the major events for the characters Sorts out the problems for the characters
Description	Identification^ Aspectn ^ (Conclusion)	Defines, classifies, or generalizes about a phenomenon Describes attributes of each category of the phenomenon Sums up the description
Report	Problem^ Reason ^ (Conclusion)^ Recommendations	Identifies a problem Gives possible reasons for or consequences of the problem Makes suggestion for solving the problem Presents measures to be adopted as a result of the report

Note: ^ = is followed by; () = optional stage; n = stage may occur

(Hyland, 2004, p.33)

Wang & Shen (2015, p.157) states that genre learning is a process by which students can have a command of genre knowledge and apply it for achieving specific communicative purpose in different sociocultural situations. By understanding genre, the writers or students are able to learn that they are not only writing but also trying to deliver the purposes of writing itself to the readers.

2.2.3 *Recount Text*

Sudarwati (2013, p.197) in Wachyu & Rukmini (2015, pp. 65-66) states that recount text provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader.

According to Gerot and Wignell (1994, p.194) found that recount text has social function, generic structure, and lexicogrammatical features as follows:

a. Social Function:

To retell events for the purpose of informing or entertaining.

b. Generic Structure:

1) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the event took place, and when it is happened.

2) Events tell what happened, in what sequence.

3) Re-orientation consists optional-closure of events.

c. Lexicogrammatical Features

1) Focus on specific participants

- 2) Use of Material Processes
- 3) Circumstances of time and place
- 4) Use of past tense
- 5) Focus on temporal sequence

Example of recount text:

My Holiday in Bali

written by Annisa Aulia Saharani

Orientation

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

Event 1

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Event 2

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

Event 3

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Re-orientation

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

(<http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>)

Recount text is a kind of text which the purpose is to amuse or entertain the readers or listeners about the past events. It is about the past activities or experiences, so the story uses simple past tense. Recount text divided into 3 parts; orientation, sequence of events, and re-orientation. The text is started by orientation that introduces who, where, and when the story happen, sequence of events that tells the events orderly, and ended by re-orientation that shows the writer comments as the ending of the story.

2.2.4 Brainstorming Card Technique

2.2.4.1 General Concept of Brainstorming

According to Cullen (1998), brainstorming is used to generate ideas as many as possible without no worry whether the ideas will be used or not later. He states:

Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas (Cullen, 1998).

According to Boardman and Frydenberg (2002, p.12) the purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether you will use them. Urquhart and McIver (2005, p.15) add that the beauty of brainstorming is its nonjudgmental quality. If it has done properly, students do not censor their ideas on a brainstorming list. Rather, anything goes. When students use this strategy, they discover what they know about a given topic and can see what they may need to learn more about.

Folse, Muchmore-Vokoun, and Solomon (2010, p.32) add that brainstorming is not a linear or a consecutive process. Writers do not think of one thing, write it down, then think of something else, write it down, and so on. Instead, brainstorming can be a messy process. Writers move from one idea to another, then back to an earlier idea, then forward again to a new idea, and so on. They cross out words, draw lines to make connections, and change their minds. Brainstorming is a cycle with steps that repeat continually.

Sayed (2009) in Zarif and Mateen (2013, p.1090) mention that brainstorming techniques has a great importance in the teaching process. Referred to its importance for students in as follows: 1) Helps students to solve problems, an innovative solution, 2) Helps students to benefit from the ideas of others through

the development and build on them, 3) Helps the cohesion of the students and build relationships among them and assess the views of others.

2.2.4.2 Brainstorming Card

According to Brandon and Brandon (2015, p.10) one effective way to get started brainstorming is to ask the big six questions about your subject area: Who? What? Where? When? Why? How? Then let your mind run free as you jot down answers in single entries or list. Scane, Guy and Wenstrom (1991) in Hashempour, Rostampour, and Behjat (2015, p.87) state that brainstorming activities encourage students who do not usually like to write by creating a stress-free atmosphere. Thus in an EFL environment where students normally make effort to do their writing tasks, a nonthreatening atmosphere can help them develop their writing skill.

Based on the definitions of above, the writer will use the brainstorming technique by using the big six questions. The writer will try to modify the brainstorming technique in form of card. The card with those big six questions then will be given to the students and they will jot down all of the answers there. The card then called brainstorming card as it will stimulate the students to write all of in their mind by answering the big six questions written in the card.

2.2.5 Teaching English at Year Eight Junior High School

In teaching English at year eight of junior high school, the writer mentions the standard competence and basic competence, characteristics of students at year eight of junior high school, and general concept of brainstorming card.

2.2.5.1 Standard Competence and Basic Competence

In Indonesia, English has been taught as one of the compulsory subjects of the first foreign language to be learnt, started from elementary school until university. In the junior high school level, the English subject is taught 160 minutes a week which is usually divided into two times meeting in a week. According to curriculum, the English subject in junior high school covers three main points; the discourse ability (ability to understand and produce oral and written language), the ability to understand and produce many kinds of functional text (procedure, descriptive, recount, narrative, and report), supported competence (linguistic competence, socio cultural competence, strategic competence, and discourse competence).

Based on the goal and graduate standard above, this study is going to use the following basic competence of the recount text; (4.11.1) comprehend meaning contextually concerned to the social functions, text structures, and lexicogrammatical features of recount text spoken and written, very short and simple, concerned to the personal experience in the past (personal recount) and (4.11.2) arrange recount text spoken and written, very short and simple, concerned to the personal experience in the past (personal recount), with the correct social functions, text structures, and lexicogrammatical features, correctly and contextually.

2.3 Theoretical Framework

In teaching writing a recount text for junior high school students, teachers must provide an appropriate technique to teach writing especially in writing a recount text. Then, they can use the certain technique to make students more

creative and also stimulate them to generate their ideas. For that reason this research will use a brainstorming card technique to teach writing a recount text to the students.

Since writing is one of the most complex skill to be learnt, in English class, students need appropriate stimulus to make their learning become easy and effective. One of the ways that can be used to stimulate students to start writing is by a brainstorming card technique. Therefore, the theoretical framework in this research has been driven by some theories and relevant empirical research that have been reviewed in the previous section.

This research is a quasi-experimental research (pre- and posttest design). I will use two classes, where one class will be the experimental group and another one will be the control group. Before I give the treatment, I conduct the pre-test for both of groups. At the end of the experiment, the two groups are given the post-test. Both group are asked to make a recount text of their holiday experience but with different techniques. The experimental group is using a brainstorming card technique, while the control group use the conventional technique.

When conducting the experiment, the students are explained the generic structures, lexicogrammatical features, and tenses used in writing a recount text. Then, the experimental group will be asked to analyze and correct their previous work of the pre-test based on the material explained by the teacher.

The next meeting, the students will be asked to brainstorm the memories of their most interesting experience and then write it down to the whiteboard one by

one. Furthermore, the students of the experimental group will be asked to write a recount text by using the brainstorming card that give given by the teacher. They are asked to write their holiday experience by answering the big six questions which available in the brainstorming card. Then, they write their own recount text based on the brainstorming card technique.

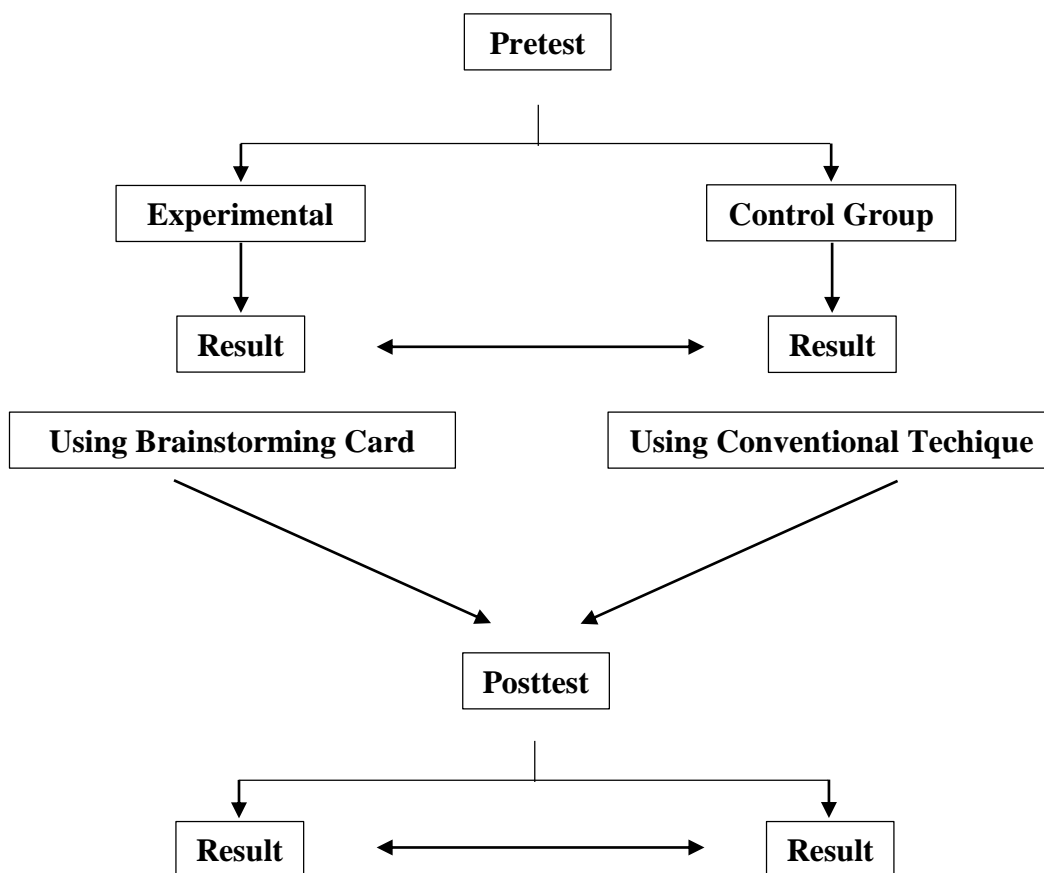


Figure 2. 1 Theoretical Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter provides the conclusions of this experimental research and some suggestions for English teachers, students, and next researchers based on the research findings.

5.1 Conclusions

The purposes of this study was to find out whether the brainstorming card technique was significantly effective to improve junior high school students' skill in writing a recount text. The results shows that the mean scores of the experimental group pre-test and post-test increased significantly, that is 25.80%, from 63.82 to 80.29.

The t-test was applied to know the significance of means difference. From the t-test, it was obtained that t_{value} (3.582) was higher than t_{table} (1.998). Then, the result from independent t-test shows that $\text{sig } 0.001 < 0.05$. Thus the null hypothesis is rejected, while the working hypothesis (There is a significant difference of effectiveness and learning achievement in writing a recount text of students who are taught by using brainstorming card technique and those who are not taught by using that technique) was accepted. Therefore, the use of brainstorming card technique is effective to improve students' skill in writing recount text.

The findings of interview also show how the brainstorming card can be applied in teaching writing a recount text to the eighth grade of junior high school students. The brainstorming card technique made students interested in writing a recount text. Additionally, they were easier to generate ideas and connect the

sentences. The students also became more practical to develop their memories about the past events and determine the generic structure when they were writing. This technique helped them to write with chronological order properly. This technique was very convenient for students. Moreover, they also improved their writing in terms of grammar, vocabulary, mechanics, relevance, and fluency.

5.2 Suggestions

Based on the results of the study, I would like to offer some suggestions for English teachers, students, and future researchers.

Firstly, for English teachers, they should find out some alternative strategies for teaching a writing recount text. They should be able to create the teaching and learning environment more fun, interesting, and educative to avoid students' boredom during teaching and learning process. Especially in teaching writing, students need a technique which is able to stimulate them to generate their ideas. It is recommended for teachers to use a brainstorming card technique in teaching writing a recount text. This technique is very appropriate for them because it contains pattern which help them arrange the story draft and also stimulate to generate ideas and creativities. Furthermore, this technique has been proven in improving students' skill in writing a recount text.

Secondly, for students, they need to exercise themselves in writing. Writing has many aspects and those cannot be mastered in a short time. They need to have more practice, because writing is a continuous activity, to get a better result. They should change their mindset that writing is difficult and feel confident to start

writing. Besides, they need to be more active to ask the teachers anytime they find difficulties in learning English especially when they engage in writing activities.

Thirdly, for future researchers, I hope this experimental research can encourage them to find new techniques, alternatives, or media to teach writing and improve students' writing skills. This research also can be the one of the references for the next researchers who want to conduct deeper research by using brainstorming card technique. However, this research still have some weaknesses, so hopefully there will be an improvement from the next researcher about the similar topic.

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