

INCREASING THE STUDENTS' WRITING NARRATIVE TEXT ABILITY THROUGH BRAINSTORMING TECHNIQUE

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Abstract: This script discusses the increasing students' ability through brainstorming technique in teaching writing, especially in increasing students' writing narrative text ability. This study is aimed at responding the following questions: (1) Can brainstorming as a technique increase the students' Narrative paragraph writing Performance? (2) Can brainstorming as a technique improve the learning process?. The population of this research is the eighth grader of SMPN 3 Batanghari Nuban. The number of population is 152 students. The researcher used sampling random technique to take sample. The research design was Classroom Action Research design. The instrument used to collect data was writing test because the students' scores can be the basic data. The finding result shows that: (1) Brainstorming technique can make good students' score in writing narrative text ability. (2) Brainstorming technique is effective in teaching writing, especially in writing narrative text.

Keywords: *Brainstorming technique, Writing Ability, Narrative Text*

INTRODUCTION

This study describe how the use of brainstorming technique can increase the students' writing ability whether there are any different effects on writing achievement of Junior High School students between those taught using brainstorming technique and those taught using traditional technique and how to improve the using of brainstorming technique in writing narrative text.

This study aims to help the learner in writing, furthermore the technique in this classroom action research is expected to able to motive them in learning English. To the teacher, it

improves the technique of teaching Writing in other to teach a better result in teaching. To the school, it give information in improving learning English in the future. Teacher has to find out any techniques that relevant to the students' interest. The teachers should have some techniques to make English class interesting. The teacher are suggested to create techniques that are suitable in teaching learning process that will help to increase the students' writing Narrative paragraph Ability. Brainstorming is a technique which is suitable technique to teach writing. This technique is done at prewriting. So the students can make a

concept of writing before they do the writing task. While the students' writing ability is seldom studied. Most studies are the *The Use Of Picture Series In Teaching Writing Narrative* (Linda Litasari, 2010). *Mostimproving Students' Narrative Writing Skill Through BloggingMedia* (Zainuddin, 2011) and the using of *Brainstorming in descriptive text* (Phimmasenh Khanthaly, 2011)

LITERATURE REVIEW

The Concept of Writing

Writing is language skill. Besides reading, speaking, and listening. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of reader (Siahaan, 200). Barli (1995) States that "In principle, to write means to try to produce or reproduce written message. And Brown states that "Writing is simply the graphic representation of speakers. And that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals (Brown, 2001). Furthermore, Siahaan said that "Writing is a psychological activity of the language user to put information in the written text" (Siahaan, 2008). It means that writing is a process communication, which uses a conventional graphic system to convey a message to a reader that should be learnt. We need to learn swimming and writing because it cannot mastery naturally. In this process, in order to have skill of writing someone should know the

steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some other related to one another. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that people can understand.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the writer should be able communicate her ideas or thought into the written language clearly, so it can be understood by the reader

According to Harris there are five general components in writing, they are: (a) Content: The substance of writing ideas express (unity). (b) Organization (form): The contents or ideas organization, it is unified or not. (c) Vocabulary: The section of words that suitable with the content. (d) Grammar : The employment of grammatical form and syntactical pattern. (e) Mechanic: The use graphic conventional of language (Harris, 1969). And there are four types of writing that will be studied at the eighth grader: Narration, Description, Exposition, and Argumentation.

Teaching Writing

Harmer (2001) states that "Writing as a skill by far the most important reason for teaching writing, of course is that it is a basic language skill, just as important as speaking, listening and reading. Student needs to know how to write letters, how to put written reports

together, how to reply to advertisements-and increasingly, how to write using electronic media. They need to know some writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately."

In addition to teaching writing there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement and coherence. Teaching writing means that teaching language performance and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form. Thus, teaching writing can develop students' performance in writing. They can organize their ideas into written form. Then teacher must guide the students to be able to express their skill of writing well.

Based on syllabus of English Subject of eight grader, the researcher take the narrative text as the material of the classroom action research. Where the function of narrative text is for entertain the readers or listeners. The main parts of narrative text are: Orientation, Complication and Resolution. (Makarto, 2004).

The Concept of Brainstorming

Process writing approaches tend to be framed in three stages of writing. The

prewriting stages encourages the generation of ideas. (Brown, 2001). Brainstorming is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Frame the brainstorming technique in terms of prewriting, drafting, and revising stages: (1) Prewriting, (2) Drafting, (3) Revising. In the brainstorming process, we write down every single thing that exist or comes into our minds. When brainstorming, we simply write down our ideas in phrases or in single words, not in complete sentences. The phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech (Barly, 1995).

RESEARCH METHOD

Participant

The research will be done in the Eight grader of SMP N 3 Batanghari Nuban. For 30 days at 8C class. This class consists of 38 students. The researcher chooses this class, because most of the students were low ability especially in writing. That is proved by the pre-survey result. In this research, the researcher asks Isrodin as a collaborator (the English Teacher).

Data Collection

This research involved the method: (1) Test, it is one tool used to perform measurements of something abstract, such as the ability to think, the ability to remember, and the ability to talk or writing skills. The test scores obtained quantitative which can be interpreted in the evaluation stage to the implementation of subjective appraisal. (2) Observation. Kusunadi (2008) states that "observation can

definition as election, alteration, registration and coding series, of action and situation connecting with organism which is suitable with empiric purpose. The purpose of observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them. (3) Documentation. Kusnadi (2008) defines documentation as the method which is used to get information from written language or documents for example books, magazines, notes and others. In this research is used documentation method to get detail information about writing skill.

Action plan

The research will be conducted based on the pre-test and post-test design. The teacher takes one class on the eighth grader was to students are given the pre-test before they are given the material without the technique. Furthermore they are also given post-test after they are given the treatment in this classroom action research; the researcher would like to hold the research in two cycles.

There is a relationship between one to the other. They are: (a) Planning, (b) Acting (c) Observing, and (d) Reflecting. At the first cycle, the researcher prepared the lesson plan, test instrument, and observation sheets. Then the implementation of action, the researcher will give treatment to the students. That is giving them a brainstorming technique in writing. Researcher observes the effect of the action in this context. The

important things in teaching learning process were observed by collaborator by using observation sheet. The researcher analyzes and discusses observation and test result during teaching learning process as reflecting step. In this step the researcher use the data for evaluation to make improvement for the second cycle.

At the second cycle, the researcher do the same steps but in implementation step, the researcher give treatment the brainstorming technique and give them a picture to make students' more interesting in Writing.

Data Analysis

Data analysis will be conduct by step by taking the average score of the pretest and post-test furthermore to know the gain, the writer will compare between pre-test and post- test. Then the result is matched by the minimum standard of writing performance in this class at least 6,8 if from cycle I, there are some students not successful, so the researcher must conduct cycle II. The minimum cycle in Classroom research Action is two cycles. If from cycle 2 all of the students were successful the cycle able to step until cycle 2 only. Tabulating the result of the test, and finding the mean of the pretest and posttest of each students.

DISCUSSION

The research had been conducted since March 14th 2011 to March 26th 2011. This research had been carried through two cycles. The researcher did a classroom action research. The subject of this research was the Eight C class.

The researcher was collaborated with Isrodin as the English Teacher of this class. The researcher gave a pre-test before they give a treatment in this class. to identifying what are the students' trouble in the class. Cycle 1, We prepared the lesson plan, material and dictionary as the media. Teacher gave the explanation about narrative text, and how to writing the text using Brainstorming technique. The class condition is very noisy. Then the teacher gave assessment to the students, but the assessment was not done at the time, so the assessment was to be homework. In this cycle, the students still confused with the material. Then the teacher explain it again, and the student were understand to the material. But the result of the post-test in this cycle was not success enough. Then the research was continued to the cycle 2. In this cycle the researcher gave a picture as media to the students. The teacher gave explanation about the using of Brainstorming technique and picture media that can help them to write a narrative text. Every student gave a picture that different. Then, teacher guided the students in brainstorming. The condition was more conducive. The students were interesting with the assessment. Then we gave a post-test at the cycle 2. The result was success enough.

Data Analysis

The students' activities data was gotten from percentage of active students on observation sheet. The result was on Pre-test was 43.16%, Cycle 1 was 55.26%, and cycle 2 was

74.73%. In cycle I, teaching learning process with the writing ability through the "Brainstorming" technique, students score average 64,21 with student's pass 18,42%.

Table 1
The Result Treatment in Cycle I and Cycle II

Note	Before Treatment	Cycle I	Cycle II
Highest score	80	80	80
Lowest score	40	50	60
Average score	60.78	64.21	71.31
Student's pass	34.21%	50%	89.47%

After looking at the table, we know there is progress average score from 60.78 to 64.21. There is increase 3.43 point. KKM(Material Mastery Criteria) is 65 and score < 65 have not reached. In cycle II, teaching learning process writing ability through the Brainstorming technique, students score average 71.31 with student's pass 89.47%. It means that there was increase from the students' average score on pre-test to the Post-test II was 10.53 point, and the students pass was increase 55.26%.

FINDING AND DISCUSSION

Based on the finding of research, it was found that the students who were taught by using brainstorming technique have been improved in writing skill. After getting treatment and post-test was conducted, it was found that there were significant increasing in teaching English. The students were more active in the class. To know comparison of the pretest and posttest, we can see from table:

Table 2
Comparison of the Pretest and Posttest

Pre-action	Cycle I	Cycle II
(pretest) 60.78	(Posttest I) 64.21	(Posttest II) 89.74

After looking the result of pretest, it can be said that, there was an increase of student's in constructing writing narrative achievement. There is progress from 60.78 to 64.21, and 7. It can be said concluded that the picture have positive effect toward the teaching learning process, those are good to help students solve their problem in expressing their idea.

CONCLUSION

Based on the result of the implementation of learning process in writing narrative paragraph ability through brainstorming technique on two cycles of this action research, we would like to draw the conclusion as follow: (1) By applying brainstorming technique in learning process it can be improve student's writing ability. The student's activity in implementation cycle I was more active and the student's activity in implementation cycle II was very active. Brainstorming technique can be understood easily by students in writing and memorizing the word. Beside that it is simple and cheaper. (2) Brainstorming technique could be used as an alternative way in learning process of writing ability.

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