

ENHANCING STUDENTS' WRITING SKILL BY USING BRAINSTORMING STRATEGY

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ABSTRACT

This research has aim for increasing students' writing skill. For increasing students' skill, it is needed an effective strategy. This research used brainstorming for it. In the method, the researcher used Classroom Action Research. It had done for 2 cycles with total six meeting. Two meetings was for test and four meetings were for treatment. The population of this research was the tenth grade students from eleventh grade students of Marketing at Vocational High School of Sunan Kalijogo Malang. Academic year 2022/2023. The students' average was 60 then after the implementation brainstorming their cycle changed into 77,43. It showed that brainstorming strategy can improve students' writing skill.

Keywords: Brainstorming,
WritingSkill, Classroom Action
Research

1. Introduction

Writing is one of very important elements in mastering English. This element is in contrast with the speak English, in the speak English the use of body movements can help in understanding the language. But in writing the use of gestures is impossible to be used by the speaker, therefore the teacher must have an effective method for teaching writing. Most people also consider that writing is the most skill that is difficult to be mastered than others Brown (2004: 255) as cited in Rahmadhani and Kumala, (2014)) state that "Writing is a process to create some ideas of students' knowledge to be a written" From these problems, we must provide solutions on how to improve students' writing skills.

Teaching writing is not as easy as one might think. Teachers need good and broad skills (Gebhard, 1996 cited in Apsari, 2017).. Based on the researcher's experience when conducting interviews with English writing comprehension, teaching writing is not the same as teaching speaking. Learning to write in English, is not only about the structure that must be mastered but also the grammar that must be studied while still conveying the ideas of the writer that he wants to convey to the reader Scott (1990: 69) as cited in (Virdyna, 2016). Understanding structure and grammar in writing English has also become a problem that students are afraid of. So, we have to make students interested in writing.

Interest is one of the supporting students in learning to write. Writing itself is a powerful tool for solving a problem and a tool for expressing ideas from the writer, therefore interest is something that is mandatory for writers to have in learning to write English (Adas and Bakir, 2013) as cited in (Sari and Fitrawati, 2018). Before writing, of course the writer has a theme as a basis before writing. This theme also It includes some information or messages for readers. In writing, of course, there are paragraphs. Paragraphs are part of writing that contains main and supporting ideas that can influence students to learn, especially writing.

The existence of ideas is needed in improving students' writing skills. So it takes a way or strategy in enriching ideas. So it takes brainstorming. Brainstorming is carried out with the aim of

exploring their prior knowledge about a particular subject and generating ideas to write about so that they feel interested in writing (Sari and Fitrawati, 2018). The ideas that arise in their minds will be arranged and become sentences given the topic and they express their opinions freely in a limited time without criticism and comments on their ideas so that students will be open to convey their ideas. Then the sentences used can produce paragraphs.

Brainstorming is one of strategies which can viewed individual or group engages to critical thinking in giving an idea and creating solution to solve their problem (Owo, Idodo, and Ikwut, 2016). The hallmark of brainstorming is not criticizing and commenting on other people's thoughts or opinions. For example, in teaching and learning activities students have ideas and put them into writing whose results are not for criticism and comments. Besides when the student used brainstorming, they must bring themselves in playing with different role among them, so they can explore their ideas for the richness result. That's mean every student find good solution to the problem. Because brainstorming is fun, so each student can give idea, and solve their problem in a positive way, open minded, and non judgment (Al-Mutairi, 2015) Therefore the researchers examined further about improving students' writing skills through brainstorming strategies in grade eleventh of Vocational High School of Sunan Kalijogo Malang.

2. Method

This study used a Classroom Action Research (CAR) design to analyze the data to be obtained which was collected through pre-test and post-test. The treatment will be done between them. The researcher used Classroom Action Research (CAR) as a practical way for checking whether the practice had been done based on the researcher expected or not. The researcher also may able to take the action directly, then improve it, and produce evidence the steps that is going to do (Purwati, Trainingand, & Faculty, 2017).

There are four steps in Classroom Action Research (CAR) ; it starts from stage 1 planning, stages 2 acting, stage 3 observing, and stage 4 reflecting. Then the cycle stopped if the students had achieved the target score stated in school KKM (Kriteria Ketuntasan Minimal), which is 75 as the minimum score for English subject at the Vocational High School Of Sunan Kalijogo Malang. . In other hand, if the students could not get the target score, the cycle process of action research should be continued and modified.

This study had done in one cycle, which two days were pre test and post test, then the four days were the treatment. The treatment was teaching writing with Brainstorming strategy. Then the population of this study were eleventh grade students of Marketing at Vocational High School of Malang which consist of 32 students in the 2022/2023 academic year.

The instruments of this study was observation checklist, test and questionnaire. The test were pre test and post test. The test consisted of 20 items in the form of fill the blank questions. It used for measuring students improvement before and after the treatment. Then questionnaire used for knowing students' respons toward the brainstorming strategy.

3. Result/s and Discussion

In the Classroom Action Research, the writer conducted one cycle, The procedures will explained above;

Pre cycle

The researcher began with an observation. The instrument that was used is observation checklist. The purpose of this step was to know the condition of teaching learning in the classroom when the teacher was teaching writing. In this step the researcher found that the teacher taught by using conventional method. In this step the researcher also gave pre test to know students' writing skill on past activities. In the pre-test conducted, it was found that some of students were less able to imagine in making texts and tended to make mistakes in grammar. Therefore the implementation of brainstorming. This is to help students in guessing.

First Meeting

At the first meeting the researcher gave an overview of the comparison of adjectives. In the beginning it discusses adjectives that are commonly used in everyday life. After that, it provides several examples of comparative adjectives in Indonesian to use as examples and materials to be discussed. After that, organize students in small groups to work on 2 student worksheets with the theme of comparing pictures. After comparison there will be a joint check to provide feedback. For the second Assignment will also be presented in front of the class to be discussed together.

Second Meeting

At the second meeting the researcher showed several pictures and a video as material for recalling the material previously studied. After that the researcher divided the students in the class into 3-4 people. Then give assignments to students to be used as project groups to hone students' writing skills. The researcher actively went around to directly checked the students' writing.

Third Meeting

At the third meeting, the researcher asked the students to post their work in a writing exhibition in front of the class and to discuss it together. After that the researcher gave feedback to each group.

Forth Meeting

In this day, the researcher did brainstorming again by showing some list of new verbs. Then the researcher also did brainstorming about the grammar used. The last asked the students for making a text by using some verb on the list based on the theme which suitable with the grammar used.

Post Cycle

In this step, the researcher gave the students the post test. The function of the post test is to know students' ability after the treatment. Then the researcher also distributed the questionnaire for knowing students' respons toward the brainstorming strategy.

The detail result of score of the test can be seen on the table 1 below:

Table 1. Improvement on students' score of the test

	Pre test	Post test
Maximum Score	40	60
Maximal Score	76	86
Mean Score	60	77.43

Based on the questionnaire that had distributed to the students, it found that 91% (29 out of 31) students liked of the used brainstorming in the learning process.

4. Conclusion

This study conducted on one cucle with a tolat of six meetings, two meetings were for pre test and post test and four meeting were for the treatment. From the data that had collected, it found that the students increased in their writing skill, it reffered to their pre test which got average of 60 while in the post test they got 77.43. In the detail, they got improvement in their grammar and vocabularies used. Then for the data from questionnaire, it found that they liked to the used of brainstorming strategy.

Finally, in teaching writing, teachers need to try many new strategies for making the students are more interested with the learning process. Besides, the explanation of structure of the txt, grammar used and vocabularies list should be cleared before the students write their own text.

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