

THE EFFECT OF BRAINSTORMING TEACHING TECHNIQUE ON STUDENT'S ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT AT THE SECOND GRADE OF SMA NEGERI 1 LINTONG NIHUTA

Andreas Theofilus Hutasuhut¹⁾; Lamria Purba²⁾, Romsina Siregar³⁾.

¹⁾Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Nommensen
e-mail: andreas.hutasuhut@gmail.com

Abstract

This study focuses on knowing the effect brainstorming teaching technique in writing analytical exposition text at the Second grade of SMA Negeri 1 Lintong Nihuta. This research was conducted with an experimental quantitative design. The population of this study were students of class XI SMA Negeri 1 Lintong Nihuta . In this study the researchers took two classes as samples. They were 20 students in the experimental class and 20 students in the control class. Data collection techniques are tests and documentation. The researcher used the T-test statistical calculation to analyze the data. The tests used were pre-test and post-test for both classes. The results showed that the average pretest value of the experimental class was 51,8. Meanwhile, the control class was 40,00. while the post-test average value of the experimental class was 78. Meanwhile, the control class was 45,9. That is, the average post-test score of the experimental class was higher than that of the control class. The results of the t-test calculation show that the t-test value is higher than the t-table value. The t test value is 17,387 while the t-table value with db:38 which is included in the db=40 category is 2.21. This means that there is a significant the effect of brainstorming technique in writing Analytical exposition Text So, Ha is accepted and Ho is rejected.

Keywords: Brainstorming, Writing, Exposition Text

Abstrak

Penelitian ini berfokus untuk mengetahui pengaruh teknik pengajaran brainstorming dalam menulis teks eksposisi analitis di kelas II SMA Negeri 1 Lintong Nihuta. Penelitian ini dilakukan dengan desain kuantitatif eksperimental. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Lintong Nihuta. Dalam penelitian ini peneliti mengambil dua kelas sebagai sampel. Mereka berjumlah 20 siswa pada kelas eksperimen dan 20 siswa pada kelas kontrol. Teknik pengumpulan data adalah tes dan dokumentasi. Peneliti menggunakan perhitungan statistik uji T untuk menganalisis data. Tes yang digunakan adalah pre-test dan post-test untuk kedua kelas. Hasil penelitian menunjukkan rata-rata nilai pretest kelas eksperimen sebesar 51,8. Sedangkan kelas kontrol sebesar 40,00. sedangkan nilai rata-rata postes kelas eksperimen sebesar 78. Sedangkan kelas kontrol sebesar 45,9. Artinya, rata-rata nilai postes kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Hasil perhitungan uji t menunjukkan nilai uji t lebih tinggi dibandingkan dengan nilai t tabel. Nilai uji t sebesar 17,387 sedangkan nilai t tabel dengan db:38 yang termasuk dalam kategori db=40 adalah 2,21. Artinya terdapat pengaruh yang signifikan teknik brainstorming dalam menulis Analytical exposition Text Jadi, Ha diterima dan Ho ditolak.

Kata Kunci: Brainstorming, Menulis, Teks Eksposisi

INTRODUCTION

One of the skills that students need to develop is writing. Writing is one of the most difficult skills for students to develop, according to Westwood (2008:56). Students are expected to have a variety of linguistic, cognitive, and sociocultural skills.

Students taught writing skills at school are able to write fluently and accurately using words, phrases, clauses, sentences, paragraphs, essays, summaries, and discourse. Therefore, writing is considered a creative and constructive activity. In this research, researchers are specifically interested in studying the impact of using brainstorming as a teaching strategy on writing analytical expository texts.

Analytical Exposition text is a type of argumentative text taught to second grade high school students. Martin and Rose (2007:12) argue that there are two types of explanatory text that must be considered in writing, namely analytical exposition text and hortatory exposition text. Analytical exposition texts have a specific goal, namely to convince readers of the author's point of view, while analytical exposition texts aim to defend their point of view and convince the audience. Meanwhile, hortatory exposition is writing that attempts to persuade readers or listeners to take certain actions. Analytical exposition text is a type of writing that states that something or an event has happened to convince the reader or writer that something has happened. Thesis, argument, and repetition are the three main components of expository analytical writing.

There are four basic skills that Indonesian students must master, namely reading, listening, speaking and writing in accordance with the rules of the High School Education Unit Level Curriculum (KTSP). Because these four basic rules are special requirements for students to

write in English, the author will use analytical exposition texts as a data source in this case. Indonesian language students are required to be able to express meaning in short functional written texts and simple essays in the form of recount texts, narrative texts and procedural texts. This is in accordance with the education unit curriculum for high school level. Based on the explanation above regarding the curriculum, the author conducted research at SMAN 1 Lintong Nihuta to determine students' abilities in writing analytical exposition texts.

There are various kinds of errors that students may not pay attention to when writing a text. such as the relationship between one sentence and another, writing inappropriate punctuation, writing paragraphs that are not appropriate, using inappropriate tenses, and so on, all of which have a big impact, all of which have an impact on student evaluation assessments. The average score of students over the last three years can be seen in the table below, showing that students' writing skills are still less than the set KKM score.

Based on a preliminary survey at SMAN 1 Lintong Nihuta when trying Tobe adapted to the 2013 curriculum, researchers found that students still faced obstacles in writing Analytical Exposition Text such as lack of motivation from teachers and students' interest in learning English and also lack of motivation from teachers to learn English . still not able to master vocabulary, so students have difficulty arranging words into good sentences or paragraphs.

Based on the problems above, to improve students' writing skills, researchers used brainstorming teaching techniques. According to (Jarwan, 2005) Brainstorming is a method of using the brain to solve a problem effectively and efficiently. The brainstorming teaching technique aims to develop students' thinking in finding creative solutions in

solving a problem. Researchers chose the brainstorming technique because it can enable students to generate creative ideas in finding solutions to problems and demonstrate their competence or ability in writing analytical exposition texts. The teacher uses brainstorming teaching techniques to model reading and writing strategies when the teacher poses a problem in front of the class and students must be able to provide opinions or answers so that it is possible to create new problems and provide arguments to each other.

Brainstorming is one of the tactics suggested in this study. Brainstorming has been presented as an effective method for teaching students to write. The goal of brainstorming is to guide people from a new way of thinking to a common way of thinking. Brainstorming is the act of quickly jotting down ideas in preparation for writing. In writing using this brainstorming technique, there are students who provide opinions or information, while other groups provide rebuttals or rejections of the information that has been submitted (Ledbetter, 2010).

Another definition according to MacDowell (1999) which means that brainstorming is "the act of defining a problem or idea and not having the final result of a topic being presented." In Mc Dowell's explanation of brainstorming Tomlinson (1998) agrees with this explanation. which states that brainstorming is a pre-writing activity where students record important points that have been thought about as a group of subjects. Then, researchers look at the results obtained by students to obtain patterns or other useful data about the subject. One of the important things to pay attention to in brainstorming is that there should be no tension in the writer. In the brainstorming learning technique, students only need to open their minds to things that come to mind.

In line with this writing, researchers can improve students' writing skills in writing analytical exposition texts using brainstorming techniques. Therefore, the researcher chose the title "The Influence of Brainstorming Techniques on Students' Learning Achievement in Writing Analytical Exposition Texts at SMA NEGERI 1 LINTONG NIHUTA Class XI" as the title of their research.

METHOD

The research design used in this research is a quantitative experiment. The aim of this research is to see whether the use of brainstorming learning techniques can improve students' ability to ask questions and express opinions in writing analytical exposition texts. Through this research, causally related theories can be tested meaningfully. As defined by Sugiyono (2014:72), experimental research can be used to test the effect of treatment on other people in uncontrolled circumstances.

The author of this research identified every class X student at SMA N 1 Lintong Nihuta. At SMA N 1 Lintong Nihuta there are ten classes of class X students, corresponding to classes X-1 to X-10, and each class has 22 students. The control class and experimental class are the two classes that the author attended for this research.

FINDING AND DISSCUSSION

Findings

The researcher explains the post-test and pre-test scores in the experimental class. The experimental group is a group that is given treatment using brainstorming. In this class, researchers teach writing analytical exposition texts. The grades in this study were taken from student grades. This score is obtained from the results of the pre-test and post-test. The results of the pre-test and post-test using brainstorming can be seen in the following table:

Table 4.1 Students writing score Pre test Experimental Class

No	Name	Content	Organi- zation	Voca- bulary	Langu- age	Mecha- nics	Total Score	Result
1	Iwan	4	4	6	6	5	25	50
2	Rodia	4	2	3	6	6	21	42
3	Lentinan	6	5	6	6	4	27	54
4	Josua	4	4	3	5	6	22	44
5	Paulus	3	3	4	5	4	19	38
6	Rikky	5	2	6	3	4	20	40
7	Surya	4	5	6	7	5	27	54
8	Nikardia	1	4	3	5	3	16	32
9	Shema	6	2	6	3	4	21	42
10	Winda	6	3	7	5	6	27	54
11	Rohani	3	6	5	7	6	27	54
12	Steven	2	6	3	6	7	24	48
13	Rivaldo	4	1	5	3	6	19	38
14	Ending	5	4	7	6	5	27	54
15	Natasya	2	5	3	6	4	20	40
16	Artan	3	3	5	4	4	19	38
17	Lasma	4	4	5	3	6	22	44
18	Denny	5	6	6	6	7	30	60
19	Dahlia	2	4	6	3	6	21	42
20	Srimilka	4	4	6	6	5	25	50
							459	918

Table 4.1.1 Students Writing score Post Test Experimental Class

No.	Name of Students	content	Organi- zation	Vocab- ulary	Langu- age	Mecha- nics	Total score	Result
1	Iwan	9	6	9	8	7	39	78
2	Rodia	8	7	8	7	6	36	72
3	Lentinan	8	9	9	7	8	41	82
4	Josua	7	8	8	10	7	40	80
5	Paulus	8	9	7	8	9	41	82
6	Rikky	9	6	8	10	7	40	80
7	Surya	8	9	6	9	7	39	78
8	Nikardia	7	8	7	9	8	39	78
9	Shema	9	10	7	8	6	40	80
10	Winda	10	8	7	6	8	39	78
11	Rohani	6	7	9	8	7	37	74
12	Steven	7	8	8	9	6	38	76
13	Rivaldo	8	6	9	8	7	38	76
14	Ending	7	8	7	6	7	35	70
15	Natasya	8	7	8	9	6	38	76
16	Artan	9	7	8	8	7	39	78
17	Lasma	7	9	6	8	8	38	76
18	Denny	8	10	6	7	9	40	80
19	Dahlia	10	8	7	6	9	40	80
20	Srimilka	8	9	9	9	7	42	84
							779	1558

Table 4.1.2 The Score of Pre- test and Post- test of Experimental Class

No.	Name of Students	Pre-test	Post- test
1	Iwan	50	78
2	Rodia	42	72
3	Lentinan	54	82
4	Josua	44	80
5	Paulus	38	82
6	Rikky	40	80
7	Surya	54	78
8	Nikardia	32	78
9	Shema	42	80
10	Winda	54	78
11	Rohani	54	74
12	Steven	48	76
13	Rivaldo	38	76
14	Ending	54	70
15	Natasya	40	76
16	Artan	38	78
17	Lasma	44	76
18	Denny	60	80
19	Dahlia	42	80
20	Srimilka	50	84
Total		918	1558
Mean		45,9	78

Based on the table, the highest pre test score is 60 and the lowest score is 32 and the highest post test score is 84 and the lowest score is 70. The total post test score is 1.558 with an average of 78.

The researcher explained the post-test and pre-test scores in the control class. Before the author conducts tests on students, the author makes tests on students. The author created an analytical

writing test for Expository Text. so that the author can find out the students' abilities. In this research, the researcher made a pre-test and post-test so that the researcher could find out the significant differences between the tests of students who were taught using brainstorming techniques and without brainstorming techniques. We can see the following scores from the table.

Table 4.2 Students writing score Pre test Control Class

No.	Name of Students	Cont-ent	Orga-nization	Vocab-ulary	Langu-age	Mecha-nics	Total score	Result
1	Rosvine	2	4	3	2	4	15	30
2	Gabriel	4	3	4	4	5	20	40
3	Johan	3	6	3	3	4	19	38
4	Maruba	4	4	5	5	5	23	46
5	Ariwandy	2	6	6	6	6	26	52
6	Andre	4	4	2	2	4	16	32
7	Erwina	6	2	3	3	2	16	32

8	Renata	3	4	5	4	6	22	44
9	Yolanda	5	6	4	4	4	23	46
10	Alfawer	4	6	5	3	3	21	42
11	Daniel	0	6	2	5	4	17	34
12	Danuarta	3	4	4	5	5	21	42
13	Emron	5	3	3	4	5	20	40
14	Maddin	0	6	4	4	4	18	36
15	Ferdinan	3	2	3	4	4	16	32
16	Armansa	6	5	5	2	3	21	42
17	Willy	4	0	4	4	6	18	36
18	wandika	4	6	5	5	6	26	52
19	Triani	5	3	3	6	5	22	44
20	Richard	3	4	3	6	4	20	40
								800

Table 4.2.1 Students writing score Post test Control Class

No.	Name of Students	Cont-ent	Organi-zation	Vocab-ulary	Langu-age	Mecha-nics	Total score	Result
1	Rosvine	5	6	7	6	5	29	58
2	Gabriel	4	4	4	6	4	22	44
3	Johan	5	4	6	4	6	25	50
4	Maruba	4	5	5	4	6	24	48
5	Ariwandy	5	5	4	6	7	27	54
6	Andre	6	4	6	6	5	27	54
7	Erwina	8	4	5	6	5	28	56
8	Renata	4	6	5	5	6	26	52
9	Yolanda	5	8	5	4	7	29	58
10	Alfawer	4	4	6	5	6	25	50
11	Daniel	4	6	5	5	7	27	54
12	Danuarta	6	4	3	4	4	21	42
13	Emron	4	6	4	7	5	26	52
14	Maddin	7	4	4	4	6	25	50
15	Ferdinan	4	5	6	4	7	26	52
16	Armansa	6	4	5	6	5	26	52
17	Willy	4	2	4	4	5	19	38
18	wandika	5	4	5	5	4	23	46
19	Triani	6	6	8	6	6	32	64
20	Richard	8	4	6	6	7	31	62
							518	1036

Table 4.2.2 The Result of Pre- test and Post- test of Control Group

No	Name of Students	Pre-test	Post-test
1	Rosvine	30	58
2	Gabriel	40	44
3	Johan	38	50
4	Maruba	46	48
5	Ariwandy	52	54
6	Andre	32	54
7	Erwina	32	56

8	Renata	44	52
9	Yolanda	46	58
10	Alfawer	42	50
11	Daniel	34	54
12	Danuarta	42	42
13	Emron	40	52
14	Maddin	36	50
15	Ferdinan	32	52
16	Armansa	42	52
17	Willy	36	38
18	wandika	52	46
19	Triani	44	64
20	Richard	40	62
Total		800	1036
Mean		40	51,8

Based on the table above, the highest pre-test score is 52 and the lowest score is 30, and the highest post-test score is 64 and the lowest score is 38. The total pre-test score is 800 with an average score of 40. Meanwhile the total score post-test was 1.036 and the mean was 51.

From the table above, it can be seen that the T test value is 17.387 and the degrees of freedom are 38 ($df=db-2, 40-2=38$). The T table value for $db = 38$ at the 5% level is between $db = 45$ and $db = 50$. In this study the researcher decided to categorize it into $db = 38$. The T table value for $db = 40$ at 5% significance is 2.02. To interpret the data above, the researcher formulated a hypothesis test as follows:

Ho: There is no significant difference in simple present tense scores between students who are taught using flashcards and those who are not.

Ha: there is a significant difference in simple present tense scores between students who are taught using flashcards and those who are not.

The research results show that the T test value = 17.387 and the T table value with $db = 38$ is 2.02. This means $17,387 > 2.02$. Therefore Ho is rejected and Ha is

accepted. It can be concluded that there is a significant difference in scores between students who are taught using flashcards and those who are not.

Discussion

This research was conducted to determine the effectiveness of the Brainstorming Teaching Technique in Writing Analytical Exposition Texts. Based on the table above, it can be seen that the difference between students who are taught using the Brainstorming technique and those who are not is 17,387.

The hypothesis test (t_0) of 17.387 from the calculation above will be compared with the "t" (t_t) table with the following conditions:

A. If $t_0 > t_t$ then H_a is accepted. This means that there is a significant difference between the two variables.

B. If $t_0 < t_t$ then H_0 is rejected. This means that there is no significant difference between the two variables.

To determine the t_0 value, the researcher checked the db and consulted with t_t , the score:

$$\begin{aligned} DB &= n_1 + n_2 - 2 \\ &= 20 - 20 - 2 \\ &= 38 \end{aligned}$$

At a significance standard of 5%, the t -t value is 2.021. Then the t_0 value is compared and the t_0 value is 17.387. This

means that H_a is accepted and H_0 is rejected.

Based on the results of the data analysis above, this is also in line with previous research which states that brainstorming techniques are considered effective in students' ability to write analytical exposition texts. It can be seen that students who are taught using the Brainstorming technique obtain better results than students who are not taught. So it can be concluded that there is a significant difference in scores between students who were taught using Brainstorming and those who were not taught using Brainstorming in class XI students at SMA Negeri 1 Lintong Nihuta. Based on the findings of this research, researchers found several researchers who had research results like this research. They are: by (Fildayanti Wahyuni, 2019) with the title "The Influence of Brainstorming Techniques on the Writing Ability of Class XI Students of SMAN 3 Padang Sidempuan". In this study the average score of the experimental class after using brainstorming was higher than the control class. The average score of the experimental class before using brainstorming was 54.14 and the average score after using brainstorming was 70. Therefore, from the findings that have been obtained, students must be able to improve the quality of their writing so that in the future it can influence or make mistakes that often occur reduced.

CONCLUSION

After conducting research, the researcher wants to conclude that there is a significant relationship between students who are taught brainstorming teaching techniques and those who are not. The results showed that the post-test average for the experimental class (78.00) was higher than the control class (51.8). It is known that the comparison of scores

between students who were taught brainstorming techniques and those who were not taught was 17.387. This value is higher than t_{table} , namely 2.21 at the 5% significance level with $db = 38$ which is included in the $db:40$ category. This means that H_a is accepted and H_0 is rejected. So it can be concluded that the brainstorming technique is effective for learning to write analytical exposition texts, especially for class XI students at SMA Negeri 1 Lintong Nihuta.

REFERENCES

- Ardianto, A., Hidayat, D., & Eviyuliwati, I. (2020). The Effect of Fishbone Diagram on Students' Writing of Analytical Exposition Text. <https://doi.org/10.4108/eai.30-9-2019.2291131>
- Basonggo, H., Said, M. M., & Dewi, A. K. (2016). Developing Writing Skill of Grade Viii Students. *E-Journal of English Language Teaching Society (ELTS)*, 4(1), 1–11.
- Beyrelı, L., & Ari, G. (2009). The use of analytic rubric in the assessment of writing performance -inter-rater concordance study-. *Kuram ve Uygulamada Egitim Bilimleri*, 9(1), 105–125.
- Diliana E. (2018). The Effectiveness of Peer Assessment to Teach Descriptive Writing for High and Low Proficiency Students.
- Fajriani, A. Z., Listia, R., Arini, D. N., Language, E., Study, E., & Mangkurat, U. L. (2019). the Use of ' Stop ' and ' Dare ' Strategy To Improve Students ' Achievement in Writing Analytical Exposition Text. *Lingua Educatia Journal*, 1(1), 1–11.
- Mogahed, M. (2011). Brainstorming for Ideas. *Online Submission*, 1–6.
- Najogi, J., Adnan, A., & Padang, U. N. (2019). *Journal of English*

- Language Teaching Using Peer Correction Towards Students Writing. *Journal of English Language Teaching*, 8(1), 127–138.
- Prasetya, R. G. (2017). The Effect of Brainstorming Technique in writing descriptive text at viii grade of mtsn stabat in 2016/2017 academic year. 6–18.
- Pujiwidodo, D. (2016). Using the Brainstorming Technique to Improve The Eight Grade Students writing ability at smp n 1 nanggulan kulon progo a. iii(2), 2016.
- Raudatus, A. (2020). Writing Skill in Teaching English: An Overview. *Educasia*, 5(1), 21–35.
- Sari, N., Saun, S., & Rosa, R. N. (2014). Strategy in Teaching Writing an Analytical Exposition Text Toward Grade XI Students '. *Journal of English Language Teaching (JELT)*, 2(March), 209–219.
- St.Asriati AM., M. (2013). Improving the Students Writing Skill by Using Process Writing Approach at The Second Grade 2(2).
- V.A.R.Barao, R.C.Coata, J.A.Shibli, M.Bertolini, & J.G.S.Souza. (2022). The Use of Brainstorming Technique on Students Speaking Ability at the Ninth Grade of Junior High School 8 Pekanbaru. *Braz Dent J.*, 33(1), 1–12.
- Wahyuningsih, J., Language, E., Study, E., Training, T., & Faculty, E. (2017). the Use of Case Building Technique To Enhance Students ' Analytical Exposition Text Writing the Use of Case Building Technique To Enhance Students ' Analytical Exposition Text Writing.
- Yahya, S. M. (2022). The Use of Preposititon Descriptive Text of the Seventh Grade Students at SMP Negeri 1 Bungoro Faculty Teacher Training Education.
- Yazid, M. (2020). Penerapan Metode Pembelajaran Brainstorming untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Pada Mata pelajaran PKn di SMA Negeri 1 Woja Dompu. *Jurnal Ilmiah Ilmu Pendidikan*, 3, 510–516.
- Yessy, G., & Sinambela, E. (2018). An Analysis of Students' Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan. *The Episteme Journal of English Literature and Linguistics*, 4(2), 1–31. uhn.ac.id
- Yuningsih, N., & Novarita, N. (2020). Writing an Analytical Exposition Text Through Cooperative Script Strategy. *ETERNAL (English Teaching Journal)*, 11(2), 51–62. <https://doi.org/10.26877/eternal.v11i2.7562>
- Zahra Isfani Nur. (2018). The effect of brainstorming teaching theory on students' achievement in writing descriptive paragraph at sma harapan mekar skripsi.