

The Effectiveness of Brainswriting Technique In Teaching Writing Short Story Toward The Student

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ARTICLE INFO

Article history:

Received: 2023,08-30

Revised 2023, 09-22

Accepted, 2023,09-30

Keywords :

Brainwriting,
Writing,
Short story

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik menulis Brains efektif dalam pengajaran menulis cerita pendek. Ada dua hipotesis dalam penelitian ini; hipotesis kerja (H_a) dan hipotesis nol (H_o). Populasi dalam Penelitian ini adalah siswa kelas VII SMPN Satu Atap Repuk Sintung. Penelitian ini menggunakan jenis penelitian quasi eksperimen dan desain penelitian yang digunakan adalah non-equivalent control group design. Dalam penelitian ini, kelompok eksperimen diajarkan menggunakan penulisan terbimbing dan kelompok kontrol diajarkan menggunakan metode konvensional. Data diperoleh dengan melakukan pre-test dan post-test. Pada pre-test, nilai rata-rata kelompok eksperimen adalah 67,93 dan kelompok kontrol adalah 68,23. Hasil post-test kelompok eksperimen sebesar 81,89, sedangkan kelompok kontrol sebesar 74,21. Hasil uji t juga menunjukkan terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Nilai t untuk $\alpha = 5\%$ dan $n = 77$ adalah 2,34 dan t tabel untuk $t(0,05)(77)$ adalah 1,985. Hasil perhitungan membuktikan bahwa t -nilai lebih besar dari t -tabel. Disimpulkan bahwa teknik Brainwriting efektif digunakan dalam pengajaran menulis cerita pendek. Penggunaan rangkaian pertanyaan dan outline dapat membantu siswa dalam mengungkapkan gagasannya.

The research aims to investigate whether Brains writing technique effective in teaching writing short story. There are two hypotheses in this research; working hypothesis (H_a) and null hypothesis (H_o). The population in this Research was Seventh grade students of SMPN Satu atap Repuk Sintung. The research applied a quasi-experimental study and the research design was a non-equivalent control group design. In this research, the experimental group was taught using guided writing and the control group was taught using conventional method. The data were gained by administering a pre-test and a post-test. In the pre-test, the mean score of the experimental group was 67.93 and the control group was 68.23. The result of post-test of the experimental group was 81.89, while the control group was 74.21. The result of the t -test also showed that there was a significant difference between the experimental group and the control group. t -value for $\alpha = 5\%$ and $n = 77$ was 2.34 and t -table for $t(0.05)(77)$ was 1.985. The calculation proved that t -value was higher than t -table. It is concluded that Brainswriting technique is effective to be used in teaching writing short story. The use of sequence of questions and outline can help the students to express their ideas.

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Introduction

By mastering English as a medium for communication, especially in writing, students are expected to communicate and produce appropriate English texts. By having the competencies stated above, grammar and vocabulary should be mastered by students to master writing and apply it in real-world communication.

Harris (1993: 122) mentions that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best ways to help our pupils find fulfillment as writers.

The teaching of writing is just as important as the teaching of other skills as basic language skills. Students should master writing skill as good as the other skills since writing skill also gives contribution to improve students' competence. Teaching writing is a good way to prepare students in globalization era Students need to know how to write letters, short story, advertisement, news, electronic mail, etc. Moreover, students should be able to master the new genres of text which required the students' writing skill. In conclusion, good writing skills are required to achieve both

academic purpose and communicative purpose.

Based on the pre-research observation in SMPN Satu atap Repuk Sintung., the researcher found some problems dealing with writing as follows: (1) Students lacked in vocabulary mastery; (2) Students lacked at punctuation; (3) Students lacked in grammar and sentence structure mastery; (4) Students cannot express their idea in a good writing; (5) Students lacked in the content of the topic; and (6) Students' attention to the lesson is low.

Based on the problems stated above, the researcher wants to apply the brains writing technique improve students' writing skills because it can make them write easily, and also practice to write is the best way to learn writing. Furthermore, brains writing technique can be used to extend and develop text written during independent writing. It involves a teacher: guiding a small group of students in their attempts to create individual written texts; responding to students' attempts; and extending students' thinking during the process.

Brains writing technique is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, etc, when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of a text. Students' writing can be evaluated during the guided writing process as the teacher moves around the group. The products can also be analyzed more closely afterwards and used as work samples in portfolios or records of development. Based on the reason above, the researcher would like to do the research entitled: "The Effectiveness of Brains writing Technique in Writing Short Story toward SMPN Satu atap Repuk Sintung.

Method

According to Creswell (2009:154), quasiexperimental is a kind of experimental research in which individuals are not randomly assigned to groups. In this study, a non-equivalent control group design is used. A non-equivalent groups design includes a group of participants who receive a treatment as an experimental group and another group of participants as a control group. This design was chosen because I did not break the classes up to get the objects of the study. The researcher used two existing classes randomly.

In this research, the researcher divided the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test. Both of groups took pre-test and to measure their early writing skills before getting the treatment. During the treatment, the experimental group was taught by using guided writing technique, while the conventional method was performed in the control group. After the treatment, the same post-test and were administrated to investigate whether any significant differences in writing recount text between both groups. The effectiveness of the instructional treatment is measured by comparing the average score of students' achievement in experimental and control group. When it turns out that the average score of students' achievement in experimental group is significantly higher than the average score of students' achievement in control group, then it is concluded that the instructional treatment is effective

Findings and Discussion

Pre-test

In this research, the students are given a pre-test in order to know the student, ability. This test was followed by experimental and control group, the students of class VII A SMPN Satu Atap Repuk Sintung as the experimental group are 18 and 16 students of class VII B SMPN Satu Atap Repuk Sintung as the control group. The test was a written test. The result of pre-test in experimental and control group are visible in table below:

Table 1. The result of Pre-test in experimental and control group

Group	Maximum	Mean	Minimum
Experimental	95	67,93	35
Control	87	68,98	25

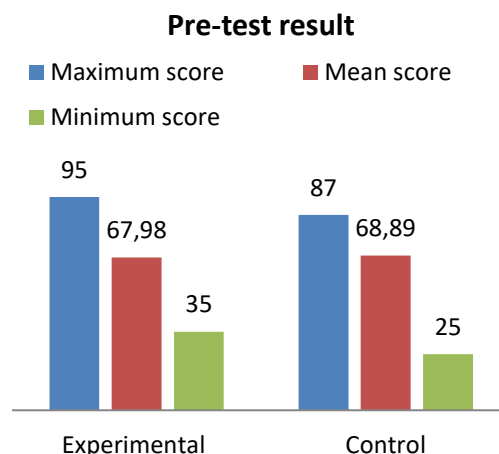


Figure 1. The result of Pre-test in experimental and control group

The result of pre-test in the experimental group got total scores 2785 in doing pre-test. Next, the maximum score was 95 and the minimum score was 35. The mean score of this group was 67.93 and standard deviation was 16.42. In addition, it can be seen that the total scores of pre-test in control group was 2661. Furthermore, the maximum score was 87 and the minimum score was 25. The mean score of the students' result in this group was 68.23 and standard deviation was 15.45. The result of pre-test in control group was slightly different from the experimental group. Therefore, I concluded that two groups had equal level.

Treatment

After pre-test, the students were given treatment in experimental and control group. In experimental group, the treatment was used brains writing technique in teaching and learning process and the control group was given treatment by using the other technique of teaching writing.

Post-test

After giving treatment to experimental and control group, the researcher gave post-test to measure the student' ability after the treatment. Based on the post-test result, the total score of experimental group was 3112. This group got mean score 81.89. Furthermore, the control group got total score 3044. The mean score of this group was also increased, it was 74.24. As a result, the result shows that there was an improvement in post test result than pre-test. Based on the tables above, it meant the students` improvement of experimental group is higher than control group. Based on the post-test result, it can be concluded that brains writing technique is more effective in teaching writing short story.

Table 2. The result of Post-test in experimental and control group

Group	Maximum	Mean	Minimum
Experimental	95	81,89	65
Control	90	74,24	55

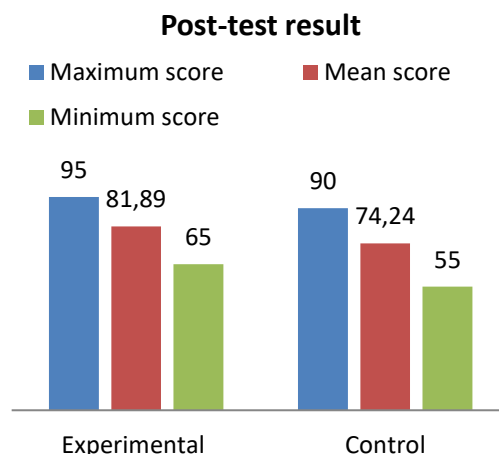


Figure 2. The result of Post-test in experimental and control group

Conclusion

The experimental research focused on students' ability to create a short story was successful. The computation result for experimental group's mean on pre-test was 67.93 and 68.23 for the control group. In the post-test, the experimental group gained 81.89 and the control group gained 74.21. The calculation showed that the result of experimental group was higher than the control group.

Based on the the result of post-test, mean scores differences between pre-test and post-test of experimental and control group, and t-test findings on the previous chapter, the researcher concluded that brains writing technique is effective to be applied in teaching writing short story

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