

The Implementation of Brainwriting Strategy to Improve Students' Ability in Writing Recount Text

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Abstract

Writing plays an important role in language acquisition, promoting the students' experiment to communicate their ideas and strengthen the language ability that they learn in class. However, the researcher found that students had low ability in writing. The research objectives were: (1) To describe the implementation of brainwriting strategy can improve students' ability in writing recount text. (2) To identify the improvement of students' ability in writing recount text by using brainwriting strategy. This research used a classroom action research design that conducts in two cycles. The research subject was X IPA 1 grade SMAN 1 Sangatta Selatan students. These research findings showed that: (1) The implementation of the brainwriting strategy where the students divide into some groups that consist of 6 or more participants, then every student write three ideas on the paper until 5 minutes the paper passed to the right person, just like that until all of the participants have got the paper. (2) The improvement of students' ability to write recount text using brainwriting strategy could be seen from the comparison calculation between the total average cycle I and cycle II scores. The implementation of brainwriting strategy can improve the students' ability to write recount text.

Keyword: Implementation, Brainwriting, Writing, Recount Text

A. Introduction

Language as a communication tool has used by a particular country or community in their daily life as means to convey information and arguments to others. Language important because, it was as a medium of communication that uses by everyone. Most of the people take for grant the ability to communicate easily through the language¹. By language, people can express and deliver the minds, opinions, feelings, and interaction with others. As social beings, we need language in interacting with others to fulfil our necessities of life.

There are several languages worldwide, and English is the international language used by most countries. English is very important in many role scopes such as education, economy, technology, etc. Jack C. Richard and Theodore S. Rodgers, state that Latin was studied most largely five hundred years ago as a foreign language. However, English has already become the largest study as a foreign language². The English language was also one of the requirements for employees of various agencies or companies. So, the students' English language was necessary for their futures.

In Indonesia, English is widely taught as the first foreign language in schools. The emphasis on English education in Indonesia is primarily due to its status as a global language and its importance in international communication, trade, and technology. Indonesia Government have been deployed the English language in curriculum of secondary school, high school, and institute or university. Especially at high school, according to curriculum 2013 the English subject at high school covers the ability to communicate in three types discourse namely, interpersonal, transaction, and function, collectively in spoken and writing, at the level literacy functional, to execute the social functions of personal context, socio-cultural, and academics in professional life³. It means that teaching English language supposed to the student help improve their communicative competence in oral and writing text forms. The language has been to students since elementary school until university.

Learning English as a foreign language involves more than just mastering grammar and vocabulary. It encompasses various aspects, including pronunciation, spelling, and the cultural background of the language. According to Jim, the commonly accepted framework in language learning and teaching, listening and reading are referred to as receptive skills, while speaking and writing are considered productive skills.⁴ The fourth skill in the English language is often referred to as "writing," and it is interconnected with the other three skills: listening, reading, and speaking. These skills are commonly known as the four language skills.

Writing was the most important contrivance in human history, to master English people must be proficient in producing text both in oral and writing forms.

¹ Agnes Kukulska-Hulme, *Language and Communication: Essential Concepts for User Interface and Documentation Design* (Oxford University Press, 1999).

² Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching* (Cambridge university press, 2014).

³ Kurikulum, *Buku Pedoman Guru Mata Pelajaran Bahasa Inggris* (Jakarta, 2013).

⁴ Jim Scrivener, *Learning Teaching* (Macmillan Oxford, 2005), 11.

The Implementation of Brainwriting Strategy to Improve Students' Ability in Writing Recount Text

Writing plays a crucial role as a productive skill in language acquisition. It provides learners with an opportunity to express their thoughts, ideas, and opinions in a written form, allowing them to experiment with the language they are learning⁵. Writing has many functions important in learning language. When we write need all of English mastery, such as vocabulary, grammar, punctuation, capitalization, spelling and the paragraph development. So, the writing ability can support the students to help master the other skills. Writing is the one language ability of the English students as Foreign Language (EFL) that must be proficient. Especially, the students of high school standard competence in writing, there are some texts that should to be mastered. The text once is recount text, the type of text that purpose to retell for informing or entertaining past experience that happened in the past.

However, most of students had low the ability in writing. Based on the previous studies' research finds, the students had low the ability to write because some problems such as difficulties in express and develop ideas, difficulties in cohesive and coherence paragraph, and students also often write sentence that use incorrect structure (grammatical errors) and use capitalization and punctuation marks. The students also difficulties in word choice, because have low vocabulary and frequently in choosing word made mistake especially in writing recount text⁶.

Relation to this current study, the researcher wanted improve the students' ability in writing recount text. The recount text that chosen, beside the scope this study, it is also included as one of writing standard competence at tenth grade students of high school on the curriculum. The recount text is also being a writing problems of the students SMAN 1 Sangatta Selatan.

In the case, the researcher wants to try brainwriting strategy to make students easier in writing recount text. There are several previous studies related to this research. The first is a journal by Sintawati Yulianti, etc., about the most suitable strategy for improving students' writing skills. The second Sari about using 6-3-5 brainwriting in helping Senior High School students doing brainstorming in writing process. Third is a thesis by Rathi Purwati about using a brainwriting strategy to improve the students' writing skills in descriptive text. The fourth thesis by thesis by Filda Hulwani Dewi about the use of brainwriting 6-5-3 technique to improve students' writing ability in recount text. The fifth thesis by Ririn Nur Halifah is about implementing the brainwriting 6-3-5 method to improve students' writing skills. The similarity of the previous studies with the research on using brainwriting to improve students' writing ability.

Brainwriting are combination words of brainstorming and writing, means that in writing process we can used brainstorming technique in writing. Brahm and Kleiner in Wilson state that, brainwriting is a method for generating ideas quickly by asking participants to write down their ideas on paper and exchanging ideas for writing thoughts with what happened in the brainstorming technique⁷. So that,

⁵ Tom Bello, 'Writing Topics for Adult ESL Students', in *31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FL, USA, 1997*.

⁶ Gelegar Yudha Setyawan and Dewi Rochsantiningsih, 'OPTIMIZING GOOGLE DOCS TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT', *English Education*, 2.2 (2014).

⁷ Chauncey Wilson, *Brainstorming and beyond: A User-Centered Design Method* (Newnes, 2013).

brainwriting is a strategy that can be used in learning to write. Brainwriting is a good strategy to increase writing proficiency.

Based on the explanation above, the researcher conducted this research to investigate how is the implementation of brainwriting strategy can improve students' ability in writing recount text at tenth grade of SMAN 1 Sangatta Selatan. And, how is the improvement of students' ability in writing recount text by using brainwriting strategy at tenth grade of SMAN 1 Sangatta Selatan. Finally, this research hopefully can picture out the teaching learning English, so the teacher and the students where the research is conducted will get the benefits from it.

B. Literature Review

1. Brainwriting Strategy

Kemp in Jamil, states that learning strategies are learning activities that must be carried out by teachers and students to achieve learning objectives effectively and efficiently⁸. The learning strategies are composed of methods and techniques or procedures that will enable learners to achieve learning objectives. There several strategies in learning. Especially in writing, one of the strategies is about brainwriting. In this part, the researcher will research the improving students' ability in writing recount text thought using brainwriting strategy.

Brainwriting is a modification of brainstorming technique⁹. Brainwriting are combination two words of brainstorming and writing into name of brainwriting. In addition, Cline in Michalko suggests that, brainwriting is one of the strategies that the teacher used in teaching writing that almost indicated to the brainstorming technique¹⁰. Brainwriting is brainstorming technique in writing which is doing by asking for help in a group to find or generating ideas based on certain themes or problems.

There were two types of brainwriting strategy, such as: brainwriting associated stimulus and brainwriting unrelated stimulus. Brainwriting associated stimulus requires members of group to share ideas. In the group activity, participants may create their ideas regardless of the stimulation that used. For examples of brainwriting with associated stimulus were brainwriting 6-3-5, brain cleansing, ideas mixing, the slip showed and group does. Brainwriting unrelated stimulus also requires group members. However, unlike brainwriting that has corresponding stimuli, in the source activity of stimulation

⁸ Jamil Suprihatiningrum, 'Strategi Pembelajaran Teori Dan Aplikasi', Yogyakarta: Ar-Ruzz Media, 2013.

⁹ Aditya Astu Bhairawa, Abdurrachman Faridi, and Rudi Hartono, 'The Effectiveness of Brainstorming and Brainwriting Strategies to Teach Writing for Students with High and Low Interest in the Academic Year of 2019/2020', *International Journal of High Education Scientists (IJHES)*, 2.1 (2021), 47-58.

¹⁰ Michael Michalko, *Thinkertoys: A Handbook of Creative-Thinking Techniques* (Random House Digital, Inc., 2006).

unrelated directly to the problem. Unrelated stimulus tends to lead the right ideas. Therefore, the highest potential for bring out the best ideas can be got in unrelated brainwriting activities. The examples of brainwriting unrelated stimuli were such as altered states, bouncing ball, puzzle pieces, and pass the buck¹¹.

Based on the explanation above, concluded that brainwriting is one of strategies that include brainstorming technique in generating ideas, the best strategy to improve students' ability in writing. Brainwriting strategy in writing process could help the students to write can add or exchange ideas with other students and also provides the advantages to push the passive students to express their ideas class in form of writing. The Brainwriting 6-3-5 is used as a famous of the example activities of brainwriting strategy. in this research used brainwriting associated stimulus namely brainwriting 6-3-5.

The term of brainwriting is by scientists at Battelle Instituted in Frankfurt, Germany in the 1970. Brainwriting developed in Brainwriting 6-3-5 means in a group consist of 6 participants can write 3 ideas in 5 minutes. The steps teaching used brainwriting 6-3-5, there will be discussed as follows:

- a. Every group gets a piece of paper and within 5 minutes each participant must write 3 ideas in every column;
- b. After was up time, the sheet given to the right person;
- c. After receiving entry sheet, the participants can write 3 ideas using the previous ideas provides in the column as a stimulus, during of this round there is no discussion;
- d. The writing ideas process and passing sheets, continued until the participants at last received the original sheets¹².

In implementing of brainwriting strategy believe can improve the students' ability in writing and enhance the language components of students.

2. Writing

According to Jim scrivener suggests that writing is the productive ability of language.¹³ It means that the language used need the ability to product language in written forms to expressing ideas for generating ideas. In expressing ideas for generating ideas, strategies that mention in the previous section is brainstorming. Writing allows one to express ideas through the process of product written language. It was the process of using symbol or letter of alphabet, punctuation and spaces to communication ideas and feelings

¹¹ Arthur B VanGundy, '101 Activities For Teaching Creativity And Problem Solving-Arthur VanGundy. Pdf', 2005.

¹² Hulwani Dewi, 'The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text', *Undergraduate (S1) Thesis. Semarang: Islamic Education and Teacher Teaching Faculty-UIN*, 2015.

¹³ Scrivener, II.

in a readable. Writing very complicated subject, because it includes not only structure but also diction, vocabulary and the organization of thought. It needs through the process of writing.

In addition, Brown states, writing was the process of creating several ideas of students' knowledge to be a written¹⁴. The process of teaching writing involves four basic stages, planning what we are going to write, then drafting, next revising and editing what we have written and produced a final version.

According to Harmer, there were 4 steps process of writing, as follow:

- a. Planning or pre-writing is an activity writing that intended to encourage and stimulate students to write. This serves to stimulate students' ideas for writing. An experienced writer's plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. The writing activities are preparations to give them the experience of learning to write, such as brainstorming, clustering and others.
- b. Drafting. At this stage, students will focus on writing fluency and writing without paying much attention to the accuracy of their work. During the writing process, students must also focus on the content and meaning of the writing. In addition, students can confidently present their arguments to different audiences, such as peers, other classmates, and others.
- c. Editing (Reflecting and Revising). At this stage students focus on tidying up their work in preparation for the final draft to be evaluated by the teacher. The main activities that students use at this step are editing the mistakes such as on grammar, word spelling, punctuation, sentences, and diction. The students also review and re-examine the text to see how effectively in communicating ideas to readers. At editing or revising is not only an activity of checking for language errors but also about use to improve the content and organization of ideas. While you are revising, you might have to re return to the pre writing step to develop and expand your ideas, so the writer readable.
- d. Final version is the last process of writing. Once writers have edited their draft, making the changes they consider to be necessary produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. Then, the writer is now ready to send the written text to its intended audience. Publishing refers to the accomplishment of making a final paper freely available. So, the writer ready to produce their writing.¹⁵

¹⁴ H Douglas Brown, *Principles of Language Learning and Teaching* (Longman New York, 2000), iv.

¹⁵ Jeremy Harmer, 'Review of "How to Teach Writing"', *Electronic Journal of Foreign Language Teaching*, 3.2 (2006), 246-48.

However, learning to write in a new language always not easy. There are some difficulties of writing but still a useful, important and enjoyable part of writing in learning the foreign language. Writing is an activity that involves some components have to be considered such as word choice, used appropriate grammar, syntax, mechanics, and organizing ideas into coherent and cohesion form. These are the language skill that must be learned.

In addition, an affective composition must meet the qualities in several terms forward by Brown, as follow:

- a. Content is the substance of writing, the experience of the main idea, i.e., groups of related statement that a writer presents as a unit in developing a subject. Brown said the content involves thesis statement, related of the ideas, development of ideas based on the personal experience, illustration, facts and opinions. It can be concluded that content is an important element in writing because it involves the related statement, development of the ideas, the scope of relevant topics and the details.
- b. Organization is a unit or arrangement, which consists of elements in writing with the aim of expressing the contents of ideas, feelings, and opinions clearly and effectively to the reader. According to Brown, organization in writing must consists the introduction, effectiveness of logical in order the ideas, conclusion and appropriate the length. So, it can be concluded that organization in writing is a crucial element that has an important role in giving the readers comfort to understand the writer text through the existence of cohesion and coherence.
- c. Grammar is a structure of language form or a verb phrase used to express a time relationship. It means that grammar is the description of the rules in forming sentences, include of the meaning that the format presented. Grammar in writing used as the sentence structures and construction include the cohesiveness and correctness using as agreement of tense, number, word order, place and part of speech.
- d. Vocabulary is the body of words used in a particular language, the words used on a particular occasion or in a particular sphere, i.e. All of the words that people know or uses in the world called vocabulary. In concluded, vocabulary was the total number of words that needed by speakers in communicate to express meaning their ideas. That is the reason why vocabulary important in language. Without knowing the vocabulary, understand a language is difficult.
- e. Mechanics are the small parts of writing that stick everything together to ensure that everything makes sense and that emphasis is placed where it wants to be. Writing mechanics also refers to the use of capital letters or capitalization. Correct use of punctuation also important because it conveys

meaning, while spelling means visible words. Basic punctuation mechanics include commas (,), colons (:), and semicolons (;), apostrophes (') and hyphens (-). If the writer misspelled, it would create meaningless words.¹⁶

Based on the explanation above, the researcher concluded that there are five components of writing assessment. They were involved of content (topic and details), organization (text structures), grammar (agreement), vocabulary (word choice), and mechanics (spelling, capitalization and punctuation).

SMAN 1 Sangatta Selatan has implemented Curriculum 2013. Based on the curriculum 2013, the aim of English subject in senior high school is to achieve the communication proficiency. Based on the Standard Competencies and Basic Competencies of curriculum of 2013, English subject involves four basic skills as the main foundation in mastering English. The basic skills that students must achieve are; listening, speaking, reading and writing. Those four skills are the language target development. This means that the students are able to use English as the informational language.¹⁷

Teaching English writing at senior high school based on the syllabus that is applying in the school. Generally, the purpose of English courses is to develop the students' potential to have communicative competence in interpersonal discourse, transactional, and functional talks, using a wide range of texts oral and written English form. The standard competence in writing one, there are some text which should to be mastered such as descriptive text, narrative text, recount text, procedure and report text.¹⁸ Furthermore, the material is talking more in this research about recount text.

Recount text provide different approaches to retelling past events, each with its own purpose and style of narration:

- a. Personal Recount: This type of recount involves retelling an activity or event that the writer has personally experienced. It helps establish a connection between the writer and the reader, as the writer shares their own perspective and feelings about the event.
- b. Factual Recount: Factual recount focuses on reporting incidents by reconstructing factual information. It can include historical recounts, which retell past events of significance, as well as biographical and autobiographical recounts, which recount the lives of individuals.
- c. Imaginative Recount: In an imaginative recount, the writer applies factual knowledge to imagine and interpret events. It involves using creativity to retell or reinterpret past events, often taking on imaginary roles or perspectives.

¹⁶ H Douglas Brown, 'Second Language Acquisition/Learning: Psycholinguistic Factors', *Annual Review of Applied Linguistics*, 1 (1980), 108–23.

¹⁷ Brown.

¹⁸ Utami Widiati, *Bahasa Inggris Kelas X* (Jakarta: KEMENDIKBUD, 2017).

- d. Procedural Recount: This type of recount involves recording the steps taken during an investigation or experiment. It provides a detailed account of the procedures followed and serves as the basis for reporting the results or findings.
- e. Literary Recount: Literary recounts focus on retelling a series of events with a social function of entertaining. They can include stories, novels, or any form of literature that recounts events in an engaging and narrative manner.

The generic structure of recount text such as: orientation that provides background of the setting and introduces participants; events that tell the happened in sequence stage; and re-orientation as optional-closure of events. In additionally, there were language features of recount text, as follow:

- a. Focus on the individual participant.
- b. Using simple past tense. For example, went, cooked, spent.
- c. Using an adjective to describe nouns. For examples the biggest house, the largest room.
- d. Using an adverb and adverbial phrase to indicate place and time. For example, last week, last holiday, last vocation.¹⁹

C. Research Methodology

According to Vester 2002 as cited in Khaerani, 2014 state that, classroom action research did for who wants take action to improve students learning exam.²⁰ Classroom action research is an activity using by teacher or other individuals in an educational context to explore and examine aspects of teaching and learning process. In this research used classroom action research design in implementing the brainwriting strategy to improve students' ability in writing recount text. There are four stages in classroom action research design, such as planning, implementing, observing and evaluating or reflecting.

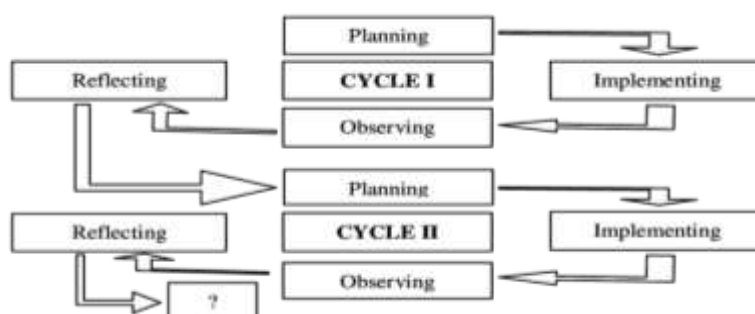


Figure 1. Classroom Action Research stages

In addition, Arikunto state that population is whole research subject that studied with roughly the same characteristics. In this research, the research

¹⁹ L Anderson, *Recount Text Bahasa Inggris* (Yogyakarta: Pustaka Belajar, 2013).

²⁰ Abdur Rahim Basriansyah, 'The Use of Freewriting Technique in Improving Writing Ability of Class XI Students at MAN 4 Banjar in the Academic Year 2017/2018', *The Use of Freewriting Technique in Improving Writing Ability of Class XI Students at MAN 4 Banjar in the Academic Year 2017/2018*, 2018.

subjects are class X MIPA at SMAN 1 Sangatta Selatan, consists of male and female that 32 students, bases on the documentation of SMAN 1 Sangatta Selatan.

According to Putranti as cited in Khaerani, state that classroom action research includes qualitative method, although data collected may be quantitative.²¹ In this research, the data collections were obtained the instruments of observation, test, and interview. After all the data are collected through result of the test, observation, and interview, then qualitative method need analysis to finding out the research. In this research, the data are collected in quantitative and qualitative forms then the data are analyzed by descriptive technique. The quantitative data is collected from conducting tests. The average score is used as representative the central tendency. It uses to find out the improvement of the student' ability in writing before and after implementation. Some formulative from that used, as follow:

$$M = \frac{\sum x}{N}$$

Exp: M= average of students' score

$\sum X$ = The sum score of students' writing test.

N = The total number of students.

In analysis the qualitative data, the researcher doing in three stages. First, the researcher collecting the data which the form of observation checklist, sample of the students' writing and interview transcripts. Finally, the researcher organizing the data then display to draw the conclusion to find out progress of the implementation and verified the data.

D. Research Findings and Discussion

After the brainwriting strategy implementing in learning of write recount text, then the researcher got data in every cycle. The analysis was carried out in each cycle to see an improvement of the results that the researchers got the results in classroom action research. From the data analysis, the results showed that the students' ability in writing recount significantly improved after being taught using brainwriting strategies. Moreover, the comparison between the average score improvement of the students' ability in writing recount text, can be seen in the description chart.

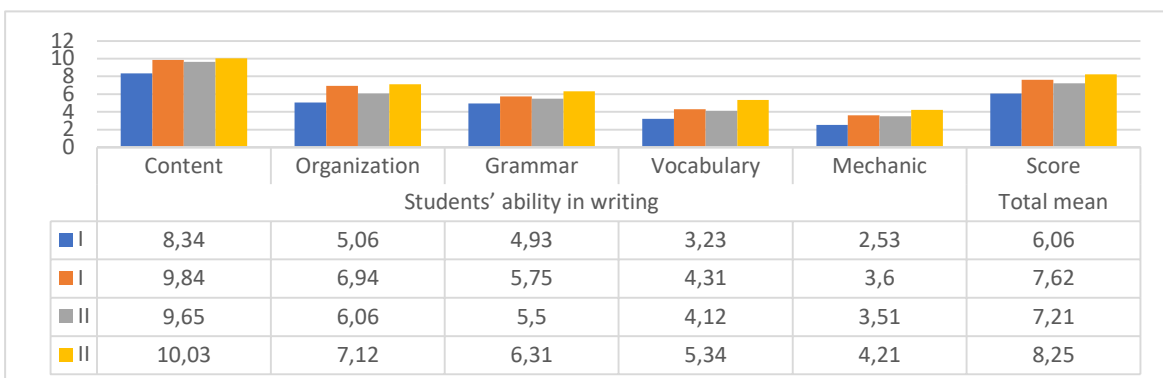


Figure 2. The Average Score of Students' Writing Ability in Whole meetings

²¹ Tri K Oktavia, 'The Use Of Free Writing Technique In Improving Writing Ability Of Class VIII B Students At SMP Muhammadiyah 2 Melati in The Academic Year Of 2014/2015', Yogyakarta. Universitas Negeri Yogyakarta, 2015.

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The correlation between the result of the researcher's finding and the previous study, in the case, the researcher found that the implementation of a brainwriting strategy to improve students' ability in writing recount text successfully improved the students' abilities, such as the aspect of content, organization, grammar, vocabulary, and mechanic.

In addition, there was another research done by Sintawati Yulianti et.al.,. The result of the research found that a brainwriting strategy can improve students' writing skills and improve the writing classroom into a better situation.

The Students' Activity	Pre-Cycle		Cycle I		Cycle II	
	Yes	No	Yes	No	Yes	No
Paying attention.	√			√	√	
Responding to question.		√	√		√	
Asking question.	√		√		√	
Accomplish task.		√		√		√
Being enthusiastic in learning process.		√	√		√	

Table 1. Students' Observation Checklist

Criteria	Cycle I		Cycle II	
	Yes	No	Yes	No
The students have LKS and exercise recount text with brainwriting strategy.	√		√	
The students can follow the brainwriting strategy instructions.	√		√	
The brainwriting strategy is well design and easy to understand.	√		√	
The students can do brainwriting strategy well.		√	√	
The students done learning process by combine the brainwriting strategy and using traditional method.	√		√	

Table 2. The result of the use Brainwriting Strategy Observation Checklist

Secondly, Sari and Fitrawati's research result shown that 6-3-5 Brainwriting helps students in finding generating ideas. The students feel free to write their ideas and the students think creatively in a short time because critics and comments are not allowed while brainstorming is running.

Third, another research done by Rathi Purwati found that using the brainwriting strategy to improve the students' writing skills were successful.

Fourth, research done by Filda Hulwani Dewi found that the using of brainwriting 6-3-5 technique in teaching writing recount text was effective that can be seen in the result of observation, the students are motivate in learning English. Students' achievement in writing ability also improved.

Fifth, the result of research done by Ririn Nur Halifah showed that the students' writing skills improved significantly. Based on the result, the researcher recommends using Brainwriting 6-3-5 Method in teaching writing skills.

E. Conclusion

Based on the researcher analysis data result that provides some conclusion: 1) The implementation of the brainwriting strategy began by dividing the students into groups. Each group was given a table sheet specifically designed for brainwriting, which contained some clues related to the topic they were working on. The purpose of the table sheet was to stimulate idea generation. In the first round, all students were instructed to individually generate three ideas within a time limit of five minutes. They wrote down their ideas on the table sheet provided to them. Once the time was up, they passed their table sheet to the student sitting on their right-hand side. The process continued as each student received the table sheet from their neighbor and read the ideas written on it. They were then required to add their own ideas to the sheet, based on the existing ones. This continued for several rounds, with the table sheets being passed from student to student, allowing everyone to contribute and build upon the ideas of their peers. After each student had received and added ideas to several different table sheets, the process came to an end. At this point, the researcher instructed the students to individually write a recount text based on the ideas they had generated throughout the brainwriting activity. The purpose of this task was to encourage students to reflect on the ideas generated collectively and synthesize them into a coherent piece of writing. By employing the brainwriting strategy, the students were able to benefit from the diverse perspectives and insights of their peers. This approach fostered collaborative idea generation and encouraged students to think creatively, leading to a more comprehensive understanding of the topic at hand. 2) The improvement of students' ability in writing recount text using brainwriting strategy could be seen from the comparison calculation between total average score of cycle I and cycle II. In cycle I, the students' ability in writing recount text categorized low, which the average score of pre-tests was 60,62. After using brainwriting strategy, the students' ability in writing recount text improved, which the average score was 76,25. However, some students still not reached the KKM. Then, in cycle II the average score was 72,18 become 82,5 and there were 100% students who could reach the KKM.

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