THE INFLUENCE OF BRAINSTORMING TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT TENTH GRADE OF SMA NEGERI 1 WAY PENGUBUAN CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

A Thesis

Submitted as a Partial Fulfillment of

The Requirement for S-1 Degree

By:

DIYYAH ANDIKA PRATIWI

NPM: 1611040132

Study Program: English Education

Advisor: Dewi Kurniawati, SS., M.Pd

Co-Advisor: Dr. Nur Syamsiah, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG

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ABSTRACT

The purpose of this research was to know whether there was a significant influence of brainstorming technique towards students' recount text writing ability at tenth grade students' of SMA N 1 Way Pengubuan Central Lampung in the academic year 2020/2021. Writing ability on recount text is an abilitytoorganize ideas in which the writer was demanded to perform creativity in using language ability to produce a written product about past events.

The research methodology of this research was quasi-experimental design. The sample of this research was chosen by using cluster random sampling. There were two classes as the sample of this research, X MIA II as the experimental class and X IIS 1 as the control class. In collecting the data, the researcher used pre-test and post-test as the instrument. The pre-test was conducted before the researcher applied the treatment in the class and the post-test was conducted after the researcher applied the treatment in the class. The instrument of this research was a writing test. After conducting the pre-test and post-test, the researcher analyzed the data using SPSS Statistic 25 to analyze the data.

Then the result was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig. (2-tailed) or Sig. (ρ_{value}) was lower than $\alpha=0.05$ so H_o was rejected. It could be concluded that brainstorming technique could influence the students' recount text writing ability at tenth grade students of SMA N 1 Way Pengubuan Central Lampung in the academic year 2020/2021.

Keywords: *Brainstorming Technique, Quasi-Experimental Design, Recount Text, Writing Ability.*

APPROVAL

Title : THE INFLUENCE OF BRAINSTORMING TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT TENTH GRADE STUDENTS OF SMA N 1 WAY PENGUBUAN CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2020/2021

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APPROVED

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session at Tarbiyah and Teacher Training
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ADMISSION

A thesis entitled: "THE INFLUENCE OF BRAINSTORMING TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT TENTH GRADE OF SMA NEGERI 1 WAY PENGUBUAN CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2020/2021" by: DIYYAH ANDIKA PRATIWI, NPM: 1611040132, Study Program: English Education, was tested and defended in the examination session held on: Thursday, December 10th 2020.

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MOTTO

وَلَوۡ أَنَّمَا فِى ٱلۡأَرۡضِ مِن شَجَرَةٍ أَقۡلَٰمٌ وَٱلۡبَحۡرُ يَمُدُّهُۥ مِنۢ بَعۡدِهِۦ سَبۡعَةُ أَبۡحُرٍ مَّا نَفِدَتۡ كَلِمَٰتُ ٱللَّهِ إِنَّ

ٱللَّهَ عَزِيزٌ حَكِيمٌ

"And if whatever trees upon the earth were pens and the sea (was ink), replenished thereafter by seven (more) seas, the words of Allah would not be exhausted. Indeed, Allah is exalted in Might and Wise."[1] (QS.Luqman:27)

DECLARATION

Hereby, I state this thesis entitled "The influence of Brainstorming Technique towards students' recount text writing ability at tenth grade of SMA N 1 Way Pengubuan Central Lampung in the academic year 2020/2021" is completely my own work. I am fully aware that I have quoted some statements and theory sources and they are properly acknowledgment in the text.

Bandar Lampung,   Desember 2021
Declared by

Diyyah Andika Pratiwi
NPM: 1611040132

DEDICATION

The thesis is dedicated to:

1. My beloved parents, Mr. Agus Andika, S.Pd and Mrs. Sri Lestari, S.Pd who always pray and support me to finish this thesis.

2. My beloved family in Kedaton. Thank you for always support me.

3. My almamater UIN Raden Intan Lampung

CURRICULUM VITAE

The name of the researcher is Diyyah Andika Pratiwi. She was born in Bandar Lampung, September 10th 1998. The researcher is the only child of Mr. Agus Andika, S.Pd and Mrs. Sri Lestari, S.Pd.

The researcher started to study at Kindergarten of Aisyiyah Bustanul Athfal 2 Bandar Lampung and graduated in 2004. Then, the researcher continued her study to Elementary School 3 Labuhan Dalam and graduated in 2010. After that the researcher continued to Junior High School 20 Bandar Lampung and finished in 2013. After that, the reaseacher continued to study at Senior High School 13 Bandar Lampung until 2016. In 2016, the researcher accepted as a student of UIN Raden Intan Lampung in English Departement Study Program of Tarbiyah and Teaching Training Faculty. Finally, the researcher finished her thesis examination in December, 10th 2020.

The researcher

Diyyah Andika Pratiwi

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Bismillahirrohamnirrohim,

Alhamdullilahirrobbil'alamin, Praise to Allah the most merciful, the almighty God, for blessing the researcher to finish this thesis. The *sholawat* be to our prophet Muhammad SAW be upon him, with his family and followers. This thesis entitled "The influence of Brainstorming Technique towards students' recount text writing ability at tenth grade of SMA N 1 Way Pengubuan Central Lampung in the academic year 2020/2021" is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support, and encouragement from several persons and institutions, this thesis would not come into existence.

Therefore, the researcher would sincerely thank to:

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May Allah the most glorified and the most exalted, give goodness and blesses for all guidance and help that have been given to the researcher. Any correction, comment, and critic for this thesis are always welcome.

Bandar Lampung, 10 Desember 2020
The researcher

Diyyah Andika Pratiwi

TABLE OF CONTENT

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV RESULT AND DISCUSSION

CHAPTER VCONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is an important skill in English foreign language. There are four skills that should be mastered by the students but writingis the most difficult skill to learn for foreign English students.[1] The difficulty is not only generating and organizing the ideas but also transforming the ideas into a text. Writing helps students to acquire the English language because the activity in writing can stimulate thinking and facilitate the students to develop other language skills.

Writing is not a natural skill that every people can get. According to Lanneberg in Brown, human beings universally learn to walk and to talk, but that swimming or writing are culturally specific learned behaviors.[2] We learn to write if we are members of a literate society and usually only if someone teaches us. Writing also involves a complex cognitive activity. That is why EnglishForeignLanguage students find writing as a difficult ability to master because the process of writing demands them to use many cognitive and linguistic strategies.

Writing is important and frequently used in people's daily lives either as individual such as writing an application letter, messages, and dissemination of the research result or member of society such as in workplace issues. Writing is

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[1]J. Richard and W. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2002), p. 303.
[2]H. Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), p.334.

also taught in formal education considering the importance of having an ability and good skill of writing. Yet, it is not easy to define the ability of writing.

In teaching writing, there were a lot of problems that faces not only by the teacher but also the students. Based on the interview that the researcher did in the preliminary research, the researcher got some data from the English teacher especially the problem in teaching writing in her school. Mrs. Nurwasita said that teaching productive skill such as writing, need more effort and creativity. Since the teacher needs to teach very basic vocabulary, grammar, generating the idea, and organization, it takesa long time and process to make them have good ability in writing especially in writing recount text. As in the school is not supported by modern facilities to help her everyday activities to teach writing such as LCD, laptop, and audio, so far, Mrs. Nurwasitais accustomed to using manual media such as flashcards and picture series. In teaching writing, Mrs. Nurwasita usually used guided question techniques.

There were also some problems that face by the students according to Mrs. Nurwasita, such as lack of vocabulary mastery, having poor grammatical knowledge, lack of ideas to write and having a little knowledge of how to organize the ideas.

Based on the questionnaire of the students, they also said they have a problem in gathering ideas about what should they write in their writing. Actually, most of the students really like learning English but especially in writing they have a lack of grammar, organization of the writing and generate ideas about a certain topic.

The researcher conducted preliminary research by collecting the data and asking the students' writing scores from the English teacher. The results are:

Table 1
Students' Writing Score

No	Score	Level of Writing	Total	Percentage
1	88 - 100	Very good	5	2,78 %
2	75 – 87	Good	7	5,30 %
3	60 – 74	Fair	12	9,09 %
4	47 – 59	Poor	43	32,57 %
5	34 – 46	Very poor	65	49,24 %
Total			132	100 %

Source: the data of Students' writing scores of English Subject at Tenth Grade of SMA N 1 Way Pengubuan.[3]

From the data above, there were four classes and 132 students in the tenthgrade of SMAN 1 Way Pengubuan Central Lampung. Most of the students got low scores below the writing level. There were 120 students got lowscores. Based on the preliminary research, students who got low scores are still found difficulties in learning English, especially in writing. The students who got low scoresof writing said that they were still confused about how to generated ideas and how to organizethe ideas after it. Especially in writing recount text, they were also confused about the use of past tense.[4]

In teaching writing, English teachers have to choose the right method, technique or media that appropriate and effective for the students. When the

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[3]The data of Students' writing scores of English Subject at Eighth Grade of SMA N 1 Way Pengubuan(doc).
[4]Nurwasita, S.Pd, *Interviewing with English Teacher*, SMA N 1 Way Pengubuan Central Lampung, 14th January 2020.

technique that used is appropriate with the situation and condition of the learning process, it will give a good effect on the students' understanding. In this research, the researcher used brainstorming technique as a technique of teaching writing especially in writing recount text.

Brainstorming technique is a technique that can help students to generate a large number of ideas.[5]Generating ideas is the skill of adding to, extending or connecting given ideas by tapping into prior knowledge or gathered information.[6]Brainstorming lets the students express their ideas freely without any interruptions. By adopting this technique, the researcher hoped that the students could easily generate the ideas in doing writing and will not feel confused anymore about what things they should write.

In the previous research, any researchers had an investigation and research on brainstorming technique in teaching writing. According to Achmad Maulidi Effendi in his thesis article with the title *"The Effect of Using Brainstorming on the Seventh Grade Students' writing achievement at SMP 8 Jember in the 20013/2014 academic year",* after assessing the post-test result of both experimental and control group class, the result of the experimental group was better than the control group. It was proven that most students in the experimental group could produce approximately 10 sentences so it required the instruction of writing test given. It was more thanwhat the students in the control group did. It means that there was a significant effect of using

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[5]Elizabeth Chesla, *Write Better Essay in Just 20 minutes A Day* (2nd Ed) (New York: Learning Express, 2006), p. 32.
[6]Nora Teo, *A Handbook for Science Teachers in Primary Schools* (Singapore: Federal Publications, 2003), p. 53.

brainstorming on the seventh-grade students' writing achievement at SMP N 8 Jember in the 2013/2014 academic year.[7]

Tossi Ana Ari Utami in her research with the title *"Improving the Ability in Writing Descriptive Texts through Brainstorming Technique for Grade VIII Students at SMP N 1 Piyungan"*,brainstorming could improve the students' ability in writing descriptive text in terms of encouraging the students to start writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate more ideas effectively and release their anxiety that causes the writer's block. By using the technique, the students could feel at ease in performing the writing task.[8]

Ni Made Kusuma Dewi in her research with the title, *"Improving Writing Skill of the Tenth Grade Students Through Brainstorming"*, the result of the data analysis shows there was a significant difference between the result of experimental and the control group. In short, the use of brainstorming technique could improve the writing skill of the tenth grade students of SMA N 1 Torue in writing descriptive text.[9]

The difference between this research and all the researches above wasthe genre of the textsused in this research. This research used recount text as the genre of the text and this research took place in SMA N 1 Way Pengubuan

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[7]Achmad Maulidi Effendi, *The Effect of Using Brainstorming on The Seventh Grade Students' Writing Achievement at SMPN 8 Jember in the 2013/2014 academic year* (Jember: Jember University), p.1.

[8]Tosi Ana Ari Utami, *Improving The Ability in Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students at SMP N 1 Piyungan* (Yogyakarta: Yogyakarta State University), p. 97.

[9]Ni Made Kusuma Dewi, *Improving Writing Skill of The Tenth Grade Students Through Brainstorming* (e-Journal of English Language Teaching Society (IELTS) Vol.4 No.1 2016), p.1.

Lampung Tengah. This research was conducted during the pandemic (covid 19) era. During the pandemic era, SMA Negeri 1 Way Pengubuan still did the learning and teaching process offline but still followed the health protocol such as, social distancing. The school minimized the amount of students into 15 students for each class.

Based on the background of the study, the researcher used brainstorming technique in teaching English. Therefore, the researcher entitled this research *"The Influence of Brainstorming Technique towards Students' Recount Text Writing Ability at Tenth Grade Students of SMA N 1 Way Pengubuan Central Lampung"*.

B. Identification of Problem

Based on the background of the problem, the researcher identified the problem as follows:

1. The students had difficulties in generating and organizing ideas.
2. The students' lack of vocabulary mastery and having poor grammatical knowledge.
3. The teacher's technique was less effective to enhance the students' writing ability.

C. Limitation of the Problem

In this research, the researcher focused on the influence of Brainstorming technique especially in questioning towards students' recount text writing ability because the researcher wantedto know did brainstorming

techniqueespecially questioning capable to give significant influence on students' writing ability in recount text.

D. Problem Formulation

"Is there any significant influence of Brainstorming technique towards the students' writing ability in recount text at the Tenth Grade of First Semester in SMA N 1 Way Pengubuan?"

E. Purpose of the Research

The purpose of this research was to find out was there any influence of brainstorming technique towards students' recount text writing ability at Tenth Grade of First Semester Students in SMAN 1 Way Pengubuan in the academic year 2020/2021.

F. Uses of the Research

The uses of the research were as follow:

1. Practically

   a. For Students

   By implementing Brainstorming technique, the researcher expected that students got a good influence in their writing ability, especially on writing recount text.

   b. For the Teacher

   In order to gave information to English teachers that Brainstorming techniqueespecially the questioning technique could gave good

influenceon students' recount text writing ability at tenth-grade students of SMA N 1 Way Pengubuan Central Lampung.

c. For the other researchers

Hopefully,the result of this research could be a reference for other relevant researches needs about brainstorming technique especially by using questioning.

2. Theoretically

The result of this research can be used as a new reference which can help other researchers to do other relevantstudiesand then it can be one of the contributions for education research development, especially in English subject.

G. Scope of the Research

The researcher limited this research as follow:

1. Research Subject

The subjects of the research were students of the tenth grade of SMAN 1 Way Pengubuan

2. Research Object

The research object was the influence of Brainstorming Technique towards Students' recount text writing ability.

3. Research Time

The research was conducted in the first semester of the academic year 2020/2021.

4. Research Place

The research took place in SMAN 1 Way Pengubuan Central Lampung.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

a. Definition of Writing

English is very important to be learned in this era. In learning English there are four basic skills should be learned. They are listening, speaking, reading and writing. Those skills are divided into two, receptive skills and productive skills. Receptive skills are reading and listening. Receptive skills mean students do not need to produce languages; they only receive and understand it. Unlike productive skills such as, speaking and writing, in which students need to produce language. In the process of learning new language, students begin with receptive understanding of new items, then later move on to productive use. Students learn to listen first, then to speak, then to read, and finally they learn to write.

Writing is one of important skills that need to be mastered in education because writing involves highly complex skills.[1] In writing, writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. It means that writing is an activity that encourages someone to think and learn. Writing also motivates communication and makes thought visible for reflection. When

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[1]J.C. Richards. et.al, *Methodology in Language Teaching: an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 303.

we write down our thoughts, our ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing enhances language acquisition as students experiment with words, sentences, and other elements of writing to communicate their idea effectively and to reinforce the grammar and vocabulary they are learning in class.[2] It means that in the process of writing, it involves a series of thinking in which the writer has to transform their ideas coherently and cohesively in written text. In writing the writer is not only require to transmit the ideas but also to grow and cook the ideas into coherent and cohesive written product.

Writing is more than just put some words into sentences. In the process of writing there are several steps to be through to produce a good written product.[3] The writer of the text should undergo several steps to make sure that what has been written follows the right development of writing process.

From all the statements, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using language ability to produce a written product.

b. Process of Writing

Writing is a skill of a writer to communicate information to a reader or group of readers. It means that writing is a skill of a writer to give information to a reader in written form. Tribble says that if we are able to do writing well,

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[2]T. Bello, *Writing Topics for Adults ESL Students* (Paper Presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FI, USA, 1997).

[3]D.E, Zemach & Rumisek, L.A, *Academic Writing from Paragraph to Essay* (Macmillan: Cambridge University Press, 2005), p. 3.

it means that we are able to communicate effectively.[4] In writing, a writer is not only put a bunch of words together, but it is a process of developing ideas into a sequence written product. In the process of writing, a writer should follow the steps to produce a good written product.[5]

There are three steps involved in writing process:

1) Prewriting

Thinking about your topic and organizing your ideas.

2) Writing

Use your ideas to writing a first draft.

3) Revising

Improving what you have written.[6]

From all the explanations above, it can be concluded that in conducting a good written product, the students should follow the steps of writing. Therefore, in this research, the researcher followed the steps of Blanchard and Root in teaching writing in order to produce a good written product.

c. Components of Writing

In order to be able to produce a good written product, there are some components that must be owned by the students, such as:

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[4]Christoper Tribble, *Language teaching Writing* (New York: Oxford University Press, 1996), p. 130.
[5]D.E, Zemach & Rumisek, L.A, *Academic Writing from Paragraph to Essay* (Macmillan: Cambridge University Press, 2005), p. 3.
[6]K, Blanchard & Root, C, *Ready to Write: A first Composition Text* (3rd Ed) (New York: Pearson Education, Inc, 2003), p. 41.

1) Content

Content as the component of writing is thoughts, ideas, or information which is presented by the writer in a composition. The treatment of content itself is an ability to think creatively and develop thoughts.

2) Organization

Text organization is how a text is organized to help readers understand the information presented.

3) Grammar

Grammar is a set of language rules which are used to combine words or phrases in order to produce sentences in a language.

4) Vocabulary

Vocabulary is the properly selected words that are used depend on the condition of writing or speaking.

5) Mechanics

Mechanics is a set of conventions about the ability to use the correct punctuation, spelling, capitalization in written language.[7]

Thus, from the explanation above we can concluded that in writing process the students required to use several components of writing such as content, organization, grammar, vocabulary and mechanics. In this research, the researcher followed the components of writing above for teaching writing in order to produce a good written text.

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[7]J. B Heaton, Writing English Language Test (London: Longman, 1998), p. 135.

B. Concept of Text

a. Definition of Text

A text is a meaningful linguistics unit in a context.[8] A linguistic unit is a phoneme or morpheme or phrase or a clause, or a sentence or discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Non linguistic context is outside a text. So, it means that text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text.[9] A spoken text is any meaningful spoken text such as song, poetry, or drama, etc. A written text is any meaningful written text such as, notice, direction, article, or book, etc. It can conclude that text refers to any meaningful short or long written or spoken text.

In writing text, every language has its own rule or its own structure. The text structure is the culture of the native speakers of the language.[10] For example, the native speakers of the English language select and use linguistics units of language in the production of a text to communicate a piece of information. It is also their culture to interpretation of the text. In addition to that, it is also their culture to arrange that linguistic units produce and interpret a unified and coherent text. Thus, it can be concluded that, as a native speaker

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[8]Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (1st Ed) (Yogyakarta: Graha Ilmu, 2008), p. 1.
[9]*Ibid.*
[10]*Ibid,* p. 2.

of other languages, it is important to learn it if we want to communicate well in the English language.

b. Kinds of Text

Genre is a term for grouping texts together, representing how writers typically use language to respond to the recurring situation.[11] Genre helps to categorize texts and the situation in which it occurs. There are several kinds of text genre, such as:

1) Spoof

Spoof is a genre that has social function to retell an event with a humorous twist.

2) Recount

Recount is a genre that has social function to retell event an event for the purpose of informing or entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

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[11]Ken Hyland, *Genre and Second Language Writing* (Michigan: London, 2003), p. 4.

5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a genre that has social function to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a genre that has social function to amuse, entertain and to deal with the actual or vicarious experience in different ways, narrative deal with problematic events which leads to a crisis or turning point of some kinds, which in turn finds a resolution.

8) Procedure

Procedure is a genre that has social function to describe how something is accomplished through a sequence of actions or steps.

9) Descriptive

Descriptive is a genre that has social function to describe a particular person, place, or thing.

10) Hortatory Exposition

Hortatory exposition is a genre that has social function to persuade the reader or listener that something should not be the case.

11) Explanation

Explanation is a genre that has social function to explain the processes involved in the formation of workings of a natural or social-cultural phenomenon.

12) Discussion

Discussion is a genre which ha social function to present (at least) two points of view about an issue.

13) Review

Review is a genre that has social function to critique an art work or event for a public audience.

Based on the preliminary research, there were some texts that should be studied by the students but the researcher focused on recount text only. The researcher focused on recount text because the students of SMA N 1 Way Pengubuan felt really confused about how to write recount text, how to generate and develop the ideas while they were writing recount text. Therefore, the researcher focused on the study of writing recount text.

c. **Recount Text**

Recount text is a text that retelling of events that have actually happened.[12] On the other words, recount text is a text that retelling someone past events. Recount text tells past events that occurred in a sequence.[13] It means that the

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[12]Pie Corbett and Julia Strong, *Talk for Writing across the Curriculum* (New York: Open University Press, 2001), p. 49.

[13]Selviana Napitupulu and Kisno, *Teaching English As A Foreign Language* (Jakarta: Halaman Moeka, 2014), p. 145.

students should retell a sequence of events. The students should write recount text based on the generic structure of recount text to help them write a sequence of events. The generic structures of recount text are:

a) Orientation

Orientation is the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

b) Events

A series of events ordered in a chronological sequence.

c) Re-orientation

A personal comment about the events or what happened in the end.

There are 3 kinds of recount texts: the personal recount text that tells the reader about an event in which the writer was personally involved, the factual recount text that records an incident such as an accident or a science experiment, and the imaginative recount used in narrative writing.[14] In this research, the researcher focused on personal recount text because the researcher expected it was easier for the students to write personal recount text because the students could get ideas based on their own personal experiences.

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[14]*Ibid*

My Holiday at Pangandaran Beach

Last month, my family and I went to Pangandaran Beach for a holiday. We went there by bus. We left at 07.00 o'clock in the early morning. The trip took about four hours and we arrived there at around 11.00 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze.I saw some seagulls flew around hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on the shallow part.

Before we went home, I looked for some beautiful souvenirs at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.[15]

C. Concept of Brainstorming Technique

a. Definition of Brainstorming Technique

Brainstorming technique is the most effective technique for focusing and shaping your thoughts, allowing yourself some time to make connections with your subject, noting everything and anything that comes to mind.[16] The purpose is to make a list of as many as ideas possible without worrying about how will use them. When you brainstorm, write down every idea that comes

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[15] Rusman Haji, *Loc.Cit*

[16] Elizabeth Chesla, *Write Better Essays in Just 20 Minutes A Day* (New York: Learning Express, 2006), p. 32.

to you.[17] It means do not worry about whether the ideas are good, bad, silly or even not useful. By writing down every idea that comes, frequently students find that they can then generate ideas that they did not even know they had.[18] The students can decide which ideas are appropriate for the topic later after the students gather a bunch of ideas.

In the brainstorming process, the students need to write as many words or phrases as they can think about the topic.[19] It means that the students do not need to write full sentences. The students simply write down ideas in phrases or in single words. The phrases can be verbs, nouns, adjectives, adverbs or other parts of speech.

Hence, based on the explanations above the researcher used the brainstorming technique for teaching writing in SMA N 1 Way Pengubuan. The researcher expected that brainstorming technique can help the students' problems, such as generating and organizing the ideas.

b. Types of Brainstorming Technique

There are four types of brainstorming technique which can be used to generate, clarify, and organize ideas into the whole writing. They are free writing, mapping or clustering, listing or bulleting, and questioning.

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[17]Dorothy E. Zemach & Lisa A. Rumisek, *Academic Writing: From Paragraph to Essay* (Oxford: Macmillan, 2006), p. 6.

[18]Irene L. Clark, *Concepts in Composition: Theory and practice in the Teaching of Writing* (New Jersey: Lawrence Erlbaum Associates Publishers, 2003), p. 88.

[19]Curtis Kelly & Arlen Gargagliano, *Writing from Within Intro* (Cambridge: Cambridge University Press, 2004), p. 4.

1) Freewriting

Freewriting is probably the best-known and most common prewriting technique. It works well when students have some thoughts on a topic, but cannot put them as a piece of writing. Free writing also functions as a developmental tool, liberating isolated ideas into good writing.

In short, freewriting s a technique of gathering ideas by writing rapidly about anything that comes to mind for a set period of time without stopping. Chesla adds that freewriting spends a predetermined period of time writing nonstop, focusing on a specific topic. In freewriting, the important thing is the flow during the writing process. It is important to keep writing without regarding the grammar, spelling, or worthiness of ideas. However, students can consider them later to produce good writing.

2) Mapping or Clustering

Mapping or Clustering is one of brainstorming techniques that uses a diagram, a map, or other visual characters. Clustering is a structured technique to equip students with tools for arranging the words, phrases, sentences, concepts, memories, and prepositions triggered by a single stimulus. The example of the stimulus is a piece of information, a topic, a provocative question, a graphic organizer and a visual image.

3) Listing or Bulleting

Listing involves the generation of words, phrases, and ideas which offer another way of producing concepts and sources for further thoughts and exploration. Listing is a useful activity for students who might be

constrained by unsure concern for expressing their thoughts in grammaticality correct sentences.

4) Questioning

Questioning is the way to generate ideas by asking some questions, such as what, who, when, where, why and how. The answers from all those questions are the ideas that can be used to develop the writing. This technique is particularly useful when students choosing a topic and when focusing on the selected topic. Different from other brainstorming techniques, students should ask questions deliberately with great thoughts given to each question. The students can gather some information from the answers. Questioning is an effective brainstorming technique that the questions will help students quickly develop a great deal of information about their subject. However, not every question can be applied to each writings. In short, in implementing this technique, students have to be flexible and use the format as it best fits their topic. [20]

Based on the explanations above, the researcher used questioning as a technique to brainstorm because the students could easier to generate ideas by answering the questions.

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[20]Elizabeth Chelsa, *Loc.Cit*

c. The Procedure of Questioning Technique

Questioning is one of the best ways to guide students to initiate writing by answering the WH-questions.[21] WH–questionsallow the teacher to guide the students to generate ideas. Students would be able to generate ideas by answering the WH-questions. In short, questions would ease the students to accumulate information to initiate their writing. The procedures of questioning are:

1) Begin with a broad topic.

2) Write down as many ideas about the topic as you can in 5 minutes.

3) Add more items to your list by answering the questions what, how, when, where, why, and who.

4) Group similar items on the list together. Cross out items on the list together.[22]

By the following procedures of questioning technique the students can easily writing a recount text. Therefore, in this research, the researcher usedall the procedures of questioning above in students' writing activity.

d. Teaching Writing by Using Questioning Technique towards Students' Recount Text Writing Ability

Preparing good technique is very important for a teacher before come to the class. An appropriate teaching technique is one way to create a successful

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[21]Mutiara Rafika, *Teaching Descriptive Text Writing Through Guided Wh-Questions: A Pre Experiment Students at the Eight Grade Students of SMP Negeri 7 Pontianak in Academic Year 2013/2014* (journal.pbing.org), p. 51.
[22]K, Blanchard & Root, C, *Loc.Cit*

lesson. The students will be interested in the lesson if they feel involved in the lesson. It will make them be active in the teaching and learning process.

Questioning is one of the ways to start writing and gather ideas. In this research the researcher used questioning as the teaching technique of brainstorming. The research guided the students in doing writing through the stages as follow:

1) The teacher told the students about the topic that was going to be studied. Here, the researcher told the students that they were going to study about writing recount text by using questioning by answering the WH-Questions.

2) The teacher explained the students what recount text was. The teacher also explained the language features and the text organization of recount text.

3) The teacher gave an example of recount text and students identify the generic structure of the text.

4) The teacher explained WH-questions as guide in writing.

5) The teacher applied WH-questions and explained how to answer and develop the answer into a text.

6) The teacher also explained how to make their own WH-questions, how to answer, and develop the answers become a text.

7) Finally, the teacher asked the students to write their own text by making and answering the WH-questions to build a recount text.[23]

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[23]Elizabeth Chelsa, *Loc.Cit*

e. The Advantages and Disadvantages of Brainstorming Technique

Every technique, media, method, or strategy has its own advantages and disadvantages. The implementation of the brainstorming technique has some advantages in writing, such as:

1) Brainstorming Helps to Generate Ideas

All the process of brainstorming is aimed at idea generation. A lot of students stuck in the writing process because they feel burdened by the writing project. The students cannot deliver their ideas well. However, applying brainstorming technique with others of even alone might be very useful. As stated by Scarry and Scarry, brainstorming help students deliver their ideas which come to mind.[24] It helps students to think and develop a topic to be delivered on paper.[25] Moreover, Chesla adds that brainstorming allows students to make connections with the subject and noting everything that comes to mind.[26] In short, the brainstorming technique encourages students to begin with the general ideas and then finds the detail information about the ideas.

2) Brainstorming Flips Perspective

Students can often be caught up in one way of viewing things, especially if they write about a specialist topic on a regular basis. One way

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[24]Sandra Scarry and John Scarry, *The Writer's Workplace with Readings: Building College Writing Skills* (7th Ed), (Boston: Thompson Learning, Inc, 2008), p. 8.

[25]John Langan, *College Writing Skills with Reading* (7th Ed), (New York: McGraw-Hill, 2008), p.18.

[26]Chesla, *Op. Cit.*, 32

of seeing ideas from a different standpoint is to brainstorm. It is because the rules of brainstorming state that there are no strict rules.

3) Brainstorming Encourages Creativity

Students get the benefit of the brainstorming process conducted in writing precisely because it is such a creative format. Brainstorming produces creative ideas which even the students do not realize that they can think about those ideas. This technique is conducted to let the students find their creativity in delivering their ideas in writing. Tan states that brainstorming technique using in the classroom promotes the creativity boost towards students, especially in developing writing.[27]

4) Brainstorming Helps to Organize Ideas

As discussed before, brainstorming is not simply helping in generating ideas but also help in organizing ideas. Clark adds that brainstorming helps students in composing their writing ideas to develop good written text.[28] It encourages students to learn to organize their whole writing.

From the explanations, the researcher concluded that brainstorming is an effective technique in encouraging students to begin and organize their writing. It is one of the effective ways to enhance students' writing performances. By implementing brainstorming technique, students can gather varied ideas and organize the paragraph well. Hence, their writing performance will be increased.

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[27]A-Girl Tan, *Creativity: A Handbook for Teacher* (Singapore: World Scientific Publishing Co.Pte.Ltd, 2007), p. 134.

[28]Irene L. Clark, *Concept in Composition: Theory and Practice in the Teaching of Writing* (New Jersey: Lawrence Erlbaum Associates Publishers, 2003), p. 88.

However, there are some disadvantages of brainstorming technique:

1) It is unpredictable in outcome.

2) It can make some individuals uncomfortable, feeling forced to contribute.

3) It can be time consuming, if taken through all steps. To anticipate it, the researcher asked the students to do the writing in 20 minutes.

4) It can fail if people refuse to participate.[29]

D. Concept of Guided Question Technique

a. Definition of Guided Question Technique

Guided question technique is a technique for teaching English which is given by the teacher to the students to apply a topic in teaching writing. A guided question is a basic question that directs the search for understanding.[30] As a teaching technique, guided question is really useful for students to explore a topic or information they need to write a text. Bramer and Sedley also state that asking and then answering the question is a good method to discover details of the experience.[31] By answering the question about your topic, you can also generate ideas.

To encourage the students to express their ideas, it is good to use "open ended-question" rather than "yes-no" questions because it gives the students more chance to express their ideas openly. Rivers also supports this idea by

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[29]Glen Gordon Gilbert, *Health Education: Creating Strategies for School and Community Health* (2nd Ed) (Sudbury: Jones and Bartlett Publishers, 2000), p.113.

[30] Rob Traver, *"Educational Leadership",* March, 1998, p.72, http://pypchat.wikispaces.com was accessed on January 30, 2020.

[31]G.R. Bramer & Sedley .D, *Writing for Readers* (Ohio: Charles E. Merrill Publishing Co, 1981), p. 24.

saying *"a series of question may be constructed that the students write continues story as they answer question".*[32]

From the explanation, it can be concluded that guided question technique is a technique in which the students are guided to express their ideas into written form by giving question related to the topic. In order to minimize the error made by the students and also help them to organize their ideas coherently, the students need to follow the question given by the teacher.

b. The Procedure of Guided Question Technique

There are some steps of guided question activity, such as:

1) Think about the subject (subject means any event, person, people, project, idea, or issue. In other words, anything that might write about).

2) Begin with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.

3) List the Answer (for a guidance of your text you might write about).[33]

c. Teaching Writing by Using Guided Question Technique towards Students' Recount Text Writing Ability

In teaching recount text using guided question technique, the researcher used the following procedures:

Pre-Activity

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[32]W. M Rivers, Teaching Foreign Language Skill (2nd Ed) (Chicago: The University of Chicago Press, 2018), p. 262.

[33]Margaret Bonner, Step Into Writing (New York: Addison-Wesley Publishing Company, 1994) p. 54.

1) Reflection of the students' problem in doing their writing task.

2) Leading the students to learn the topic by asking some questions related to the topic.

3) Telling the students what they are going to learn and explain to the students how to write recount text based on Guided Question technique.

   While Activity

1) Giving students an example of recount text.

2) Explaining the generic structure and the language features of recount text.

3) Introducing Guided Question as a tool to help students create a recount text.

4) Giving the students a set of question related to the topic that should be developed as a recount text using Guided Question.

5) Asking the students to answer the question in their mind and imagine the situation.

6) Asking the students to express their imagery in the best words to create a recount text individually.

7) Controlling the students' activity.

   Post Activity

1) Asking the students to check their friends' writing and correct it if there is any mistake.

2) Asking the students to revise their writing.

3) Collecting the students' work.[34]

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[34]*Ibid*

d. The Advantages and Disadvantages of Guided Question Technique

The advantages of guided question technique are:

1) It can minimize mistakes by the students when they write.

2) The students will not be confused about what they are going to write by answering the question related to the topic.

3) It allows the students to consider a topic when planning and writing.

4) It will make their writing flow coherently because they write the paragraph by following the questions.

The disadvantages of guided question technique are:

1) It may be difficult to apply the guided writing process in a big group of students. It is difficult to handle the students in a big group.

2) It can make the students not independent in writing; they will be glued to the teacher's guide.[35]

E. Frame of Thinking

Writing is one of difficult skills to be learned. Students usually faced some problems in writing, such as lack of grammar, lack of vocabulary, or problem in generating and organizing the ideas. Based on the preliminary research that the researcher did in SMA N 1 Way Pengubuan, the main problem of the students in writing were generating the ideas and putting them into a sequence writing product. In teaching writing, the teacher has an important role in choosing the best technique for the students based on the condition of the

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[35]*Ibid,* p. 56.

students. Based on the problems faced by the students of SMA N 1 Way Pengubuan, the researcher expectedthat brainstorming technique could solve those problems.

Brainstorming technique is a technique that gave a variation on teaching that can make the students easier to explore their mind in written form. They can learn to think quickly and creatively in the process. Brainstorming can help the students to generate ideas quickly with a variety of writing activities and it can be used to develop their writing skill.

From all the definition, the researcher assumed that brainstorming could give significant influence towards students recount text writing ability. The researcher also assumed that brainstorming could help the difficulties faced by the students of SMA N 1 Way Pengubuan in writing recount text.

F. The Hypothesis

Based on the theoretical assumption above, the researcher makes hypothesis as follows:

H_o: There was no significant influence of using the brainstorming technique towards students' recount text writing ability at tenth grade students of SMA N 1 Way Pengubuan Central Lampung.

H_a: There wasa significant influence of using brainstorming technique towards students' recount text writing ability at tenth grade students of SMA N 1 Way Pengubuan Central Lampung.

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