

**THE INFLUENCE OF USING BRAINWRITING 6-3-5
TECHNIQUES TOWARDS STUDENTS' WRITING
ABILITY IN DESCRIPTIVE TEXT AT THE TENTH
GRADE SMK MA'ARIF SUKOHARJO IN THE
ACADEMIC YEAR OF 2020/2021**



A Thesis

**Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree**

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OF RADEN INTAN LAMPUNG**

2021

ABSTRACT

**THE INFLUENCE OF USING BRAINWRITING 6-3-5
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ABILITY IN DESCRIPTIVE TEXT AT THE TENTH
GRADE SMK MA'ARIF SUKOHARJO IN THE
ACADEMIC YEAR OF 2020/2021**

By:

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Writing is one language skill that is owned and used by humans as an indirect communication tool and activity of distributing ideas opinions to people. Based on preliminary research on SMK Ma'Arif Sukoharjo, there were students' problems that happen in writing ability, especially in making descriptive text. To solve the problem, the researcher applied Brainwriting 6-3-5 technique in learning writing in SMK Ma'Arif Sukoharjo. This research aimed to find out whether there was a significant influence of using Brainwriting 6-3-5 Technique toward Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.

The research methodology was quasi experimental research design with the treatment held in three meetings, 2x40 minutes in each meeting. The sample of the research was two classes, X TKJ 1 as the experimental class and class X TKJ 2 as the control class. In collecting the data, the researcher used the test instrument in the form of writing test. The instrument was descriptive text writing test, after giving the post-test, the researcher analyze the data by using SPSS.

Based on the results obtained in the independent sample t-test, that the value of significant generated *Sig.* ($P\text{-value}$) = 0.032 $<$ α = 0.05. It means that H_a is accepted and H_o is rejected. (See appendix 21). Based on the

computation, it could be concluded that there was a significant influence of using brainwriting 6-3-5 technique towards students writing ability in the descriptive text at tenth-grade SMK Ma'Arif Sukoharjo academic year of 2020/2021.

Keyword: *Descriptive Text, Quasi-Experimental Design, Brainwriting 6-3-5, Writing.*



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AT THE TENTH GRADE OF SMK
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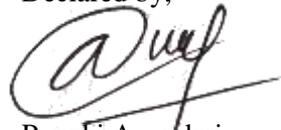
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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

"Allaẓī 'allamabil-qalam".

“He who taught (the use of) the pen” QS.AL-‘Alaq: 4)¹

¹Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index*(Beltsville: Amana Publication, 2005), p.1506.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Hi. Slamet Mukhlis Karjani and Ms. Hj. Zaitinn Khusaini Ruslan always gives me support for my success and advised me wisely.
2. My beloved friends always give me a contribution to accomplish this thesis. They are, Ma'sum Marjuni, Rizki Tri Nanda Lestari, Mita Ariyani, Anissa R. Putri, Dapri Zulifananda, Nendi Mardhani, Wildan Zayyana Shiawase, Faridotun Nikmah , Cindy Septiyani, Ari Asih and for all members of the English Education F Class thanks for your help and motivation that are given to the researcher.
3. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Pungki Ayundari was born in Gading Rejo October 12th 1998. She is the only child of romantic couple, Mr. Slamet Mukhlis Karjani and Mrs. Zaitin Khusaini Ruslan. The writer graduated from Elementary School of SD Negeri 2 Pandansari in 2010.

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First of all, all praise is due to Allah, the Most merciful, the most beneficent for His blessing and mercy are given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Brainwriting 6-3-5 technique towards Students’ Writing Ability in Descriptive at the Tenth Grade of SMK Ma’Arif Sukoharjo at First Semester in the Academic Year of 2020/2021” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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Finally, nothing is perfect, and neither is this thesis. Any correction criticism and comment for the betterment of this are always open-heartedly welcome.

Bandar Lampung, November 2021
The Researcher,



Pungki Ayundari
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an activity of pouring thought or expression to someone else that understands in writing. Raimes stated that Writing is one of skill in which we can express the idea, feeling, and opinion in from of words, sentence and paragraph with using eyes, brain, and hand”.¹ It means that writing is a way which can be used by every people as an activity to extend some ideas from a particular topic. By writing, we can have indirectly expressed certain idea, knowledge, and opinion and thus it will be read and understood by other. Therefore, writing is a skill possessed by humans to express feelings, ideas, and opinions through words, sentences, and paragraphs.

In the opinion of Richard and Renandya writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text.² Therefore writing skill is very important which must be studied more deeply because in writing we can convey ideas not only verbally. In learning writing, the students not only learn to make good and correct writing ideas, but students also need to know how to create sentences and paragraphs that are better than before based on the rules of placing the position of their words. It means that writing is difficult because there are several things. They need to master writing one of them is generating main ideas. Students are found it difficult to arrange the main idea as a result, their writing is less organized.

Horvath argued that writing is one of the most increate human activities because it requires the development of the idea, capturing representations of mental knowledge, and also has impression with

¹ Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p. 3

²Jack C. Richards and Will A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press,2002), p. 303

subject³⁴.It means writing is used to communicate or express our ideas, think, and feel indirectly to others as readers.

Harmer stated that writing is the same as other skills is in learning writing has mechanical such as spelling, punctuation, and also structure of well-formed sentences, paragraphs, and text. ⁵It means that some mechanical components must pay attention to in writing. Furthermore, students have to know for using these rules and mechanical components such as spelling, structure, and punctuation before the students making good writing.

Based on the curriculum of senior high school, there are many kinds of texts that should be learned in the first, second, and third grades namely descriptive, narrative, report, procedure, exposition, and discussion. Based on the syllabus and relevant book in the tenth grade of senior high school, the descriptive text must be studied by students, therefore, the researcher chose the descriptive text for her research.

As claimed by Tompkins descriptive text is painting pictures with the word. It means that the students describe something, like a picture, place, flower, and many more; to describe something like a person, animal, or tourism place the students must describe what is seen from the object.⁴ Grammatical features of the descriptive text are; a. In the descriptive text, the present tense is predominantly used, b. Although present tense may be used in the literary description, it is past tense tends to dominate, c. Relational verbs are used when classifying and describing the appearance/qualities and parts/function of the phenomenon, d. Action verbs are used when describing behaviors/users. Mental verbs are used when describing the feeling in literary descriptions. Adjective and literary description generally deals with individual things.⁵

³Horvath Joseph, *Advanced Writing in English as a Foreign Language*, (Pecs: Lingua Franca Csoport, 20 01), p. 5

⁴Jeremy Harmer., *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 44

⁵Siti Masitoh,Dasep Suprijadi, *Improving Students' ability in Writing Descriptive Text Using Genre Approach (GBA) at Eight Grade*

Based on the preliminary research data on 14th January 2020, by interviewing the English teacher at SMK Ma'Arif Sukoharjo. She said that the students lack the vocabulary to make a sentence or the text of writing, and in the descriptive text, the students had low motivation during the teaching and learning process. Besides, the average students writing ability is still weak in writing because the mastery of vocabulary and grammar is still lacking. In doing preliminary research got the data of writing score. It can describe in the table. As a result, students of scores writing ability in table 1. ⁶

Table 1
The Students' Score of Writing at the Tenth Grade of SMK
Ma'Arif Sukoharjo in Academic Year 2020/2021.

No.	Class	Score		Total
		>	≤	
1	X TBSM 1	5	22	27
2	X TBSM 2	10	15	25
3	X TKJ 1	9	21	30
4	X TKJ 2	10	20	30
Total		30	76	106
Percentage		28.30 %	71.70 %	100%

Source: the score from the English teacher of SMK Ma'Arif Sukoharjo

From the data above, it can be seen that the total of students in the failed category is higher than in the past category. There are 76 students in the failed category (28.30%) and 30 students achieved the criteria of curriculum mastery (71.70%). It is implied that the success of the students in writing ability is still low because the criteria of minimum mastery (KKM) in SMK Ma'Arif Sukoharjo are 70. It can be said that many students still felt difficulties in writing ability.

Students of Smp Islam Terpadu Fitrah Insani. STKIP Siliwangi Bandung, Vol 3/1, 2015, p.41

⁶Ratih Fatmasari, *The Teacher Documentation*, January 14, 2020, Unpublished.

As a result from given a questionnaire to the students, they had difficulty in writing. The students felt difficult and less motivated. They found difficulties to get ideas, lack of vocabulary, and the students had low motivation during the teaching and learning process.⁷

To overcome the problem in teaching writing the teacher can apply the technique. The teacher should try for using techniques other than the lecturing technique to help students in learning writing. Many ways can be used to develop students' writing abilities. One of the techniques that can be used is Brainwriting 6-3-5. Gundy shows that "Brainwriting 6-3-5 is silent, written idea generation that involves everyone in a group activity".⁸ It means that The Brainwriting 6-3-5 is simple rather than ask participants to yell out ideas or a serial process.

It means that this research focused on writing skills, especially descriptive texts using Brainwriting 6-3-5 technique. There are several previous research studies. The first study was conducted by Filda Hulwani Dewi in her research is conducting "Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015". The results of this study proved that the students' activeness in writing recount text had improved after being taught by using Brainwriting 6-3-5 Technique.⁹ Based on the result above, the student's writing ability on recount text improved in each cycle after they were taught by using Brainwriting 6-3-5 technique. It was signed by their improvements of each test result. Not only students' average score but using Brainwriting 6-3-5

⁷Tenth Grade Students, *Students Questionnaire*, (SMK Ma'Arif Sukoharjo), January 14th, 2020, Unpublished

⁸Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving*, (San Fransisco: Pfeiffer, 2005), p. 329

⁹Filda Hulwani Dewi, *The Use of Brainwriting 6-3-5 Technique To Improve Students' Writing Ability of Recount Text at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/201*, Bacherol Thesis in English Education of Walisongo State Islamic University Semarang, 2015.

technique in teaching-learning English also can motivate the students.

In addition, the second previous research was conducted by Annisa “Brainwriting 6-3-5 Technique in Improving Japanese Language Essay Writing Ability at the Students of Department of Japanese Education Year 3rd in the academic year 2015/2016”. In this research were Quasi-Experimental designs and one group Pretest and Post-test.¹⁰ Based on the results of the questionnaire, it means that by using Brainwriting 6-3-5 technique the students had more opportunities to express their opinions, idea, and feeling. Therefore, the result of this research gives a good impact on students to increase the accuracy of writing skills.

The third previous research was conducted by Tiara Azizah “Effectiveness of Brainwriting Technique in Learning Producing Explanation Text at The Class VII Students of State 1 Sewon Bantul Diy Junior High School in Academic Year 2015/2016”. This research used experimental research with control design Pre-test Post-test design group. This shows that Brainwriting 6-3-5 the technique is effectively used in learning to produce explanatory texts.¹¹ It means that by using Brainwriting 6-3-5 the students become more active in teaching writing descriptive text. Brainwriting 6-3-5 Technique makes writing easier while teaching students and has a significant effect on writing Descriptive texts because Brainwriting 6-3-5 Technique can help students develop ideas and topics into short texts and encourage students to be able to share ideas with other students in writing.

Based on the description above, this research intends to use Brainwriting 6-3-5 technique in the teaching writing descriptive text to help the students in the learning process. Therefore, in this

¹⁰Bachelor thesis in Department of Japanese Education Year 3rd of Indonesian Education University Bandung, 2016.

¹¹Tiara Azizah, *Effectiveness of Brainwriting Technique in Learning Producing Explanation Text at The Class VII Students of State 1 Sewon Bantul Diy Junior High School in Academic Year 2015/2016*, Thesis in Faculty of Language and art of Yogyakarta State University, 2016.

research entitled “The Influence of Using Brainwriting 6-3-5 Techniques towards Students’ Writing Ability in Descriptive Text at Tenth Grade of SMK Ma’Arif Sukoharjo in Academic Year 2020/2021”.

B. Identification of the Problem

Based on the background of the research there are some problems related to students writing ability, the researcher found some problems as the following:

1. The students feel afraid of being wrong when they are trying to write because they do not know the vocabulary.
2. The students feel nervous, shy, and stale when they are learning writing.
3. The English teacher took only a little role in his teaching activity and rarely developed learning activities for performance student’s language skills. Therefore, it makes classroom English learning activity not effective because it is monotonous and less challenging for some students.

C. Limitation of the Problem

Based on the background and identification of the problem above, this research focused on the influence of Using Brainwriting 6-3-5 technique toward the students’ Writing Ability in Descriptive Text at the Second Semester of Tenth grade of SMK Ma’Arif Sukoharjo in the Academic Year of 2020/2021.

D. Formulation of the Problem

Considering the identification and the limitation of the problem above the researcher formulates the problem as follow:

“Is there any significant influence of Using Brainwriting 6-3-5 Technique Towards Students Writing Ability in Descriptive Text at the tenth grade of SMK Ma’Arif Sukoharjoin the academic year of 2020/2021?.

E. The objective of the Research

The objective of the research is to know whether there is a significant Influence of Using Brainwriting 6-3-5 Technique towards Students' Writing Ability of Descriptive Text at the tenth grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.

F. Significant of the Research

1. Theoretical Contribute: The result of the study was supported by the previous theory about the teaching writing ability by Brainwriting 6-3-5 technique in the teaching-learning process.
2. Practical Contribute:
 - a. For the students can write English correctly, especially in descriptive text using Brainwriting 6-3-5 Technique.
 - b. For the Teachers
The result of this research will give information to the teacher about the Influence of using the Brainwriting 6-3-5 Technique towards Students Writing Ability in Descriptive Text at the tenth grade of SMK Ma'Arif Sukoharjo in 2020/2021.
 - c. For the School, The results of this research are expected to give a contribution to fulfilling the demand of the English curriculum.

G. Scope of the Research

1. The subject of the Research

The subject of the research was the students in the second semester of the Tenth Grade of SMK Ma'Arif Sukoharjo in the academic year 2020/2021.

2. The object of the Research

The object of the research was using Brainwriting 6-3-5 Technique and students' writing ability of descriptive text.

3. Time of Research

This research was conducted in the second semester of the academic year of 2020/2021.

4. Place of Research

This research was conducted at SMK Ma' Arif Sukoharjo in the academic year of 2020/2021.

CHAPTER II LITERATURE REVIEW

A. Teaching English as a Foreign Language

Teaching is giving instruction guiding in the study of something, providing with knowledge, and causing to know or understand¹. Teaching is an action to transfer knowledge from the teacher to the students. Therefore the students can understand the material that the teacher thought. Therefore teaching is organized activity because it has many components and all of them relate to each other.

Teaching is facilitating and guiding learning, certainly, the students can learn and set the condition for the learning. Our understanding of teaching can determine our strategy, method, technique, approach, technique style, and philosophy of education.² From the statement above, it can be concluded that teaching is the activity where the students can understand the teachers' explanation and it can be determined with the teacher strategy, method, technique, approach, and philosophy.

In Indonesia, English a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is also the language that they use as a mother tongue or the foreign language which they use in daily life for communication that influence by thoughts of the nature of English and learning condition. Language teaching is influencing by ideas the nature language (language theories) and the learning conditions that make learners acquire the language (learning theories).³ It means that teaching English as a foreign language is the process provided to students about learning English as their foreign

¹ H. Douglas Brown. *The Principle of Language Learning and Teaching*. (White Plains, NY: Logman, 2000), p. 7

² *Ibid.*,

³ Ag. Bambang Setyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

language and its influences by their ideas and also learning condition around of learner.

From the statement above, this research concluded that is the process of providing knowledge to the students so that the students can develop knowledge by the target achieves and understand the material explained by the teacher. In addition, teaching English as a foreign language is a process of learning English as their foreign language, influences by language development in each student and student's learning condition.

B. Theory of Writing

1. Definition of Writing

Writing is a complex activity. Usually, the method that is used to teaching writing is individually writing. The teacher asked the students to write or to make a sentence or paragraph individually. Harmer said that writing is the same as another skill which is in learning writing has mechanical components such as spelling, punctuation, and structure of the well-formed sentence, paragraph, and text.⁴ In addition, some mechanical components are must be attention in writing.

Nunan stated that writing is the process of thinking to invent an idea, thinking about how to express it into good writing, and arranging the ideas into a statement and paragraph clearly'.⁵It means that writing is a process in which someone expresses their idea on paper in written text and in writing activity people have been already what are going to say and how to express their idea. When writing, we should understand and recognized the idea that was expressed in our writing.

As claimed by Raimes writing is a skill in which we express the idea, feeling, and thought in written form by using eyes,

⁴ Jeremy Harmer., *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 44

⁵David Nunan, *Practical English Language Teaching* (New York: McGraw hall, 2005), p98

hands, and brain.⁶ It means that writing can be a tool to express anything by using eyes, hands, feeling to give the information or communicating.

Mursia also claimed that writing is the production of written words that produce a text which much is read and comprehended. In other words, writing makes products in the form of written text which is used to deliver the writer's ideas and meaning.⁷ It means, writing is an activity that involves the procedure of thinking process to decide to express the information in written text.

Based on the statement from some experts above, the researcher concluded that writing is a way of expressing ideas, feelings and thoughts arrange in words, sentences, and paragraphs to build his views on a topic. Writing is one of the language skills besides speaking, listening, and reading. It means writing is uses to communicate or express our ideas, think, and feel indirectly to others as readers.

2. Concept of Writing Ability

Writing ability is the skill of a writer to communicate and share information with readers'⁸. In other words, writing is the process where the students know their writing ability. Each person can express ideas or information to the readers as communication-related to the topic in written form. Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. It means that by writing, the student can pour and explored their ideas and consideration in written form, also they are can write something as much as possible.

Harmer said that if we want to out students to be good at writing in English, we need to teach them how to use

⁶Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3

⁷Marriane Celce-Murcia, Elite Olshtan, *Discourse and Context in Language Teaching*, (Cambridge: University Press, 2003), p. 142

⁸Marriane Celce-Murcia, Elite Olshtan, *Discourse and Context in Language Teaching*, (Cambridge: University Press, 2003), p. 142

punctuation conventions correctly. ⁹In other words, before you created or write something you must be paid attention to the rule and components that should be known and master in writing. There are some components of language in writing, includes spelling, punctuation, grammar the vocabulary.

3. Writing Process

Before doing the writing, you should pay attention to the process, how to make sentences well. As maintained by Harmer, there are four stages of the writing process; they are planning, drafting, editing, and final version ¹⁰.

1. Planning

The planning decided about the topic or object before process writing. It means that before you start to write, the writer must know the object or topics.

2. Drafting

The drafting refers to the first step in writing. When the writers have chosen the topic, they look for and write some information related to the topic.

3. Editing

When the writers make a product, they need some reader who gives the comment and suggestion. It can help the writer to revise or edit their written text. It means that editing or revising is important to correct your idea or delete your idea until it becomes the best text.

4. Publishing

Publishing is the last step in writing skills. In this step, the writer prepared their written product well. It is the last process of writing. In this process, the writer corrects again and revising until can be read.

Based on the statement above the researcher concluded is four stages of the writing process; they are planning, drafting, editing, and final version. It does not only need one step action but it uses some steps to make sure that the written work looks perfect.

⁹*Ibid.*,

¹⁰Harmer, *Op.Cit.*,p.4

4. Component in Writing

Some components are used in scoring writing ability. Terrible stated that the criteria to scoring writing ability are content, organization, vocabulary, language, and mechanics.¹¹The components of writing are as follows:

- a. Content: the substance of writing ideas express (unity), content relevant to the topic.
- b. Organization: ideas clearly stated and supported, logically sequence connective.
- c. Appropriately use (cohesion).
- d. Vocabulary: the section of words that are suitable for the content.
- e. Language: the employment of grammatical forms and syntactical patterns.
- f. Mechanics: the use of graphics conversation of language (demonstrates good command of spelling, punctuation, and capitalization).

Based on the statement above the researcher concluded are five components that are used in scoring writing ability. They are; content, organization, vocabulary, language, and the last mechanics.

C. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit a context. A text is both a spoken text and written text.¹²It means that a text has a meaning full of the linguistic unit such as morpheme, phrase, clause, sentence, and discourse which gives the message to someone in spoken or written text.

Peter and Megan stated that the text can be classified and organized in a multitude of ways: everyday, formal,

¹¹Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press,1996), p.130

¹²Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: GrahaIlmu, 2008), p. 1

entertaining, and informational. Traditionally, different types of texts have been identified according to established convention: literally and factual.¹³

1. Literary text

The literary text might include a range of texts that reflect and interpret individual and social life, whether real or imaginary. Literary texts can deal with everyday experiences in a way that lifts the reader beyond the everyday.¹⁴

2. Factual text

Factual text from the point of view of schooling includes those texts that have the primary of communicating knowledge as it has been educationally defined, classified, and constructed. Many kinds of factual texts, such as technical descriptions, explanations, and procedures tend to be driven by purpose and seek to be efficient and effective.

From the statement above, the researcher concluded that the text is meaningful of language unit that is mediated completely not only written text but spoken text. There are two types of texts, literal text, and factual text. Text such as novels (create imagine minds), poems, drama, and many more. Besides, factual texts of communicating knowledge such as essays, persuasion, arguments, etc.

2. Genre of Text

Text is divided into two types there is a factual and literary text. The text is also classified into genres based on the intent of the communicator. There are some genres of text, among them:

1. Expository text in which the focused on either constituent elements or given concepts.

¹³Peter Knapp and Megan Watkins, c, 2005), p. 29

¹⁴*Ibid.*,

2. Argumentative text focused on the evaluation of the relation between concepts. Those utilized to promote the acceptance or evaluations of certain believe ideas as true and false, value and negative. Conceptual relations such as significance, volition, reason, and opposition should be frequent. ¹⁵

- a. Narrative text

The narrative text is stories about a person or group of people overcoming problems. It shows how people react to experience; explore social and cultural values, and certainly the audience. Besides that, to get retain the attention of the reader or listener of the story. ¹⁶

- b. Descriptive text

As stated by Anderson Descriptive text is the text to describe the place, person, or things. Generic structures of descriptive text are to identification and description something ¹⁷.Based on the statement above, it can be included that there are many kinds' genres of writing for the student especially students' high school and each senior student must be able to know and understanding the language feature and generic structures of the text. In this research, the researcher focused on descriptive text.

¹⁵Basil Hatim, *Interdisciplinary Journal for the Study of Discourse*, 1991 Vol. 11; Iss. 2, *The Pragmatics of Argumentation in Arabic: The Rise and Fall of a type*, of University of Arizona, available on <http://booksc.xyz/book/42110942/cba8a7>, accessed on Friday 15th, February 2020.

¹⁶Dini Utami M, *An Analysis of Students' Ability in Writing Narrative Texts*, a *Journal of English and Education* 2013, 1(2), 16-22 on English Education Study Program of Indonesia University of Education), Available on <http://media.neliti.com/media/publications/1924-EN-an-analysis-of-students-ability-in-writi.pdf> , accessed on Friday 15th , February 2020. p.

¹⁷Mark Anderson, *Text Type in English*, (Southyourra: Mamilan, 2003), p. 8

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Based on Anderson's descriptive or description described a particular person, place, or thing. The purpose is to tell about the subject by describing its features without including personal opinions. ¹⁸Besides, Karim and Rachmadi point out that what is described is a verbal picture of a person, place, or object. Based on the above statement it can be concluded that descriptive text is the text that describes the person, place, etc. which aims to describe the objects. Other features of descriptive text are: usually include the following grammatical features: verb, present tense, adjective to describe the subject, and topic sentence to begin paragraph and organize the various aspect of the description.

Descriptive text is a text that gives information about a particular place, person, or thin. Besides, that Gerot claimed descriptive text is a kind of text with a purpose to give information. The context of the kind of text is the description of particular things, animals, persons, or others. ¹⁹ It can be concluded, that descriptive text can give information about something such as a person, things, or places which are the reader was imagine these objects as if real (living picture).

2. Kinds of Descriptive Text

As we know that descriptive is to describe something such as a person, place, and many more.

1. Describe a place

As recorded by Mckay the best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristic of the place ²⁰. The example is a home and it is important to give a picture,

¹⁸Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Macmillan Education: Australia Pty Ltd,1998),p. 26

¹⁹M Musyid PW, English Learning Handout, (Karang dadap), Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed February 14th, 2020). p. 4

²⁰Anderson. Loc. cit

size, and arrangement of the space involved. Therefore, in described should be taken the location of the object, the detail should be arranged logically and systematically. Therefore make the reader easy to imagine the objects.

2. Describe a Person

Describing a person there are many ways such as his/her face, color or hair, clothes, skin, body shape, and many more. In describing a person, however, you give every single detail about a person. Therefore you can be focused on one or more striking features that convey something to the person's character.

Based on the explanation above, it can be concluded there are two kinds of descriptive text. The first described a place such as a beach, museum, and temple and described a person such as Justin Bieber, Cristiano Ronaldo.

3. Characteristics of Descriptive Text

The characteristic of Descriptive text is as follows:

1. Using figures of speech (seen, hear, taste, smell, touch). In this way, the description was appeared alive and interview.
2. Using vivid pictures is to make the description clear and realistic.
3. Using a variety of words, such as adjectives, nouns, adverbs, and phrases to suggest feeling.
4. Using any detail. If anyone wants to describe an object.
5. Using the simple present tense.
6. Using adjectives to describe the features of the subject.

4. Generic Structure of Descriptive Text

The descriptive text has two generic structures, they are identification and description.

Included:

1. Identification: the identification is to identify the phenomenon to be described.
2. Description: to describe parts, qualities, and characteristics of the place, person, or things.²¹ It means that descriptive texts consist of generic structures, which identification to aims the reader about the phenomenon or object to explain. Before telling a detailed object in the next paragraph.

5. Language Features of Descriptive Text

In described a particular object, the descriptive text has to uses some language features as follows: Focus on the specific participant, who is having one clear objective that is to be described and it uses attribute and identifying processes.

1. Use attributes and identifying processes

The attribute process is used to assign the quality of the object. It is used in an active clause such as “it has black fur”. Besides, the identifying process is used in passive clauses such as “the black fur is owned by the cat”, which used adjectives to modify a noun.

2. Frequent use of epithets and classifiers in the nominal group.

For example big house, handsome, etc.

3. Use of simple present tense

In making descriptive text, the researcher must use simple present tense, because everything that is described should be true.

Thus, to make a good descriptive text, the researcher should pay attention to the language features. We not only used the present tense but also in other aspects. For instance the use of attributes and identifying processes and Classifiers in nominal groups, it was made

²¹Helvira Y, Fatimah T, Adzanil, Teaching Writing Descriptive Text By Using Collaborative Technique, (English Departement The Faculty of Teacher Training and Education BungHattaUniversity).available on <http://ejournal.bunghatta.ac.id/index.php?Journal=JFKIP&page-article&op=view&path%5B%5D=2438>, accessed Friday 15th , February 2020, p. 4

better outcomes when described the character of the object, and also the use of conjunction, punctuation, and capitalization should be considered by the researcher.

E. The Concept of Students Writing Ability in Writing Descriptive Text

Descriptive text is a text that gives information about a particular person, thing, or place. Gerot said that descriptive text is a kind of is the description of a particular thing, animal, person, or other. ²²The students must be creative to make a good description of people, animals, or things. They also have understood about points that include in descriptive text writing.

In writing descriptive text, the students express the idea or topics of the text by focuses on the generic structure of the descriptive text that was explained before. And the end of the process to produce well-written work about descriptive text, the students have to keep attention to five aspects of writing (content, organization, vocabulary, mechanics, and language) because they are will be the assessment of writing.

Generic structure is the general form of the genre. Each of the genres has its structure the generic structures of descriptive text are identification and description:

1. Identification

Identification aims to identify the phenomena that are to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce the reader to what is to be described in the next paragraph. It also can be in the form of definition.

2. Description

²²M Mursyid PW, English Learning Handout, (Karangdadap), Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-decription.pdf> (accessed September 6th, 2020).p.4

The function of description is to describe parts, qualities, and characteristics. In this part, the researcher explains the subject in detail. ²³ It is used to support the identification.

Based on the explanation above, it can be concluded that descriptive writing ability means an ability to produce a text, which describes briefly a certain kind of object such as a person or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

F. Concept of Brainwriting 6-3-5 Techniques

1. Definition of Brainwriting 6-3-5

Wilson stated that Brainwriting 6-3-5 is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas". ²⁴ It means that the students can produce an idea by discussing it with their friends using paper media then they write the idea on paper.

Gundy said that Brainwriting 6-3-5 technique is a silent written idea generation that involves group activity. The process of having 6 people writes 3 ideas in 5 minutes. Moreover, Brainwriting 6-3-5 is one of the best Sways to guarantee a large number of ideas in a group when compared to conventional brainstorming activity" ²⁵. It can be inferred that it is a good technique to improve the students writing skills.

In the opinion of Rohrbach Brainwriting, 6-3-5 is a technique for provoking and stimulating creativity with writing techniques to come up with ideas in the aid innovation process originally developed in the late 1960s. ²⁶ 6 represent

²³*Ibid*

²⁴Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method*, (London: Elsevier, 2013), p.44

²⁵James M. Higgins, *101 Creative Problem Solving Technique*, (San Fransisco: New Management Publishing Company, 1994), p.129.

²⁶H. James Harrington, Frank Voehl. *The Innovation Tools Handbook*, (Boca Raton, FL: CRC Press, 2016), P. 156

the number of people involved in the Brainwriting 6-3-5 session. In addition to that, one more person is involved who serves as the Facilitator. 3 refer to the number of ideas each person has to come up with. And these ideas were written down on a sheet of paper. Sometimes ideas are also represented visually. 5 refers to the time limit allotted to the '6' people to come up with 3 ideas. Keeping a time limit keeps everyone focused on the task.

From several definitions above it can be concluded that Brainwriting 6-3-5 is a creative technique for generating ideas that involve everyone in a group activity by writing the ideas on a paper and exchange written ideas. This technique also gives benefits to encourage the passive students in the class to express their ideas in the form of writing.

2. **Kinds of Brainwriting**

There are any two kinds of Brainwriting technique as follow:

1. Brainwriting with related stimuli. Brainwriting with related stimuli is requiring the group members to share their ideas. In this activity, group members can spark ideas regardless of the stimuli used.²⁷ The example activities of Brainwriting with related stimuli are Brainwriting 6-3-5.
2. Brainwriting unrelated stimuli are but not the sale of Brainwriting with related stimuli, in this activity source of stimulation is not related directly to the problem. Unrelated stimuli are more likely to lead to winning ideas. The examples of activities of Brainwriting with unrelated stimuli are altered states, Bouncing ball, Puzzle pieces, and Pass the buck.

In this study, it can be concluded to discuss Brainwriting 6-3-5 technique with related stimuli and try to apply it in teaching descriptive text. Brainwriting technique with related stimuli is a technique developed at the Battelle Institute in Frankfurt, Germany in 1970. Brainwriting6-3-5 means 6 in group-3 ideas per round- 5

²⁷ Van Gundy, *101 Activ ities for Teaching Creativity and Problem Solving*, p. 329

minutes per round. The researcher chooses Brainwriting 6-3-5 with related stimuli because the group activities, in this case, produce ideas using silent, written idea generation with related stimuli to the problem. Ideas typically are written on Post-it Notes and then retained for evaluation or shared with other group members to help prompt new ideas.

3. The procedure of Brainwriting 6-3-5

As recorded by Higgins there are some procedures of Brainwriting 6-3-5 technique ²⁸: Each participant gets a sheet of paper and within 5 minutes has to write 3 ideas, one in each column into a grid that illustrated as follow:

Topic:				
Participant	Idea 1	Idea 2	Idea 3	Idea 4
Person 1				
Person 2				
Person 3				
Person 4				
Person 6				

1. After five minutes they should pass the paper to the next person, who continued to build on the ideas. The process should be repeated until the entire group members have had the chance to contribute to all of the grids.
2. Upon receiving a sheet the participant writes 3 ideas in each column using the previous ideas in that column as the stimulus, there is no discussion during these rounds.
3. Finally, the process of writing down ideas and passing the sheet on continues until participants receive their original sheet.
4. After completing write ideas as a keyword, and then arrange those sentences and paragraphs. ²⁹

²⁸James M. Higgins, *101 Creative Problem Solving Technique*, p.129

²⁹David J. Adams, *Effective Learning in the Life Sciences* (Manchester: UK Centre for Bioscience, 2011), p.20

From the procedures above the researcher concluded that the procedures of teaching writing descriptive text by using Brainwriting 6-3-5 technique, as follow:

- a. Pre-activity
 1. In the first meeting, the teacher explains the descriptive text, generic structure, language features, and five aspects of writing.
- b. Main-activity
 1. Divided the students into some groups and the researcher explained how to write descriptive paragraphs well.
 2. Introduces and explains how to use Brainwriting 6-3-5 technique.

Each participant gets a sheet of paper and within 5 minutes has to write 3 ideas.
 3. Applied the Brainwriting 6-3-5 technique in learning by giving Brainwriting 6-3-5 table and asking the students to fill it with the idea.
 4. Upon receiving a sheet the participant writes 3 ideas in each column using the previous ideas in that column as the stimulus, there is no discussion during these rounds.
 5. Finally, the process of writing down ideas and passing the sheet on continues until participants receive their original sheet.
 6. After completing write ideas as a keyword, and then arranged them into sentences and paragraphs.
 7. After completion of the writing project, each student presented individual writing to the class.
- c. Post-activity
 1. Students and teachers reflect on learning activities and their benefits related to the text description.
 2. Students and teachers provided feedback on the learning process and results.

4. Advantages and Disadvantages of Brainwriting 6-3-5 Technique Brainwriting 6-3-5 technique has advantages and disadvantages. As follow:

- a) Wilson stated that Brainwriting has some advantages are followed ³⁰:
1. It can produce ideas more than share ideas with the traditional opinion.
 2. It reduces the possibility of conflict between members in the group debate.
 3. It helps members of the talk passive and less self-confidence in their opinion expressed orally in a group sharing opinions.
 4. It reduces the possibility of fear when their opinion has not been accepted by other members.
 5. It reduces anxiety when someone works in culture.
 6. It can be combined with other techniques of creativity to increase the number of ideas produced on a particular subject or a particular matter.

However there are some disadvantages of the use of this strategy as is expressed by Wilson, they are as follows: ³¹Disadvantages of Brainwriting 6-3-5

1. Some participants might have problems describing their ideas concisely so that the idea is not clear enough for the other participants (handwriting must also be clear).
2. As there is a fixed time limit of five minutes, participants might feel pressured and restricted in their thinking.

G. Concept of Contextual Teaching and Learning Method

1. Definition Contextual Teaching and Learning Method

Based on Johnson Contextual Teaching and Learning (CTL) method is the system that stimulates the brain to weave patterns that express meaning. CTL method is the brain-compatible system of instruction that generates meaning by linking academic

³⁰Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method*, p.48

³¹*Ibid*, p.48.

content with the context of a student's daily life. ³²It means that the correlation between academic content and the context of a student's daily life can be generated by a brain that used the CTL method system.

Moreover, Contextual Teaching and Learning (CTL) method enables students to connect the content of academic subjects with the immediate context of their daily lives to discover the meaning. ³³ It means that the CTL method is a manner used by the teachers in their teaching that make their students able to connect their content of matter with the context of student's daily life.

Sears argued that Contextual Teaching and Learning (CTL) method is a concept that helps teachers relates the subject matter to real-world situations. CTL method motivates learners to take charge of their learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers. ³⁴

Based on the opinion of some experts above, the CTL method is a concept that helps teachers and students connect meaning through new and previous knowledge to gain a new understanding. The learning process of CTL takes place naturally in the forms of work activities and experience, and it was not just a transfer of teacher's knowledge to students. It is one approach that combines a sequence of activities to introduce and facilitate students to comprehend instructional subjects and develop creative ideas in the form of generating meaning and make a link between academic subjects and real-world context.

³²Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here stay*, (United States of America: Corwin Press, INC, 2002), p. 16.

³³*Ibid.* p.24.

³⁴Susan Sears, *Introduction to Contextual Teaching and Learning*, (Phi Delta Kappa Educational Foundation Bloomington, Indiana, 2003), p. 9

2. The procedure of Teaching Descriptive Text Using Contextual and Learning Method

Robert said that there are some procedures of contextual teaching and learning, they are:

a. Pre-activity

1. Explaining the objectives to be achieved.
2. Determine the subject matter that will be submitted.
3. The researcher determines the material which is taught to the students, which is Descriptive text.

b. Main-activity

1. At the beginning of the lecture
The beginning of this method is presenting the lesson. The teacher introduces the topic and material of the lesson.
2. The body of the lecture (Presentation)
The students listen to the teacher who explains the generic structure, language feature of the text, and five aspects in writing.
3. The closing of the lecture
The closing of this method is the students making a Descriptive text. After taking notes of the teachers' explanation, students make described something about the problem.

c. Post-activity

Ask for an answer to students' questions. The teacher allows the students to ask if it is not yet understood. After that, the teacher with students concludes the lecture material that has been taught. ³⁵

Based on the statement above, it can be concluded that the step or procedures of teaching writing Descriptive text by using Contextual Teaching and Learning method are as follow:

³⁵Robert E. Yager, *Exemplary Science: Best Practices in Professional Development*, (United of States America: National Science Teachers Association, 2005), p.78.

- a. Pre-activity
 1. The teacher explaining the learning objectives to be achieved.
 2. The teacher determines the material which is taught to the students, that is descriptive text.
- b. Main-activity
 1. The teacher explained the descriptive text; definition, function, generic structure, and language features.
 2. The teacher explained about five aspects of writing; content, vocabulary, organization, language, and mechanics.
 3. The teacher gives the same topic on the whiteboard, and then students choose one topic that they developed individually.
 4. All students make a thesis, descriptive from the topic they have chosen.
 5. The teacher asked several students to communicate in front of the class.
- c. Post-activity

After discussion activities, the students and the teacher asked the students to make a summary of the topic that has been discussed.

3. Advantages and Disadvantages of Teaching Writing by Contextual Teaching and Learning Method

As claimed by Boroch there are some advantages and disadvantages of contextual teaching and learning methods that can be used by the teacher in giving treatment in the control class.

- a. Advantages of Contextual Teaching and Learning Method
 1. To facilitating constructed meaning from new knowledge, this method also enhances student

motivation and helps to translate often abstract concepts into concrete examples.

2. CTL method makes the knowledge to be mastered visible and presents it in a way that makes immediate sense to the learner.
 3. Others have noted the affective benefits of increased learner confidence, development of enthusiasm and interest toward students' long-term goals, and the education that is required to achieve them. ³⁶
- b. Disadvantages of Contextual Teaching and Learning Method
1. Teachers are more intensive in the lead. Because of the CTL method the teacher no longer serves as a center of information. The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students. Students are viewed as developing individuals. One's learning ability was influenced by the level of development and breadth of experience he has. Thus, the teacher's role is not as an instructor or "ruler" that forces but the teacher is supervising students so they can learn according to the stage of its development.
 2. Teachers provided opportunities for students to discover or implement their ideas and invite students for being aware and consciously use their strategies for learning. But in this context of course teachers need extra attention and guidance to students for learning purposes following in accordance with what was originally applied. ³⁷

³⁶Deborah Boroch, et. al, *STUDENT SUCCES*, p. 76

³⁷Deborah Boroch, et. al, *STUDENT SUCCES*, p. 76

H. Frame of Thinking

Teaching is the process of providing knowledge to students so that the students can develop knowledge following the target achieved and can understand the material explained by the teacher. In addition, teaching English as a foreign language is also a process of learning English as their foreign language, influences by language development in each student and the students' learning condition.

In learning English, four basic skills were being mastered by the students of foreign language learners namely listening, speaking, reading, and writing. Writing skill is one of skill require students to represent and develop their ideas which can be poured in written form. Writing is the process of composing words into sentences, arranging sentences into paragraphs into complex writings that carry the subject matter.

Based on the result from the teachers interviewed and the student questionnaire, the students of senior high school still find difficulties. The teacher uses the Running Technique in writing and the teacher uses textbooks as a medium in writing. The disadvantages of textbooks in the teaching-learning process, lessons that are presented too much with the textbook, tend to cause boredom towards students. By using the textbook, the students are still less interesting and unattractive in writing. Therefore, the teacher should facilitate and encourage the students by using new techniques which make students interesting in learning English especially writing. Among the various techniques in teaching writing, Brainwriting 6-3-5 is one of alternative the technique that can be effective to be used in writing descriptive text. By using Brainwriting 6-3-5 technique, the students can active and motivated in learning writing.

The Brainwriting 6-3-5 technique can help the students to develop and generating their ideas and knowledge in their writing easily. Besides that, there are some disadvantages of the Brainwriting 6-3-5 technique namely the grouping or teamwork activity makes the classroom noisy and can disturb other students.

Some students dislike working in a group because of the students who are not their friends. On the other hand, to give solutions from these disadvantages of this technique, the researcher gave rules and agreements reached before teaching-learning a process on progress.

From the explanation above, it can be assumed that Brainwriting 6-3-5 can improve writing skills in the classroom. Brainwriting 6-3-5 is an appropriate technique for teaching writing descriptive text. The researcher thought that Brainwriting 6-3-5 as an alternative writing technique is effective towards students writing ability in descriptive text.

I. The Hypothesis

Based on the theories and explanation above, the researcher makes the hypothesis as follows:

H_a: There is any Influence of Using Brainwriting 6-3-5 Technique towards Students Writing Ability in Descriptive Text at Tenth Grade SMK Ma'Arif Sukoharjo in Academic Year of 2020/2021

H₀: There is no influence of using Brainwriting 6-3-5 Technique towards Students Writing Ability in Descriptive Text at Tenth Grade SMK Ma'Arif Sukoharjo in Academic Year of 2020/2021.

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