THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE TOWARDS THE STUDENTS’ DESCRIPTIVE PARAGRAPH WRITING ABILITY AT THE EIGHTH GRADE OF MTS YAPENBAYA TANJUNG AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

A Thesis

Submitted in a Partial Fulfillment of the Requirements for S-1 Degree

By:

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NPM : 1011040149

Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017
ABSTRACT


By:
Laila Nurul Hikmah

The objective of this research is to know whether there is significant influence of using brainstorming technique toward the students’ descriptive paragraph writing ability at eighth grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016.

The research methodology was used quasi experimental design. The population of the research was the students at the eighth grade of MTs Yapenbaya Tanjung Agung South Lampung consisted of 78 students grouped in three classes. The sample was chosen by doing cluster random sampling. The sample was taken from two classes, VIII A as control class and VIII C as experimental class which consisted of 50 students. In collecting data, the writer used the instrument of pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment that was done only to the experimental class while the control is taught of using dictation technique. In this case, the instrument was writing test. After giving the pre-test and post-test, the writer analyzed the data using SPSS Statistic 17.0 to analyzed the data.

After analyzing the data used independent sample test, it was found that the result of Sig.(2-tailed) of the equal variance assumed was 0.002. The result then 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.(p-value) was lower than α=0.05 so H₀ was rejected. In other words, it could be concluded that there was influence of using brainstorming technique toward the students’ descriptive paragraph writing ability at eighth grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016.

Keywords: Brainstorming Technique, Descriptive Paragraph, Quasi Experimental Design, Writing Ability.
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“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. M Yazid Arofah and Mrs. Siti Juariah who always love me and keep on praying for my life and my success.

2. My beloved brother, Izza Adiv Yahya who always support and cheer me up until the completion of this thesis.

3. My almamater UIN Raden Intan Lampung.
DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Brainstorming Technique Towards The Students’ Descriptive Paragraph Writing Ability at the Eighth Grade of MTs Yapenbaya Tanjung Agung South Lampung in the Academic Year of 2015/2016” is completely my own work. I am fully aware that I have quoted some statements and theories sources and they are properly acknowledge in the text.

Bandar Lampung,
Declared by

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ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim,*

Alhamdullilahrirobbil’alamin, Praise to Allah the most Merciful, the almighty God, for blessing the researcher with His mercy and guidance to finish this thesis. The *sholawat* be to our prophet Muhammad Peace be Upon Him, with his family and followers. This thesis entitled, “The Influence of Using Brainstorming Technique Towards The Students’ Descriptive Paragraph Writing ability at the Eighth Grade of MTs YabenbayaTanjungAgung South Lampung in the Academic year of 2015/2016” 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 people and institution, this thesis would never come into existence.

Therefore, the writer would sincerely thank:

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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 to the writer. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 25 September 2016

The Writer,

Laila Nurul Hikmah
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is a skill in which we are express idea, feeling, and thinking which are arranged in words, sentence and paragraph by using eyes, brain, and hand. Furthermore, writing is a way of sharing personal meaning and it emphasizes the power of the personality to construct someone’s view based on a certain topic.

McKay states that writing is a both of process and product. The process of writing is by collecting all the ideas or data that we have, managing it then providing it into the good result which also known as product. Writing means the act or art of forming letters and characters on paper, wood, stone, or other material, or of communicating them to others by visible signs.

In learning writing, students not only learn about to make good writing ideas, but the students also should know how to make their writing better than before based on the rule of putting the positions of their words. According to Harmer who says that students need to learn and practice the art of putting word together in well-formed sentences, paragraphs and texts. Some of the practices in writing is making paragraph which is the art of putting word.

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\(^3\) Penny McKay, *Assessing Young Learners*, (Cambridge: Cambridge University Press, 2008), p.245
A paragraph is the basic unit of academic writing in English. According to Siahaan, paragraph is a piece of written text. A paragraph is a group of sentences which develop one central idea. It means that a paragraph usually consists of five to twelve sentences about a single topic. The first sentences is often the topic sentence which tells what paragraph is about.

There are many paragraph in writing. Siahaan states that kinds of paragraph are narrative paragraph, descriptive paragraph, and expositor paragraph. One kind of paragraph is descriptive paragraph. Descriptive paragraph is used to describe something. It can be people, place, thing, etc. It can also be an abstract object such as an opinion, or idea, love, hate, or belief, etc. In this case as a product of writing, the paragraph function to reflect what is being describe to the readers.

In learning descriptive paragraph, students may have difficulties in learning it. Based on the preliminary research in MTs Yabenbaya Tanjung Agung, the writer conducted an interview with the English teacher there to get the data about the students’ writing ability. His name is Mr Ari Wijotomo. He said that the students’ descriptive paragraph writing ability was still low. He said that the students felt difficult to

---

develop and express their ideas in making descriptive paragraph. The score of students’ writing ability can be seen in table 1:

Table 1
The Students’ Score of Descriptive Paragraph Writing at the Eighth Grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year 2015/2016.

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Classes</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VIII A</td>
<td>VIII B</td>
<td>VIII C</td>
</tr>
<tr>
<td>1</td>
<td>≥ 60</td>
<td>7</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 60</td>
<td>18</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>28</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: The score from English teacher of MTs Yapenbaya Tanjung Agung South Lampung

From the table above, it can be seen that the total number of students in the failed category is higher than in the pass category. There are 51 students in failed category (65.38%) and 27 students in passed category (34.61%). It can be inferred that the achievement of the students in learning descriptive paragraph writing ability is low because the criteria of minimum mastery (KKM) in MTs Yapenbaya is 60. It indicated that many students still found difficulties in writing ability.

Furthermore, the writer interviewed some students of MTs Yapenbaya Tanjung Agung South Lampung. Based on the interview, they had difficulty in writing. The students felt bored to follow learning writing. They found difficulties to develop and express ideas in making writing especially in descriptive paragraph. It means that the

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students writing ability is low, it happened because the teacher did not use appropriate technique. The English teacher using dictation technique in teach writing. To overcome that problem, the teacher must try another technique to help students in writing ability. There are many ways that can be used to develop students’ writing ability. It can be taught by using different techniques, one of them is brainstorming. Brown states that brainstorming is a useful technique in writing because it permits the students to approach a topic with an open mind. Because you do not judge your ideas as they emerge, you free yourself to come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.\textsuperscript{11} It means brainstorming is aimed to help the students achieve better writing of language items to help them remember new ideas. This is crucial part of classroom brainstorming work, and is possible the time in lesson when students are most reliant on the teacher.

Brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own or in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or a specific topic\textsuperscript{12}. The aims of brainstorming is to help with the task of generating ideas before writing\textsuperscript{13}. From the explanation above, it means in brainstorming the students

\begin{thebibliography}{9}
\bibitem{12}Alice Oshima and Ann Hogue, \textit{Introduction to Academic Writing}, (New York: Wesley Longman,2007), p.68
\bibitem{13}Trecia Hedge, \textit{Writing}, (Oxford: Oxford University Press,2005), p.61
\end{thebibliography}
can quickly write down a list of ideas that come to their mind as fast as possible in their paper.

The advantages of brainstorming is the students think actively to express opinion\textsuperscript{14}. Langan states that brainstorming helps students think about and develop a topic then getting words on paper\textsuperscript{15}. Besides that, brainstorming facilities students to organize the whole ideas along with the information into good writing.\textsuperscript{16} It means that this technique can help the students to develop their writing ability for descriptive paragraph.

Based on the background above, the writer intended to use brainstorming as a technique in teaching writing descriptive paragraph to help the students in learning process. Accordingly, this research entitled, “The Influence of Using Brainstorming Technique Towards The Students’ Descriptive Paragraph Writing ability at the Eighth Grade of MTs Yapenbaya Tanjung Agung South Lampung in the Academic year of 2015/2016.”

B. Identification of the Problem

Based on the background of the problem, the writer identified the problems as follows:

1. The students’ descriptive paragraph writing ability was still low.

\textsuperscript{14} Roestiyah N.K, \textit{Strategi Belajar Mengajar}, (Jakarta: Rineka Cipta,2001), p.73.


\textsuperscript{16} Joy Littell. \textit{Basic Skills in English (Green Level)}. (New York: McDonald, Littell & Company,1985), p.65
2. The students find difficulties to develop and express the idea in making writing descriptive paragraph.

3. The teacher technique is still less interesting.

C. **Limitation of the Problem**

Considering the background and identification of the problem above, the writer focused on the influence of using brainstorming technique towards the students’ descriptive paragraph writing ability at the eighth grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016. The material to be taught were about animal, people and place.

D. **Formulation of the Problem**

From the limitation above, the writer formulated as follows: “Is there a significant influence of using brainstorming technique toward the students’ descriptive paragraph writing ability at the Eighth Grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016 ?”

E. **Objective of the Research**

The objective of the research was to know and describe whether there is a significant influence of using brainstorming technique towards the students’ descriptive paragraph writing.

F. **Use of the Research**

The use of the research are as follow:
a. Theoretically: to give information to the English teacher that brainstorming technique is suitable for teaching learning English in writing class.

b. Practically: to give the students help in learning English especially in descriptive writing.

G. Scope of the Research

The scopes of the research was as follows:

1. Subject of the Research
   The subject of the research was the students of the eighth grade at the second semester of MTs Yapenbaya Tanjung Agung South Lampung.

2. Object of the Research
   The object of the research was the using of brainstorming technique in descriptive paragraph writing.

3. Place of the Research
   The research was conducted at MTs Yapenbaya Tanjung Agung South Lampung.

4. Time of the Research
   The research was conducted at the second semester of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016.
CHAPTER II
FRAME OF THEORY, THE FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theories

1. Concept of Teaching English as a Foreign Language

Teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understand. Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher’s explanation. Teaching is sytematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher’s skill, ability in managing the class and his or her profesionalism so teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and philosophy of education. Based on the explanation above, the writer concluded that teaching is activity from the teacher to transfer knowledge to students and can determine with the teacher strategy, method, technique, approach teaching style and philosophy.

18 *Ibid.*,
English has an important role in the world as an international language that is taught as a compulsory subject for junior high school up to university.\textsuperscript{19} It means that English is very important subject to be taught. In learning English as a foreign language, it is very difficult because it has different characteristic from our mother tongue. In Indonesia, English is learned at school and people do not speak the language in the society.\textsuperscript{20} Consequently, in Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

Based on the explanation above, the writer concluded that teaching English as foreign language is an action to transfer English knowledge from the teacher to students. Many students are not good in English because they just practice in their school or institution. In this case, the teacher’s ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

2. Writing

2.1 Concept of Writing

Writing is one of the language skills that should be mastered by the students. Writing is one way to send the message or information from writer to the reader. Therefore, it will invite both the writer to the reader in communication process. According to

\textsuperscript{19} http://writer-hissha.blogspot.co.id/2013/05/the-importance-of-english-in-elementary.html. Accessed on June 5\textsuperscript{th}, 2017. 21.45 pm.

\textsuperscript{20} Ag. Bambang Setiyadi, \textit{Teaching English as a Foreign Language}, (Yogyakarta: Graha Ilmu, 2002), p.22
Siahaan, writing is skill for communication between writer and reader. It is a product skill\(^\text{21}\). Raimes states that writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand and brain\(^\text{22}\). It means that writing is skill that can be a tool for communicate using written form. In writing we can express anything by using eyes, hand and brain.

Writing needs a process. Sokolik as cited in Linse states that “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reader”\(^\text{23}\). Oshima and Hogue state that writing is a progressive activity that needs many steps. It needs some actions. When the writer begins write something, he or she must think hardly what to write and how to write it. Then after the writer finished writing, he or she must do correction or editing\(^\text{24}\).

Based on the statement above, the writer concluded that writing is an activity of expressing ideas in order to deliver message to the reader. Beside that writing can be called productive skill. It is a skill that needs process to develop; it needs much amount of practice to master. Someone does not only write related words or


sentence, but also must be careful and concern about what to write and how to write, so that the message can be caught correctly by the reader.

2.2 Writing Process

Writing process is stage of a writer goes through in order to produce something in writing form. This process may, of course, be affective by the stage of writing. According to Harmer, there are four stages of writing process, they are planning, drafting, editing, and final version. And Linse states that the process on writing are prewriting, writing, revising, editing and publishing. The writer concludes that the writing process are planning(prewriting), drafting, editing, and final version (publishing).

1. Planning

Planning in writing is like choosing the object or topic. According to Harmer, the planning decided before the process writing. It means that before starting to write or type, they decided what they are going to write. In planning you can write everything about the topic. It means that planning is the first step in writing process to decide the idea and topic.

2. Drafting

Drafting is the next step of writing process which starting to explore idea in the writing. According to Harmer, drafting refer to the first step in writing.

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26 Caroline T. Linse, Op.Cit., p.102
27 Jeremy Harmer, Loc.Cit.,
When the writers have chosen the topic, they look for and write some information related with the topic. Make a list of the ideas in the order that you will write about them. You will use organize the ideas this list to guide you as you write. So, drafting is make concept of your ideas in the draft. You can point out your idea as well as possible.

3. Editing (Reflecting and Revising)

Remember that writing is a continuous process of discovery. Harmer states that when the writers make a product. They need some reader who give the comment and suggestion. It can help the writer to revise or edit their written text. Besides that, Oshima and Hogue state that after you write a draft, the next step is revise it. When you revise, you change what you have written in order to improve it. It means that in editing or revising you can change, rearrange, adds or delete your idea in your writing.

4. Publishing

This is the last step in process writing, in this step that the writer prepares their written in a good product. It is the last process of their writing process. In this process writers correct their writing with revising until it can be read.

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30 Alice Oshima and Ann Hogue, Loc.Cit., p.20
31 Jeremy Harmer, Loc.Cit.,
32 Alice Oshima and Ann Hogue, Op.Cit., p.11
understood, and enjoy by the reader. The writer is now ready to send the
written text to its intended audience.\footnote{Jeremy Harmer, *Loc.Cit.*,}

Based on the explanation above, the writer concluded that writing has four process
of writing process includes; the first process of writing is planning, it is the
experiences of the writers’ plans what they are going to write. The second process of
writing is drafting, drafting is make concept of your ideas in the draft. You can point
out your idea as well as possible. The third process of writing is editing (reflecting nd
revising), it means that in editing or revising you can change, rearrange, adds or
delete your idea in drafting. And the last process of writing is final version.

2.3 Components of Writing

There are some components that are used in scoring writing ability. According to
Tribble, the criteria to scoring writing ability are: content, organization, vocabulary,
language, and mechanics\footnote{Christopher Tribble, *Language Teaching Writing*, (London: Oxford University
Press,1996), p.130}.

a. Content : the substance of writing ideas express (unity), content
relevant to the topic.

b. Organization : ideas clearly stated and supported, logically sequence,
connective appropriately use (cohesion).

c. Vocabulary : the section of words that suitable with the content.
d. Language : the employment of grammatical forms and syntactical pattern.

e. Mechanics : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).

Based on the explanations above, the writer concluded that there are five components that used in scoring writing ability. They are content, organization, vocabulary, language and mechanics.

3. Paragraph

3.1 Concept of Paragraph

A paragraph is the basic unit of academic writing in English. Sanggam Siahaan states that paragraph is a piece of written text. And also Oshima and Hogue stated that a paragraph is a group of related sentences that develop one main idea, which is the topic of the paragraph. Each paragraph is a separate unit. A paragraph is made up of three sentences that develop the writer’s main idea, opinion, or feeling about a subject. These sentences are; the topic sentence, supporting sentence, and the concluding sentence. The writer may add a final comment after the conclusion.

It can be classified into four parts in writing paragraph:

1. Topic sentence

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37 Alice Oshima and Ann Hogue, Op.Cit., p.71
38 Alice Oshima and Ann Hogue. Ibid., 
39 Ibid., pp.71-81
Topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer’s main idea, opinion, or feeling about the topic.

2. Supporting sentence

The next of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentence, rephrase it as a question, and then answer that question with your supporting sentences.

3. The concluding sentence

The concluding sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentence is like the topic sentence because both are general statements.

4. The concluding comment

After the concluding sentence of a paragraph, you may add a concluding comment. This sentence is the writer’s final comment or thought about the subject of the paragraph.

Based on the explanation above, it can concluded that paragraph is a group of related sentences that supports one main idea. And there are four some elements in writing a paragraph such as topic, supporting sentence, concluding sentence and concluding comment.

3.2 Kinds of Paragraph
According to Siahaan, there are three kinds of paragraph. They are narrative paragraph, descriptive paragraph and expository paragraph.

a) Narrative Paragraph is the written language like the spoken one. An organized this paragraph can be statement, interrogative, offer or imperative.

b) Descriptive Paragraph is paragraph which a writer tries to picture out an object to his reader. Giving information about something or someone. It can be concrete object such as person, or an animal, or car etc. It can be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc.

c) Expository Paragraph is paragraph which a writer tries to reveal out a new truth of fact of certain object to his reader. The object can be a concrete object such as an opinion, idea, love, hate, or belief, etc.

Based on the definitions and explanations about the kinds of paragraph above, the writer focused only on descriptive paragraph. Descriptive paragraph is giving information about something or someone to the reader. Descriptive paragraph can be easier to practically, if the students understand about the object.

3.3 Concept of Descriptive Paragraph

Siahaan and Shinoda state that description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any

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topic. Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perfection. The following passage, for example, use sounds to describe the beginning of an act revolutionary violence in China. However, good descriptive writing can simulate the readers’ imagination form sensory responses.

Descriptive paragraph is giving information about something or someone. It can be concrete object such as person, or an animal, or car etc. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc. It means that the writer tries to picture out an object to his/her readers. Furthermore, Emilia says in this case as a product of writing, the text functions to reflect what is being described to the readers.

1) Text function

   To describe a particular person, place or thing.

2) Text Structure

   1. Identification : identifies phenomenon to be described.

   2. Description : describes parts, qualities, characteristics.

3) Dominant Grammatical Aspects

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44 Emi Emilia, *Pendekatan Genre-Based Dalam Pembelajaran Bahasa Inggris*, (Bandung: Risqi Press, 2001), p.82
1. Focus on specific participants
2. Use of attribute and identifying processes
3. Frequent use of epithets and classifiers in nominal groups
4. Use of simple present tense

Example of descriptive paragraph

- **Describing a place**

My room is very small but comfortable. It is a small rectangular room with a white ceiling and yellow and white walls. As you enter the rooms, straight a head you will see two largewindows. My bed, which is covered with a white bed spread, is in front of the windows. On your left, against the wall, there is a large a bookcase filled with books. And there is television in near the bookcase. There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is of my favorite singer.

- **Describing a person**
My friend Stevanie, is a beautiful girl. She is about 1.7 meter and her complexion is cream. In addition to that, she has a long brown hair, blue eyes and a sharp nose. Her too long and strong legs tenderly support more over her slim body with her two nice hands. Everybody who has met her will say that she is the apple of his eyes.\footnote{\textit{Ibid}, p.19}

Based on the explanation above the writer concluded that descriptive paragraph is drawing important of thing as clear as possible, so the readers understand what the writer means. In this case, in writing the writer must write clearly and details in order that they can understand well and easily.

4 Brainstorming

4.1 Concept of Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them.\footnote{Karen Blanchard and Christine Root. \textit{Ready to Write: A First Composition Text} (Third Edition). (New York: Pearson Education, Inc,1994), p.41} Brainstorming is useful technique in writing because it permits you to approach a topic with an open mind. Brainstorming is one of several different ways
of begin writing. From this statement, it is clear that brainstorming can help the student to write some words, sentences or phrases based on a topic with an open mind to begin writing. The students write everything freely that relate to the topic. Brainstorming is an activity which aims to help students with this pre-writing stage of getting ideas together. Based on this statement, brainstorming is ways to begin writing to get ideas what will they write.

Brainstorming is a prewriting activity in which you come up with a list of ideas about a topic on your own or in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or a specific topic. Brainstorming very helpful to work with a group or classmates when you are searching for ideas for a writing assignment, but of course, you do not always have a group available. The next activities can be done both in groups and alone. It means, that brainstorming is a good way to start writing by combining many ideas and make easier to start writing. And by using brainstorming technique the students can quickly write down a list of ideas that come to their mind on their own or in small group with their classmates and can be done with groups or alone.

Raimes said that “whatever the writing assignment is based on reading, picture, map, textbook topic, personal experience talk, specifically by a brainstorming

50 Trecia Hedge, Writing. Loc.Cit., p.61
51 Alice Oshima and Ann Hogue, Op.Cit., p.68
52 Cynthia A. Boardman and Jia Frydenberg, Op.Cit., p.33
activity, with the students producing relevant, vocabulary, making comments, asking
questions, and making associations as freely as they can in short time”. It means
that, by using brainstorming activity the students with any assignment such as
reading, picture, map, textbook topic, personal experience talk, can do with freely and
short time. They are producing idea.

Brainstorming is prewriting that involve the students to express their idea and
thought. A lot of words will come to their brain and express or produce quickly.
Many words will be mentioned by the students which related to the text. In
brainstorming technique, the teacher does not have to monitor grammar or
pronunciation. The task of the teacher is leading the students to mention the words
that related to the topic that has given. So, it can get the students interest and make
the class be active and life.

In brainstorming process, the writer write down every single thing that exist or comes
into their mind. When brainstorming, the writes simply write down ideas in phrases
or in single words, not in complete sentences. The phrases or words can be verb,
nouns, adjectives, adverbs or other parts of speech. From the explanation above the
writer concluded that brainstorming is very helpful way that can be used in pre-
writing activity to produce as much as ideas from the writer’s mind. To use the time

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54 Ibid.,
effectively in brainstorming activity, the writer does not need to write a sentence completely. They only need to write their ideas.

From the explanation above, the writer concluded that brainstorming is a useful technique that can be applied in prewriting stage to encourage students to generate ideas on a certain topic they are about to write.

Brainstorming technique provides a classroom activity to support the planning stage of writing process. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be “brilliant”. Blanchard and Root mention the steps of brainstorming.

1. Begin with a broad topic.
2. Write down as many as ideas about the topic as you can in 5 minutes.
3. Add more items to your list by answering the question what, how, when, where, why, and who.
4. Group similar items on the list together.
5. Cross out items that do not belong.  

There are also some rules to be followed in doing a brainstorming activity. Oshima and Hogue proposes the rules of brainstorming as follows:

1. Write down your general subject or specific topic.

2. Make a list of everything that comes to your mind about it.

3. Use words, phrases, and/or sentences. Do not worry about the order of ideas, mechanics, grammar, or spelling.

4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, do not be concerned if you repeat several ideas.\(^5^7\)

By following the steps and rules of brainstorming, students will find it easier to write paragraphs. Many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in group.

Based on the explanations above, the writer concluded that brainstorming is thinking of ideas and organizing thought to write or speak about something clearly. When thinking, the brain instantly jumps from the subject to subject and each and every student understands how it jumped from one thing to the next in his/her own way. There is right or wrong answer.

### 4.2 Significances of the Brainstorming Technique

\(^5^7\)Alice Oshima and Ann Hogue, *Op.Cit.*, p.69
The brainstorming technique is one of the effective tools in writing. Brainstorming is beneficial in helping students finishing their writing projects. There are some benefits of brainstorming dealing with writing skills. They are elaborated as follows:

1) **Brainstorming Helps to Generate Ideas**

The entire process of brainstorming is aimed at idea generation. Many students get stuck in the writing process because they feel burdened of the writing project. They cannot deliver their ideas well. However, holding a brainstorming technique with others or even alone might be useful. As stated by Scarry and Scarry, brainstorming helps students deliver their ideas which come to mind. It helps students think about and develop a topic to be delivered on paper. Moreover, Chesla adds that brainstorming allows students to make connections with the subject and noting everything that comes to mind. In short, brainstorming encourages students to start 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 of seeing ideas from a different
3) Brainstorming Encourages Creativity

Students get the benefit from the brainstorming process conducted in writing precisely because it is such a creative format. Brainstorming produces creative ideas which even the students themselves do not realize that they can think of those ideas. The techniques are conducted to let students find their creativity in delivering ideas for writing. Tan says that brainstorming techniques using in the classroom promotes the creativity boost toward students, especially in developing writing.  

4) Brainstorming Helps to Organize Ideas

As discussed before, brainstorming is not simply helping in generating ideas, but also helping in organizing ideas. Littell argues that brainstorming facilitates students to organize the whole ideas along with the detail information into good writing. Besides, Clark adds that brainstorming helps students in composing their writing ideas to develop good written texts. It encourages students to learn organizing their whole writing.

From the statement above, the writer concluded that brainstorming is an effective technique in encouraging students to start and organize their writing. It is one of the

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effective ways to enhance students’ writing performances. By applying brainstorming technique, students can gather varied ideas and organize the paragraph well. Hence, their writing performance will be increased.

4.3 Types of Brainstorming Technique

Chesla suggests 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 which are explained as follows.64

1) Free Writing

Free writing 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.

Basically, free writing is a technique of gathering ideas by writing rapidly about anything that comes to mind for a set period of time without stopping. Similarly, Chesla adds that free writing spends a predetermined period of time writing nonstop, focusing on a specific topic. In free writing, the most important aspect is the flow during the writing process. The key is to keep writing without regarding the grammar, spelling, or worthiness of ideas. However, students can consider them later to produce good writing. Fundamentally, free writing helps students overcome any walls

64Elizabeth Chesla. Op.Cit., pp.31-42
of self-criticisms or doubt. It is also very useful for gathering initial thoughts about atopic and developing it. A good free writing exercise can give students an entirely different perspective on the article information and lead them in new exciting directions.

2) Mapping or Clustering

Mapping which is also known as clustering is a kind of brainstorming techniques which uses a diagram, a map, or other visual characters. Montoya argues that this process allows students to put ideas down in a cluster or map format and contains ideas in a visual form. In addition, mapping is a graphic organizer to investigate the relationships between many diverse ideas. It is a simple process best used for exploring simple topics. Furthermore, Ferris and Hedgcock says that clustering is a structured technique to equip students with tools for arranging the words, phrases, sentences, concepts, memories, and propositions triggered by a single stimulus. Similarly, Seow in Richards and Renandya affirms that students form

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66 Elizabeth Chesla, Op.Cit., p.39

their ideas related to a stimulus. The stimulus is for example a piece of information, a topic, a provocative question, a visual image, and a graphic organizer.\textsuperscript{68}

The advantage of mapping is that it provides a visual medium in which students can classify and cluster ideas or concepts captured in words, phrases, or sentences. Moreover, Seow in Richards and Renandya says that clustering stimulate thought in producing creative thinking to develop writing.\textsuperscript{69} Its visual characters stimulate the flow of association and particularly good for students who cannot deliver their thoughts.

3) Listing or Bulleting
Listing is a great brainstorming strategy which can also be called as bulleting. Listing or bulleting elicits many thoughts and ideas on a given topic and encourages students to put their ideas in the form of an ordered list. In addition, listing involves the generation of words, phrases, and ideas which offers another way of producing concepts and sources for further thought and exploration.\textsuperscript{70}

Listing is a useful activity for students who might be constrained by unsure concern for expressing their thoughts in grammatically correct sentences. Moreover, listing encourages students to produce the diverse ideas in the sequential arrangement which will ease students in organizing the whole writing. By arranging the ideas which have

\textsuperscript{69} \textit{Ibid.}
\textsuperscript{70} Dana R. Ferris and John Hedgcock. \textit{Ibid.}, p. 149
been listed before, students can actualize a good writing organization in order to produce a good piece of writing.

4) Questioning

Questioning is the way to generate ideas by asking several questions, such as what, who, when, where, why, and how. The answers of those questions are the ideas which are used to develop the writing. This technique is particularly useful when students choosing a topic and when focusing, a topic selected. Unlike some of the other brainstorming techniques, students should ask questions deliberately with great thought given to each question. The better focused the answers, the more information will be gathered to use in the writing.

Questioning is a great brainstorming technique that the questions will help students quickly develop a great deal of information about their subjects. However, not every question can be applied to each writing. In short, in applying this technique, students have to be flexible and use the format as it best fits to the topic.

Based on the explanations above, the writer concluded that there are four types of brainstorming, they are: free writing, mapping or clustering, listing or bulleting and questioning.

4.4 Advantage and Disadvantage of Using Brainstorming

According to Roestiyah, the advantage of using brainstorming as follows:

a) **Advantage of Using Brainstorming**

1. The students think actively to express opinion.
2. Training the students to think fast and logically systematic.
3. Stimulating the students to always be ready to argue that relate to the problem given by the teacher.
4. Increasing the student participation in accepting the lesson.
5. The activeless students get help from their smarter friends or from the teacher.
6. Happening a fair competition.
7. The student feel free and happy.
8. The atmosphere of democracy and discipline can be grown.

b) **Disadvantages of using Brainstorming**

1. The teacher was not giving time to the students to think well.
2. The less students always miss.
3. Sometimes the conversations is just monopolized by smart students.
4. The teacher simply hold opinion, but never said the conclusion just hold opinion never said the conclusion.
5. The students do not immediately know whether his opinion was true or false.
6. Problems can develop in ways that are not expected.\(^{72}\)

From the statement above, the writer concluded that brainstorming brings some benefits in writing. The technique facilitates the students to generate ideas effectively by giving them opportunity to explore their prior knowledge about particular subjects. And the students think actively to express opinion and made them feel free and happy. It would help the students to overcome the problem related to the writer’s block that usually faced by the students in the early stage of writing.

4.5 Teaching Procedure of Writing Ability Using Brainstorming Technique

Preparing the good method and technique are very important before we come to the class. The appropriate teaching technique is one of ways to create a successful lesson. The students will get interest to the subject if they feel involve to the subject. It will make the students be active in teaching and learning process. Especially in writing, the teachers cannot force the students to write. The techniques that follow are, the most part, prewriting techniques that give students the opportunity to use all their linguistic skill to help them explore and get started with their ideas on a given topic or allow the topic for a piece of writing to emerge out of communication classroom activities.

Brainstorming is one of ways to start writing. Teacher can guide students in writing ability through the stages by brainstorming technique as the following:
1. Brainstorming: write the topic or title on the board and invite students to say anything at all connected to the topic. Anything and everything is acceptable at this stage; accept all ideas and comments.

2. Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting. This can be done as a whole class, in groups or in pairs. If you do this as a whole class, all the students’ essay will have the same content. If you choose to do it in groups or pairs, essays will have different content. Both approaches are suitable, you can decide which is best suited to your class.

3. From the list of chosen items, students decide how the comments will be organized. At the end of this stage, students will have a plan or mind map that they can use for writing.

4. Students write the first draft of their piece of work. Tell your students that they should think about the content and how it relates to the title, organising their ideas into paragraphs and about how the paragraphs hang together.

5. In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organization.

6. When they have a good second draft, i.e. the content, relevance and organization satisfies them, they can move onto improving the language. I suggest that they approach language improvement in stages. For example, they could start by focusing on vocabulary, the correct choice or word. Then they could look at aspects of grammar: tenses, verb agreement, use of pronoun etc. Then move onto spelling and
punctuation. You can, of course, organize this language work differently. During this stage, students can review their own work or the work of their classmates.

7. Finally, students can copy out their essays, in a clean, final version.73

5. Dictation

5.1 Concept of Dictation Technique

Dictation is a whole class activity used for teaching basic literacy skills. Dictation requires students to listen and write sentences spoken aloud by the teacher. Dictation blends the activities of listening, writing, and checking through reading. This process appeals to students whether they learn primarily in a visual, an auditory, or a kinesthetic way. Dictation engages students by combining the use of several senses at the same time.74 Dictation is a useful activity for young learner as well. Dictation can give students many experiences dealing with writing. Dictation is an activity to write down something that someone says or reads out as it is being said. Dictation can train the students to be able to distinguish erroneous grammar, spelling and punctuation that happen in their writing. In other words, dictation is a good exercise to help the students which are different from their mother tongue to reproduce the spoken in the written form accurately. Dictation, in teaching and learning process, must be done

74 Paul J. Wickham. Listen Write and Read. (California:Long Beach, 2013), p.8
step by step. The teacher have to drill students to listen and reproduce the spoken form word by word.\(^7\)

Based on the statement above, the writer concluded that dictation technique can be used to teach writing where the students are only given the text to fill the blank words while listening to the teacher dictating them. Dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centred.

5.2 Advantages and Disadvantages of Using Dictation

A. Advantages of Using Dictation

a. Dictation fosters unconscious thinking in the new language.

b. While dictating, the teacher can move about, giving individual attention.

c. Your thought is that it speeds up the writing process.

d. If you think verbally, you may lose good thoughts during the slow typing process.

e. A good to way to input written notes, taken at a meeting, lecture or seminar.

f. Dictation can help develop all four language skills in an integrative way.

B. Disadvantages of Using Dictation

a. It can be cumbersome and takes some practice.

b. Fairly accurate, but you still need to aware of errors or incorrect words.

c. You can often organize your thoughts better when writing or typing.

d. Verbal communication is linear, where writing allows you to skip around.

e. Another drawback to dictation is that most people think visually, rather than completely verbally.76

From the statement above, the writer concluded that dictation technique have advantages and disadvantages. Dictation technique can develop all four skills - speaking and pronunciation can be developed if the students do the dictating rather than the teacher.

5.3 Teaching Procedure of Writing Ability Using Dictation

The procedure can be applied as follows:

1. Read the text through once at normal speed. (The teacher trainer should demonstrate)

2. Now read it again in meaningful phrases (which may vary slightly from your colleagues, of course). You should be reading each phrase at normal speed without repeating, but pausing between phrases only long enough for the

students to write it down. (Note that although some teachers do not dictate the punctuation, we feel that it is helpful to do so, and that it avoids a great deal of confusion).

3. Now read through again at normal speed so the students can check their paper. Lastly, ask students to correct their work by referring to the text. (They may also exchange papers). 77

B. Frame of Thinking

Writing is a difficult skill to be learned. Many difficulties are faced by students in arranging their ideas in written form. Sometimes they also have to think hard to find good sentences and quite long for them to create their own sentences to start writing composition. In this case the teacher has the main role to provide the technique to make the students interesting and having motivation in learning English because the students’ motivation is the main factor that influences the success of teaching and learning process. One of those techniques is using brainstorming in writing descriptive paragraph.

Brainstorming gave variation on teaching that can make the students easier to explore their mind in written form. They can learn to think quickly and more creative in the progress. Brainstorming can be used for a variety of writing activities and it can develop their writing skill. So in this case the brainstorming also can be used for teaching descriptive paragraph writing.

77Ibid.,
Based on the explanation above, the writer assumed that teaching writing by using brainstorming can encourage the students’ motivation to write descriptive paragraph writing, because they can arrange their own sentences easily when they use of brainstorming. And by using brainstorming too, the students active and they can more interesting to express and improve their skill in writing English. The writer assumption that brainstorming technique have a significant influence towards students descriptive paragraph writing ability. Draws the frame of thinking as follows:

\[
\begin{array}{c}
\text{Brainstorming} \\
\rightarrow \\
\text{Students’ descriptive paragraph writing ability}
\end{array}
\]

From the explanation above, the writer assumption that brainstorming technique have a significant influence towards the students descriptive paragraph writing ability.

**C. The Hypothesis**

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

\[H_0\] : There is no significant influence of using Brainstorming technique towards students’ descriptive paragraph writing ability.

\[H_a\] : There is significant influence of using brainstorming technique towards students’ descriptive writing ability.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used experimental design. Experimental design is the traditional approach to conducting quantitative research. In the experimental research, you can test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.\(^78\) Ary \textit{et.al}, state that experimental design has some characteristic: control of variable, manipulation, observation and measurement.\(^79\) It means that experimental research is a research method which is used to look for the influence of certain variable towards another in a controlled condition.

In this research, the writer used quasi experimental design. Cresweel states that quasi experiments include assignment, but not random assignment of participants to groups. We can apply the pretest and posttest design approach to a quasi-experimental design. The writer assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups\(^80\). It means that, in quasi experimental design the teacher can use the pretest and posttest design approach. The writer gave pretest and posttest to both of class group to know the differences between the two groups.


\(^79\) Donald Ary, \textit{et.al. Introduction to Research in Education} (8\textsuperscript{th} ed), (New York: Cengage Learning, 2010), p.267

In this research, the writer used two classes, they were the experimental class and the control class. The experimental class received the treatment by using brainstorming technique and the control class taught by using dictation technique from the teacher. Table 2 showed the Pre- and Posttest design was illustrated as follows:

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<tr>
<th>Table 2</th>
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<tbody>
<tr>
<td><strong>Pre- and Posttest Design</strong></td>
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<tr>
<td>Select Control class</td>
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<tr>
<td>Select experimental class</td>
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</tbody>
</table>

Based on the table above, the writer chose two classes as the sample of this research that consist of experimental class and control class. The experimental class was taught by using brainstorming technique as a treatment whereas in the control class was taught by using dictation technique. In this research, the students were given pre-test to both classes before treatment to know the students’ early achievement in descriptive paragraph writing ability. Then the post-test was given to know their descriptive paragraph writing ability after the treatment was done only to the experimental class while the control class was taught of using dictation technique.

Dictation technique was a technique’s teacher there.

**B. Research Variables**

There were two variables that investigated in this research.

1. Independent Variable
Independent variable in this research was using brainstorming technique (X).

2. Dependent Variable

Dependent variable in this research was the students’ writing ability (Y).

C. Operational Definition of Variable

The operational of variable in this research as follows:

1. Independent Variable (X)
   
   Brainstorming was a technique helps to generate ideas.

2. Dependent Variable (Y)
   
   Descriptive paragraph writing ability was the students’ ability to express their ideas, opinions, feelings, experiences. It is indicated with score achieved by students from the test given.

D. Population, Sample and Sampling Technique

1. Population of Research

Population is generally large collection of individual of object in the research. According to Creswell, “population is a group of individuals who have the same characteristic”82. And also Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population83. Therefore, the population in this research is all students at the eighth grade at MTs Yapenbaya Tanjung Agung South

Lampung in academic year of 2015/2016. It consists of 78 students and it is divided into three classes. The population of the research was the students at eighth grade of MTs Yapenbaya Tanjung Agung South Lampung which consist of three classes. The table 3 shows the total number of population:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VIII A</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>48</td>
<td>78</td>
</tr>
</tbody>
</table>

Source: The Data of Total Students at MTs YAPENBAYA Tanjung Agung South Lampung

Based on the description from table 3, that there was 78 students at eighth grade at MTs Yapenbaya Tanjung Agung South Lampung. It consists of three classes, for class VII A there are 25 students, class VIII B consists of 28 students, and class VIII C consists of 25 students. So that, all the number of students were 78 students.

2. Sample of Research

A sample is a subgroup of the target population that the reseacher plans to study for generalizing about the target population\textsuperscript{84}. According to Fraenkel and Wallen, sample is any group of population that is to find out information in the research\textsuperscript{85}. In other words, sample is small group or number of population\textsuperscript{86}. It means that, sample is

\textsuperscript{84} John W. Creswell, \textit{Op.Cit.}, p.142
\textsuperscript{85} Jack R Fraenkel and Norman E Wallen. \textit{Ibid.},
\textsuperscript{86} \textit{Ibid.},
group of individuals as a part of population that is chosen as representative data of whole population.

From the population above, the sample of the research was the eighth grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016. In this research the writer took two classes as the sample in this research. The writer got VIII C as experimental class and VIII A as the control class. Each class consisted of 25 students.

3. Sampling of Technique

In this research, the writer used cluster random sampling technique to choose sample. Fraenkel and Wallen state that the selection of groups, or clusters of subjects rather than individuals is known as cluster random sampling.\(^8\) It means that cluster random sampling is a sampling technique that choose the sample through groups and not individuals. The writer took the sample from a group or a class where one class as control class and one class as experimental class.

The writer used lottery to determine the sample. There were three procedures to take the classes as the sample:

1. At first, the writer wrote all of the classes of the eighth grade on some small pieces of paper. Then the small pieces of paper were rolled and put into a bottle.

\(^{8}\) Ibid., p. 92
2. At secondly, the bottle was shaken and the writer took one small piece of paper rolled paper. It would be a control class and the small piece of rolled paper was included into the bottle again.

3. The last, the writer would shake the bottle again and took one small piece of rolled paper. It could be an experimental class.

E. Data Collecting Technique
In this research, the writer used test to collect data. The test used to get the students’ descriptive paragraph writing ability achievement. The test were pre-test and post-test. In this research, the students was given pretest to both classes before the treatment to know the students’ early achievement in descriptive paragraph writing ability. Then the post-test was given to know their descriptive paragraph writing ability after the treatment was done only to the experimental class and while the control class was taught of using dictation technique.

F. Research Instrument
Instrument is tool or facility which is used by the writer in collecting data. An instrument is a tool for measuring, observing, or documentating quantitative data. It means that instrument is tool for collecting the data in research. In this research, the writer used a test as instruments. The test was in the form of written text. The test was aimed at measuring the students’ descriptive paragraph writing ability, where the students were asked to write a descriptive paragraph based on provides picture. The test was devided in to two kinds they are:

1. **Pre-test**

A pre-test provides a measure on some attribute to characteristic that you assess for participants in a experiment before they receive a treatment.\(^8^9\) It means that pre-test was conducted to know the students’ descriptive paragraph writing ability achievement before the treatment.

In this case, the writer asked the students to write a descriptive paragraph. The composition should not less than 100 words in 60 minutes. The descriptive paragraph assessed based on the aspects of writing assessment: content, organization, vocabulary, language, and mechanics. The total score of essay writing test is 100. In this case, the writer has decided topics that could be chosen by the students to write in their test, they are:

a. A pet  
b. A people  
c. A place

---

2. **Post-test**

A post-test is a measure on some attribute or characteristic that is assess for participants in a experiment after treatment.\(^9^0\) It means that post test was conducted to know the students’ descriptive paragraph writing ability after they were taught by

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\(^9^0\) *Ibid.*
using brainstorming technique. In this case, the writer asked the students to write a descriptive paragraph. The composition should not less than 100 words in 60 minutes. The descriptive paragraph assessed based on the aspects of writing assessment: content, organization, vocabulary, language, and mechanics. The total score of essay writing test is 100. In this case, the writer has decided topics that could be chosen by the students to write in their test, they are:

a. A pet
b. A people
c. A place

The topics adapted with the students’ book and curriculum from eighth grade of MTs Yapenbaya Tanjung Agung South Lampung and the writer consulted with the English teacher too. The system and degree of difficulties of post-test was the same of the pre-test, because both of them were used to measure the students’ descriptive paragraph writing.

G. Data Description

The research has been conducted on April 20th, 2016. This research has been carried through five steps. They involved pre-test, three treatments and post test. To find out the influence of using brainstorming technique, the writer identified several result, they were; the score of students before the treatment, the score of students after the
treatment, the differences between students’ score in pre-test and post-test and the differences of students’ atmosphere between the students who were taught by using brainstorming technique and those who were taught by dictation technique in writing teaching and learning process, especially in MTs Yapenbaya Tanjung Agung South Lampung.

In pre-test and post-test the writer prepared three topic about descriptive paragraph, they were; a pet, a people and a place. From three topics of pre-test and post-test were valid. The writer have consulted the instrument to the English teacher. According the syllabus and the book’s English that used in teacher there.

In MTs Yapenbaya Tanjung Agung, English subject taught twice a weeks. The writer gave the pre-test on on April 19th, 2016 in class VIII A (Control Class) and on April 20th, 2016 in class VIII C (Experimental Class). Before doing the post-test the writer did the treatments to experimental class taught using brainstorming technique on April 25th, 27th and on May 2nd, 2016 and control class taught using dictation technique on April 21st, 26th and 28th, 2016. After the writer did the treatments, the writer administered the post-test on May 4th, 2016 in class VIII A (Control class) and on May 5th, 2016 in class VIII C (Experimental class). The result of the pre-test and post-test that were in score form were as the data of the research. In the process of treatments all activities could run well.

1. Description of Pre-test
The writer gave the pre-test on April 19th 2016 in class VIII A (Control Class) and on April 20th, 2016 in class VIII C (Experimental Class). Pre-test was conducted to know the students’ descriptive paragraph writing ability achievement before the treatment. In pre-test, the writer has decided topics that could be chosen by the students to write in their test, they were: a pet, a people and a place.

2. Treatment for Experimental Class

1. Description of the First Treatment

In the first treatment was done on Monday, April 25th 2016. The writer taught a material about descriptive paragraph. The students looked nervous. The topic of the first meeting was “pet”. In pre teaching, the writer and the students prayed together in the class, checked the students’ name and gave perception about the materials to the students. In while teaching, the writer divided the 5 students for one group and then showed a picture from the topic to the students and the writer asked the students what they were thinking about the picture.

The second steps, the writer guided the students to write down what they were thinking about the picture in paper with their group. And the writer gave a time limit to they thinking about it. The next, the writer has leaded the students to mention the words that related to the topic that has given. After that, the writer explained what the students should do in this technique of brainstorming. After that, the writer made the discussion about the result of written text with the students and checked their work. It should be done to find out the mistakes of five aspects in writing. Then, the writer
asked the students to submit their work. The students looked interesting in teaching learning process. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.

2. Description of the Second Treatment.

The second treatment was done on Wednesday, April 27th 2016. In second treatment was better than first because the students did not look nervous anymore. The students enjoyed in learning writing descriptive paragraph. The students were taught through another topic descriptive paragraph writing by using brainstorming. The topic of second meeting was ‘people”. In pre-teaching, the writer and students prayed together in the class, checked the students’ name and gave perception about the materials to the students. In while teaching of the second treatment, the writer asked the students to explain about the last material about the descriptive paragraph. And the writer divided the 2 students for one group and then showed a picture about people and the writer asked the students what they were thinking about it. And the students quickly wrote what they were thinking about the picture. The students did not confused anymore.

After that, the writer made the discussion about the result of the written text with the students and checked their work. It should be done to find out the mistakes of five aspects in writing. Then, the writer asked the students to submit their work. The
students looked interesting in teaching learning process. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.

3. Description of the Third Treatment

The third treatment on Monday, May 2\textsuperscript{nd} 2016 was better than the second treatment because the students felt accustomed in learning writing descriptive paragraph through brainstorming technique. The writer did not feel difficult to explained about descriptive paragraph and what the students should do in learning process using brainstorming technique. The students had already known what they should do step by step in learning writing descriptive paragraph by using brainstorming technique. The topic in the last meeting was “place”. In pre teaching, the writer and students prayed together in the class, checked the students’ name and gave perception about the materials to the students. In while teaching of the third treatment, the writer asked the students to explain about the last material about descriptive paragraph. And the writer showed a picture about a place and the writer asked the students what they were thinking about it. And the students quickly wrote what they were thinking about the picture.

After that, the writer made the discussion about the result of the written text with the students and checked their work. It should be done to find out the mistakes of five aspects in writing. Then, the writer asked the students to submit their work. The students looked interesting in teaching learning process. After that, the writer gave
chance to the students to ask if they had difficulties. The students thought the brainstorming technique could help them in understanding descriptive paragraph and an interesting technique in teaching writing especially in descriptive paragraph. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.

3. Treatment for Control Class

1. Description of the First Treatment

In the first meeting was done on Thursday, April 21\textsuperscript{st}, 2016. In the teaching and learning process by using dictation technique. The writer taught a material about descriptive paragraph. The topic of the first meeting was “pet”. In pre teaching, the writer and the students prayed together in the class, checked the students’ name and gave perception about the material to the students. In while teaching, the writer divided 5 students for one group. The writer asked the students about descriptive paragraph and explained about generic structure of descriptive paragraph. The writer showed the picture from the topic to the students.

The second steps, the writer reads a descriptive paragraph about a pet with a normal speed. The writer reads again at normal speed without repeating. But pausing between phrases only long enough for the students to write down. The students write down what they hear in their paper. The writer read through again at normal speed so the students checked their paper. The writer asked the students to correct their work by referring to the text. One of the students read the their paper in front of the class.
The writer wrote the correct sentences in board to corrections their mistakes related to writing components. And the students corrected again their paper. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.

2. Description of the Second Treatment

In the second meeting was done on Tuesday. April 26th, 2016. In the teaching and learning process by using dictation technique. The writer taught a material about descriptive paragraph. The topic of the first meeting was “people”. In pre teaching, the writer and the students prayed together in the class, checked the students’ name and gave perception about the material to the students. In while teaching, the writer divided 2 students for one group. The writer asked the students about descriptive paragraph and explained about generic structure of descriptive paragraph. The writer showed the picture from the topic to the students.

The second steps, the writer reads a descriptive paragraph about a people with a normal speed. The writer reads again at normal speed without repeating. But pausing between phrases only long enough for the students to write down. The students wrote what they hear in their paper. The writer read through again at normal speed so the students checked their paper. The writer asked the students to correct their work by referring to the text. One of the students read the their paper in front of the class. The writer wrote the correct sentences in board to corrections their mistakes related to writing components. And the students corrected again their paper. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.
3. Description of the Third Treatment

In the third meeting was done on Thursday. April 28\textsuperscript{th}, 2016. In the teaching and learning process by using dictation technique. The writer taught a material about descriptive paragraph. The topic of the first meeting was “place”. In pre teaching, the writer and the students prayed together in the class, checked the students’ name and gave perception about the material to the students. In while teaching, the writer asked the students about descriptive paragraph and explained about generic structure of descriptive paragraph. The writer showed the picture from the topic to the students.

The second steps, the writer reads a descriptive paragraph about a people with a normal speed. The writer reads again at normal speed without repeating. But pausing between phrases only long enough for the students to write down. The students write down what they hear in their paper. The writer read through again at normal speed so the students checked their paper. The writer asked the students to correct their work by referring to the text. One of the students read the their paper in front of the class. The writer wrote the correct sentences in board to corrections their mistakes related to writing components. And the students corrected again their paper. After that, the writer gave motivation to the students. Then, she closed the lesson and said good bye.

4. Description of Post-test.

The post-test was held on on May 4\textsuperscript{th}, 2016 in class VIII A (Control class) and on May 5\textsuperscript{th}, 2016 in class VIII C (Experimental class).
H. Scoring Procedure

Before obtained the score, the writer determined the procedure that was used to score students assignment. The ideal higher score is 100. The score of pre-test and post-test was calculated by using scoring system for essay writing test proposed by Tribbel\(^9\). It can be see in table 4.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Scores</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30–27</td>
<td><strong>Excellent to very good</strong> Knowledgeable, substantives, etc.</td>
</tr>
<tr>
<td></td>
<td>26–22</td>
<td><strong>Good to average</strong> Some knowledge of subject, adequate range, etc</td>
</tr>
<tr>
<td></td>
<td>21–17</td>
<td><strong>Fair to poor</strong> Limited knowledge of subject, little substances, etc</td>
</tr>
<tr>
<td></td>
<td>16–13</td>
<td><strong>Very poor</strong> Does not show knowledge of subject, non substantives, etc</td>
</tr>
<tr>
<td>Organization</td>
<td>20–18</td>
<td><strong>Excellent to very good</strong> Fluent expression, ideas clearly stated, etc.</td>
</tr>
<tr>
<td></td>
<td>17–14</td>
<td><strong>Good to average</strong> Somewhat choppy, loosely organized but main ideas stand out, etc.</td>
</tr>
<tr>
<td></td>
<td>13–10</td>
<td><strong>Fair to poor</strong> Non fluent, ideas confused or disconnected, etc.</td>
</tr>
<tr>
<td></td>
<td>9–7</td>
<td><strong>Very poor</strong> Does not communicate, no organization,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>20 – 18</th>
<th><strong>Excellent to very good</strong></th>
<th>Sophisticated range, effective word/idiom choice and usage, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>17 – 14</td>
<td><strong>Good to average</strong></td>
<td>Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>13 – 10</td>
<td><strong>Fair to poor</strong></td>
<td>Limited range, frequent errors of word/idiom form, choice, usage, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Very poor</strong></td>
<td>Essentially translation, little knowledge of English vocabulary.</td>
</tr>
<tr>
<td>Language</td>
<td>25 – 22</td>
<td><strong>Excellent to very good</strong></td>
<td>Effective complex construction, etc.</td>
</tr>
<tr>
<td></td>
<td>21 – 19</td>
<td><strong>Good to average</strong></td>
<td>Effective but simple construction, etc</td>
</tr>
<tr>
<td></td>
<td>17 – 11</td>
<td><strong>Fair to poor</strong></td>
<td>Major problems in simple/complex constructions, etc.</td>
</tr>
<tr>
<td></td>
<td>10 – 5</td>
<td><strong>Very poor</strong></td>
<td>Virtually no master of sentence constructions rules, etc</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td><strong>Excellent to very good</strong></td>
<td>Demonstrates mastery of convention, etc</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>Good to average</strong></td>
<td>Occasional errors of spelling, punctuation, etc</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>Fair to poor</strong></td>
<td>Frequent errors of spelling punctuation, capitalization, etc.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Very poor</strong></td>
<td>No mastery to conventions, dominate by errors of spelling, punctuation, capitalization, paragraphing, etc.</td>
</tr>
</tbody>
</table>
Adapted from Tribble

For clearer explanation, the following are the criteria for scoring writing which are use in this study.

a. **Content**: the agreement with the title chosen
b. **Organization**: paragraph unity, coherence, and cohesion.
c. **Vocabulary**: the precision of using vocabulary.
d. **Language**: use of grammar, tenses and pattern.
e. **Mechanics**: spelling and punctuation.

The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

Content : 30
Organization : 20
Vocabulary : 20
Language : 25
Mechanics : 5

Final score : 100

I. **Procedure of the research**

1. **Planning**

Before applying the research procedure, the writer made some planning to run the application well. There were some steps that planned by the writer. The procedure of making palanning of this research was as follows:
a. Determining the subject

The writer determined the subject, in this phase the writer chose the eighth grade students of MTs Yapenbaya Tanjung Agung South Lampung as the subject of this research, one class was the experimental class and the other class was the control class.

b. Preparing the pre-test

The writer prepared kind of test (called pre-test) that was given to students to know the students' early achievement in descriptive paragraph writing ability. And the writer used the instrument which have already been consulted before.

c. Determining the material to be taught

The writer determined the material that was taught to the students and the material was descriptive paragraph.

d. Preparing the post-test

The writer prepared a kind of test (called post test) that was given to the students. The writer has gave the post-test, to know the students’ descriptive paragraph writing ability after the treatment was done only to the experimental class while the control class was taught of using dictation technique.

2. Application

After making the planning, the writer tried to apply the research procedure that was already planned. There were some steps in doing this research.
a. In first meeting, the writer gave pre-test. This test was writing test about descriptive paragraph that consisted of should not less 100 words in 60 minutes.

b. After giving the pre-test to the students, the writer conducted the treatment in control class and experimental class. In control class, the writer taught the student by using dictation technique for three meetings, each meeting had one topic, they are; a pet, a people, and a place. While in experimental class the writer conducted the treatment to students by using brainstorming technique for three meetings, each meeting had one topic, they were; a pet, a people, and a place.

c. In the last meeting, the writer gave post-test. This test was writing test about descriptive paragraph that consisted of should not less 100 words in 60 minute.

3. Reporting

The last point was done in the research procedure was reporting. There were two steps done in reporting. The steps were as follows:

a. Analyzing the data received from pre-test and post-test

b. Making a report of the finding.
J. Validity of the test

A good test is one that has validity. Best and Kahn state that a test is valid if it is able to measure what it claims to measure.\textsuperscript{92} It means that the test must have good validity so that the test can measure the aspects which will be measured. In this research, the writer used content and construct validity.

a. Content Validity

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.\textsuperscript{93} Content validity is a test measures with a representative sample of the subject matter, the focus of content validity is adequacy of the sample and simply on the appearance of the test. To get the content validity, the test was adapted with the students’ book and based on standard of content school-based curriculum, descriptive paragraph writing taught in eighth grade of junior high school. (See Appendix 16)

b. Construct validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.\textsuperscript{94} Construct validity focused on the kind of the test that using to measure the ability. In other words, test can measure what needs to be measured. In this research, the writer administered a writing test. The scoring cover

\textsuperscript{92} John W. Best and James V. Kahn, \textit{Research in Education (7th ed)}, (New Delhi: Prentice Hall, 1995), p.218
\textsuperscript{93} John W. Creswell, \textit{Op.Cit.}, p.618
\textsuperscript{94} \textit{Ibid.},
five aspects of writing that are adapted from Teribble, they are’ content, organization, vocabulary, language, and mechanics.95

To get construct validity evidence, the writer tried to arrange the material based on the objective of teaching in the school based on curriculum for eighth grade of MTs Yapenbaya Tanjung Agung South Lampung, and then the writer consulted the instrument to the English teacher at MTs Yapenbaya Tanjung Agung South Lampung Mr Ari Wijotomo to make sure that the instrument were valid. (See Appendix 8)

K. Reliability of the Test
Reliability of an instrument of the test if the result of the test has a result consistently even if it is tested in several times. Fraenkel and Wallen stated that reliability refers to consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Consider, for example, a test designed to measure typing ability. If the test was reliable, the writer expected a students who receives a high score the first time she took the test to receive a high score the next time she takes the test. The scores would probably not be identical, but they should be close.96 In other word reliability test was about the consistency of the result of the test when it was tested in different time. In this research, the writer used reliability analysis by using SPSS to calculate the reliability of the test.

The criteria of reliability test:

95 Christoper Tribbel, Op.Cit, p.130
a. A very low reliability ranges from .00 to .20
b. A low reliability ranges from .20 to .40
c. A fair reliability ranges from .40 to .60
d. A high reliability ranges from .60 to .80
e. A very high reliability ranges from .80 to 1.00

From the calculation by using reliability analysis, the reliability of the instrument for the pre-test in control class was 0.946 and for post-test 0.963 and the reliability of the instrument for the pre-test in experimental class was 0.951 and post-test was 0.951. It can be concluded that the instrument for pre-test and post-test had a very high reliability. (See Appendices 34-37)

L. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. In addition, according to

97 Sugiyono, Metode Penelitian, Pemdekan Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta,2010), p.184
Jornes and Bartlett, the best way to know whether documents are truly easy to read is by asking for feedback from readers representing the intended audience.99

To know readability of the essay test instrument, the writer followed Kouamé’s research. Participants were asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describe an item that is difficult and read. The questions were tested individually. (See Appendices 9-14)

The participants may not have difficulty understanding because they take the context of the writing into consideration. After that, the writer measured mean of each item. Based on the finding of Kouamé’s research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.100

Furthermore, based on the finding of Kouamé’s research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test is 3.1 (lower than 4.46), it means that the instrument is readable. (See Appendix 15)

100 Julian B. Kouamé’s, Op.Cit., p.133
M. Data analysis

To analyze the data, the writer used parametric statistic. In the parametric statistic, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric test are significant tests which assume a certain distribution of the data (usually the normal distribution), assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. Most common significance tests (z test, t-test, and F tests) are parametric. It means to get a certain distribution of the data, the writer has to do some tests such as normality test and homogeneity test.

a. Normality Test

The writer done this normality test to know whether the datas have normal distribution or not. The writer used SPSS (Statistical Program for Social Science) to calculate the Kolmogorov-Smirnov test and the Shapiro-Wilks test. After the writer got conclusion that the data is normal or not, the writer may continue into the next test. It will be homogeneity test.

The hypothesis for the normality test are formulated as follows:

\[ H_0 : \text{the datas are normally distributed} \]
\[ H_a : \text{the datas are not normally distributed} \]

While the criteria for the normality test are as follow:

\( H_0 \) is accepted if \( \text{Sig. (p-value)} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{Sig. (p-value)} < \alpha = 0.05 \)

**b. Homogeneity Test**

After the writer got the conclusion of the normality test, the writer done this homogeneity test to know whether the datas are homogeneous or not. The writer used SPSS (Statistical Program for Social Science) to calculate the Levene’s test.

The hypotheses for the homogeneity test are formulated as follows:

\[ H_0 = \text{The variance of the data is homogenous} \]
\[ H_a = \text{The variance of the data is not homogenous.} \]

The criteria for the homogeneity test are as follows:

\( H_0 \) is accepted if \( \text{Sig. (p-value)} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{Sig. (p-value)} < \alpha = 0.05 \)

**1. Hypothesis Test**

After the writer knowed that the datas are normal and homogeneous, the datas would be analyzed by using independent sample t-test in order to know the significance of the treatment effect. The writer used SPSS (Statistical Program for Social Science) to calculate the independent sample t-test.

The hypothesis were:
$H_a$ : There is significant influence of brainstorming technique toward the students’ descriptive paragraph writing ability at the eighth grade at MTs Yapenbaya Tajung Agung South Lampung in the academic year of 2015/2016.

$H_o$ : There is no significant influence of brainstorming technique toward the students’ descriptive paragraph writing ability at the eighth grade at MTs Yapenbaya Tajung Agung South Lampung in the academic year of 2015/2016.

While the criteria for acceptance and rejection of the hypothesis were:

$H_a$ is accepted if Sig. $< \alpha = 0.05$

$H_o$ is accepted if Sig. $> \alpha = 0.05$
CHAPTER IV
RESULT AND DISCUSSION

A. Result of Research

1. The Result of Control Class

The writer got the data in the form of score. The score was derived from test. There were two tests in this research, they are pre-test and post-test. The writer used SPSS Statistic 17.00. The result of was described as follows:

**Figure 1**
The Result of Pre-test of Control Class

![Bar Chart](attachment:image.jpg)

Based on the figure 1, it showed the result of the pre-test were the minimum score was 30 and the maximum score was 70. There were 3 students who got score 30. There was students who got score 35 and 40. Two students who got score 45, 65 and 70. There were 5 students who got score 50 and 55. And there were 3 student who got score 60. Related with the students’ score in pre-test control class there was measuring of statistic. It show the result mean of pre-test in control class was 51.60, Std. Dev= 11.701, N=25, minimum score=30 and maximum score 70.
From the figure 1, the total number of students in failed category is higher than in passed category. There were 20 students in failed category and there were 5 students in passed category. It can be inferred that in achievement of the students in learning descriptive paragraph writing ability is low because the criteria of minimum mastery (KKM) in MTs Yapenbaya is 60.

![Figure II](image)

**Figure II**

*The Result of Post-test in Control Class*

Based on the figure II, it showed the result of the post-test were the minimum score was 30 and the maximum score was 80. There was student who got score 30, 35, and 40. There were 4 students who got score 50 and 55. The were 6 students who got score 65. There were 3 students who got score 70 and 80. And there were 2 student who got score 75. Related with the students’ score in post-test control class there was measuring of statistic. It show the result mean of pre-test in control class was 60.60, Std. Dev= 13.717, N=25, minimum score=30 and maximum score 80.
From the figure II, the total number of students in failed category is lower than in passed category. There were 11 students in failed category and 14 students in passed category. It can be inferred that in achievement of the students in learning descriptive paragraph writing ability is low because the criteria of minimum mastery (KKM) in MTs Yapenbaya is 60.

2. The Result of Experimental Class

In experimental class, the writer got the data in the form of score. The scores were derived from the tests. There were two tests in this research, they were pre-test and post-test. The result was described as follow:

![Figure III](image)

**Figure III**

The Result of Pre-test in Experimental Class

Based on the figure III, it was shown the result of the pre-test were the minimum score was 30 and the maximum score was 75. There was 1 student who got score 30, 45, 70 and 75. There were 2 students who got score 35 and 65. There were 5 students who got score 50. There were 4 students who got score 55. There were 8 students
who got score 60. Related with the students’ score in pre-test experimental class there was measuring of statistic. It show the result mean of pre-test experimental class was 54.80, Std. Dev=10.555, N=25, minimum score 30 and maximum score=75.

From the figure III, the total number of students in failed category is higher than in passed category. There were 13 students in failed category and 12 students in passed category. It can be inferred that in achievement of the students in learning descriptive paragraph writing ability is low because the criteria of minimum mastery (KKM) in MTs Yapenbaya is 60.

Based on the figure IV, it was shown the result of the post-test were the minimum score was 45 and the maximum score was 90. There was 1 student who got score 50, 55, 60 and 85. There were 2 students who got score 45, 80 and 90. There were 6 students who got score 65 and 70. And there were 3 students who got score 75.
Related with the students’ score in post-test experimental class there was measuring of statistic. It show the result mean of post-test experimental class was 68.60, Std. Dev=11.86, N=25, Minimum score=45, and maximum score 90.

From the figure IV, the total number of students in failed category is lower than in passed category. There were 4 students in failed category and 21 students in passed category. It can be inferred that in achievement of the students in learning descriptive paragraph writing ability is low because the criteria of minimum mastery (KKM) in MTs Yapenbaya is 60. So, it means there were influence of using brainstorming technique descriptive paragraph writing ability in the experimental class after the treatment.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Control</td>
<td>51.60</td>
<td>60.60</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Experimental</td>
<td>54.80</td>
<td>68.60</td>
<td>13.8</td>
</tr>
</tbody>
</table>

Based on the table, it can be concluded that students’ score pre-test in control class and experimental class was still low. And students’ score post-test in control class and experimental higher than in pre-test. There was an influence of using brainstorming technique in experimental class after the treatment.

B. Data Analysis Technique

1. Normality Test
The test has been employed to know whether the data is normally distributed or not. The researcher used Kolmogorov-Smirnov/Liliefors normality test by using SPSS Statistic 17.00 and the result was as follow:

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE CO</td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>SCORE CONTROL CLASS</td>
<td>.198</td>
<td>25</td>
</tr>
<tr>
<td>EXP CLASS</td>
<td>.167</td>
<td>25</td>
</tr>
</tbody>
</table>

a. Liliefors Significance Correction

Based on the table, it could be seen that P<sub>value</sub>(Sig) for experimental class was 0.071 for Kolmogrov-Smirnov<sup>a</sup>. For control class, the P<sub>value</sub>(Sig) was 0.12 for Kolmogrov-Smirnov<sup>a</sup>. Because Sig (P<sub>value</sub>) of experimental class > α = 0.05 it means H<sub>a</sub> was accepted and Sig (P<sub>value</sub>) for the control class > α = 0.05 it means H<sub>a</sub> was accepted.

The conclusion was that the data in the experimental class and for the control class had normal distribution. (See Appendix 33)

2. Homogenity Test

The test was intended to test whether the variance of data in the experimental class and in the control class is equal or not. The writer used Levene Test using SPSS Statistic 17.00 and the result is follow:
Table 6
Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE</td>
<td>Based on Mean</td>
<td>.906</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Based on Median</td>
<td>.686</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Based on Median and with adjusted df</td>
<td>.686</td>
<td>1</td>
<td>45.473</td>
</tr>
<tr>
<td></td>
<td>Based on trimmed mean</td>
<td>1.030</td>
<td>1</td>
<td>48</td>
</tr>
</tbody>
</table>

From this table, it can be seen that Sig (P-value) was 0.346, and α = 0.05. it means that Sig (P-value) > α and H₀ was accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental and control class. (see appendix 33)

3. Hypothetical test.

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

Hₐ : There is a significant influence of using brainstorming technique toward students’ descriptive paragraph writing ability.

H₀ : There is no any significant influence of using brainstorming technique toward students’ descriptive paragraph writing ability.

While the criteria for acceptance and rejection of the hypothesis were:

H₀ is accepted if Sig. (P-value) < α = 0.05
H$_a$ is accepted if Sig. (P\text{value}) > \alpha = 0.05

**Table 7**
Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>SCORER</td>
<td>0.906</td>
<td>0.346</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45.89</td>
</tr>
</tbody>
</table>

Based on the results obtained in the table above, it was clear that the value of significant generated Sig(P\text{value}) or Sig(2-tailed) of the equal variance assumed = 0.02, and\(\alpha = 0.05\). It meant that Sig(P\text{value})<\alpha = 0.05. So, H$_a$ was accepted. Based on the computation, it can be concluded that there was influence of using brainstorming technique towards the students’ descriptive paragraph writing ability at the eighth grade at MTs Yabenbaya Tanjung Agung South Lampung in the academic year of 2015/2016. (See Appendix 33)
C. Discussion

Based on the finding research, it was found that the students who were taught by using brainstorming technique have increased their descriptive paragraph writing ability. It might be due to in using brainstorming technique the students think actively to express opinion and made them feel free and happy.

According to Brown, brainstorming is useful technique in writing because it permits you to approach a topic with an open mind. Therefore, students’ writing ability was the students’ ability to express their opinion, feeling and experiences using English with a good content, language, mechanics, vocabulary and organization. The aim of brainstorming to help students develop and express their ideas in writing ability.

Also, they were interested in teaching learning process by using brainstorming.

Based on the result of pre-test before using brainstorming was implemented, the writing ability of the students was lower than after using brainstorming was implemented. After getting the treatment and post-test, it was found that there were significant differences between the experimental class and control class. The post-test score of the experimental class was higher than the post-test score in the control class.
The pre-test was administered to know students’ achievement in descriptive paragraph writing ability before they were given treatment by the writer. In pre-test, the teacher asked the students to write descriptive paragraph. The composition should not less than 100 words in 60 minutes. The descriptive paragraph assessed based on the aspects of writing assessment: content, organization, vocabulary, language and mechanics. The total score of writing test is 100. In pre-test, the teacher has decided topics be chosen by the students to write it in their test, they were: a pet, a person and a place. The topics were chosen to pre-test based on syllabus. Based on the result, the students’ pre-test score, the mean of pre-test in experimental class was 54.80, Std. Dev=10.555, N=25, minimum score=30 and maximum score=75. Furthermore, the mean of pre-test in control class was 51.60, Std. Dev=11.701, N=25, minimum score=30 and maximum score=70.

Afterwards, the students were taught through brainstorming technique in the experimental class and dictation technique in the control class. The material was three topics about descriptive paragraph for three treatments. They were; a pet, a person, and a place. The topics were chosen to pre-test based on syllabus. Before doing brainstorming technique, the writer explained definition of brainstorming technique and explained how to made a descriptive paragraph using brainstorming technique.

There were differences of the students’ achievement that was taught by using brainstorming and who was taught dictation technique. It could be seen in teaching learning process, they were as follow:

1. In the Control Class
Dictation technique was used by the writer to teach writing in the control class since the teacher used it to teach writing. The writer did three treatments by using dictation technique.

According Wickham, dictation is a whole class activity used to requires students to listen and write sentences spoken aloud by the teacher. In the teaching and learning process by using dictation the writer gave explanation about descriptive paragraph, generic structure of descriptive paragraph and how to made descriptive paragraph. And the students wrote what they hear in their paper. Only some students took a good attention to the writer’s explanation.

After gave the explanation, the writer reads a descriptive paragraph about the topic with a normal speed. After that, the students write down what they have heard from their teacher in a paper. And then, the teacher reads again at normal speed and the students can check their paper. Then, the teacher asked the students to write their paper on the board. And what the students write on board still many mistakes. Such as their vocabulary, mechanics, language, content and organization.
The result of the students’ showed that many of students did not understand the teacher’s explanation. Thus their task was not good, they did not know how to write something that the teacher said or read out as it is being said. This situation happened because the teacher gave the treatment at 11.45 am so the students did not focus on the writer’s explanation and did not concentration about this material and they felt not interesting in learning process. Therefore, the students could not really improve their writing ability.

2. In the Experimental Class
In the experimental class the writer taught by using brainstorming. According to Tan, brainstorming technique using in classroom promotes the creativity boost toward students, especially in developing writing. Brainstorming help the students deliver their ideas which come mind. It helps to students think about and develop a topic to be delivered on paper.

The writer also gave three treatments by using brainstorming, this technique was very helpful, by using brainstorming in teaching writing, it help the students to get ideas what will they write and can make the students actively to express opinion. And to think fast and logically systematic. The teacher used listing from types of brainstorming technique.
According to Ferrris and Hedgecock, listing elicit many thoughts and ideas on a given topic and encourages students to put their ideas in the form of an ordered list. The students write down their ideas about the topic. Make a list of everything that comes to their mind about it.

The result of teaching writing by using brainstorming was good, this situation was in line to the advantages of brainstorming by Roestiyah, the students think actively to express opinion and think fast and logically systematic. The students feel enjoy and happy. But the writer also got the difficulties during her teaching by using brainstorming. She did not giving enough time to the students to think well and need long time in learning process. So, she gave the time limit to the students to write down that come their mind on their paper. The writer took five minutes to list every ideas that comes to the students’ mind. So, before using this technique the teacher has to manage the class, the time, the situation, and condition as well as possible.
After the writer was done the treatment, the writer gave the post-test. The post-test was conducted to measure the influence of brainstorming technique in descriptive paragraph writing ability after the treatment was done. In post-test, the teacher asked the students to write descriptive paragraph. The composition should not less than 100 words in 60 minutes. The descriptive paragraph assessed based on the aspects of writing assessment: content, organization, vocabulary, language and mechanics. The total score of writing test is 100. In post-test, the teacher has decide topics be chosen by the students to write it in their test, they were: a pet, a person and a place. The topics of pre-test and post-test were the same but different kinds of the topic.

Based on the result, the students’ post-test score, the mean of post-test in the experimental class was 68.60, Std. Dev=11.86, N=25, minimum score=45 and maximum score=90. Furthermore, the mean of post-test in the control class was 60.60, Std. Dev=13.717, N=25, minimum score=30 and maximum score 80. It shows that the students’ post-test score in the experimental score was higher than the students’ post-test score in the control class.

After the writer analyzing pre-test and post-test score, the writer used the data to find out gain score. Gain score obtained from post-test score minus pre-test score. Gain score was used to analyze the data normality test score and it showed that the data were normal.
After the normality test, the writer analyzed the data of homogeneity test based on gain score and it showed that the data were homogeneous. Based on table 5 the result of normality, it can be seen that Sig (P\text{value}) for control class was 0.012 and (P\text{value}) for experimental class was 0.071 and α=0.05. It means that Sig (P\text{value}) > α and H₀ is accepted. Based on the table 6 the result of homogeneity, it can be seen that Sig (P\text{value}) based on mean was 0.906, and α=0.05. It means that Sig (P\text{value}) > α and H₀ is accepted.

The conclusion was that the data has same variance or homogeneous. It was calculated based on the gain of the experimental class and control class. And the last based on the result obtained in the table 7, it is clear that the value of significant generated Sig (P\text{value}) or Sig (2-tailed) of the equal variance assumed=0.02, and α=0.05. It means that Sig (P\text{value}) < α=0.05. So, H₀ is rejected and Hₐ is accepted.
It can be concluded that there was influence of using brainstorming technique toward the students’ descriptive paragraph writing ability at the eighth grade of MTs Yabenbaya Tanjung Agung South Lampung in the academic year of 2015/2016. However, in learning and teaching process using brainstorming technique the writer found the problem. The writer need long time. To solve the problem, the writer gave a time limit to the students to think and write of many ideas as they can in their paper. The writer took five minutes to list every ideas that comes to the students’ mind. Based on the explanation above, the writer concluded that brainstorming technique is good technique to teach writing ability especially in descriptive paragraph writing. Brainstorming technique can help the students to develop and express ideas in their writing ability for descriptive paragraph.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on research that was carried out in MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016, the writer might draw conclusion as follows:

Based on the statistically analysis, there was significant influence of using brainstorming technique towards the students’ descriptive paragraph writing ability at the eighth grade of MTs Yapenbaya Tanjung Agung South Lampung in the academic year of 2015/2016. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) was 0.002. It was lower than α=0.05 and it means that H₀ is rejected and H₁ is accepted.

B. Suggestion

Based on the result of the writer and the advantages of using brainstorming technique in teaching writing to the eighth grade of MTs Yapenbaya, the writer would like to give some suggestion.

1. Suggestion for the Teacher

a. Brainstorming technique is a good technique that can help the students to master students’ writing ability, where the students can be stimulated to produce idea by
themselves. improve their ability in writing. So, brainstorming technique is a technique to be used in teaching process especially for writing.

b. The teacher should not use monotonous technique in teaching process. A teacher should choose appropriate technique that can help the students to be more active in classroom.

2. Suggestion for the Students

The students should study hard and do more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

3. Suggestion for the Other writers

a. In this research, the treatment were done three times. Other writers can spend more time in giving treatments to the students.

b. In this reserach, the writer used brainstorming technique to help students of Junior High School, especially in writing descriptive paragraph ability. The next writer can conduct this technique on different levels of students and other skills.
REFERENCES


Wickham, Paul J. 2013. Listen Write and Read. California: Long Beach.