

THE EFFECTIVENESS OF BRAINSTORMING TECHNIQUE FOR TEACHING WRITING RECOUNT TEXTS

Quasi-Experimental Study on the Third semester at Technical Department of Politeknik Bumi Akpelni in the Academic Year of 2017/2018

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Abstract

This paper dealt with teaching recount texts by using brainstorming technique. The researchers used brainstorming technique and the aims was to find out the effectiveness of that technique for teaching recount texts. The researchers did a quasi-experimental research to achieve the goal. The subjects of this research were the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang for this research. TF class took a role as the experimental group, and TG class acted as the control group. Different treatments were given to both groups. The experimental group was taught by using brainstorming technique while the control group was taught without using brainstorming technique. In order to find out the difference of the mean score between the pre-test and post-test, the researchers used paired sample t-test. The result of the t-test was 2.88 and t-table was 2.02. It means that t-value is higher than t-table ($2.88 > 2.02$), and the technique was effective enough to be used in teaching recount texts. The result of this study shows that teaching recount texts by using brainstorming technique gives significant improvement. The average score of the pre-test for the experimental group was 58.00, and for the control group was 59.32. The average score of the post-test for the experimental group was 71.33 while for the control group was 63.95. It can be seen that the experimental group improved higher than the control group. The higher achievement in the experimental group showed that using brainstorming technique for teaching writing recount texts on the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang was effective. Therefore, the researchers suggest English teacher to use brainstorming technique as an alternative technique for teaching recount texts or any other technique that supports for teaching recount texts.

Keywords: *brainstorming technique, experimental reserach, and recount texts.*

INTRODUCTION

English has become important subject to be taught in Indonesia, especially at elementary school, junior high school, senior high school, even at university. The purpose of teaching English is to prepare students in facing global era. It gives an important role for global communication and education areas.

Students should improve their competence and skills in English. It has been suggested that students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or communicating with other

people, from whatever country, who also speaks English (Harmer, 2007:12). Other goals are to prepare the students to face global era. In this globalization era, the development of technology also gives the influence for the students.

As stated in the previous paragraph, writing is one of four skills that should be mastered by the students while they are learning English. It is one of the most familiar skills that we meet in the school on teaching learning process. It can cover the writer's idea, feeling and thought. The writer should construct it systematically, in order to the

message can be delivered clearly to the readers.

In fact, the researchers found that the students are uninterested to compose free writing. In this case, the researchers had experienced when the researchers were doing class as a lecture at Vocational Academy. The students really got into difficulties when the teacher asked them to compose a text. Moreover, they must learn many text types. For example, when the teacher asked the students to write a Recount text about their past experience, the students could not write even in their own language. They found difficulties such as using grammatical structure and punctuation. The lack of writing practice made the students confused to compose a text correctly. The limited vocabulary and knowledge about writing were also the reasons of students' difficulty in writing. Teachers have to create an interesting learning process. According to Harmer (2001: 261):

one of our (teachers') principal roles in writing tasks will be to motivate the students, create the right conditions for the generation of ideas, persuade them to the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit.

In this case, teachers can use some techniques for teaching English. Approach, method and technique are used within the parameters explained by Celce Murcia (2001) that an approach is general, a method is a specific set of procedures more or less compatible with an approach, and a technique is a very specific type of learning activity used with one or more methods.

According to Larsen (2000), cooperative or collaborative learning essentially involves students learning from each other in groups. Another definition comes from Abismara (2001). He says that **cooperative learning** is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning

activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement.

REVIEW OF THE RELATED LITERATURE

Review of some related literature which supports this study are as follows:

The Definition of Brainstorming Technique

Brainstorming techniques is a technique for generating ideas that tries to overcome all obstacles and criticism. These activities encourage the appearance of many ideas, including the notion that is eccentric, wild, and dare to hope that these ideas can generate creative ideas. (Guntar, 2008).

The Definition of Recount Texts

According to Anderson and Anderson (2003: 48) recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Teaching Writing Recount Texts

According to Meyers (2005: 2) writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Therefore, there are some genres of writing that have been taught to the students in many school levels. In this study, the researcher chooses recount text as the genre of writing. Recount as one of factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. It, however, can be more demanding if it is used on formal context such as report of a science experiment, police report, news report, historical account, etc.

METHODS OF INVESTIGATION

In this research, the researcher used quasi experimental design (non-equivalent control group design).

The design can be described as follows:

Table 1 Design of the experiment

E	O ₁	X1	O ₂
C	O ₃	X2	O ₄

(Arikunto, 2006:86)

Where:

E: Experimental group

C: Control group

O₁: Pre-test for the experimental group

O₂: Post-test for the experimental group

O₃: Pre-test for the control group

O₄: Post-test for the control group

X1: Treatment by using brainstorming technique

X2: Treatment by using conventional technique

The population of this study is the the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang, the researcher used 2 classes as the sample of the research. TF class was for the experimental group and TG class was for the control group.

RESEARCH FINDINGS AND DISCUSSION

Try-out

To know the given test could be eligible and suitable with the target curriculum of the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang, the researcher conducted try out test. The test was given for both classes. The result of try-out test was used to know the validity and reliability of the given test.

Pre-Test

The pre-test was given before giving the treatment. The following table was the result of the pre-test from the two groups;

the control and experimental groups. It covered five aspects of composing a text such as organization, content, grammar, punctuation and style. The result of the pre test of the experimental and control groups were presented in the chart below:

Table 2. The Result of Pre test of the Experimental and Control Groups

The Experimental Group			The Control Group		
No	Code	Score	No	Code	Score
1	E-01	51	1	C-01	62
2	E-02	62	2	C-02	56
3	E-03	54	3	C-03	65
4	E-04	54	4	C-04	50
5	E-05	56	5	C-05	63
6	E-06	57	6	C-06	65
7	E-07	50	7	C-07	54
8	E-08	54	8	C-08	55
9	E-09	59	9	C-09	67
10	E-10	64	10	C-10	57
11	E-11	60	11	C-11	62

			1	11	
12	E-12	54	1 2	C- 12	63
13	E-13	57	1 3	C- 13	54
14	E-14	54	1 4	C- 14	63
15	E-15	57	1 5	C- 15	60
16	E-16	59	1 6	C- 16	54
17	E-17	56	1 7	C- 17	60
18	E-18	67	1 8	C- 18	59
19	E-19	57	1 9	C- 19	63
20	E-20	59	2 0	C- 20	59
21	E-21	68	2 1	C- 21	64
22	E-22	55	2 2	C- 22	50
23	E-23	60			
24	E-24	68			
Σ	=	1392	Σ	=	1305
n_1	=	24	n_2	=	22
x_1	=	58	x_2	=	59,32
s_1^2	=	24,261	s_2^2	=	24,2273

From the pre-test result, the average scores of the students were analyzed. The average score of the experimental group was 58,00, while the average score of the control group was 59.32. Eventhough the result of the pre-test showed the difference between the score average of the control and the experimental groups, it was not a very significant difference. This means that the prior ability between experimental and control groups was relatively the same before the treatment was given.

Post-Test

After the researcher conducted the treatment, she gave post-test for the students to measure how far their ability progressed after the treatment was given. Based on the calculation of the post-test result, it showed that the average score of the control group was 63.95, while the average score of the experimental group was 71.33. For this, it indicates that the achievement of the experimental group was higher than the control group. The average score of the post-test of the two groups could be seen on the table below :

Table 3 The Result of Post test of the Experimental and Control Groups

The Experimental Group			The Control Group		
No	Code	Score	No	Code	Score
1	E-01	60	1	C-01	54
2	E-02	53	2	C-02	49
3	E-03	64	3	C-03	68
4	E-04	68	4	C-04	56
5	E-05	76	5	C-05	68
6	E-06	66	6	C-06	76
7	E-07	64	7	C-07	65
8	E-08	76	8	C-08	65
9	E-09	78	9	C-09	72
10	E-10	84	10	C-10	53
11	E-11	80	11	C-11	64
12	E-12	64	12	C-12	60
13	E-13	53	13	C-13	62
14	E-14	64	14	C-14	70

			4	14	
15	E-15	60	1 5	C- 15	66
16	E-16	80	1 6	C- 16	67
17	E-17	66	1 7	C- 17	62
18	E-18	76	1 8	C- 18	57
19	E-19	72	1 9	C- 19	64
20	E-20	84	2 0	C- 20	66
21	E-21	76	2 1	C- 21	76
22	E-22	76	2 2	C- 22	67
23	E-23	84			
24	E-24	88			
Σ	=	1712	Σ	=	140 7
n_1	=	24	n_2	=	22

\bar{X}_1	=	71,3 33	\bar{X}_2	=	63,9 5
s_1^2	=	98,9 28	s_2^2	=	49,0 931

The Comparison of the Pre-test and the Post-test Scores

The pre-test average score of the control group was 59.32 and the pre-test average score of the experimental group was 58.00. After the experimental group and control group received different treatments, the average of the experimental group was higher than the control group. It can be seen from the average score achieved by the control group and that of the experimental group. The post-test average score of the control group was 63.95 and the post-test average score of the experimental group was 71.33.

The average score of the pre-test and the post-test of the experimental and control groups were presented in the chart below :

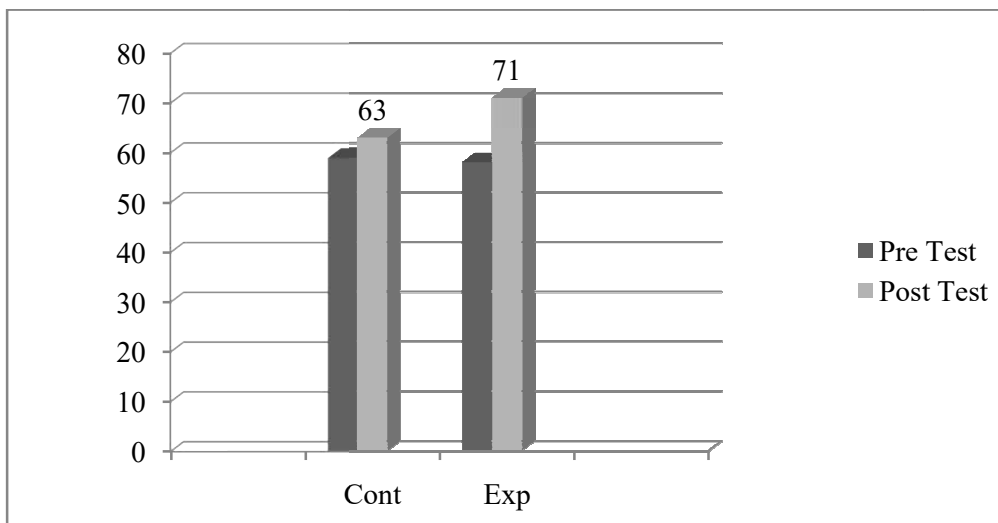


Chart 1. The Average Score in Pre-test and Post-test of the both groups

T-test Result

T-test can measure the significant difference between two groups of research subject. In this case, T-test is used to investigate whether there was any significant difference of the students' achievement in writing recount text between the students who were taught by brainstorming technique and those who

were taught by lecturing technique. Then, hypotheses were clarified differently as follows:

H_a = the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang who were taught by brainstorming technique improve significantly better in writing recount text

than the students who were taught without brainstorming technique.

Ho = the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang who were taught by

brainstorming technique do not improve significantly better in writing recount text than the students who were taught without brainstorming technique.

Table 4. T-test Result of Post-test between Experimental and Control Groups

	The Experimental Group	The Control Group
Sum	1712	1407
N	24	22
X	71,33	63,95
Variance (s ²)	98,92	49,09
Standart deviation	9,95	7,01

$$S = \sqrt{\frac{\{(24-1) \times 98,92 + (22-1) \times 49,09\}}{24+22-2}}$$

$$= 8,67$$

The standard deviation obtained is used to count the t-value.

$$t = \frac{71,33 - 63,95}{8,67 \sqrt{\frac{1}{24} + \frac{1}{22}}}$$

$$= 2,88$$

While *t*-table at $N_x + N_y - 2 = 44$ is 2.02 (Sudjana, 2005: 491), it means that *t* - value is higher than *t*-table. After getting the *t*-value, the researchers consulted the critical value of the *t*-table to check whether the difference was significant or not. In educational research, the significance is determined at 5% or $\alpha = 0.05$. Since *t* value $>$ *t* table it means there is a significant difference between experimental and control group, the post test score of the experimental group is higher than that of the control one.

CONCLUSIONS

The result of the research that was done in the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang showed that the treatments were successful. In the implementation of this study, the researcher gave material about writing recount text such as type of recount, generic structure of recount and tense in a recount text for the experimental group.

Then, she guided the students to follow the instructions of the writing recount text using brainstorming technique and asked the students' questions or problems and the researcher solved the students' problem by discussing it together. The researchers also gave explanation about "The engineer's duty onboard" in brainstorming technique. She divided the students into group works. In groups, the students made a draft by mentioning their activity in the last experience. The students revised their draft to improve their idea. Then, they developed the draft into the recount text individually. The important point of this stage was the students have to focus on the organization, content, grammar, punctuation, and style.

Based on the test result, brainstorming technique was effective for teaching writing recount texts on the the third semester of 53 batch Technical Department in Politeknik Bumi Akpelni Semarang. It could be seen from the average score of the pre-test, the control group got 59.33 and the experimental got 58.00. After the researcher implemented the treatments, there were progresses in both groups. It could be seen from the mean of the experimental and control group's post test. The mean was 63.95 for the control group and 71.33 for the experimental group. The test result of both groups improved and the significant improvement occurred in the experimental group. There was different result of the two means. The

result of T-test is 2.88. Because t is in the rejection area of H_0 , it can be concluded that the experimental group was better than the control group. It indicates that the better improvement was achieved by the experimental group.

SUGGESTIONS

Based on the conclusions above, the researcher would like to give some suggestions that are hopefully useful for English teachers, students and next researchers.

1. For the next researchers who may conduct the same field of the study about the effectiveness of brainstorming technique for teaching writing recount texts, they can review the result by using this technique.
2. Practically, in learning English, some students have some problems about the material and motivation. To solve those problems, students can discuss into a group, so they are able to increase their motivation and feel happy in learning. It helps the students to make and sustain the effort in both learning the subject content and the English language skills, encourages the students to interact and communicate, and also creates a meaningful context for language use. Hopefully, this technique can be developed and applied by the next researcher in the same field of the study.
3. Pedagogically, for teachers the brainstorming technique can be applied in the class as a teaching technique and students can work collaboratively in group. It also can make students use their creative thinking to solve the problem. The next researchers may use this project as one of the references in conducting their research on the same field of the study.

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