

# **. The Impact of Brainstorming Strategies towards Students’ Writing Skill**

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## **ABSTRACT**

This research aims are to find out the impact of brainstorming strategies towards writing skill for the third semester students at English Education Study Program of FKIP UKI Toraja. This research employed quantitative research to find out the impact of brainstorming strategies toward writing skill for the third semester students at English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016. The sources of the data taken from the third semester students at English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016. The students who are selected as the subject of this research consist of 15 students of class D. The instruments of the research in collecting data was written test. The obtained data was analyzed based on generic structure of descriptive text criteria (identification, description and conclusion), then classified the students score (pre-test and post-test) and the last used T-Test to test the hypothesis. The result of pre-test shows that 4 students (26,67%) got good score, 4 students (26,67%) got fair score, 6 students (40%) got poor score and 1 student got very poor score. The result of post-test shows that 3 students (20%) got very good score, 10 students (66,67%) got good score, 2 students (13,33 %) got fair score. Based on T-Test shows that  $t_o$  highest than  $t$ -table ( $5,631 > 1,785$ ) so  $H_0$  is refusing and  $H_1$  is accepting. It means that the brainstorming strategies have impact toward writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016.

**Keywords :** Impact, Brainstorming Strategies, Writing Skill

## **A. INTRODUCTION**

There are four basic skills in English. They are listening, speaking, reading and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. In this section, the writer focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written ( Nawawi 2011 : 13).

Writing has always regarded as an important skill in the teaching and learning English as a foreign Language (EFL). On the other hand, it stimulates thinking, compels students to concentrate and organized their ideas, and cultivates their ability to summarize, analyze, and criticize. Also, it reinforces learning in, thinking in, and reflecting on the English language. Nevertheless, students find composing in English difficult because the writing process demands that they utilize many cognitive and linguistic strategies of which they are uncertain. Many students said that they lack ideas and cannot think of anything interesting or significant enough to write. Based on the problem, some teacher chose an efficient way to awaken students' imagination.

A kind of the strategy that can be used by the teacher is brainstorming. Brainstorming is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem. Based on the background above, the researcher interested to conduct the research with entitle entitle "The Impact of Brainstorming Strategies Toward Writing Skills for the Third Semester Students English Education Study Program of FKIP UKI Toraja".

## **B. REVIEW OF LITERATURE**

### **1. Writing skills**

Patel and Jain (2008:125) state that writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. According (Khumaidi Noor : 9), writing is a complex process that

requires specialized skill of the writer knowledge about the language structure used on the sentence and his knowledge about given topic. For having good ability in writing English, the students which English as foreign language need to have more practicing. Besides, the technique which used the teacher must be appropriate with characteristic of students who are studying English as foreign language.

## **2. Component of Writing**

Heaton (1975:146) pointed out five significant components in writing namely: content, organization, language use, vocabulary, and mechanics.

- a. **Content** : The content of writing should be clear so that the reader can understand the message conveyed and get information from it.
- b. **Organization** : The organization of writing concerns with the ways the writer arrangers and organizes the ideas or the message in the writing. The organization is mainly recognized as order: chronological order, order of impotence, general to particular order and question to answer.
- c. **Language use / grammar** : Language use in writing description and other forms in writing involves correct languages and point of grammar. Grammar is one of the importance components in writing.
- d. **Vocabulary** : Someone cannot write anything if she or he have nothing to express. Her or she should express the ideas in the form of word of vocabulary, the lack of vocabulary make someone fails to compose what they are going to say because her or she feels difficult to choose appropriate words. Vocabulary will help the writer to compose the writing and also make the readers easy to understand.
- e. **Mechanics** : The use due to capitalization, punctuation, and spelling written appropriate. This aspect is very important since readers learn to understand or recognize immediately the writer definitely message. The use of favorable mechanics in writing skill will make the readers easy to group conveying ideas or messages to the written materials.

## **3. Descriptive Paragraph**

Description is an element in many different types of writing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good

description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61).

**The generic structure of descriptive bellow:**

- a. Identification : A part in which you identify or write the recognition. Moreover, it can be a general statement about place, person, or thing that you want to describe.
- b. Description : Vivid detail of place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in the experience.
- c. Conclusion : The last part of descriptive paragraph is optional that conclude that paragraph or restate the identification or general statement.

**4. Brainstorming Strategies**

Kelly and Gargagliano (2000:4) state that when you brainstorm, you write as many words or phrases as you can think of about a topic. You do not have to write complete sentences when brainstorming. Folse et al. (2010:31) add that brainstorming is quickly writing down all the thought that come to your head. When you brainstorm, you do not think about whether an idea is good or bad or whether your writing is correct. You simply write to put your ideas on paper. This process is called brainstorming because it feels like there is a storm in your brain.

The stages are as follows. First, students brainstorm and note down any ideas connected to the topic. They decide from the brainstormed list which ideas are the most relevant to the topic, task or title. Then the students decide which order to put those ideas in. Next, the students prepare the first draft; the focus at this stage is organization of the piece of writing. This does not mean that grammar and accuracy are not important; it just means that they are not the focus at this stage. In addition, revision and editing the drafts are initially focused on content, relevance and organization. The final stage is the production of a finished piece of work. In addition, to raise awareness of the students on the stages of writing, teacher can brainstorm the steps with the students. Alternatively, teacher can present them with the list

above and ask for their comments on it. Finally, teacher could give them the list above, jumble up and ask them to put the stages in order.

In addition, teacher can guide students in writing ability through the stages by brainstorming strategies as the following;

- a. Brainstorming: write the topic or title on the board and invite students to say anything at all connected to the topic.
- b. Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting.
- c. 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.
- d. Students write the first draft of their piece of work.
- e. In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organization.
- f. When they have a good second draft, i.e. the content, relevance and organization satisfies them, they can move onto improving the language.
- g. Finally, students can copy out their essays, in a clean, final version.

### **5. Brainstorming strategies in writing skills**

Brainstorming is the term commonly used to refer to any type of prewriting that authors use to help themselves generate ideas and work out the connections between larger and smaller concepts.

Brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience. Good writing is understood to be not the product of a “genius strike of lightening” but the product of a series of trials and errors, beginning with the early stages of prewriting that are generated through brainstorming.

### **6. Strategies for Effective Brainstorming Common Prewriting strategies**

- a. Word Map – use circles, etc. to show relation between ideas.
- b. List – list any and all ideas/items about your topic.
- c. Scratch Outline – briefly highlight the main points of your paper.

- d. Question and Answer – ask as many questions as you can think of.
- e. Free-write – be the creator, not the editor of your work.

Based on the five strategies above, the researcher used two of them. They are word map and list. Word map is used circles where write topic in the middle with circles round. Then, put the next idea in a circle above or below the topic and connect the circles with lines and the lines show that the two ideas are related. List is written a single word, phrases and sentences that are connected to the topic.

### **7. Hypothesis**

In this research, the hypothesis are  $H_0$  and  $H_1$ .  $H_0$  is the brainstorming strategies have not impact toward writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016.  $H_1$  is the brainstorming strategies have impact toward writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016.

### **C. METHOD**

This research employed quantitative research method to find out the impact of brainstorming strategies toward writing skill for the third semester students at English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016. The sources of the data taken from the third semester students at English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016. The students who are selected as the subject of this research consist of 15 students of class D. The instruments of the research in collecting data was written test. The obtained data was analyzed based on generic structure of descriptive text criteria (identification, description and conclusion), then classified the students score (pre-test and post-test) and the last used T-Test to test the hypothesis.

### **D. DISCUSSION**

Writing is one of the four skills that should be learnt and mastery in language learning. Writing is an integrate part of language production. It means that how the writer could make a writing which can be useful to the reader. Khumaidi Noor state that writing is a complex process that requires specialized skill of the writer knowledge about the language stucture

used on the sentence and his knowledge about given topic. For having good ability in writing English, the student need to have more practicing. So, to learn about writing use use different method. One of them is brainstorming.

Brainstorming is a way to gathering ideas about a topic whether the ideas are good or silly, useful or not, can decide that later. Kelly and Gargagliano (2004:4) state that to brainstorm, you can write as many word or phrases as you can think of about a topic. There are five strategies in brainstorming are word map, list, scratch online, question and answer, free-write. But for this research, the researcher took two of them are word map and list.

In this research, the researcher applicated brainstorming strategies with three parts. They are pre-test, treatment, and post-test. First, pre-test is test that gave before applicated the brainstorming strategies. The mean score of pre-test was 59,8. It's mean that the students' writing skills in descriptive paragraph was low and need to be improved. Second, treatment is a process to teaching English which the researcher conducted twice meeting. For the first meeting, the researcher explained about descriptive paragraph. The second meeting, the researcher explained how to make descriptive paragraph using brainstorming strategies. Third, post test given after application of brainstorming strategies. The result of post-test showed the increasing of students' writing skills where mean score was 78,7. The mean score of post-test was highest than pre-test. Also, based on the t-test  $t_0$  was highest than t tabel ( $5.626 > 1,785$ ) so  $H_0$  is accepting and  $H_1$  is refusing. The result of this research is brainstorming strategies have impact toward writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016.

## **E. CONCLUSION**

The result comparison between pre-test and post-test based on the t-test where  $t_0$  highest than t tabel ( $5.626 > 1,785$ ), the researcher concluded that brainstorming strategies have the significant impact to the students' writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016.

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