THE EFFECT OF BRAINSTORMING TECHNIQUE IN WRITING DESCRIPTIVE TEXT OF TENTH GRADE STUDENTS AT SMA MUHAMMADIYAH 8 KISARAN

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Abstrak

Penelitian ini berkaitan dengan kemampuan siswa SMA Swasta Muhammadiyah 8 Kisaran dalam menulis Teks Descriptif. Penelitian ini bertujuan untuk mengetahui apakah penggunaan Teknik Brainstorming dan metode konvensional mempunyai pengaruh yang signifikan terhadap kemampuan menulis. Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian ini adalah siswa kelas X SMA Swasta Muhammadiyah 8 Kisaran yang terdiri dari lima kelas dengan jumlah 35 siswa per kelasnya. Jumlah populasi seluruhnya adalah 179 siswa. Dua kelas diambil sebagai sampel dengan menggunakan cluster random sampling, yaitu kelas X-MIA 1 sebagai kelompok eksperimen yang diajar dengan Teknik Brainstorming dan kelas X-MIA 2 sebagai kelompok kontrol yang diajar dengan Metode Konvesional. Instrumen untuk mengumpulkan data dalam penelitian ini adalah tes. Jenis tesnya adalah tes esai. Analisis data menggunakan rumus uji-t. Dari analisis ini rata-rata kelompok eksperimen 79,1 dan rata-rata kelompok kontrol 52. Peneliti menemukan bahwa penggunaan Teknik Brainstorming mempunyai pengaruh yang cukup tinggi terhadap kemampuan menulis. Ini dibuktikan dengan hasil analisis yang menunjukkan bahwa t-hitung (5,5) lebih besar dari t tabel = 1,66 untuk α = 0,05 . Jadi Ha menerima, dengan kata lain penggunaan Teknik Brainstorming lebih efektif dan berpengaruh dibandingkan dengan menggunakan cara konvensional.

Kata Kunci: Teknik Brainstorming, Teks Deskriptif, Menulis

Abstract

This research relates with the students' skills of SMA Swasta Muhammadiyah 8 Kisaran in writing descriptive text. The research is perfomed to know if the using of Brainstorming Technique and conventional method have significant effect in writing skill. This research used Experiment research . The population of this research is grade X of SMA Swasta Muhammadiyah 8 Kisaran which consist of five classes and every class consist of 35 students . The total number of population was 179 students . Two classes take as sample using cluster random sampling, grade X-MIA 1 as experimental group teach by Brainstorming Technique and grade X-MIA 2 as control group teach by Conventional Method. The instrument for collecting data of this research is test . The kind of the test is essay test . The data analysis by using t-test formula. From this analysis the mean of experimental group 79,1 and the mean of control group 52 the researcher, it means Brainstorming Technique has significant effect in writing ability . It can be proved by result of the analysis show that-counting (5,5) is higher than the t-table = 1,66 for α = 0,05 . So , Ha accept , in other words the using of Brainstorming Technique more effective and more significant than using conventional method.

Rahma Yunita [1], Susi Masniari Nasution [2], **The Effect Of Brainstorming Technique In Writing Descriptive Text Of Tenth Grade Students At Sma Muhammadiyah 8 Kisaran**

INTRODUCTION

Languages were important in people's lives in the world, and they used to communicate effectively (Lo Bianco 2010). Communication with other people is possible through the use of languages, which can be used to express ideas, facilitate the thinking process, and recall knowledge. Language learning goals at school, according to the curriculum unit level language education, are for students to be able to communicate effectively in a variety of situations and situations. Skills are divided into four categories: writing, reading, speaking, and listening.

To become fluent in English, you'll need four abilities. The four siklls are as follows: listening, speaking, writing, and reading. As a result of their involvement in language production, speaking and writing are considered as productive skills. Listening and reading, on the other hand, are regarded as receptive skills because they entail the receipt of information.

Writing is one of the linguistic skills that could help you to enhance the level of your education, claims Rizkina (2017). In order for students to graduate with a high degree of competency, writing skills are taught in schools with the aim of enabling them to write accurately and fluently using words, phrases, clauses, sentences, paragraphs, essays, overviews, and conversation. For students to succeed after completing the learning process, they have to be able to express their ideas, thoughts, and feelings in a variety of writing styles, including fiction and nonfiction. Letters, notes, shopping lists, and stories are just a few examples of how people use writing in a range of contexts ranging from simple to complex. In other words, it indicates that writing is seen as an expressive activity and that it is crucial in everyday interpersonal contact. The activities' goal is to find the best successful technique of teaching written English, which will then be implemented. Written communication is a critical skill that must be learned, as evidenced by the reasons outlined above.

According to (Rizkina, 2017) Some English teachers consider that writing is not the most popular activity among their students. Some English teachers in Indonesia continue to use traditional ways to teach writing to their students. Traditional tactics are frequently disinteresting to students because they are boring and do not captivate the students' attention. If the teachers wants to measure the effectiveness of English instruction, he or she should employ approved teaching strategies and procedures. It will enhance the students' experience of getting the lesson easier and more pleasurable.

According to this research, one of the techniques recommended is brainstorming (Al-Samarraie and Hurmuzan 2018). Brainstorming has been touted as a highly effective strategy for training students to write in the classroom. Brainstorming is the most straightforward, most adaptable, and most generally used method of generating ideas among students today. In its most basic form, brainstorming is exactly what it sounds

like. Students' thoughts will be able to flow and appear naturally in their heads when they begin to write as a result of this. Thus, brainstorming is a useful strategy for creating writing ideas that is easy to use.

As observed on the 5 th of December, 2023, the majority of tenth grade students at SMA Swasta Muhammadiyah 8 Kisaran had trouble coming up with ideas when starting to write a descriptive text, and they still don't understand the language features of descriptive texts, especially the use of the present tense. Eg." My favorite artist are Dude Herlino and Cut Syifa". Most students wrote " My favorite artist is Dude Herlino and Cut Syifa". The research concluded that by using the brainstorming technique, students could enhance their ability to write descriptive texts. As a result, the title of the research was "The Effect of Brainstorming Technique in Writing Descriptive Text of Tenth Grade Students at SMA Swasta Muhammadiyah 8 Kisaran.

RESEARCH METODOLOGY

The tenth grade of SMA Swasta Muhammadiyah 8 Kisaran in the academic year 2023–2024 served as the study's subjects. The research was conducted at SMA Swasta Muhammadiyah 8 Kisaran, which is located on Jl. Madong Lubis Mutiara N0.8 Kisaran. The time of this research held on December of 2023.

The population of the research consisted of SMA Swasta Muhammadiyah 8 Kisaran tenth grade students in the academic year 2023–2024.

In this research, the sample was grade X-MIA 1 and X-MIA 2 at SMA Swasta Muhammadiyah 8 Kisaran in 2023/2024 Academic Year.

The instrument for the research was writing test. The test was completed by students in the experimental and control groups. There were two tests given: a pre-test and a post-test. The exam in the form of an essay. Students were given the task of writing a descriptive text about the favorite artist. Both the experimental and control groups gave the tests. The test results are checked to evaluate each student's descriptive text writing skills.

The t-test was used to compare the means of the control and experimental groups to ascertain the impact of using brainstorming techniques when creating descriptive text. Arikunto in (Mistriyati, 2017)

According to PP No.19 Th 2005:3 in (Arifin, 2018) Scoring is defined as a process of gathering and organizing information in order to improve the performance of students who are learning.

According to Heaton in (Jayanti, 2019) the writing assessment include the following: content, organization, vocabulary, language features, and mechanics.

RESULT AND DISCUSSION

According to the data gathered and computed by the study, the Experimental Class of X-MIA 1 demonstrated that the students' pre-test score was lower than their post-test

score. The pre-test mean score for the students was 36.7. Following Brainstorming Technique treatment, it reached by 42.4%, with a post-test mean score of 79.1.

According to the data gathered and computed by the study, the Control Class of X-MIA 2 demonstrated that the students' pre-test score was lower than their post-test score. The pre-test mean score for the students was 30,6. With the use of the Conventional Method, it increased by 21.4 %, with a post-test score mean of 52.

The t-test formula and the t-table distribution were used to determine the hypothesis, which led to the conclusion that the t-count must be higher than the t-table. The purpose of the hypothesis test is to determine if it is accepted or rejected.

Complying with data analysis into a t-test, the score was 5.5. If the degrees of freedom for the product moment critical score are examined, (df) N1+ N2- 2 = 35 + 36 – 2 = 69. Therefore 1,66 is the crucial score for t-table with significance of 0.05. Therefore, it is determined t-count > t-table (5.5 > 1.66).

That is why the research was effective, Ha was accepted, and it was shown that there is a substantial impact when applying the Brainstorming technique while writing narrative text because the method earned a higher score when writing descriptive text than when it was written using the standard way.

CONCLUSIONS

According to the results of the research and the discussions that occurred in the previous section, it would be reasonable to make the conclusion that teaching students at SMA Swasta Muhammadiyah 8 Kisaran skills how to write descriptive texts by applying the brainstorming technique has a significant beneficial effect on their writing skills. When comparing the learning outcomes of students who learned how to write descriptive texts through brainstorming techniques to those who didn't, there were significant differences. When teaching students to write descriptive texts using the brainstorming methodology, they achieved better learning outcomes than when teaching them to write descriptive texts using the traditional method.

This study confirmed how brainstorming techniques could help students write more descriptive texts and increase their writing skills. Regarding all of that, a few suggestions are made.

Firstly, senior high school English teachers need to be innovative in their use of engaging teaching methods. Additionally, another method of teaching English writing is the brainstorming process.

Secondly, even if the teacher doesn't use it, the students should practice using the brainstorming technique more when they produce texts in order to improve their skills in writing descriptive text.

Finally, The writer suggests that further research on a related topic by a future researcher is still necessary to confirm the validity of this work.

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