

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING BRAINSTORMING TECHNIQUE
ON THE STUDENTS' RECOUNT TEXT WRITING PERFORMANCE
AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

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Tarbiyah Department
English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1438 H/ 2016 M

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**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Education (S.pd)
in English Education Study Program**

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ABSTRACT

By:

SEPTA ADRIANI

Writing is one of the most important skills in language teaching and learning. Certainly, learners use written language to communicate and to forward messages or ideas. However, based on the data pre survey, the researcher identified some problems faced by students such as the students have low motivation in writing performance especially in writing recount text. The students do not have sufficiency of vocabulary and grammar mastery. In addition, they do not use the effective technique to increase their writing. In this case, the researcher collaborated with the teacher to apply a brainstorming technique to increase the students' writing performance. The objective of this research is to find out whether there is a significant influence of using brainstorming technique on the students' writing recount text performance.

Brainstorming technique is one of the techniques in writing that can help the students to generate many ideas in prewriting stage without concerning about quality of ideas. The researcher conducted quantitative research in form true experimental design, by giving pre-test and post-test as the instrument. But, only experimental class which was given treatment by using brainstorming technique. In this research, the researcher used test and documentation method to collect the data.

Furthermore, the result of data analysis by using t_{test} was $t_{observed} = 2,88$ and t_{tabel} in level of 5% = 1,690 and 1% = 2,438. Finally, from the data, it can be seen that $t_{observed}$ is higher than t_{table} . It means that the Alternative Hypothesis (H_a) is accepted. It can be inferred that there is any significant influence of using brainstorming technique on the students' writing recount text performance at SMA N 1 Punggur Central Lampung

**PENGARUH PENGGUNAAN TEKNIK *BRAINSTORMING*
TERHADAP KEMAMPUAN SISWA DALAM MENULIS TEKS *RECOUNT*
DI SMA N 1 PUNGGUR LAMPUNG TENGAH**

ABSTRAK

By:

SEPTA ADRIANI

Menulis adalah salah satu kemampuan yang sangat penting dalam pengajaran dan pembelajaran bahasa. Tentu saja, pelajar menggunakan bahasa tertulis untuk berkomunikasi dan menyampaikan pesan atau ide. Akan tetapi, berdasarkan data pre survei, peneliti mengidentifikasi beberapa masalah yang dihadapi siswa meliputi, siswa memiliki motivasi yang rendah dalam kemampuan menulis khususnya menulis teks recount. Siswa tidak memiliki kecukupan kosa kata dan penguasaan tata bahasa. Di tambah lagi, siswa tidak menerapkan teknik yang efektif dalam meningkatkan kemampuan menulis mereka. Dalam hal ini, peneliti bekerja sama dengan guru untuk menggunakan teknik brainstorming untuk meningkatkan kemampuan siswa dalam menulis. Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat pengaruh yang signifikan dari penggunaan teknik brainstorming terhadap kemampuan siswa dalam menulis teks recount.

Teknik brainstorming adalah salah satu teknik dalam menulis yang dapat membantu siswa untuk mengembangkan ide pada tahap pra menulis tanpa mempertimbangkan kualitas ide. Peneliti melaksanakan penelitian kuantitatif dalam bentuk *true experimental desain* dengan pemberian *pre test* dan *post test* sebagai instrumen pada kelas eksperimen dan kelas kontrol. Namun, hanya kelas eksperimen yang diberi perlakuan melalui penerapan teknik Brainstorming. Dalam penelitian ini, peneliti menggunakan metode tes dan dokumentasi untuk mengumpulkan data.

Selanjutnya, hasil dari analisis data menggunakan t-test adalah $t_{hitung} = 2,88$ dan t_{tabel} di level 5% adalah 1,690 dan 1% adalah 2,438. Akhirnya, dari data tersebut dapat dilihat bahwa, t_{hitung} lebih tinggi nilainya daripada t_{tabel} . Ini berarti H_0 dapat diterima. Maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan dalam penggunaan teknik brainstorming terhadap kemampuan siswa dalam menulis teks recount pada SMA N 1 Punggur Central Lampung.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a set of rules used by human as a tool of their communication. It is a system of sounds which is structured and is used to communicate people's feeling, intention, and purposes to the others. Language has two fundamental features which mark it as quite different in kind from signals: *productivity* and *structural complexity*.¹ First, language allows every human being to produce utterances, often quite novel, in an infinite number of contexts, where the language is bent, moulded and developed to fit everdeveloping communicative needs. Second, language is not a sequence of signals, where each stands for a particular meaning.

English is as International language that is widely used in the world. Because English language including to several language lesson in our country. In Indonesia, English is the foreign language. It means that English is a compulsory learning subject where must be taught for the student in the school from the kindergarten antil university. English has four basic skills of language they are: listening, speaking, reading, writing. Those every aspect of skills are very important in learning English. Writing skill is the last aspect skill well students are hoped to be able to express their opinion in written text.

¹ Geoffrey Broughton, at. al, *Teaching English as a Foreign Language* Second Edition, (London : Routledge, 1980), p. 26.

Therefore, writing is the representation of language in textual medium that is usually called as written language. It is very central for knowledge development. By arranging the words, people can create articles, books, magazines, and poems. Written language is more difficult than spoken language. Writing is as a process to express ideas or thought in words that needs. People have the same right to share and to state everything of their mind. But, they should consider the correctness of form, the appropriateness of style, and the unity of topic. Because, particularly the learners cannot only create English sentences in isolation, but also arrange them become texts that should be accepted by the native speakers. A well-written paper is one that is easy to read, tells an interesting story, has the information under the correct headings, and is visually appealing.² In addition, Brown states that a good writer focuses on a purpose or main idea in writing and spends more much time to write.³

Sometimes, it is not easy for the students' express their ideas in written text and even to apply the vocabulary with grammatically so it is normal if the students think that writing is a difficult skill for them. In this case students' Senior High School still find difficult to write a text, especially recount text. So, the researcher interested to use brainstorming technique to know any positive effect on students' writing recount text.

² Jennifer Peat, *Scientific Writing Easy when you know how*, (London, 2002), p. 2

³ Brown H. Douglas, *Teaching by Principles. An Interactive Approach to Language Pedagogy* 2nd Edition, (New York: Addison Wesley Longman Inc., 2001), p. 346

Brainstorming is a useful technique in writing performance to develop a topic with an open mind without judging our ideas. It means that students can free to come up with their ideas and can help students to explore their ideas in writing. Brainstorming process could be done before we start to write paragraph. This technique is very useful to help students in their writing performance process. So, it should be used in learning and teaching process especially in writing subject.

Moreover, an observation has conducted on February 12th 2016 among the tenth graders of Senior High School 1 Punggur. The researcher chose X4 class consists of 36 students as sample in this research. The researcher got the data of writing ability at the tenth graders of Senior High School 1 Punggur.

Table 1

Data of the Writing Score at the Tenth Graders of SMA N 1 Punggur

NO	Score	Category	Number of the Student	Percentage
1	≥ 73	Pass	14	39 %
2	≤ 73	Failed	22	61 %
Total			36	100 %

Source: The English teacher's archive, taken on the data of the Writing Score at the Tenth Graders of SMA N 1 Punggur

Based on the result of pre-survey at Senior High School 1 Punggur, it can be concluded that most of students have low score in English writing. It can be seen that just 14 students from 36 students have complete score in writing, and 22 students have not complete The Minimum Mastery Criteria (KKM) in this school is 73. On the other hand, more 50% of students do not reach the minimum requirement yet. In this case, the students' writing ability is still low.

Therefore, to face this situation, the researcher wants to use brainstorming technique whether gives the positive effect on the writing ability, especially of the students' writing recount text at SMA N 1 Punggur.

B. Problem Identification

1. Students have low motivation and feel no confident to write.
2. Students do not have sufficiency of vocabulary and grammar mastery.
3. Student's prior knowledge are lack in writing.
4. Students' get difficult to express their idea in writing.

C. Problem Limitation

Based on the problem mentioned above, the researcher focuses on “The influence of using brainstorming technique on the student’s writing recount text performance at SMA N 1 Punggur Central Lampung”

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates of the problem in this research is “Is there any positive and significant influence of using brainstorming technique on the student’s writing recount text performance at SMA N 1 Punggur Central Lampung?”

E. Objective and Benefits of the study

a. The objective of the study

In general, the objective of this study is to find out whether there is a positive and significant influence of using brainstorming technique on the students’ writing recount text performance at SMA N 1 Punggur Central Lampung?

b. Benefits of the study

The result of the research is expected to have the following uses :

1. For the student:

a) To increase the students' writing ability.

b) To develop the students' writing ability.

2. For the teacher:

This research may be inspiration the teacher to increase writing ability of the students in learning English.

3. For the institute

To enable the institution create good in learning English and to develop the quality of the students' knowledge.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Writing

a. The Concept of Writing

Writing is the communication of *content* for a *purpose* to an *audience*.¹ According to Geoffrey Broughton, *at. al* state that :

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along.”²

Furthermore Aristotle explains that “Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken”.³ And just as letters are not the same for all men, sounds are not the same either, although the affections directly

¹Steve Peha, *Writing Teacher's Strategy Guide*, (2003),p. 58.

² Geoffrey Broughton at. al, *Teaching English as a Foreign Language* Second Edition, (London : Routledge, 1980), p. 116.

³ Florian Coulmas, *Writing System an introduction to their linguistic analysis*, (Cambridge University Press, 2003), p.2.

expressed by these indications are the same for everyone, as are the things of which these impressions are images.

Based on the quotations above, it can be inferred that writing is the communication of *content* for a *purpose* to an *audience* and the activity to communicate ideas or thoughts through written language form.

b. Types of Writing

Kane indicate that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain. The most common is prose that informs, which, depending on the types of writing performance as follows:⁴

1) Exposition

Exposition explains. How things work an internal combustion engine. Ideas a theory of economics. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, less/more, positive/negative, general/particular, assertial/denial. Its movement is signaled by connectives like

⁴ Thomas S. Kane, *The Oxford : Essential Guide to Writing*, (New York : The Barkley Publishing, 2000) , p. 6-7

therefore, however, and so, besides, but, not only, more important, in fact, for example.

2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: *above/below, before/behind, right/left, and so on.*

3) Narration

Narration is a series of related events a story. Its problem is two fold: to arrange the events in a sequence of time and to reveal their significance.

Writing is developed in many different forms because it is used for a wide variety of purposes. Narration is usually written to entertain the reader, description is written to describe people or something using visual images, exposition is written to give explanation or information of the case, and the last argumentation is used by writer to persuade or to convince the reader through the writer's opinion.

c. **The Process of Writing**

When we write, we do more than just puts word together to make sentences. Good writers go through several steps to produce a piece of writing.

- **Pre-writing :**

Step one : Choose a topic. Before you write, your teacher gives you specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step two : Gather ideas. When you have a topic, think about what you will write about that topic.

Step three : Organise. Decide which of ideas you want to use and where you want to use them. Choose which idea to talk about first, which about to talk next, and which to talk about last.

- **Drafting**

Step four : Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

- **Reviewing and revising**

Step five : Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text and you reads his or hers. Getting a

reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

- **Rewriting**

Step six :

Revise structure and content. Use your ideas from step five to rewrite your text. Making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical. Together, step five and six can be called editing.

Proof read. Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

Make final correction. Check that you have corrected the errors you discovered in steps five and six and make any other change you want to make.⁵

Furthermore, Jeremy Harmer states that “the process of writing is planning, drafting, editing, and final version”.⁶

⁵ Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan: University De Sevilla, 2003), p. 3

⁶ Jeremy Harmer, *How to Teach Writing*, (Longman, 2004), p. 4-5.

Based on those theories, it can be concluded that the process of writing are:

- Generate ideas – decide what to write about.
- Draft – put the ideas down on paper without concern for being correct.
- Revise – explain and expand the content, confirm logical sequence of sentences.
- Edit – make final changes and corrections, make notes to review in future lessons, the type and amount of editing will depend on the purpose and audience of text, focus on one thing at a time.

d. The Evaluation of Writing

Students' writing performance should be not oriented of measurement of the product only, because good measurement process is included; the activities before creation a final product.

Asserted by Brown, there are six general categories that are to be the basis of the evaluation of writing as follows:⁷

1) Content

Content is one of general categories as concept or idea that is presented in writing form. It consists of thesis statement, related ideas, development of ideas through personal experience,

⁷Brown H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition*, (New York:Longman,2011), p.356-357.

illustration, facts, opinions and commonly use of description, cause/effect, comparison/contrast and consistent focus.

2) Organization

Organization shows the arrangement of writing. Certainly, a good organization will ease the reader to understand the message in writing text. The organization consists of effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.

3) Discourse

Discourse are include topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

4) Syntax

Syntax is the rule whereby words or other elements of sentence structure are combined to form grammatical sentence. It presents the pattern of formation phrases or sentences in a language.

5) Vocabulary

Vocabularies are the set of words within a language. It is the crucial part of writing because we can write many ideas if we have enrichment of vocabularies and ease to generate our ideas.

6) Mechanics

Generally, mechanics in writing consist of spelling, punctuation, citation of reference (if applicable), neatness and appearance.

Based on explanation above, it can be inferred that there are six general categories that are to be the basis of the evaluation of writing, such as content, organization, discourse, syntax, vocabulary and mechanics.

2. The Concept of Recount Text

a. The Concept of Text

A text is a meaningful linguistic unit in a context. A linguistic unit is phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So, a text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be monolog or a dialog or a conversation. It can be song or poetry or a drama or a lecture, etc. a written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or a book or

an article, etc. A text refers to any meaningful short or long spoken or written text.

A text of language is a text spoken or written in language. An English text is a text spoken or written in English. A German text is a text spoken or written in German. An Indonesian text is a text spoken or written in Indonesian. A text is spoken or written in any language. A text of language is unique. Some languages may have some similarities in a text. They also have some differences.

The English text is also unique. It is the way its native speaker to organize a piece of both spoken and written information. This way is the culture of the native English speaker to communicate in both the spoken or written language. This means that learning the English text is learning to communicate in the culture of the English people. The native speaker of other languages must learn the way the native speakers of the English Language. If they want to communicate in both the spoken and written English successfully. Otherwise, they may speak English, any how their communication is limited.⁸

Based on the quotations above, it can be inferred that a text is a meaningful linguistic unit in a context. Meaningful is full of meaning. Context refers to either linguistic context on non linguistic context.

⁸ Sanggaam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta : Graha Ilmu, 2006) p.1-2

b. The Concept of Recount Text

The logical organization of ideas (coherence) applies not just to paragraphs but to the whole texts as well.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

- **The Generic structure of recount consists of three parts :**
 1. Orientation: Introducing the participants, place and time.
 2. Events: Describing series of event that happened in the past.
 3. Reorientation: It is optional. Stating personal comment of the writer to the reader.

- **Language Features in recount**
 - Introducing personal participant: I, my group, etc
 - Using chronological connection: then, first, etc
 - Using linking verb: was, were, saw, heard, etc
 - Using action verb: look, go, change, etc
 - Using past tense, such us simple past, past perfect, past continuous past perfect continuous tense.⁹

⁹ M. Arifian Rosyadi, *Teaching Material Development*,(Junior Highschool Grade Vii)

3. The Concept of Brainstorming Technique

a. The Concept of Technique

According to Oxford Advanced Learners' Dictionary the word "technique" can be defined as a specific way to do or to act something, especially in learning particular skill.¹⁰

Brown argued that any of a wide variety of exercises, activities, or task that is used in the language classroom for realizing lesson objectives is defined as "technique".¹¹

According to Anthony in Setiyadi, the level of theories is approach; meanwhile, the plan of language teaching which is consistent with the theories (procedural) is method. Furthermore, technique accomplishes a method (implementation).¹²

In addition, a technique as implementational is something that actually proceeds in language teaching or learning in the classroom.¹³ It means that a technique is implementation of a method or an approach which is done in teaching and learning process in the classroom.

Based on the explanation above, it can be inferred that a technique as an implementation is a particular way in teaching and

¹⁰ Hornby, AS., *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, , 2000), p. 1388

¹¹ H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* 2nd Edition, (New York: Addison Wesley Longman Inc., 2001), p. 16

¹² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 7

¹³ *Ibid.*, p. 14

learning process which is used to apply a method or an approach in classroom activities.

b. The Concept of Brainstorming

Brainstorming is a technique that was popularized by Alex Osborn in 1953. This technique is used to enable students generating ideas and to come up with a list of possible solutions to a particular problem.¹⁴

Floris maintains that, brainstorming is one of techniques in writing which you write as many words or phrases as you can think of about a topic.¹⁵ In other words, brainstorming is kind of technical terms in writing which enables students to generate idea and to write as many ideas as they can write about the topic.

Moreover, Brown pointed out that brainstorming is a useful technique in writing which allows students to approach a topic through an open mind without judging the ideas. Students can free to come up the ideas or the surprised thoughts that might even know they had before.¹⁶

Furthermore, Lang and Evans maintain that brainstorming as a fun, useful, creative thinking technique can be used to begin problem solving. It can be included and done in a group or individual in any

¹⁴Salem Saleh Khalaf Ibnian, "Theory and Practice in Language Studies Vol.1: Brainstorming and Essay Writing in EFL Class", *Thesis*, (Finland: Academy Publisher Manufactured, 2011), p. 264

¹⁵Flora D. Floris, et. al., *Success in Academic English: English for General Academic Purposes*, (Yogyakarta: Graha Ilmu, 2007), p. 13

¹⁶Brown, *Teaching by Principles* .p. 349

lesson.¹⁷ Brainstorming is a technique to come up with ideas or thoughts in our mind either alone or in a group. The major principle of brainstorming is to let your ideas flow without judging them.¹⁸

Based on the quotations above, the researcher can infer that brainstorming is an useful technique in prewriting process which is used to generate as many as ideas about the topic through an open mind without judging the ideas.

c. **The Steps of Brainstorming**

Floris maintains that the procedure of brainstorming is as follows:¹⁹

- 1) Choose your own interest topic before writing.
- 2) Choose the topic and begin pre-writing session using brainstorming technique. Write down as many ideas as possible. Do not notice to compose the ideas; you can do it later.
- 3) Try to put ideas into groups. Include general ideas into smaller ones, and prepared a general idea for specific ideas.
- 4) Rewrite all words which have written as the result of your brainstorming session on a piece of paper.
- 5) Edit and revise your writing and give it to you tutor as correction.

¹⁷Hellmut R. Lang And David N. Evans, *Models, Strategies, And Methods for Effective Teaching*, (USA: Longman Pearson Education, Inc., 2006), p.406

¹⁸Francine D. Galko, *Better Writing Right Now: Using Words to Your Advantage*, (New York: LearningExpress, LLC., 2001), p.20

¹⁹Flora D. Floris, et. al., *Success in Academic English: English for General Academic Purposes*, (Yogyakarta: Graha Ilmu, 2007), p. 15

There are some points that should be remembered by the writer when brainstorming. Firstly, use a separate of whole sheet of paper. Secondly, write and collect as many ideas as possible without stop writing. Thirdly, don't worry if you don't like the ideas. Fourthly, write short phrases for list and word maps, and sentences for free-writing. After you brainstorm, look at the relevant ideas and brainstorm again. Finally, edit and revise the brainstorming before writing your paragraph.²⁰

d. Advantages of Brainstorming

Advantages of brainstorming include:²¹

- 1) The students can express a creative potential and find new ideas that is never thought before.
- 2) Generates ideas and solutions that can be used elsewhere.
- 3) It is fun to express the feeling and thinking freely.
- 4) It can be applied in group or individual. Besides, the competition occurs friendly and enjoyable, if several groups are involved.
- 5) Because the atmosphere is nonthreatening, the students have opportunity to show their own thinking.
- 6) While a lesson as a refreshing change of pace, it can be use anytime a problem comes to light or at any time.

²⁰ Zemach, Dorothy E and Carlos Islam, *Writing in Paragraphs*, (Spain: Macmillan, 2006),p.58

²¹Hellmut R. Lang And David N. Evans, *Models, Strategies, And Methods for Effective Teaching*, (USA: Longman Pearson Education, Inc., 2006), p.406

- 7) The students are involved actively in learning process, not passively, when it is used in a lesson.

Based on the quotation above, the writer concludes that brainstorming technique has advantages to be applied in writing activities. The advantages of brainstorming are the students can express their creative thinking and feeling freely without judging all ideas that come into mind. Besides, in prewriting, the students can brainstorm all ideas and then try to generate ideas without worry about grammar because it will be concern in next session.

e. Disadvantages of Brainstorming

Disadvantages or limitations of brainstorming are that:²²

- 1) Many ideas or suggestions are useless or not worth anything.
- 2) It can take too much time if the group of students is not controlled and is allowed to run for too long. Sometimes, some students feel pressured and uncomfortable, because the discussions usually do not flow freely as in an unstructured session.
- 3) The ideas of some students may have to be disposed (usually in group learning).

Based on the quotations above, it can be inferred that besides brainstorming has advantages, it has also disadvantages. Disadvantages of brainstorming are sometimes hard to determine which the useless ideas are

²² *Ibid.*

during brainstorming session. In a group, there are difficulties to put some ideas from many students, so it makes some students feel uncomfortable because discussion usually do not flow freely.

4. Using Brainstorming Technique on The Students' Recount Text Writing Performance

As asserted by Brown, brainstorming is a technique which has goal to begin some sort of thinking process. It is frequently put to excellent use in providing or preparing student to read a text, to discuss a complex issue, or to write on a topic.²³ In other words, brainstorming is not only used to prepare students before writing, but also to involve students provide their thinking freely.

Brainstorming is one of the useful techniques whether you have too few ideas, or too many thoughts. It can help you whether you don't know how to arrange your thoughts, or whether you don't even have any thoughts. Don't judge your ideas or organize them until the creative phase has wound down. It means that you just get the ideas down.

Barker pointed out that, brainstorming is an arrangement process connecting ideas.²⁴ It means that no one is permitted to criticize any idea or suggestion that is presented because it is no matter how stange,

²³H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* 2nd Edition, (New York: Addison Wesley Longman Inc., 2001), p.184

²⁴ Alan Barker, *30 Minutes to Brainstorm Great Ideas*, (London: Kogan Page, 1997), p.7

impractical, or useless your ideas seem. You can't get the good ones and the worthwhile interaction between the strange ones unless you welcome the awesome ones.

The result of brainstorming might contain unusable or uninteresting ideas. However, brainstorming basically inspires the writer to choose a suitable or inspiring topic. In other words, in brainstorming process might write down every idea that comes in the writer mind without concern about the quality of the ideas, yet, some ideas might be unusable and the writer could choose which suitable idea in the last is.

Based on the quotations above, it can be briefly explained that using brainstorming technique will help and enable the students to develop many ideas that comes to their mind. In other words, students are more confident to write because no one is permitted to critic and to judge the ideas. The students can express their thinking freely, moreover it will ease students to write an recount text.

B. Theoretical Frame Work and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (x) and dependent variable (y). The independent variable (x) is brainstorming technique, and the dependent variable (y) is students' writing recount text performance.

Brainstorming technique is one of method that useful that enable the students to write down and to generate ideas without judging the ideas that come up in their mind. The students just write down many ideas that come up to their mind about the topic. It is useful method before writing complete paragraph, so, perhaps it can help students to develop their thinking confidently in writing performance.

Meanwhile, writing a good text is not easy for students especially recount text that students should share their feeling based on their experience. Moreover, students as the writer tries to persuade and to convince the reader through giving rational thinking and presenting acceptable reason or evidence. Consequently, students must develop their thinking through brainstorming technique.

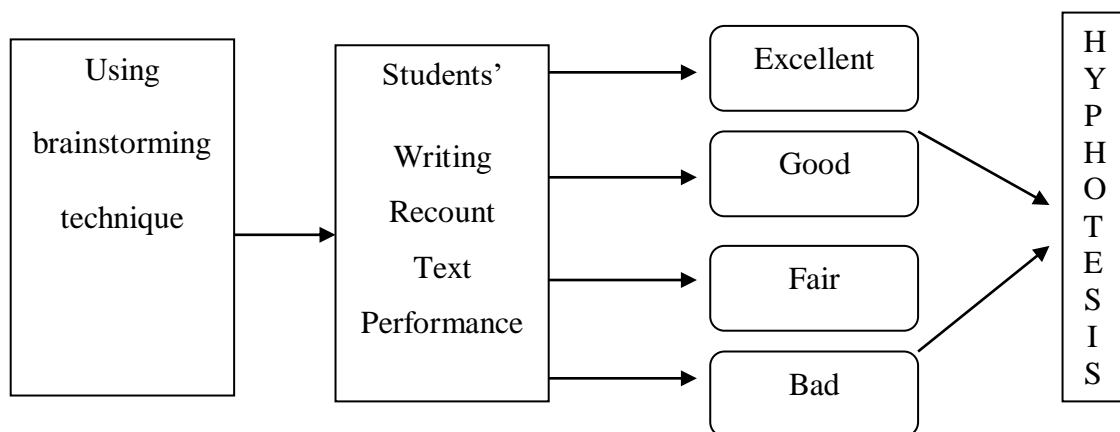
Therefore, there is any significant influence brainstorming technique toward the students' recount text writing performance.

1. Paradigm

Based on theoretical frame work above the researcher describes the paradigm as following.

Figure 1

The Paradigm of the Research



C. Hypothesis Formulation

Based on the theoretical frame work and paradigm above, the researcher formulates the hypothesis as follows:

1. Alternative Hypothesis (Ha) :

There is any positive and significant influence of brainstorming technique on the students' writing recount text performance at SMA N 1 Punggur Central Lampung .

2. Null Hypothesis (Ho) :

There is not positive and significant influence of brainstorming technique on the students' writing recount text performance at SMA N 1 Punggur Central Lampung .

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher has investigated the tenth graders of Senior High School 1 Punggur. This research is a quantitative research in the form of true experimental design. The following definition, taken from Allaga and Gunderson (2002), describes what we mean by quantitative research methods very well:

Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).¹

Moreover, in true experimental design, the researcher randomly determined the participants to treatments group. Furthermore, in true experimental design, the researcher can control all extern variables that influence the experiment process. While, sample is used as experimental or control group is taken randomly from the population (Random Sampling). A true experimental research applies pre-test and post-test control group design. The researcher would do pre-test and post-test to both experimental and control group.

¹Muijs Daniel, *Doing Quantitative Research in Education*, (London : Sage Publication,2004),p. 1

According to Muijs Daniel the design was follow :

	Pre Test	Treatment	Post Test
Experimental Group	X	X	X
Control Group	X		X

B. Population, Sampling, and Sampling Technique

1. Population

Population is defined group of cases or items individuals, events or objects.²

Meanwhile, the population of this research is the students of the tenth graders of Senior High School 1 Punggur. The total population in this research was 240 students which are divided into eight classes.

2. Sample

A defined population most often is too large to study in its entirety, so the researcher must decide how to select a portion of the population to actually study. This portion is termed a sample.³

In this research, the researcher took one class as the experimental class. The sample is class X4, there are consist of 36 students.

² Goodwin William L & Goodwin Laura D, *Understanding Quantitative and Qualitative Research In Early Childhood EducationI*, (New York : Teachers College Press, 1996) p.26

³ *Ibid* p.26

3. Sampling Technique

In this research, sampling technique of the research is cluster simple random sampling. The sample of this research is class X4 of the tenth grades of SMA N 1 Punggur Central Lampung. The number of class at the tenth grade are 8 classes. But, the writer taken just one class, that is class X4 which consists of 36 students.

C. The Operational Definition of Variables

Operational definition is the definition which based on characteristic of the things that will be defined.

1. Independent Variable

Independent variable is a variable that (probably) causes, influences, or affects outcomes. It is also called treatment, manipulated, antecedent, or predictor variable.⁴ It means that this variable cause or affect on dependent variable.

Furthermore, independent variable of this research is brainstorming technique which can be used in pre-writing process to generate many ideas. So, it will enable student to write ideas, feeling, and thoughts which come up to their mind freely and confidently after they are given treatment by using brainstorming technique. Moreover, in text writing performance, there are some indicators that indicated the students can make a good paragraph in a text as follows:

⁴ John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publication, USA Inc., 2003), p. 94

1. The students are able to generate and explore their ideas.
2. The students are able to write many ideas.
3. The students can understand what the writing purpose about.
4. The students have competence to determine the topic sentence and supporting sentence.

The researcher uses the several ways to measure the influence of brainstorming technique by making recount text. Hence, the writer decided some measurement as follows: the good content of the paragraph in a text that appropriate with the topic, the good understanding in determining purpose of writing text that appropriate in types of text, the good content of text that appropriate with the topic, and it consists of the sentences that has a good cohesion and coherence each other in a text.

Based on above explanation, the researcher would using brainstorming technique to conduct a treatment for the students in the tenth graders of Senior High School 1 Punggur. Furthermore, the writer would collect the data by using a single essay test through making recount text.

2. Dependent Variable

Dependent variable is a variable for which the values may depend on, or differ by, the value of the independent variable. When the dependent variable is statistically related to the independent variable, the value of the dependent variable “depends” on, or is predicted by, the value of the independent variable.⁵ While, dependent variable of this research is recount text writing performance. The good paragraph in a text must consist of some sentences that have good content, organization, vocabulary, grammar and mechanic. To measure of writing performance, the researcher used writing test with scale of measurement 0-100. The item of writing test consists of content, organization, vocabulary, grammatical, and mechanic. The score of each item are 13-30 for content, 7-20 for organization, 7-20 for vocabulary, 5-25 for grammatical, and 2-5 for mechanics. Total score of writing test is 100.

Through writing recount text, it enables student to express their experience or feeling.

Furthermore, based on the statement above, that is the indicators of good text in writing performance, especially in recount text. It is refers to the level of students' writing performance.

⁵ Timothy C. Urdan, *Statistics in a Plain English Third Edition*, (Santa Clara University : Routledge, 2010), p.104

D. Data Collection Method

1. Test

Test is useful in measuring a person's general level of knowledge or understanding of a subject. Base on the explanation above, the researcher use test to collect the data. The researcher uses pre-test and post-test as data collection method to measure of the students' writing skill.

a. Pre-test

The pre-test would be given in the first meeting in both of classes, control class and experimental class. It would be given before the experimental treatments through using brainstorming technique. It will be done to measure the students' recount text writing performance before they used brainstorming technique in their writing process especially in experimental group or to know the students' ability in recount text writing performance.

b. Post-test

The researcher would give the post-test after the treatments to know whether the treatments give any significant influence to the students' recount text writing performance or to find out whether the post test scores of experimental group after getting treatments are higher than the pre test scores of control group without receiving treatment.

2. Documentation

Documentation is a method that is used to collect data and information about variables from written resources or documents such as notes, books, newspapers, magazines, etc. In other words, the researcher will collect data and information that relate to the variables through written resources in order to get valid data.

In this research, the researcher also would use this method to get the valid data and detail information about the school's history, the profile, the total of students and teachers of school, official employees of school, and both variables; applying brainstorming technique and students' writing recount text performance.

E. Researcher Instrument

The research instrument in this research will be test which describe as follow :

1. Instrument Blueprint

Instrument in this research is designed and adjusted with the indicators which have been specified. Moreover, instrument which is used in the test for that consist of pre-test and post test. The researcher gave pre-test before the students get more learning about recount text and before using brainstorming technique, and post-test given after using brainstorming technique. Then the researcher would find out whether the result of experimental group score is higher than control group score. The

treatment form is brainstorming technique. The test consists of 1 item in essay form with different titles. The highest score of test is 100.

Here is the blue print:

Table 2

Instrument Blue Print

Variable	Variable Indicator	Item Number (Pre-test)	Item Number (Post-test)	Test Form
Using brainstorming technique (X)	<ol style="list-style-type: none"> 1. The students are able to generate and explore their ideas. 2. The students are able to write many ideas. 3. The students can understand what the writing purpose about. 4. The students have competence to determine the topic sentence and supporting sentence. 	1	1	Essay
The Students' recount text writing performance (Y)	<ol style="list-style-type: none"> 1. The students are able to make good content. 2. The students are able to arrange their writing to be a good organization. 3. The students are able to write recount text using appropriate words and vocabulary. 4. The students are able to 	1	1	Essay

	arrange their writing grammatically, and use correct mechanism.			
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Based on table above it can be seen that there are some indicators for both of variable X (brainstorming technique) and Y (the students' recount text writing performance). It consists of item number of pre-test and post-test in essay as test form.

a. The Instrument by Using Documentation Method

The instrument would be used in documentation method to collect data and more information such as the location map of Senior High School 1 Punggur, learning English process, the students' brainstorming technique in the prewriting activity, and the valid data about the history, profile of school, condition of teachers and official employees, the quantity of students, and the organization structure in Senior High School 1 Punggur.

2. Instrument Calibration

Instrument calibration is the scale of measurement that is used to determine the standard instrument to be used.

Moreover, the researcher used the standard for test instrument in one kind of test. The test is using brainstorming technique about the topics and follows its procedures. The item of writing test consists of content, organization, vocabulary, grammatical, and mechanic. The score of each item are 13-30 for content, 7-20 for organization, 7-20 for vocabulary, 5-25 for grammatical, and 2-5 for mechanics. Total score of writing test is 100.

Furthermore, validity is the accuracy item of measurement result. Content validity is signified as a test measures a representative sample of the subject matter content. It means that content validity refers to the test accurately reflects based on the syllabus. So, the researcher measured it using content validity in order the result data and the instruments are valid and trusted.

Thus, the tests used in this research are relevant to objective of the study on English syllabus and materials of the tenth graders of Senior High School 1 Punggur. To get the content validity, the test is composed based on the blueprint and related to the curriculum.

F. Data Analysis Technique

To investigate whether there is a significant influence of using “Brainstorming technique on the students’ recount text writing performance at SMA N 1 Punggur Cenntral Lampung. The researcher

analyzes the data by using t-test⁶. According to Donal Ary the formulation of t-test as follows :

$$\text{T-test} \quad : \quad t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanation:

t	: t (Ratio)
D	: Average difference
$\sum D^2$: Different scores squared, then summed
$(\sum D)^2$: The scores summed, then squared
N	: Number of pairs

⁶ Donald Ary and Lucy cheser, *Introduction to Research In Education*, WadsworthCengage Learning, 2010, p.177.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and result of the research, the researcher can conclude that there is a significant influence of using brainstorming technique on the students' writing recount text performance at SMA N 1 Punggur Central Lampung. This fact can be seen from the result of the computation that " t_{observed} " is 2,872 with df 35 in the level significant of " t_{table} " 5% (1,690) and 1% (2,438). The data confirmed that t_{observed} is higher than t_{table} ($2,872 > 1,690$). Hence, it can be inferred that H_a is accepted and H_o is rejected.

In this research, the result of data analysis illustrated that the average post-test(74,5) was higher than the average pre-test (68,4) after giving treatment by applying brainstorming. It proved that there is any difference between scores of pre-test and post-test. Thus, there is any significant influence of applying brainstorming technique toward the students' writing recount text performance at SMA N 1 Punggur Central Lampung.

B. Suggestion

Based on the research at the tenth graders of SMA N 1 Punggur, the researcher would like to give some suggestions as follows:

1. The students should be more active in writing activity; certainly it can help for developing their writing performance, to improve their grammatical mastery and to add their vocabularies in order they can write well and correctly.
2. The teacher as a motivator and a facilitator should be able to choose appropriate technique in teaching writing and can apply brainstorming technique for improving students' writing performance in many kinds of text, especially recount text.
3. The school should support the English learning and teaching process by preparing good instruments and facilitation completely.

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