**AN UNDERGRADUATE THESIS**


**THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG**


**By :**
**DESY INDRIYANI**
**STUDENT NUMBER: 13106877**



**Tarbiyah and Teacher Training Faculty**
**Englsih Education Department**


**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**
**1439 H / 2018 M**

# THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

**By:**
**DESY INDRIYANI**
**Student Number: 13106877**

**Tarbiyah and Teacher Training Faculty**
**English Education Department**

**Sponsor       : Dr. Widhiya Ninsiana, M. Hum**
**Co-sponsor   : Ahmad Subhan Roza, M. Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**
**1439 H / 2018 M**

ii

THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE
ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF          SMK
WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

ABSTRACT
By:
DESY INDRIYANI


The objective of this research is to show the improving of using brainstorming technique on the students' advertisement writing skill at twelfth grades of SMK Wiratama Kotagajah Central Lampung.

The research method used in this research is Classroom Action Research (CAR) which is used to solve the students' problem in writing skill. The subjects of this research were XII Accounting students of SMK Wiratama Kotagajah Central Lampung. The research instruments used to collect the data in this research were test, observation, documentation and field note.

The result of this research showed that the implementation of Brainstorming Technique was succesful since the crireria of success were achieved. The first criterion was 70% of the students could pass the target score $\geq 75$ based on the minimum mastery criteria (MMC). The finding showed that 74.78% of students had already became more active in the learning process. The result of observation showed that by using Brainstorming Technique, most of the students were involved actively in the learning process, so, the students could generate their ideas.

PENGGUNAAN TEKNIK *BRAINSTORMING*
UNTUK MENINGKATKAN KEAHLIAN MENULIS *ADVERTISEMENT*
TERHADAP SISWA KELAS DUA BELAS
DI SMK WIRATAMA KOTAGAJAH LAMPUNG TENGAH

ABSTRAK
Oleh:
DESY INDRIYANI


Penelitian ini bertujuan untuk menunjukkan peningkatan keahlian dalam menulis *advertisement* siswa melalui penerapan teknik *Brainstorming* terhadap siswa kelas XII Akutansi di SMK Wiratama Kotagajah.

Metode penelitian yang digunakan yaitu Penelitian Tindakan Kelas yang ditujukan untuk menyelesaikan masalah siswa dalam keahlian menulis *advertisement*. Adapun subjek penelitian yaitu siswa kelas XII Akutansi di SMK Wiratama Kotagajah Lampung Tengah. Instrumen penelitian yang digunakan untuk mengumpulkan data antara lain yaitu tes, observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa penerapan teknik *Brainstorming* dapat mencapai indikator kesuksessan yang telah ditentukan. Indikator pertama yaitu 70% siswa dapat mencapai KKM $\geq$ 75. Dalam hal ini, sebanyak 74.78% siswa dapat mencapai kriteria ketuntasan minimal (KKM). Adapun indikator yang kedua yaitu siswa dapat lebih aktif dalam kegiatan belajar. Dari hasil observasi dapat disimpulkan bahwa melalui penerapan teknik *Bainstorming*, siswa dapat lebih aktif dalam mengikuti kegiatan belajar mengajar di dalam kelas dan dapat membangkitkan ide.

# APPROVAL PAGE

Title : THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE ADVERTISEMENT TEXT AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

Name : DESY INDRIYANI

Student Number : 13106877

Faculty : Tarbiyah and Teacher Training

Department : English Education

## APPROVED BY:

To be discussed in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies of Metro.
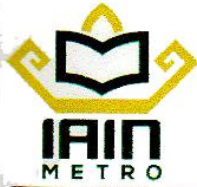
Metro, Januari 2018

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**
**NIP. 19720923 200003 2002**

Co-sponsor

**Ahmad Subhan Roza, M.Pd**
**NIP. 19750610 200801 1 014**

Head of English Education Department

**Ahmad Subhan Roza, M.Pd**
**NIP. 19750610 200801 1 014**

## NOTA DINAS

Nomor      :

Lampiran   :

Perihal     : Pengajuan Munaqosyah

Kepada Yth.,

Ketua Jurusan TBI

Institut Agama Islam Negeri (IAIN) Metro

***Assalamualaikum Wr. Wb.***

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi yang disusun oleh:

Nama         : DESY INDRIYANI

NPM         : 13106877

Judul Skripsi  : THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.
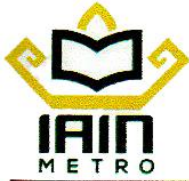
Metro,   Januari 2018

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**
**NIP. 19720923 200003 2002**

Co-sponsor

**Ahmad Subhan Roza, M.Pd**
**NIP. 19750610 200801 1 014**

**KEMENTRIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

## NOTIFICATION LETTER

Number        :
Appendix      :
Matter        : **In order to hold the Munaqosyah**
              **of Desy Indriyani**

To: The Honorable,
    The Head of English Education Department
State Institute for Islamic Studies of Metro

*Assalamu'alaikum Wr. Wb*

We have given guidance and enough improvement to thesis script which is written by:

Name            : DESY INDRIYANI
Student Number  : 13106877
Title           : THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE
                  ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE
                  OF SMK WIRATAMA KOTAGAJAH

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

Metro,   Januari 2018

Sponsor                                    Co- sponsor

**Dr. Widhiya Ninsiana, M.Hum**           **Ahmad Subhan Roza, M.Pd**
NIP. 19720923 200003 2002                 NIP. 19750610 200801 1 014

## RATIFICATION PAGE

No: B. 0624/In.28.1/D/PP.00.9/02/2018.

An under graduated thesis entittled: **THE USE OF BRAINSTORMING TECHNIQE TO IMPROVE ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG**

Written by Desy Indriyani, Student Number 13106877 English Education Department has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 8th, 2018 at 13.00-15.00.

## BOARD OF EXAMINERS:

| | | |
|---|---|---|
| Chairperson | : Dr. Widhiya Ninsiana, M.Hum | ....................) |
| Examiner I | : Dedi Irwansyah, M.Hum | ....................) |
| Examiner II | : Ahmad Subhan Roza, M.Pd | ....................) |
| Secretary | : Eka Yuniasih, M.Pd | ....................) |

The Dean of Tarbiyah
and Teacher Training Faculty

**Dr. Hj. Akla, M.pd**
NIP. 19691008 200003 2 005

# STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

| | | |
|---|---|---|
| Name | : | DESY INDRIYANI |
| NPM | : | 13106877 |
| Department | : | English Education |
| Faculty | : | Tarbiyah and Teacher Training |

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro ,    Februari 2018

The writer

**DESY INDRIYANI**
St. Number 13106877

# ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama          : DESY INDRIYANI

NPM           : 13106877

Jurusan       : Pendidikan Bahasa Inggris (PBI)

Fakultas      : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,    Februari 2018

Penulis

DESY INDRIYANI
NPM.13106877

# MOTTO

نّ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝

*"Nun, Demi kalam dan apa yang mereka gubah (QS. Al-Qalam (68):1)*

*"Nun. By the pen and that which they write (therewith)."*

# DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. Almighty Allah SWT, thanks God for all about the precious gift inside of me.

2. My beloved Father and Mother, Mr. Yayin and Mrs. Aminah who always support, protect and advice my life and study, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless both of you. Amin.

3. My beloved brother Windarto, and my sister in law Siti Jumintarti who given this valuable help and support.

4. My beloved niece Clairine Elycia Ramadhani and my beloved nephew Muhammad Fakhry Al-Zakhwan who always colors my life with your smile and funny story.

5. My beloved Sponsor, Dr. Widhiya Ninsiana, M.hum and Co-sponsor Ahmad Subhan Roza, M.Pd who always guide me.

6. My beloved friends Pancaning Utami, Azzahra Aprillia, Sefvirda Arniatika, Zahrotul Lathiifah, Rudiyanto, Zuharoh Ivosari, Imas Sukma Negara and Diah Alfiatun Ni'mah who always support me to finished this thesis.
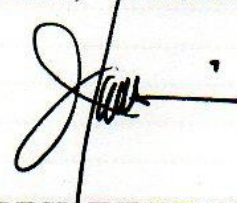
# ACKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the universe, inspiration of His life, that the researcher finally could finish the undergraduate thesis entitled "THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE ADVERTISEMENT WRITING SKILL AT TWELFTH GRADE OF SMK WIRATAMA KOTAGAJAH CENTRAL LAMPUNG". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro

First of all, the deepest gratitude would be addressed to my beloved parents and brother, Mr. Yayin, Mrs. Aminah and Windarto, for their endless love, understanding and supports to finish this undergraduate thesis soon.

Secondly, the greatest gratitude would also be addressed to both of my advisors, Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish this undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro,    Februari 2018

**DESY INDRIYANI**
**St. Number 13106877**

# TABLE OF CONTENTS

# LIST OF TABLE

# LIST OF FIGURE

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

## A. Background of Research

In Indonesia, English becomes a Foreign Language. English could be learned by students in formal education and informal eduction. English also has included into curriculum as one of subjects in teaching and learning process in every level of schools. Meanwhile, there are four basic skills in learning that must be mastered by language learners namely listening, speaking, reading, and writing. In addition, the students should learn and master four basic English skills because students' English mastery for all education levels will increase the quality of national education in Indonesia.

Writing as productive language skill is one of skills in written language form. Writing is a composing process and usually requires multiple draft before an effective product is created.[1] It means that writing is the activity which created a product in written form. In addition, writing is the encoding of a message of some kinds that translating the thoughts into language.[2] It means that students need much ideas when writing. They also have to master in the topic that they want to write and clearly to make the reader understand and interest about their writing. From the statement above, it can be concluded that

---

[1] H. Doughlas Brown, *Teaching by Principles "An Interactive Approach to Language Pedagogy Second Edition",* (New York: Longman, 2000), p. 347

[2] Doon Byrne, *Teaching Writing Skill,* (London: Longman House, 1979), p.1

writing is the way to conversed and give information about a product. Thus, students must learn how to write English well.

Furthurmore, English writing has several types of text such as: Descriptive, Narrative, Exposition, Argumentation, and Fungtional Text. Fungtional text is a text that have a certain purpose. It can be giving instructions or explanations, pass on information or ask for a reply. These text can be based on facts, such as job advertisements and invitations; but they can also contain opinions, in the case of letters and e-mails.[3]

Moreover, advertisement is a text that contains about advertise product. Advertisement of product itself such as: Hotel, Apartement, Villa, Residence, Restaurant, Cafe, Shop, Supermarket, Distro, Food/Drink, Medicine, Cosmetics, Electronic, House Equipments, Furniture, School, University and Course.

Meanwhile, in English writing there are so many steps that must learnt by students to develop ideas. In order to find it out, the students are identified some difficulties to express their feeling, thinking, expression, and opinion in writing. It is several factors why it is not easy to develop ideas in writing English paragraph. Besides, the students have lack of motivation in writing and the students do not use effective technique yet in paragraph writing. Those

---

[3]E. Pilbeam., S Kerr., and B Naudé, *English Fisrt Additional Language,* (Cape Town: Pearson Education South Afrika Ltd, 2008), p.140

situations make the students cannot write well. It means that they have to solve the problem to make their writing becomes well.

In order to solve the problems above, the writer will use an alternative technique to help the students to improve their writing skill. The technique itself is Brainstorming Technique. This is an interesting technique that was developed by Madison Avenue advertising executive, Alex Osborn, in the 1950s.[4] Brainstorming is a popular technique that helps students generate creative solutions to a problem. It is particulary useful when we want to break out of stale, established patterns of thinking, so that the students can develop new ways of looking at things. It also helps you overcome many of the issues that can make group problem-solving a sterile and unsatisfactory process.

Besides, Brainstorming combines a relaxed, informal approach to problem-solving with lateral thinking. It asks that people come up with ideas and thoughts that can be first seem to be a bit crazy. The idea here is that some of these ideas can be crafted into original, creative solutions to the problem that writer trying to solve, while others can spark still more ideas. As well as, ideas are abstract; that is, they cannot be seen or touched. In explaining ideas, the writer needs to use examples and illustrations to give the ideas real life.[5] It can be concluded that to generate the ideas of the students needs to use an

---

[4] MindTools, *Brainstorming Toolkit Essential Skills for an Excelent Career,* (Mind Tools Limited, 2009), p.5

[5] George E. Wishon and Julia M. Burks, *Let's Write English; Revised Edition,* (New York: Litton Educational Publishing, Inc, 1980), p.314

appropiate technique to helps them get much ideas. This technique aims to get people unstuck, by "jolting" the students out of their normal ways of thinking.

In addition, Brainstorming is a useful technique in writing because it permits the students to approach a topic with an open minded. Because the students do not judge their ideas as they emerge, the students free theirself to come up with ideas that they might not even know they had.

There is a table below about the pra-survey data of writing skill at twelfth grade students of SMK Wiratama Kotagaja Central Lampung as follows:

**Table 1.1**

**The Pra-survey Result of Writing Skill at the Twelfth Grade Students of SMK Wiratama Kotagajah Central Lampung**

| NO | Score | Category | Frequency | Percentage (%) |
|----|-------|----------|-----------|----------------|
| 1 | 75-100 | Excellent | 2 | 11.11% |
| 2 | 65-74 | Fair | 3 | 16.67% |
| 3 | 0-64 | Low | 13 | 72.22 % |
| Total | | | 18 | 100% |

Source: The English teacher's archives, taken on the advertisement assignment of the twelfth grades students on April, 19th-20th 2017

From the table above, it can be inferred that the students' advertisement writing text is low because the Minimum Mastery Criteria (MMC) in SMK Wiratama Kotagajah Central Lampung is 75. It can be seen that there are 2 students get the score ≥75, the percentage is 11,11%, there are 3 students get

the score ≥65 with the percentage is 16.67%, and 13 students get score <65 with the percentage 72,22%. It means that the score of the students are still low.

Based on the background of the problem above the writer would like to promote a research with title: The Use of Brainstorming Technique to Improve Advertisement Writing Skill atThe Twelfth Grades Students of Wiratama Kotagajah.

## B. Problem Identification

Based on the background above, the writer found some problems on the students' advertisement writing skill at the twelfth grades of SMK Wiratama Kotagajah Central Lampung as follows:

1. The students score of writing is low.

2. The students have difficulties in generating new ideas.

3. The students have lack motivation in advertisement writing skill.

4. The technique is not appropriate in english teaching learning.

## C. Problem Limitation

To avoid the broadness of the discussion, the writer wants to limit only focus on: the students have difficulties in generating new ideas and writing skill especially in using Brainstorming Technique.

## D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the following reseach question:

Can the use of Brainstorming Technique improve the students' learning activities at the twelfth grade of SMK Wiratama Kotagajah Central Lampung?

## E. Objectives and Benefits of Researh

### 1. Objectives of The Research

The objective of this research is to show the improving of using Brainstorming Technique on the students' advertisement writing skill at the twelfth grades of SMK Wiratama Kotagajah Central Lampung.

### 2. Benefits of The Research

#### a. For the Students:

1) As information to know the roles of advertisement writing.

2) As contribution in solving the problem of advertisement writing.

3) As information about the effectiveness of using Brainstorming Technique.

#### b. For the Teachers:

1) As contribution to improve students' English advertisement writing skill by using Brainstorming Technique.

2) To know the effectiveness of using Brainstorming Technique.

c. **For the Headmaster**

   The result of this research can give the motivation for the headmaster to improve the skill of the students, so they can also increase the quality of the students.

# CHAPTER II

# THEORYTICAL REVIEW

## A. The Concept of Writing Skill

### 1. The Definition of Writing Skill

Writing is very important skill because through writing people can share their ideas or knowladge into written text. Writing is very crucial in human's life. Besides, writing gives the ability to records information and to communicate people experiences and knowledge.

When doing to write, someone should be creative. The term creative of writing suggests some imaginative tasks such as writing poetry, stories, and plays or some activities that have a number of features to recomended them. Chief among these is that the end result is often felt to be some kinds of achievement, and that most people feel pride of their work and want to be read.[6] In another word, creative thinking is 'a journey of self-discovery promotes effective learning'.[7]

There are some definitions about writing. Here are some definitions about writing according to some experts:

---

[6] Jeremy Harmer, *The Practice of English Language Teaching; Third Edition,* (UK: Longman), p. 259

[7]*Ibid,* p. 259

Writing is an activity that can usefully be prepared for by working in the other skills of listening, speaking and reading.[8] It means that preparing before begin writing is possible to reminds words that have been used receptively to come into productive used. Thus, writing is a process that can be learned and used; it is not, like height, a product of the genes about which little or nothing can be done.[9] In addition, writing is clearly complex process and competent writing is frequently accepted as being the language skill to be acquired.[10]

Besides, writing is not an easy work. Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and the experience with subjects.[11] Writing needs the study of linguistics and non-linguistics factors. The linguistics factors of writing are vocabulary, grammar, structure, orthography and others. Beside non-linguistics factors of writing are reading habit, motivation, knowledge of the world and learning strategies.

---

[8] I.S.P Nation, *Teaching ESL/ EFL Reading and Writing,* (New York: Routledge, Taylor & Francis Group, 2009), p.113

[9] James M. McCrismmon, *Writing with a Purpose; Short Edition,* (Florida State University: Houghton Miffin Company, 1973), p. 3

[10] David Nunan, *Language Teaching Methodology: A Textbook for Teacher,* (Sydney, Prentice Hall, 1991), p.91

[11] Horváth József, *Advenced Writing in English as a Foreign Language; A Corpus-Based Study of Processes and Products,* (University of Pécs: Lingua Franca Csoport), p.5

Furthermore, according to Sokolik in Linse, writing is combination of process and product.[12] The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

From the definitions above, the writer concluded that writing is the process of transfering ideas into symbols such as letters, words, phrases, sentences, and paragraph involving certain rules of grammar, spelling, punctuation to produce a product on written form.

Whereas, skill refers to communication in all of its manifestation: interpretation (reading, listening), expression (writing, speaking), and negotiation (conversational interaction, turn taking).[13] For example, writing in a chat room is not the same thing as reading essay. Reading clues for a cross-word puzzle is not the same thing as reading Chomky's writings on minimalist syntax as background research for an article. Speaking while ordering a meal is not the same thing as speaking during an interview with a commentator of a national news broadcast. A skilled reader of Chomsky reads quicker than an unskilled or novice reader and makes few(er) mistakes in interpretting the text. The skilled essay writer produces text faster than the unskilled

---

12 Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2005), p.98

13 John W. Schwieter, *Innovative Research and Practices in Second Language Acquisition and Bilingualism,* (Amsterdam: John Benjamins Publishing Company, 2013), p.11

writer and makes few(er) mistakes (in style, punctuation, word choice, collocation, ambiguity, and so on).

According to Harry Johnson, skil is as the ability to execute a pattern of behavioral elements in proper relation to a certain environment.[14] A skill is not a reflex action; it is a complex movement that requires practice.

From the definition above, it can be concluded that skill is general ability to do action. Someone's skilled can do a thing faster with few mistakes.

Accordingly, the writer concluded that writing skill is the ability of transfering ideas into symbols such as letters, words, phrases, sentences, and paragraph involving certain rules of grammar, spelling, punctuation to produce a product in written form.

2. **The Steps of Writing Process**

Process of writing helps native English-speaking children as well as EFL or ESL young learners to develop English-language writing skill. Process of writing is especially appropriate for ESL or EFL young learners because one of the prominent features is an emphasis fluency. Just as young children learn to speak fluently, they also need to learn

---

[14]Harry Johnson, (1961), p.163 in Frank Gabriel Campos, *Trumpet Technique,* (New York: Oxford University Press, 2005), p.6

how to write fluently.[15] The process of writing approach involves the process-steps necessary to produce a good quality final piece of writing.

Here are several steps of writing process that should be used in writing namely:[16]

1) **Prewrite**

   In this important first step, students are given an opportunity to prepare, to write and to collect their thoughts and ideas. If done properly, it can ease students into writing without any hesitation or worry.

2) **Write**

   Students write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

3) **Reise**

   The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) **Edit**

   Learners (with the help of their teacher, care gives, or classmates) proof-read their work to make sure that there are not any content errors or gramatical or spelling errors.

---

[15] *Ibid,* p.101
[16] *Ibid,* p.102

**5) Publish**

The writing pieces is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

**3. The Types of Writing**

As we know that there are some types of writing as follows:

**1) Descriptive/ Description**

Descriptive is the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear.[17] It means that it is used to describe more than the out ward appearance of people. It may tell about their traits of character or personality. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

**2) Narrative/ Narration**

Narrative is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural sequence. Types of narration includes

---

[17] George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition*, (New York: Litton Educational Publishing, Inc, 1980), p. 379.

short stories, novels, and stories, as well as large part of our everyday social interchange in the form of conversation.[18]

### 3) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings.[19] It means that in exposition gives more information and explanation about something well. Exposition includes editorials, essays, and informative and instructional material.

### 4) Argumentative/ Argumentation

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with. Argumentation is used to make a case or to prove or disprove a statement of proposition.[20]  On the other hand, it is the form of writing that is used to make a case or to prove a statement or proportion. That is content of the text is about our statement or opinion that has reason.

---

[18] *Ibid.,* p. 378
[19] *Ibid.,* p.382
[20]  George E. Wishon and Julia M. Burks, *Let's Write.,* p. 383.

## 5) Functional Text

Functional text are texts that have certain purpose.[21] They give instructions or explanations, pass on information or ask for replay. These text can be based on facts, such as job advertisements and invitations; but they can also contain opinions, in the case of letters and e-mails.

Besides, fungtional text includes classified advertisements and job advertisements, brochures, e-mails, faxes, flyers, invitations, letters and magazine.

## 4. The Assesment of Writing Skill

Here is the assesment of writing skill as follows:[22]

**Tabble 2.1**

**The Assesment of Writing Skill**

| Writing Skill | Score | Level | Citeria |
|---|---|---|---|
| Content | 30-27 | Excellent to Very Good | Knowledgeable● Substantive● Artistic Value● Thorough development of thesis● Relevan to assigned topic |

---

[21]*Op. Cit,* Pilbeam, E., S Kerr., and B Naudé.  p.140
[22] Sara Cushing Weigle. *Assesing Writing.* (UK: Cambridge University Press, 2002), p.116

| | 26-22 | Good to Average | Some knowledge of subject● Artistic Value● Adequate range● Limited development of thesis● Mostly relevant to topic, but lack of detail |
|---|---|---|---|
| | 21-17 | Fair to Poor | Limited knowledge of subject● Artistic Value● Little substance● Inadequate development of topic |
| | 16-13 | Very Poor | Does not show knowladge of subject● Non-substantive● Not patient● Or not enough to evaluate |
| | | | |
| Organization | 20-18 | Excellent to Very Good | Fluent expression● Ideas clearly stated/supported● Succinct● Well-organized● Logical sequencing● Cohesive● Flexibility● Originality● Fluency● Elaboration●Synthesis |
| | 17-14 | Good to Average | Somewhat choppy●loosely organized but main ideas stand out● Limited support● Logical but incomplete sequencing● Flexibility● Originality● Fluency● Elaboration |

| | 13-10 | Fair to Poor | Non-fluent● Ideas confused or disconnected● lacks logical sequencing and development● Flexibility● Originality● Fluency● |
|---|---|---|---|
| | 9-7 | Very Poor | Essentially translation● Little knowladge of English vocabulary, idioms, word form● OR not enough to evaluate |
| | | | |
| Vocabulary | 20-18 | Excellent to Very Good | Sophisticated range● Effective word/ idiom choise and usage● Word form mastery● Appropriate register |
| | 17-14 | Good to Average | Adequate range● occasional errors of word/idiom form, choise, usage *but meaning not obscured* |
| | 13-10 | Fair to Poor | Limited range● Frequent errors of word/idiom form, choise, usage● *meaning confused or obscured* |
| | 9-7 | Very Poor | Essentially translation● Little knowladge of English vocabulary, idioms, word form● OR not enough to evaluate |

| Language | 25-22 | Excellent to Very Good | Effective complex constractions● Communicative ● Few erros of agreement, tense, number, word order/ function, articles, pronouns, preposition● |
|---|---|---|---|
| | 21-18 | Good to Average | Effective but simple constructions● Communicative● minor problems in complex constructions● several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured* |
| | 17-11 | Fair to Poor | Major problems in simple/complex constructions● Communicative● Frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preporsitions and/or fragments, run-ons, deletions● *Meaning confused or obscured* |
| | 10-5 | Very Poor | Virtually no mastery of sentance construction rules● Dominated by |

| | | | |
|---|---|---|---|
| | | | errors● Does not communicate● OR not enough to evaluate |
| | | | |
| Mechanics | 5 | Excellent to Very Good | Demonstrates mastery of conversations● Few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Good to Average | Occasional errors of spelling, punctuation, capitalization, paragraphing ● Poor handwriting● *Meaning confused or obscured* |
| | 3 | Fair to Poor | Frequent errors of spelling, punctuation, capitalization, paragraphing● Poor handwriting● *meaning confused or obscured* |
| | 2 | Very Poor | No mastery of conversations● Dominated by errors of spelling, punctuation, paragraphing● handwriting illegible● Or not enough to evaluate |

Source: Sara Cushing Weigle. *Assesing Writing*. UK: Cambridge University Press. 2002

### 5. The Roles of Teacher in Teaching Writing

Although the teacher needs to deploy some all of the usual roles when students are asked to write, the ones that are especially important are as follows:[23]

### 1) Motivation

One of some principal roles in writing tasks is to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences.

Where students are involved in a certain a creative writing activity it is usually the case that some find it easier to generate ideas than others. During poem-writing activities, for example, we may need to suggest lines to those who cannot think of anything, or at least prompt them with our own ideas.

### 2) Resource

Especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their

---

[23]*Op. Cit,* Jeremy Harmer, *The Practice of English Language Teaching,* p. 261-262

work as it proggresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or grups.

3) **Feedback Provider**

Giving feed back on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what students have written. When offering correction, teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

## B. The Concept of Advertisement

### 1. The Definition of Advertisement

Advertising is so familiar to modern readers that it may seem odd to ask what an advertment is. Although advertising is all around us, we do not often pause to think about its nature as a form of discourse. At the root of the word 'advertisement' is the Latin verb 'advertere', meaning 'to turn towards'.[24] While it is undoubtedly true that adverts are text that do their best to get our attention, to make us turn towards

---

[24] Angela Goddard, *The Language of Advertising,* (London & New York: Routledge, 1998), p.6

them, we would not want to say that everything we pay attention to is an advert.

In its simplest sense the word 'advertising' means 'drawing attention to something', or notifying or informing somebody of something.[25] Someone could advertise by utterance in quite informally and locally, and without using big expense. But, if someone wants to make the large number of people interest, he/she needs to advertise in the more familiar sense of the word, by publishing announcement.

Morever, advertising is one of the most controvesional of all contemporary genres, partly because it is relatively new, but also because it is closely associated with the values of the competitive high-growth global economy in which it thrives. In a world beset by social and environmental problems, advertising can be seen as urging people to consume more by making them feel dissatisfied or inadequate, by appealing to greed, worry and ambition.[26]

In addtion, advertising is the structured and composed nonpersonal communication of information, usually paid for and usually persuasive in nature, about products (goods, services, and ideas)

[25]Gillian Dyer, *Advertising as Communication,* (London & New York: Routledge, 1982), p.2
[26] Guy Cook, *The Discourse of Advertising; Second Edition,* (New York: Routledge, 1996), p.1- 2

by identified sponsors through various media.[27] Furthermore, it can be analyzed by its components.[28] First of all, a type of *communication.* It is actually a very *structural* from of applied communication, employing both verbal and nonverbal elements that are composed to fill specific space and time formats determined by the sponsor.

Second, advertising is typically directed to groups of people rather than individuals. It is therefore *nonpersonal,* or *mass,* communication. these groups might be consumers, such as people who use the telephone in their homes; or they might be the business people who depend on the telephone for conducting their business affairs.

Based on several definition above, the writer concludes that advertising is a paid form of communication to deliver message and persuasive people about a product.

In another side, advertisement writing skill is the ability of writing advertisement perfectly.

---

[27]William F. Arens, *Contemporary Advertising: Eight Edition,* (New York: McGraw-Hill, 2002), p.7

[28]*Ibid,* William F. Arens, p.8

## 2. The Classification of Advertising

Advertisement can be classified in four key ways, as follow:[29]

a. By The Target

One simple way of discriminating between types of advertising is to examine the target audience at which the advertising message is aimed. The same products may well be involved, but the underlying nature (and, of course, the content) of the advantages will be different. Brands will use trade advertising to communicate the advantages of their brand to particular retailers, to encourage them to stock and display their products alongside competitive products, including the retailer's own. A considerable amount of advertising is designed to communicate between business, either in the instances like those above or where the target audience is the end user of, say, the raw materials which the company processes. This category would also include advertising by 'professional' companies, such as soliciators and accountants, promoting their services to potential users. Yet, another target audience will be the financial community. Such advertising will, for the most part, appear in the broadsheet newspapers and specialist magazines

---

[29] Yesin, Tony, *Advertising,* (China: Thomson Learning, 2006), p. 5-7

(although it is by no means restricred to these). Here the purpose will be to communicate some aspect of the company's performance, such its financial result.

b. By The Purpose

An alternative way of discribing advertising is in terms of its spesific purpose. Most advertising takes the form of commercial activity designed to promote the particular products or services offered by the company. Whilst brand receive the majority of the expenditure on advertising, there are instances where a compny seeks to develop an image for itself beyond that of the brands it manufactures. Corporate advertisement is attracting increasing attention with the recognition that many consumers wish to identify the values of the company from which it buys products and services. Similar campaihns may be mounted by industry groups, designed to promote a category of products.

c. By The Media

In here, classifying advertising is in terms of the media used. It is important to recognize that not only does each medium provide different opportunities to the advertiser, it also represent different means of communicating information about the product or service which is being promoted. In most markets, advertisers here access to:

a) Television

b) Radio

c) Newspaper

d) Magazines

e) Poster and other outdoor media

f) Cinema

g) The 'new' media

d. By The Geographic Region

A final way of claasifying advertising is in terms of the geographic are that it is in terms of the geographic area that it is intended to cover. In most countries, there are a variety of local media (press, posters, etc) which enable the advertiser to restrict the geographic coverage to a very narrow are. This might encompass a village, town or city, perhaps the area in which the area in which the particular product or service is available.

3. **The Key Roles of Advertising**

The key roles of advertising as follow:[30]

a. To Informational Function

In certain instances, advertising simply seeks to provide the public with spesific pieces of information. In many cases, this has a

---

[30] *Ibid,* p. 8-10

26

netral content,such as public announcements or some forms of govermental advertising. In other instances, manufacturer uses advertising to communicate the particular problem to the widest possible audience in order to ensure a speedy dissemination of information and anequally rapid response on the part of the owners of such products.

In the case of a manufacturer introducing a new product, there is a nedd to inform potential consumers about the new product. This may take the form of a simple announcement, or may provide detail about the product, its function and some form of comparison or claim about the product in the context of alternative product offerings.

b.  The Persuasive Function

Either because of changes to the product formulation or because of a previous miscommunication, manufactures may wish to change custumer's perceptions of product attributes or benefit. Following the reformulation of many products within the soap posder market, and the removal of the bleaching agent, it was important to provide a new basis for product comparison. Advertising stresses the products' powder to ensure colour fastness and de-emphasised their ability to get clothes whiter.

c.  The Selling Function

Most advertising seeks to promote the sale of particular goods or services. To achieve this objective, the advertising provides the potential or existing customer base with information about the product or services. In the majority of insstances, such advertising seeks to reinforce existing attitudes by explaning how the product is appropriate to the potential users' existing needs or lifestyle.

4. **The Example of Advertisement**



5. **The Structure of Advertisement**

The structure of advertisement is the same as the structure of a sales presentation or selling proposition. Both the advertising and sales presentation have the primary goal of getting the attention, interest and approval of the target audience.

Otto Klepper, head of his own advertising agency in the latter half of the 20th century, put the structure of advertisement as follows:[31]

a. Headline

An idea of interest that catches the attention of the consumers and the public.

b. Explanation of the Claims

To create a desire in the consumer more convincingly. The body of the text serves this purpose.

c. Listing of Benefits

For the consumer which will motivate the consumer to think of action.

d. A Closing Slogan that Capsulizes the Benefit

The excellence of the product or service which leads the consumer to concrete action-now or later.

6. **The Indicators of Advertisement**

The indicators of advertisement as follow:[32]

a. Flexibility

---

[31] Vilanilam, J.v., and Varghese, A.K., *Advertising Basics!: A Resource Guide for Beginners.* (New Delhi: Response Books, 2004), p. 75

[32] Smith, Robert E., MacKenzie, Scott B., Yang, Xiaojing., Buchholz, Laura M., Darley, William K., *Modeling the Determinants and Effects of Creativity in Advertising,* (Informs, 2007), p. 821-822

Ads that contain different ideas or switch from one pespective to another.

b. Fluency

Ads that contain a large number of ideas-more than expected.

c. Originality

Ads that contain elements that are rare, surprising, or move away from the obvious and commonplace.

d. Elaboration

Ads that contain unexpected details, or finish and extend basic ideas so they become more intricate, complicated, or sophisticated.

e. Synthesis

Ads that combine, connect, or blend normally unrelated objects or ideas.

f. Artistic Value

Ads that contain artistic verbal impression or attractive colors and shapes.

## C. The Concept of Brainstorming Technique

### 1. Definition of Brainstorming

Brainstorming is a useful technique in writing because this technique lets the students to think freely and get ideas freely. There are

some definitions of brainstorming technique which is used in writing. Below are the definitions which taken from some experts.

Brainstorming is a technique which purpose to initiate some sort of thinking process.[33] To put more simply, brainstorming is a technique which helps the people to overcome their problems in writing. For example, the writers who use brainstorming technique in writing because they have difficulties to develop main topic while they are elaborating or exploring the ideas. But when they use brainstorming, it will help them in elaborating or exploring the ideas.

Besides, Brainstorming is a structured process for having ideas.[34] In other words, brainstorming is a process of thinking about an object. It has some procedures which is organized to produce several ideas. The ideas can be an opinion, feeling, purpose, or thought. So, when this technique is used in writing, it can help the writer to generate ideas relate to the main topic which they have.

Furthermore, Brainstorming is a very specific process. It essentially consists of freeform thinking out loud.[35] It would be better to say that brainstorming is thinking as free as possible, no impression and no

---

[33] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* , (New York: Addison Wisley Longman, Inc., 2000), p. 184.

[34] Alan Barker, *30 minutes...to Brainstorm Great Ideas*, (London: Kogan Page Imited, 1999), p.7

[35] David Perry and Rusel De Maria, *A Brainstorming Tool Book*, (Canada: Course Technology, 2009), p.5

limitation. They just call the idea in the mind. Hence, they get many ideas which will be used in writing process happily.

Moreover, Brainstorming means experimenting with word and idea associations, particularly making unusual sssociations, to see what happens.[36] In other word, brainstorming is the process to find several ideas which is done by analyzing the word correlation to get new idea. It also can be done by thinking critically about something, so they get the whole information.

In addition, to put more simply, the writers should keep in writing during the ideas in their mind, consequently they write continuously. To save time, the writers can write the ideas in the phrase quickly, or the key word only. It means not complete sentence. Those make the writers create many ideas and save more times. In other words, by brainstorming, the writers will get easy way to start writing in the net stages. Besides, it also can guide the writers in developing the topic. In the contrary, without brainstorming before writing, sometimes the writers are confused while they are in the process of writing. They do not know what will they write and how to start writing. Therefore, brainstorming is very important and very useful to be carried out previously.

---

[36] Brendan Hennessy, *Writing An Essay: How to Improve Your Performance for Coursework and Examinations*, (United Kingdom: How to Books ltd, 1999), p. 51

Based on the quotation and explanation above, the writer takes conclusion that Brainstroming is a technique that is useful to help students generating ideas freely without any limitation which is used to develop main topic.

2. **The Principle of Brainstorming**

Those principles or basic rules which are quoted from the experts will be explained below.

According to Osborn, there are four basic rules in brainstorming, they are:

1) Criticism is ruled out: adverse judgment of ideas must be withheld until later. It means that criticism of ideas are withheld during the brainstorming session as the purpose is on generating varied and unusual ideals and extending or adding to these ideas. Criticism is reserved for the evaluation stage of the process. This allows the members to feel comfortable with the idea of generating unusual ideas.

2) 'Freewheeling' is welcomed: the wilder the idea, the better; it is easier to tame down than to think up. It means that unusual ideas are welcomed as it is normally easier to "tame-down" than to "tame-up" as new ways of thinking and looking at the world may provide better solutions.

3) Quantity is wanted: the greater number of ideas, the more the likelihood of winners. It means that the greater number of ideas is generated the greater chance of producing a radical and effective solution.

4) Combination and improvement are sought: in addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea. It means that it is not only a variety of ideas, but also ways to combine ideas in order to make them better.[37]

From the explanation above, the writer concludes that the instruction of brainstorming should be specific and clear. It is clear that the brainstorming technique helps the process of thinking to get a way in solving a problem. Besides, this technique tends to produce the quantity of the idea, not the quality in short time. The writers just write down every idea in their mind, so they can generate ideas creatively. It means that they should narrow the topic becomes specific one. Then, the principles make the writers success in brainstorming before writing.

---

[37] Alan Barker, Op. Cit. ( p. 8)

### 3. The Procedure of Brainstorming

The brainstorming process is a series in which the writers generate the ideas about the particular topic that they have been chosen. Likewise, they imagine something to call the ideas. Here are several procedures in brainstorming as follows:[38]

a) Choose The Topic

In the learning process, before the students begins write, the teacher will give the topic first. During the process of brainstorming, the the teacher will permit to approach the topic with an open mind. So, the students can free as their self to some up ideas. For example, the teacher will ask the students to think about the future for a moment. Then, the teacher ask the students to keep their attention on how might their present future job.

b) Write The Topic

After the teacher give the topic, the students have write down the topic in their sheet to make remaind it esasier. In this step, the teacher will ask the students to prepare two sheets. Each sheets has different topic. For example: in the first sheet will has the topic such as: "What changes have occured in my field in the last twenty

---

[38]H. Douglas Brown Op. Cit. (p. 349)

years?". And, in the second sheet will has the topic such as: "What changes do i expect to occur in my field in the next twenty years?"

c) Brainstorm The Topic

In this steps, the students will ask to brainstrom the topic as quickly as possible. The students will let to think as many ideas as their can answer the question in each sheet. During the brainstorm will take between five and ten minutes to list every ideas that come in their mind.

d) List or Write The Ideas or The Words Under The Topic

After that steps, the students have to write down the ideas that they gets, and everything they can think of should write down in their sheet.

e) Revise The Ideas Which are Not Necessary

The last steps is evaluate the ideas. The ideas that they get is not always appropiate with the topic. So, they are need to cross the ideas that do not fit.

## D. Action Hypothesis

On attempting to give a tentive solution to the problem, the writer formulates the hypothesis as follows:

"The students' advertisement writing skill can be improved through Brainstorming Technique at the Twelfth Grades of SMK Wiratama Kotagajah Central Lampung".

# CHAPTER III

## RESEARCH METHOD

### A. Research Setting

The researcher would conduct the research at the twelfth grade students of SMK Wiratama Kotagajah which is located on Jalan Jendral Sudirman No. 17 Kotagajah Lampung Tengah. Besides, the time to conduct the research would be in the effective time of teaching and learning in school.

### B. Subject of the Reserach

The subject of this research is the students of XII (Twelfth) grade of SMK Wiratama Kotagajah. From four classes in the twelfth grade, XII-1 is choosen as the subject of the research. This class is choosen because the writing skill of this class is the worst so it needs to be improved. Here is a table below of the students in XII Accounting class:

Table. 3.1

The Total Students of XII Accounting Class

| No. | Sex | Total |
|-----|--------|-------|
| 1. | Male | 1 |
| 2. | Female | 17 |
| | | 18 |

## C. Research Procedure

In this research, the researcher would apply the Classroom Action Research.

> Action research is a form of *collective* self-refelctive enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practies, as well as their understanding of these practices are carried out.
> ... The approach is only action research when it is *collaborative,* though it is important to realize that the action research of the group is achieved through the *critically examined action* of individual group members.[39]

In addition, Ary, et. al said that action research is a planned, systematic, and cyclical approach to undestanding the process of learning and to analyzing the work of educational places.[40]

In this research, researcher used a procedure of Classroom Action Research, as follows: preliminary observation (reconnaissance), planning, implementing, observing and reflecting.[41]

### 1. Preliminary Observation (Reconnaissance)

In this step of research procedure, the researcher would directly observe the process of teaching and learning in the classroom and

---

[39]Cohen, Louis., Manion, Lawrence., and Marrison, Keith. *Research Methods in Education.* (New York: Routledge 2007), p.

[40] Donald Ary, et.al. *Introduction to Research in Education.* Wadsworth: Cengage Learning, 2010 (p. 514)

[41] Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. *The Action Research Planner: Doing Critical Participatory Action Research.* Singapore: Springer, 2014 (p. 89-112)

collected a pre-survey data in the students'advertisemnet writing skill.

2. **Planning**

In this step, the researcher would conduct the classroom action research in twelfth accounting grade students of SMK Wiratama Kotagajah. The researcher would discuss with the English teacher to determine the actions in order to solve the existing problems. Besides, this step also covers socializing the reserach program, designing lesson plan and preparing the indicator of succes. In addition, the researcher would give the students pre-test then in the next meetings, there would be the implementation of the actions, and in the last action, there would include a post-test.

3. **Implementation**

In this step, the researcher would conduct the teaching by used Brainstorming Technique. Therefore, the researcher would play the role as the teacher and work collaboratively with the collaborator (English Teacher). In this case, the collaborator plays as the observer. When the researcher as the teacher applys Brainstorming Technique in teaching writing, the English teacher as the collaborator observed the process of the teaching and learning with the observation sheet which is prepared before by the researcher. At

last, the researcher would give a post-test to the students in written form.

## 4. Observation

In this step, the researcher would collect the data which is gathered by the observer about the students' response, participation, achievement and everything found during the teaching and learning process.

## 5. Reflection

In this step, the researcher would analyze the data and make the reflection of the actions. If the result of the actions does not show the improvement of the students in the advertisement writing skill as what in the indicator of success, so the researcher would did the next cycle.

Here is the action research spiral adopted by the researcher:[42]
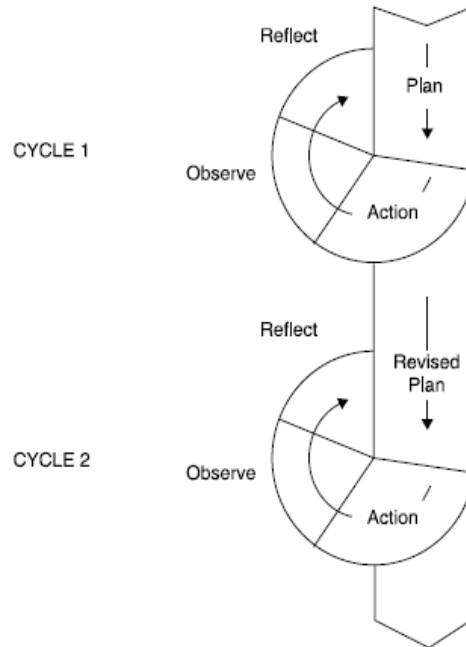


Figure 1. Kemmis and McTaggart's Action Research Spiral

## D. Data Collection Technique

The term of data collecting technique refers to the way on how the data is gathered in order to ensure the acquisition of relevant and valid information.[43] In completing the data, the researcher would use qualitative data and quantitative data. To gain the the qualitative data, the researcher would used observation and documentation.[44] While in

---

[42] David Hopkins. *A Teacher's Guide to Classroom Research (4th Edition).* (McGraw Hill: Open University Press, 2008), p. 51

[43] Tomal, Daniel R. *Action Research for Educators.* USA: Scarecrow Press, Inc., 2003 (p. 25)

[44] Donald Ary. Op.Cit. (p. 32)

gaining the quantitative data, there will consists of pre-test and post test.[45]

1. **Observation**

   Observation is a mainstay of action research that enables the researcher to document and reflect systematically upon classroom occurring in the interactions and events[46]. The observation in this study would be conducted to monitor the teaching and learning process before, during, and after the actions implemented. In this case, the researcher would use two techniques of observation; direct observation and checklist to get the information.[47]

2. **Documentation**

   Documentation is used to get information that consists of public and private records that are needed in the form of newspapers, minutes of meetings, personal journals, and letters which is obtaining about a site or participants in a study.[48] The documentation in this study would be used to collect the data in the form of photographs and pictures. The photographs will be gathered by using camera phone or a digital camera while the pictures will be

---

[45] Donald Ary. Op.Cit. (p. 274)
[46] Anne Burn. *Collaborative Action Research for English Language Teachers.* (Cambridge: Cambridge University Press, 1999), p. 80
[47] Daniel R Tomal. Op.cit (p. 28-32)
[48] Donald Ary. Op.cit (p. 442)

collected by the archive of the school. These kinds of documentation would support the main data of this study.

3. **Test**

Test is the way in measuring a person's ability, knowledge, or performance is a given domain.[49] This technique provides two kinds of test; pre-test and post-test. In this case, the pre-test would be conducted before implementing the Brainstorming Technique to measure the students' writing skill at first. Meanwhile, the post-test would be implemented after using the Brainstorming Technique. Then, the researcher would assess the students' advertisement writing skill by using the scoring rubric of writing skill.

4. **Field Note**

To collect the data more accurately, the researcher used the field notes. It would make the data analyzed simpler. In many professions, it is a manner of good practice to make "field notes" while actually engaged in professional.[50] This note has been prepared systematically and gave interpretation by the research.

---

[49] H. Douglas Brown. *Language Assessment: Principles and Classroom Practices. (*New York: Pearson Education, 2005), p. 3.

[50] Michael J. Wallace, *Action Research For Language Teacher* (Cambridge : University Press, 1997), p. 57

## E. Data Analysis Technique

The term of data analysis as cited in Donald Ary is a process of sifting, discarding, and cataloguing an attempt to answer the two basic questions: 1) what are the important themes in this data?; 2) how much data support each of these themes?[51]

In order to analyze the data, the researcher would used the formula as follows:[52]

$$X = \frac{\sum x}{n}$$

Note:

X          = Mean (the average score of the students)

$\sum x$   = the sum of total score

n          = the total subject under study

## F. The Indicators of Success

In this research, the researcher would determine the indicator of success, as follows: If 15 students or 75% of the students could passed the minimum mastery criteria (MMC) ≥ 78 which is adopted from the school agreement (SMK Wiratama Kotagajah).

If the indicator of succes above can be achieved, it means that the study of Classroom Action Research would be stopped, but if the

---

[51] Donald Ary. Op.cit (p. 547)
[52] Timothy C. Urdan, *Stastistics in Plain English (3rd Edition),* (New York: Routledge, 2010), p. 14

condition has not been reached yet, so there would be the next cycle as the alternative.

# CHAPTER IV

## RESULT OF THE RESEARCH AND INTERPRETATION

### A. RESULT OF THE RESEARCH

#### 1. Desscription of the Research Location

##### a. The Brief History of SMK Wiratama Kotagajah Central Lampung

SMK Wiratama Kotagajah is located on Jalan Jendral Sudirman No. 17 Central Lampung. It was established on April 28th 1986. SMK Wiratama Kotagajah Central Lampung also had been lead by the following principals:

1) 1978-1980 had been lead by Syaiful Sutarno

2) 1980-1988 had been lead by Muhidin

3) 1988-1998 had been lead by Mulyadi

4) 1998-2004 had been lead by Drs. Badarrudin

5) 2004-2005 had been lead by Indra Sulaiman

6) 2005-2010 had been lead by Drs. Nizarudin

7) 2010-2015 had been lead by M. Abdurrahman, S.Ag

8) 2015 until now lead by Ririn Widayati Nh, S.Pd

Furthermore, the solidarity of SMK Wiratama Kotagajah was built by its vision and mission that highly dedicated as the main starting point to carry out the system. The vision of SMK Wiratama Kotagajah Central Lampung is "Competing in quality, professional in work, evolving with advance of science and technology". Morever, the

47

specific missions of SMK Wiratama Kotagajah Central Lampung are generated as follows:

1) Improve the quality of education in accordance with the demands of society and the demands of the business/ industry.

2) Improve the students skills on each skill program as follows: secretary, accounting and sales.

3) Giving the widest opportunity to the students to follow the progress of science and techbology by the value and culture.

4) Organizing educational programs with point out the professionalism on spesification of expertise.

**b. The Teachers' Educational Background at SMK Wiratama Kotagajah Central Lampung**

The number of the teachers' educational background in SMK Wiratama Kotagajah Central Lampung in the academic year of 2017/2018 can be identified as follows:

Table 4.1

The Teachers' Educational Background of SMK Wiratama Kotagajah Central Lampung in Academic Year of 2017/2018

| Educational Background | | | TOTAL |
|---|---|---|---|
| D2 | D3 | S1 | |
| 1 | 2 | 29 | 32 |

### c. Students Quantity of SMK Wiratama Kotagajah Central Lampung

The student's quantity of SMK Wiratama Kotagajah Central Lampung in the academic year of 2017/2018 can be identified as follows:

Table 4.2

The Students Quantity of SMK Wiratama Kotagajah in the

Academic Year of 2017/2018

| NO | CLASS | SEX | | TOTAL |
|----|-------|------|--------|-------|
| | | MALE | FEMALE | |
| 1. | Class X | 28 | 45 | 73 |
| 2. | Class XI | 19 | 51 | 70 |
| 3. | Class XII | 54 | 77 | 131 |
| | **TOTAL** | **101** | **173** | **274** |

d. The Organization Structure of SMK Wiratama Kotagajah Central Lampung

The organization Structure of SMK Wiratama Kotagajah Central Lampung in Academic Year 2017/2018 can be identified as follows:

Figure 4.1

The Organization Structure of SMK Wiratama Kotagajah Central

Lampung

## 2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Eka Oktaria Rini, S.S. as the collaborator conducted the research in two cycles and each cycle consistd of planning, implementing, obsrving, and reflecting. Before conducting the cycles, the researcher firstly conducted the pre-cycle or Reconnaisance to observe the process of teaching and learning in the classroom and to analyze the score of pre-test.

a. Reconnaissance

In order to find the problems related to the teaching and learning process of class XII Accounting in SMK Wiratama Kotagajah Central Lampung, the researcher conducted some sequences of the observation. The observation was conducted on Saturday, November 25th 2017. Based on the observation, it was known that the process of teaching and learning in the classroom is ineffective and not conducive. It was described when the teacher delivered the material, there were no students who made a good response actively.

After observing the classroom activity, the researcher collected the pretest score of students' Advertisement writing skill. The pretest was conducted on Monday, November 27th 2017 by measuring the students' Advertisement writing skill.

The students' score of pretest was collected by asking the students to write advertisemnet by the topic which is given by the researcher. The result of pretest could be seen on the table below:

Table 4.3

The Pretest Score of Students' Advertisement Writing Skill

| NO | NAME | SCORE | NOTE |
|----|------|-------|------|
| 1 | ADL | 75 | Passed |
| 2 | DKS | 60 | Failed |
| 3 | DA | 53 | Failed |
| 4 | DK | 55 | Failed |
| 5 | EM | 75 | Passed |
| 6 | FA | 60 | Failed |
| 7 | IPL | 50 | Failed |
| 8 | IPS | 50 | Failed |
| 9 | KDM | 65 | Failed |
| 10 | LEDL | 66 | Failed |
| 11 | MTR | 75 | Passed |
| 12 | MRL | 60 | Failed |
| 13 | NR | 70 | Failed |
| 14 | PM | 58 | Failed |
| 15 | RTW DS | 50 | Failed |

| 16 | SL | 75 | Passed |
|---|---|---|---|
| 17 | TS | 50 | Failed |
| 18 | VNPS | 50 | Failed |
| **Total Score** | | **1097** | |
| **Average** | | **60,94** | |
| **Highest Score** | | **75** | |
| **Lowest Score** | | **50** | |

Table 4.6

Students' Mark of Pretest of Students' Advertisement Writing Skill

Pretest

| No | Mark | Frequency | Category |
|---|---|---|---|
| 1 | 75-100 | 4 | Passed |
| 2 | 0-74 | 14 | Failed |
| **Total Students** | | **18** | |

Based on the pretest above, it could be showed that the average score of the students in pretest was 60,94. Furthermore, the highest score of the students' pretest was 75 and 50 as the lowest. In addition, related to the minimum mastery criteria (MMC) of the English subject ($\geq 75$), there were only 4 students who had passed the minimum

mastery criteria (MMC) and 14 students were failed. In short, it could be concluded that the students' advertisement writing skill was very poor.

From the data above, the researcher concluded that the students' score of advertisement writing skill was poor. Besides, this number implies that; a. The students did not mastered the material yet. b. The students were still confused about the generic structure of advertisement. c. The students had many grammatical mistakes. d. The students were still less of getting ideas.

After discussing with the collaborator, Mrs. Eka Oktaria Rini, S.S., the researcher had identified the field problems found in teaching and learning process as follow s:

a.  The students were not confident to write English.

b.  The students were used limited vocabularies.

c.  The students did not confident in writing advertisement.

d.  The students were confused about generic structure of advertisement.

e.  The students were not totally giving more attentioon to their teacher.

b.  Cycle I

Cycle I consists of planning, implementing, observing and reflecting. Here  is the details explanation of each step in Cycle I.

1) Planning

According to the result of the pretest above, the researcher has identified and found the problems after taking the students' pretest score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, observation sheet that contains about list of students' name and evaluation for the next meeting.

2) Implementing

In this step, the researcher conducted the implementation of the treatment in the next meeting. The researcher conducted the treatment on Saturday, January 6th 2018. In this meeting, the role of the researcher was as an English teacher and Mrs. Eka Oktaria Rini, S.S. was as a collaborator. The researcher started the meeting by greeting, praying, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about advertisement.

At the beginning of teaching and learning process, the researcher asked to the students about advertisement. Some of the students did not know at all about advertisement. Secondly, the researcher explained about the definition, generic structure, and language feature of advertisement.

Afterwards, the researcher explained explained about the concept of Brainstorming Technique. The researcher gave the topic. Then, the researcher wrote down the topic on the white board and asked the student to brainstorm the topic. Furthermore, the researcher and students list the words under the topic. At the end, the researcher asked the students to revised the ideas which are not necessary. In another hand, the students must write advertisement text based on the idea that was agreed before.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Monday, January 8th, 2018. The post-test was done to know the improvement the students' advertisement writing skill after giving treatment. The researcher asked the students to brainstorm in generating ideas. The result of post-test in cycle I could be seen on the table, as follows:

Table 4.5

Post-Test I Score of Students' Advertisement Writing Skill

| NO | NAME | SCORE | NOTE |
|---|---|---|---|
| 1 | ADL | 75 | Passed |
| 2 | DKS | 54 | Failed |
| 3 | DA | 43 | Failed |
| 4 | DK | 55 | Failed |
| 5 | EM | 78 | Passed |
| 6 | FA | 75 | Passed |
| 7 | IPL | 64 | Failed |
| 8 | IPS | 65 | Failed |
| 9 | KDM | 70 | Failed |
| 10 | LEDL | 75 | Passed |
| 11 | MTR | 70 | Failed |
| 12 | MRL | 60 | Failed |
| 13 | NR | 75 | Passed |
| 14 | PM | 58 | Failed |
| 15 | RTW DS | 50 | Failed |
| 16 | SL | 78 | Passed |
| 17 | TS | 60 | Failed |
| 18 | VNPS | 65 | Failed |

| Total Score | 1170 | |
|---|---|---|
| Average | 65 | |
| Highest Score | 78 | |
| Lowest Score | 43 | |

Table 4.6

Students' Mark of Post-Test I of Advertisement Writing Skill

| No | Mark | Frequency | Category |
|---|---|---|---|
| 1 | 75 – 100 | 6 | Passed |
| 2 | 0 – 74 | 12 | Failed |
| **Total Students** | | **18** | |

From the table 3, it could be analyzed that the students' average score was 65. The highest score was 78 and the lowest score was 43. Based on the minimum mastery criteria (MMC), there were 6 students that had passed on post-test I or got score ≥75. It means that in cycle I, the students' achievement was improved enough, but it was not successful yet.

3) Observing

In this step, the collaborator observed the students activities. The researcher as a teacher gave material to the students about advertisement. Then, the researcher gave the topic by using brainstorming technique. Thus, the researcher asked the students to write advertisement based on the topic.

In the learning process, there were four indicators used and mentioned to know the students' activity. Every students who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

a) The students pay attention to the teacher's explanation of Advertisement text.

b) The students are able to write advertisement text based on the topic by using brainstorming technique.

c) The students are able to brainstorming the topic in writing Advertisement text.

d) The students are able to write the idea or the words based on the topic.

The result of the students' learning activities could be seen as follows:

Table 4.7

The students' Activities in Cycle I

| No | Students Activities | Frequency | Percentage |
|---|---|---|---|
| 1 | The students pay attention to the teacher's explanation of Advertisement text. | 16 | 89% |
| 2 | The students are able to brainstorming the topic in writing Advertisement text. | 14 | 77.78% |
| 3 | The students are able to write the idea or the words based on the topic. | 10 | 55.56% |
| 4 | The students are able to write advertisement text based on the topic by using brainstorming technique. | 6 | 33.33% |
| **Total students** | | **18** | |

The table showed that the presence of the students in pay attention to the teacher's explanation of Advertisement text was 16 students (89%). Besides, 14 students (77.78%) who could brainstorming the topic in writing Advertisement text, there were 10 students (55.56%) who wrote the idea or the words based on the topic and 6 students (33.33%) who wrote advertisement text based on the topic by using brainstorming technique.

Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only two activity, they were pay attention to the teachers' explanation of advertisement and they were brainstorming the topic in writing advertisement text that got the percentage of ≥ 70% and the others got < 70%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimin mastery criteria (MMC). It could be seen from the result of pretest and post-test I score.

From the result of observation in cycle I, there were some problem that found, as follows:

a) There were some students that shown unenthusiastic to the teacher's explanation.

b) Some students did not understand the material.

c) Some students did not active in process of generating ideas by brainstorming technique.

d) Some students had many more anxiety and less of confidence in expressing ideas.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more interesting, communicative and attractive.

b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.

c) The teacher guided the students who they were not active yet in expressing their ideas.Futhermore, the result of the learning result in cycle I before and after dooing the treatment could be analyzed in the following table.

Table 4.8

Students' Score at Pretest and Post-Test I

| No | Name | Pretest Score | Post-Test I Score | Improvement | Explanation |
|----|------|---------------|-------------------|-------------|-------------|
| 1 | ADL | 75 | 75 | 0 | Constant |
| 2 | DKS | 60 | 54 | -6 | Decreased |
| 3 | DA | 53 | 43 | -10 | Decreased |
| 4 | DK | 55 | 45 | -10 | Decreased |
| 5 | EM | 75 | 78 | 3 | Improved |
| 6 | FA | 60 | 75 | 15 | Improved |
| 7 | IPL | 50 | 64 | 14 | Improved |
| 8 | IPS | 50 | 65 | 15 | Improved |

| 9 | KDM | 65 | 70 | 5 | Improved |
|---|---|---|---|---|---|
| 10 | LEDL | 66 | 66 | 0 | Constant |
| 11 | MTR | 75 | 70 | -5 | Decreased |
| 12 | MRL | 60 | 60 | 0 | Constant |
| 13 | NR | 70 | 75 | 5 | Improved |
| 14 | PM | 58 | 58 | 0 | Constant |
| 15 | RTW DS | 50 | 50 | 0 | Constant |
| 16 | SL | 75 | 78 | 3 | Improved |
| 17 | TS | 50 | 60 | 10 | Improved |
| 18 | VNPS | 50 | 65 | 15 | Improved |
| **Total** | | **1097** | **1170** | **54** | |
| **Average** | | **60,94** | **65** | **3** | |

In this research, pretest and post-test I had done individually. It was aimed to know the students' advertisement writing skill before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result score. It can be seen from the average score in pretest 60,94 and post-test I 65. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 6 students (33.33%) who passed in the post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher

had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It was divided into planning, implementing, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, and post-test II.

2) Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students be more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test II.

The treatment in cycle II was conducted on Saturday, January 13th, 2018. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about

advertisement text. The teacher asked to the students to mention about definition of procedure text, generic structure, and language features. Moreover, the researcher giving the topic and asked the students to generating ideas by brainstorming technique. The teacher guided the students to be active in expressing their ideas. Thus, the researcher asked the students to write advertisement text by the ideas that they got.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to be confidence in writing to got good scores especially in English Subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Monday, January 18th, 2018. The test was asked the students to write advertisement text based on the ideas that they got.

It was the same type as the first cycle but in the different kind of text. The result of post-test II could be seen on the table below:

Table 4.9

Post-Test II Score of Students' Advertisement Writing Skill

| NO | NAME | SCORE | NOTE |
|----|------|-------|------|
| 1 | ADL | 77 | Passed |
| 2 | DKS | 50 | Failed |

| | | | |
|---|---|---|---|
| 3 | DA | 79 | Passed |
| 4 | DK | 76 | Passed |
| 5 | EM | 80 | Passed |
| 6 | FA | 75 | Passed |
| 7 | IPL | 74 | Failed |
| 8 | IPS | 77 | Passed |
| 9 | KDM | 81 | Passed |
| 10 | LEDL | 75 | Passed |
| 11 | MTR | 76 | Passed |
| 12 | MRL | 73 | Failed |
| 13 | NR | 75 | Passed |
| 14 | PM | 76 | Passed |
| 15 | RTW DS | 72 | Failed |
| 16 | SL | 78 | Passed |
| 17 | TS | 77 | Passed |
| 18 | VNPS | 75 | Passed |
| **Total Score** | | **1346** | |
| **Average** | | **74,78** | |
| **Highest Score** | | **81** | |
| **Lowest Score** | | **50** | |

Table 4.10

Students' Mark of Post-test II of Advertisement Writing Skill

| No | Mark | Frequency | Category |
|----|------|-----------|----------|
| 1 | 75 – 100 | 14 | Passed |
| 2 | 0 – 74 | 4 | Failed |
| **Total Students** | | **18** | |

Based on the table above, it could be seen that the students' average score in post-test II was 74,78. The highest score was 81 and the lowest score was 50. According to the minimum mastery criteria (MMC) 74.78% students has passed the test. Most of the students could improve their advertisement writing skill. It means that cycle II was successful.

3) Observing

In this step, the researcher gave material about advertisement text. In the learning process, there were also four indicators used to know the students' actiities like in the learning process previously.

Based on the result of the observation sheet in cycle II, the reseacher indicated that learning process in cycle II was successfull. The result score of students' learning activities observation, as follows:

Table 4.11

The Students' Activities in Cycle II

| No | Students Activities | Frequency | Percentage |
|---|---|---|---|
| 1 | The students pay attention to the teacher's explanation of Advertisement text. | 18 | 100% |
| 2 | The students are able to brainstorming the topic in writing Advertisement text. | 16 | 89% |
| 3 | The students are able to write the idea or the words based on the topic. | 16 | 89% |
| 4 | The students are able to write advertisement text  based on the topic by using brainstorming technique. | 14 | 77.78% |
| Total students | | 18 | |

The table above showed that the students' activity in cycle II was improved. The students' pay attention to the teacher's explanation of Advertisement text had high percentage (100%) and the second-high percentage was the students could brainstorm the technique and the students could wrote the ideas (89%), and the last was the students could wrote advertisement based on the topic by using brainstorming technique (77.78%). Based on the result above, the researcher indicated

that learning process in cycle II was successful because all indicators of the students' learning activities got the percentage of >70%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There was > 70% of students who passed the post-test. It means that the students' advertisement writing skill had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

The students score on advertisement writing skill from post-test I to post-test II could be seen on the table bellow:

Table. 4.12

Students' Score at Post-Test I and Post-Test II

| No | Name | Post-Test I Score | Post-Test II Score | Improvement | Explanation |
|----|------|-------------------|--------------------|-------------|-------------|
| 1 | ADL | 75 | 77 | 2 | Improved |
| 2 | DKS | 54 | 50 | -4 | Decreased |
| 3 | DA | 43 | 79 | 3 | Improved |
| 4 | DK | 45 | 76 | 21 | Improved |
| 5 | EM | 78 | 80 | 2 | Improved |
| 6 | FA | 75 | 75 | 0 | Constant |
| 7 | IPL | 64 | 74 | 10 | Improved |
| 8 | IPS | 65 | 77 | 12 | Improved |
| 9 | KDM | 70 | 81 | 11 | Improved |
| 10 | LEDL | 66 | 75 | 9 | Improved |
| 11 | MTR | 70 | 70 | 0 | Constant |
| 12 | MRL | 60 | 73 | 13 | Improved |
| 13 | NR | 75 | 75 | 0 | Constant |
| 14 | PM | 58 | 76 | 18 | Improved |
| 15 | RTW DS | 50 | 72 | 22 | Improved |
| 16 | SL | 78 | 78 | 0 | Constant |
| 17 | TS | 60 | 77 | 17 | Improved |

| 18 | VNPS | 65 | 75 | 10 | Improved |
|----|------|-----|------|-----|----------|
| **Total** | | **1170** | **1346** | **146** | |
| **Average** | | **65** | **74,78** | **8,1** | |

Based on the result above, it could be inferred that Brainstorming Technique could improve the students' advertisement writing skill because there was an improvement from the total average in post-test I 65 bacame 74,78 in post-test II. In the cycle II, most of the students coould develop their writing. It means that the cycle II was successful.

This table is to discribe the comparison of the students' result in post-test I and post-test II.

Table 4.13

The Comparison between Students' Advertisement Writing Skill in

Post-Test I and Post-Test II

| No | Name | Post-Test I Score | Post-Test II Score | Note |
|----|------|-------------------|--------------------|------|
| 1 | ADL | 75 | 77 | Improved |
| 2 | DKS | 54 | 50 | Decreased |
| 3 | DA | 43 | 79 | Improved |
| 4 | DK | 55 | 76 | Improved |

| | | | | |
|---|---|---|---|---|
| 5 | EM | 78 | 80 | Improved |
| 6 | FA | 75 | 75 | Constant |
| 7 | IPL | 64 | 74 | Improved |
| 8 | IPS | 65 | 77 | Improved |
| 9 | KDM | 70 | 81 | Improved |
| 10 | LEDL | 75 | 75 | Constant |
| 11 | MTR | 70 | 70 | Improved |
| 12 | MRL | 60 | 73 | Improved |
| 13 | NR | 75 | 75 | Constant |
| 14 | PM | 58 | 76 | Improved |
| 15 | RTW DS | 50 | 72 | Improved |
| 16 | SL | 78 | 78 | Constant |
| 17 | TS | 60 | 77 | Improved |
| 18 | VNPS | 65 | 75 | Improved |
| **Total** | | **1170** | **1346** | |
| **Average** | | **65** | **74,78** | |

w

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 14 students (74.78%) who passed the test in post test II. Therefore, the researcher concluded that the researcher was successful

72

because the indicator of success had been achieved in this cycle. It means that it would not be continued to the next cycle.

## B. Interpretation

1. Cycle I

   In the first step of Cycle I, the researcher discussed with the collaborator, Mrs. Eka Oktaria Rini, S.S. to prepare some kinds of teching designs. Then, in the implementation stage, the researcher gave the treatment to the students. The treatment was conducted by teaching the students that using Brainstorming Technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

   Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 6 students (33.33%) students who passed the post-test I. the lowest score was 50, the highest score was 78, and the average score was 65,38.

   From the result of the students' score in pretest and post-test I, there was an improvement from the students' result score. It could be seen from the average score in pretest 60,94 and post-test I 65. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 6 students (33.33%) who passed in post-test I. It means that in the cycle I, the students' achievement was improved enough but it

was not successful yet because the indicator of success was not reached yet.

2. Cycle II

   After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 14 students (77.78%) who passed the test because they got score ≥ 75. In post-test II, the lowest score was 50, the highest score was 81, and the average score was 74,39.

   From the result of the students' score from post-test II, it could be concluded that there was an improvement of the students' score. The improvement could be seen on the average score. The average score in the post-test I and post-test II were 65 and 74,78, then the increasing score was 8,1. In the pretest, post-test I and post-test II, the total students who got score ≥ 75 were 4, 6 and 14 students. Because the achievement of the students had been improved enough and the indicator of success was reached, the research was successful and would not be continued to the next cycle.

3. Students' Score in Pretest, Post-test Cycle I, and Post-test Cycle II

English learning process was successful in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 4.14

Students' Score of Pretest, Post-Test I, and Post-test II

| No | Name | Pretest Score | Post-Test I Score | Post-Test II Score |
|---|---|---|---|---|
| 1 | ADL | 75 | 75 | 77 |
| 2 | DKS | 60 | 54 | 50 |
| 3 | DA | 53 | 43 | 79 |
| 4 | DK | 55 | 55 | 76 |
| 5 | EM | 75 | 78 | 80 |
| 6 | FA | 60 | 75 | 75 |
| 7 | IPL | 50 | 64 | 74 |
| 8 | IPS | 50 | 65 | 77 |
| 9 | KDM | 65 | 70 | 81 |
| 10 | LEDL | 66 | 75 | 75 |
| 11 | MTR | 75 | 70 | 76 |
| 12 | MRL | 60 | 60 | 73 |

| 13 | NR | 70 | 75 | 75 |
|----|--------|------|------|------|
| 14 | PM | 58 | 58 | 76 |
| 15 | RTW DS | 50 | 50 | 72 |
| 16 | SL | 75 | 78 | 78 |
| 17 | TS | 50 | 60 | 77 |
| 18 | VNPS | 50 | 65 | 75 |
| | **Total** | **1097** | **1170** | **1346** |
| | **Average** | **60,94** | **65** | **74,78** |

Based on the result of pretest, post-test I and post-test II, it was showed that there was an improvement of the students' score. It could be seen from the average from 60,94 to 65 became 74,78. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pretest, post-test I and post-test II, as follows:

**Figure 4.1**

**Graph of the Result of Pretest, Post-test I and Post-test II**



Graph of the Result of Pretest, Post-Test I and Post-Test II

Pretest 22,22%, Post-Test I 33,33%, Post-Test II 77.78%
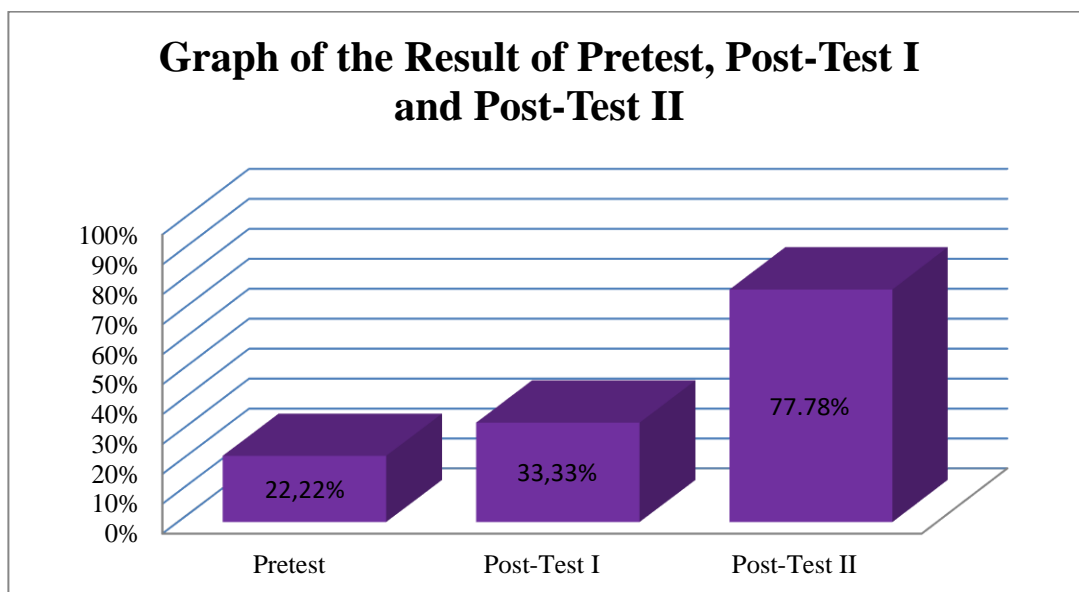
Based on the graph above, it can be inferred that Brainstorming Technique could improve the students' advertisement writing skill. It was supported by the improving scores of the students from pretest to post-test I and from post-test I to post-test II.

4. The comparison of Pretest and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the application of Brainstorming Technique could improve the students' advertisement writing skill. There was a progress average score from 22.22% to 33.33% and to 77.78%.

From the graph in figure 4.1, it could be seen that there was an improvement on the average score and total of the students who passed the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 60,5 and totaly 4 students or (22.22%) passed the test. Moreover, in the post-test I and II there was 6 students or (33.33%) who passed the test with the average score of 63,38 and 14 students or (77.78%) who passed the test with the average score of 74,39. From the explanation above, the researcher concluded that the research was successful and the cycle could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 75) was reached.

5. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The improvement table could be shown as follows:

Table 4.15

Students' Activities in Cycle I and Cycle II

| No | Students' Activities | Cycle I | | Cycle II | | Improvement |
|----|----------------------|---------|------------|----------|------------|-------------|
| | | F | Percentage | F | Percentage | |
| 1 | The students pay attention to the teacher's explanation of Advertisement text. | 16 | 89% | 18 | 100% | 11% |
| 2 | The students are able to brainstorming the topic in writing Advertisement text. | 14 | 77.78% | 16 | 89% | 11.22% |
| 3 | The students are able to write the idea or the words based on the topic. | 10 | 55.56% | 16 | 89% | 33.44% |
| 4 | The students are able to write advertisement text based on the topic by using brainstorming technique. | 6 | 33.33% | 14 | 77.78% | 44.45% |

**Figure 4.2**

**Graph of the Students' Result of Learning Activities in Cycle I and Cycle II**
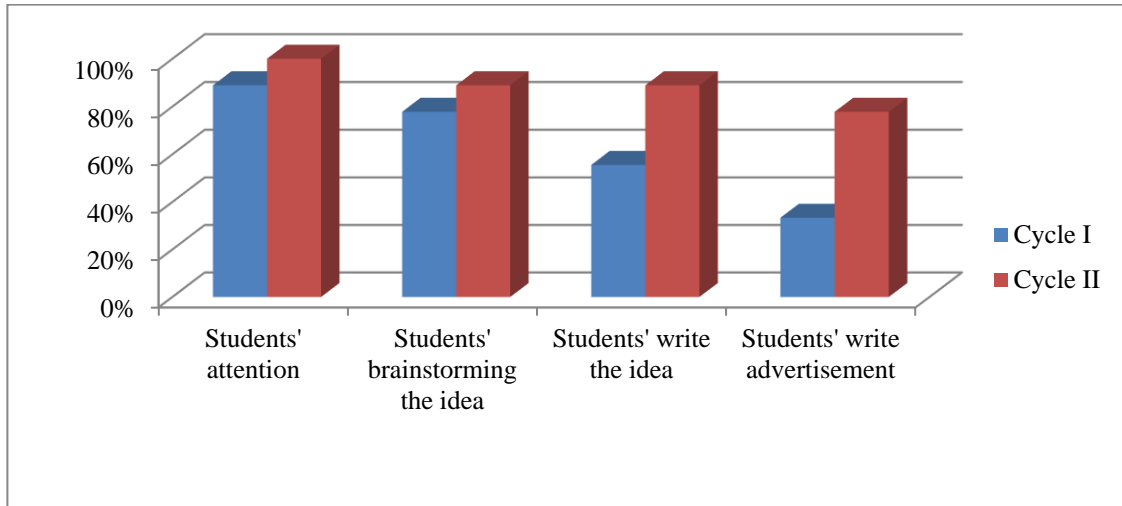


Based on the graph above, it can be explained as follows:

a.  The students pay attention to the teacher's explanation of Advertisement text

In the cycle I, the percentage of the students' attention was 89%. They paid attention along the English lesson especially when the teacher explained the material and gave the instruction. Then, in the cycle II, the students had more paid attention to the teacher with the percentage of 100%. The improvement the students' attention from the cycle I to the cycle II was 11%.

b.  The students are able to brainstorming the topic in writing Advertisement text

In the cycle I, the percentage of the students are able to brainstorming the topic was 77.78%. It means that the students could brainstroming the topic in writing advertisement text in the English lesson. Then, in the cycle II, the students are able more brainstorm the topic with percentage of 89%. The improvement of the students' are able to brainstorming from the cycle I to the cycle II was 11.22%.

c.  The students are able to write the idea or the words based on the topic

In the cycle I, almost of students were not able to wrote the idea when brainstorming the topic. It was proved with the students' percentage of 55.56%. Meanwhile, in the cycle II the students had percentage of 89%. It means that there was an improvement of the students' could wrote the idea based on the topic with the improving percentage of 33.44%.

d.  The students are able to write advertisement text based on the topic by using brainstroming technique

In th cycle I, most of students were not able to wrote the advertisement. It was proved with the students' percentage of 33.33%. However, in the cycle II the students had percentage of 77.78%. It means taht there was an improvement of students' could wrote advertisement text with improving percentage of 44.45%.

81

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of the application of Brainstorming technique in students' advertisement writing skill, it could be conluded that there was an improvement of the students' advertisement writing skill by using Brainstorming technique at twelfth grade of SMK Wiratama Kotagajah Central Lampung. Therefore, teh application of Brainstorming technique could be an effective technique to be applied and it could be used as an alternative way in teaching speaking because the technique is ease of use and very beneficial one. Moreover, by applying this method, the students also could involve actively in the process of learning. In addition, it made the students easier to understand the material so the students' advertisement writing skill was also improved.

It was supported by improvement of the students' average score from pretest 60,5 to post-test I 65,39 then became 74,39 in post-test II. In the cycle I, there were 6 students who passed the test. Moreover, in the cycle II, there were 14 students who got score $\geq$ 75. It means that the result of cycle II had already reached the indicator of success that was $\geq$ 70% of the students who fulfiled the MMC. It was clear enough to state that Brainstorming technique could be used to improved the advertisement writing skill.

## B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in the process of learning English so they can be more competent and well practiced of material that has been given by the teacher especially in their skill of writing advertisement.

2. The students are suggested to improve their personal competencies of grammar, vocabularies and discourse in order to have a good skill in writing advertisement.

3. It is suggested for the English teacher to use Brainstroming technique as an alternative technique in the classroom because this technique is an effective, simple, and very beneficial to improve the students' advertisement writing skill and to encourage the students in their learning process.

4. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.

5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is very effective method to be applied for the teacher in teaching and delivering the material.

# BIBLIOGRAPHY

Alan Barker. *30 minutes...to Brainstorm Great Ideas*. London: Kogan Page Imited, 1999.

Angela Goddard. *The Language of Advertising.* London & New York: Routledge, 1998.

Anne Burns. *Collaborative Action Research for English Language Teachers.* Cambridge: Cambridge University Press, 1999.

Brendan Hennessy. *Writing An Essay: How to Improve Your Performance for Coursework and Examinations*. United Kingdom: How to Books ltd, 1999.

Caroline T. Linse. *Practical English Language Teaching: Young Learners.* New York: McGraw-Hill, 2005.

E. Pilbeam., S Kerr., and B Naudé. *English Fisrt Additional Language.* Cape Town: Pearson Education South Afrika Ltd, 2008.

Daniel R. Tomal, *Action Research for Educators.* USA: Scarecrow Press, Inc., 2003.

David Hopkins. *A Teacher's Guide to Classroom Research (4th Edition).* McGraw Hill: Open University Press, 2008.

David Nunan. *Language Teaching Methodology: A Textbook for Teacher.* Sydney: Prentice Hall, 1991.

David Perry and Rusel De Maria. *A Brainstorming Tool Book*. Canada: Course Technology, 2009.

Doon Byrne. *Teaching Writing Skill.* London: Longman House, 1979.

Donald Ary., Lucy Cheser Jacobs., Chris Sorensen., and Asghar Razavieh., *Introduction to Research in Education.* Wadsworth: Cengage Learning, 2010.

George E. Wishon and Julia M. Burks, *Let's Write English; Revised Edition,* New York: Litton Educational Publishing, Inc, 1980

Gillian Dyer. *Advertising as Communication.* London & New York: Routledge, 1982.

Guy Cook, *The Discourse of Advertising; Second Edition,* New York: Routledge, 1996.

Harry Johnson, 1961. in Frank Gabriel Campos. *Trumpet Technique.* New York: Oxford University Press, 2005.

Horváth József, *Advenced Writing in English as a Foreign Language; A Corpus-Based Study of Processes and Products,* University of Pécs: Lingua Franca Csoport.

H. Douglas Brown. *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education, 2005.

H. Doughlas Brown. *Teaching by Principles "An Interactive Approach to Language Pedagogy Second Edition".* New York: Longman, 2000.

I.S.P Nation. *Teaching ESL/ EFL Reading and Writing.* New York: Routledge, Taylor & Francis Group, 2009.

James M. McCrismmon, *Writing with a Purpose; Short Edition,* Florida State University: Houghton Miffin Company, 1973

Jeremy Harmer, *The Practice of English Language Teaching; Third Edition,* UK: Longman.

John W. Schwieter. *Innovative Research and Practices in Second Language Acquisition and Bilingualism.* Amsterdam: John Benjamins Publishing Company, 2013.

J.V Vilanilam, and A.K. Varghese, *Advertising Basics: A Resource Guide for Beginners.* New Delhi: Response Books,

Louis Cohen., Lawrence Manion., and Keith Morrison. *Research Method in Education.* New York: Routledge, 2007.

Michael J. Wallace, *Action Research For Language Teacher.* Cambridge : University Press, 1997

MindTools, *Brainstorming Toolkit Essential Skills for an Excelent Career,* Mind Tool Limited, 2009.

Robert E. Smith, Scott B. MacKenzie, Xiaojing Yang, Laura M. Buchholz, and William K. Darley, *Modeling the Determinants and Effect of Creativity in Advertisement,* Informs, 2007.

Sara Cushing Weigle. *Assesing Writing.* UK: Cambridge University Press, 2002.

Stephen Kemmis., Robin McTaggart., and Rhonda Nixon., *The Action Planner: Doing Critical Participatory Action Research.* Singapore: Springer, 2014

Timothy C. Urdan. *Stastistics in Plain English (3rd Edition).* New York: Routledge, 2010.

Tony Yesin, *Advertising,* China: Thomson Learning, 2006.

William F. Arens. *Contemporary Advertising: Eight Edition.* New York: McGraw-Hill, 2002.