

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF BRAINSTORMING STRATEGY
IN TEACHING AND LEARNING WRITING
OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN
EAST LAMPUNG**

BY:

ANIS HAMIDAH

STUDENT NUMBER: 2001052001



**English Education Study Program
Tarbiyah And Teachers Training Faculty**

STATE ISLAMIC INSTITUTE OF METRO

1445 H / 2024 M

**AN ANALYSIS OF BRAINSTORMING STRATEGY
IN TEACHING AND LEARNING WRITING
OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN
EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

Anis Hamidah

Student Number: 2001052001

Sponsor: Dr. Umi Yawisah, M.Hum

**English Education Study Program
Tarbiyah And Teachers Training Faculty**

STATE ISLAMIC INSTITUTE OF METRO

1445 H / 2024 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF BRAINSTORMING STRATEGY IN
TEACHING AND LEARNING WRITING OF THE
SEVENTH GRADERS OF SMP NEGERI 2
PEKALONGAN

Name : Anis Hamidah

Student Number : 2001052001

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.



Head of English Education
Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, June 2024
Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Anis Hamidah**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Anis Hamidah
Student Number : 2001052001
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ANALYSIS OF BRAINSTORMING STRATEGY IN
TEACHING AND LEARNING WRITING OF THE
SEVENTH GRADERS OF SMP NEGERI 2
PEKALONGAN

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

Wassalamu'alaikum Wr. Wb

Head of English Education Departement



Dr. Much Demiatu, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, June 2024
Sponsor



Dr. Umi Yawisah, M.Hum
NIP 19620424 199903 2 001



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudara Anis Hamidah**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Anis Hamidah
Student Number : 2001052001
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF BRAINSTORMING STRATEGY IN
TEACHING AND LEARNING WRITING OF THE
SEVENTH GRADERS OF SMP NEGERI 2
PEKALONGAN

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.



Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I

NIP.19880308 201503 1 006

Metro, June 2024

Sponsor

Dr. Umi Yawisah, M.Hum

NIP 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate Thesis entitled: AN ANALYSIS OF BRAINSTORMING STRATEGY IN TEACHING AND LEARNING WRITING OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN EAST LAMPUNG, written by: Anis Hamidah, Student Number 2001052001, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 24th, 2024 at 08.00 – 10.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum

Examiner I : Dr. Ahmad Subhan Roza, M.Pd


Examiner II : Aisyah Sunarwan, M.Pd

Secretary : Leny Setiyana, M.Pd

The Dean of Tarbiyah and Teacher Training Faculty




Dr. Zuhairi, M.Pd

NIP. 19620612 198903 1 006 

ABSTRACT

AN ANALYSIS OF BRAINSTORMING STRATEGY IN TEACHING AND LEARNING WRITING OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN

**BY:
ANIS HAMIDAH**

This research has aims to find out the use of brainstorming strategy in teaching and learning writing and to know the problems faced by teacher and students when teaching and learning writing used brainstorming strategy of seventh grade of SMP Negeri 2 Pekalongan East Lampung.

This type of research is qualitative research. The subjects of this research were seventh grade students and English teacher at SMP Negeri 2 Pekalongan East Lampung. Data were obtained through observation, interviews, and documentation.

Based on the results of the discussion, the researcher concluded that the use of brainstorming strategy in the process of teaching writing in the classroom is good and quite effective because many students become active so that it can trigger them to think critically but there are some students who are passive. The results of further research are that there are problems faced by teacher and students in using brainstorming strategy, namely the teacher's difficulty in managing time and controlling the class, while the problems experienced by some students are lack of vocabulary and not daring to ask the teacher or their friends and students who need a long process in thinking.

Keyword: brainstorming strategy, writing, qualitative research

ABSTRAK

ANALISIS STRATEGI BRAINSTORMIIG DALAM PENGAJARAN DAN PEMBELAJARAN MENULIS PADA SISWA KELAS TUJUH DI SMP NEGERI 2 PEKALONGAN

**Oleh:
ANIS HAMIDAH**

Penelitian ini bertujuan untuk mengetahui penggunaan strategi curah pendapat dalam pengajaran dan pembelajaran menulis dan untuk mengetahui masalah-masalah yang dihadapi oleh guru dan siswa dalam pengajaran dan pembelajaran menulis dengan menggunakan strategi curah pendapat di kelas tujuh SMP Negeri 2 Pekalongan Lampung Timur.

Jenis penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah siswa kelas tujuh dan guru bahasa Inggris di SMP Negeri 2 Pekalongan Lampung Timur. Data diperoleh melalui observasi, wawancara, dan dokumentasi.

Berdasarkan hasil pembahasan, peneliti menyimpulkan bahwa penggunaan strategi curah pendapat dalam proses pengajaran menulis di kelas sudah baik dan cukup efektif karena banyak siswa yang menjadi aktif sehingga dapat memicu mereka untuk berpikir kritis namun ada beberapa siswa yang pasif. Hasil penelitian lebih lanjut adalah terdapat masalah yang dihadapi oleh guru dan siswa dalam menggunakan strategi curah pendapat yaitu guru kesulitan dalam mengatur waktu dan mengendalikan kelas, sedangkan masalah yang dialami oleh beberapa siswa adalah kekurangan kosakata dan tidak berani bertanya kepada guru ataupun temannya serta siswa yang membutuhkan proses yang lama dalam berpikir.

Kata kunci: strategi curah pendapat, menulis, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Anis Hamidah

Student Number : 2001052001

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

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

Metro, June 8 2024

The Writer



ANIS HAMIDAH

Student Number.2001052001

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Anis Hamidah

NPM : 2001052001

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 8 Juni 2024
Penulis



ANIS HAMIDAH
NPM. 2001052001

MOTTO

..... وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ
..... وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ
..... وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ
..... وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ

“And I leave my affairs to Allah.”

(Q.S Ghafir 40: Ayat 44)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thank you for the blessings of health and strength that have been given so that I can finish my thesis on time.
2. My beloved parents (Mr. Sutrisno and Mrs. Sumilih) for giving their endless love and protection since I was born and breathed for the first time in this world, I am gratefull for everything.
3. My beloved brother (Amir Mahmud) who always support me.
4. My sponsor (Dr. Umi Yawisah, M.Hum) thank you for all guidance and directions
5. Special thanks to my best friend Devi, Hanna, Sindy, Galuh, and Anggun. for being there for me through out the process. All of you have been my best support systems.
6. Thanks to Almamater of State Institute for Islamic Studies of Metro (IAIN METRO)

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Praise to Allah who created mankind in the best form and gave His blessing for all mankind around the world without exception. Prayers and blessing may always flow to the prophet Muhammad SAW, who guided us from age of darkness to an age full of light. May mercy and peace be upon him who is a source of inspiration for all mankind in living life as moslems.

This undergraduate thesis presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Department entitled “An Analysis of Brainstorming Strategy in Teaching and Learning Writing of the Seventh Graders of SMP Negeri 2 Pekalongan”

In this time, the writer would express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah. M.Ag., PIA, the Rector of IAIN Metro
2. Dr. Zuhairi, M.Pd, the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Dr. Much Deiniatur, M.Pd, BI, the Head of English Education Department of IAIN Metro.
4. Dr. Umi Yawisah, M.Hum, the advisor who has provided her valuable knowledge and support in finishing this undergraduate thesis.
5. All my Lecturers who have provided knowledge to the researcher while studying at the State Institute for Islamic Studies of Metro.

Finally, in this study, the researcher realized that this undergraduate thesis was imperfect. The Researcher wants to apologize from the bottom of my heart if there are many mistakes. Then, the researcher expects the readers to give some suggestions and critics for the perfect research.

Metro, June 8, 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Anis Hamidah', written in a cursive style.

ANIS HAMIDAH
2001052001

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the evaluation components derived from learning, transferable skills, and students' primary social life. Students' ability to express their ideas, thoughts, and life experiences in the form of writing is referred to as writing talent.¹ Writing is one of the abilities that students learning English need to have. The ability to receive and impart knowledge through physical action or object-focused thought is known as a skill. Teachers' involvement in students' writing process is beneficial as it can help students acquire the learning methods they need to overcome problems in writing.

Teaching writing is not as simple as we imagine. We need proficiency and a broad understanding of written language. Teaching writing is not the same as teaching speaking. To teach writing effectively, one must first teach proper grammar, which is necessary for speaking directly. Body language is another tool used by speakers to convey their intended message to the audience. Also, students have to put in more effort to learn how to convey ideas because they are expressing their beliefs in addition to organising them while writing. For students, expressing ideas may be quite challenging. To help students who face this problem, teachers should use efficient strategies when teaching writing.

¹ Damanik, E. S. D. (2018). Using of CALL method in writing. *loquen: english studies Journal*. Loquen: English Studies Journal, 11(1), p.5

Based on a pre-survey conducted by researcher on December 12, 2024 at the seventh graders of SMPN 2 Pekalongan. The results of the pre-survey are based on the results of interviews with six students at the seventh grade , three students said that writing in English is difficult, especially in the aspect of vocabulary and lack of ideas to describe something therefore these problems make students not confident in writing.

In addition, the teaching of writing has many effective strategies, one of the good strategies is the brainstorming strategy. “The brainstorming strategy has been viewed as a viable solution to overcome students’ writing difficulties.” Brainstorming is a strategy for getting creative ideas.², Brainstorming is like a strategy for assisting students in initiating some form of thought process.³ Learning English involves a lot of reading written texts, therefore teachers should be able to help students write descriptive writing by using effective learning strategies. One of them is by using a strategy called brainstorming. Brainstorming is a useful tool to allow students to explore their ideas before starting, although the ideas generated at this stage may not be directly related to the topic.⁴

Then, based on an interview with one of the seventh grade English teachers at SMPN 2 Pekalongan, the teacher said that one of the strategies used by the teacher is brainstorming strategy and brainstorming strategy

² Simeon, J. (2016). Learner writing strategies of Seychellois ESL (English as a second language) secondary school students: A sociocultural theory perspective. *Learning, Culture and Social Interaction*, 8, p.5

³ Anggraini, F. (2020). *Brainstorming Technique in Teaching Writing Descriptive Text*. Channing: *Journal of English Language Education and Literature*, 5(2), 72.

⁴ Abedianpour, S., & Omidvari, A. (2018). Brainstorming strategy and writing performance: effects and attitudes. *Journal of Language Teaching and Research*, 9(5), p. 1085.

makes students think more critically because students are asked to generate creative ideas, but there are some students who have difficulty in learning using brainstorming strategy.

Based on the above problems, the researcher is interested in knowing the use of brainstorming strategies in teaching writing. Therefore, the researcher will make a study entitled "An Analysis of Brainstorming Strategy in Teaching and Learning Writing of the Seventh Graders of SMP Negeri 2 Pekalongan."

B. Research Questions

Based on the background of the problem above, the research question of this research are as follows:

1. How was brainstorming strategy used in teaching and learning process at the seventh graders of SMP Negeri 2 Pekalongan?
2. What are the problems faced by teacher and students in teaching and learning process in used of brainstorming strategy at the seventh graders of SMP Negeri 2 Pekalongan?

C. Objective and Benefits of the Research

1. Objective of the study

The research aims are stated as follow:

- a. To know brainstorming strategy used in teaching and learning process at the seventh graders of SMP Negeri 2 Pekalongan.
- b. To know the problem faced by teacher and students in the teaching and learning process in used of brainstorming strategy at the seventh graders of SMP Negeri 2 Pekalongan.

2. Benefits of the study

It is hoped that this research will provide benefits not only for the writer but also for the readers, English teachers, and for other researchers.

They are explained as follows:

a. For the readers

It is hoped that this research can help readers learn reliable information regarding brainstorming strategies, both in the form of research data and theoretical understanding. It is intended that this material encourage and inspire readers to investigate brainstorming strategies in the context of teaching and learning.

b. For English teachers

This research is expected to provide theory and deep information to English teachers regarding brainstorming strategies. By taking appropriate action English teachers can encourage students to use brainstorming strategies.

c. For other researchers

It is hoped that this research can be useful for other researchers who study brainstorming strategies the subject of this study. The notion of brainstorming techniques, particularly those pertaining to the research process, may be explained in this study, providing other researchers with an alternate source of information.

D. Prior Research

The first relevant research conducted by Ramayadi in 2020 of the eleventh grade students at MA Al Jauhar Duri entitled “An Analysis On Student’s Response Toward Teacher’s Brainstorming Strategy in Teaching Reading Comprehension”. This study aims to determine students' responses to brainstorming strategies used by teachers in reading comprehension of English. The method used in this research is qualitative research using a case study approach. In collecting data in this study, the author distributed questionnaires to respondents to find out students' responses. From the results of the questionnaire, the eleventh grade students of MA Al Jauhar had a good response to the brainstorming strategy used by the teacher in teaching reading comprehension in English.⁵

The similarity with this study is that this study focuses on analyzing the brainstorming strategy used by teacher for the English learning process. Then the research method used by the research is using qualitative research.

⁵ Ramayadi, *An Analysis On Student’s Response Toward Teacher’s Brainstorming Strategy In Teaching Reading Comprehension At MA Al Jauhari Duri*, UIN Suska Riau, 2022.

The difference between the research and this research is that the research was conducted in Senior High School with a focus on teaching reading and in collecting data conducted a questionnaire, while this research was conducted in Junior High School with a focus on teaching writing and in collecting data was conducted through interviews.

The second relevant research was conducted by Siska Triyastuti, entitled “Improving Writing Skill Of Students Through Brainstorming (Picture and Simple Word List) Strategy” at the first grade at MTs Ma’arif Sarampu Polewali Mandar in the 2018/2019 Academic Year. This study aim at improving students' writing skills through brainstorming strategy. The method used in this research is quantitative pre-experimental and the instruments used are test and questionnaire with a sample of 26 students. The results of this study indicate that students' interest in the brainstorming strategy is strong because the strategy improves students' writing skills.⁶

The similarity with this study is that this study examines brainstorming strategies used for writing and this study was conducted in Junior High School. The difference between the study and this study is that the study aims at improving writing skills by using brainstorming strategies using pre-experimental quantitative methods, while this study only focuses on analyzing brainstorming strategies in teaching writing and the method used is qualitative.

⁶ Siska Triyastuti, *Improving Writing Skills Of Students Through Brainstorming (Picture and Simple Word List) Strategy At The First Grade Of MTs Ma’arif Sarampu Polewali Mandar*, IAIN Parepare, 2019.

The last relevant research was conducted by Varia Virдания Virdaus entitled "The Improvement of English Writing and Students' Motivation Through Brainstorming" for second semester students of the Management Department of STIE Perbanas Surabaya, in the 2018/2019 Academic Year. This study aims to investigate the effect of brainstorming and its relationship with student motivation in writing English, using the Classroom Action Research (PTK) method. The results of this study revealed that brainstorming strategy can improve students' English writing skills and their motivation in writing and they can produce good and effective words, as well as interesting answers.⁷

The similarity with this study is that this study examines the brainstorming strategy used for writing. The difference between the study and this study is that the study was conducted at a university with students as the sample and aims to find out what the effect of brainstorming strategy is in students' writing motivation and the method used is CAR. While this study was conducted in Junior High School with students as the sample and aimed at analyzing brainstorming strategy to teach writing and the method used was qualitative.

⁷ Varia Virдания Virdaus, "*The Improvement of English Writing and Students' Motivation Through Brainstorming*". Media of Teaching Oriented and Children Volume 3 Number 1, Juni 2019

CHAPTER II

THEORETICAL REVIEW

A. The Basic Concept of Writing

1. Definition of Writing

According to Jordan Writing is organized a similar way introduction, development of main ideas or arguments; conclusions. Each part of the writing will consist of language functions: particular uses and structures of the language organize according to the specific purpose that the writer has in mind in wishing to communicate ideas to other people describing, defining, exemplifying, classifying etc.¹ In other words, the writing composed by the author is an introduction and development of ideas from the author to explain and describe something to other people or readers.

According to Sharples that writing may be both lonely and collaborative, since writers frequently work alone while utilizing language that has changed throughout time and referencing other people's ideas and writings. Writing as design is interpretative; the writer uses the specific tools and abilities that make up the writing environment to generate new meanings. Because of them, every Researcher and every text has a unique personal style.² This mean that, Writing skills include all knowledge and skills related to expressing thoughts through written words arranged in a

¹ R.R Jordan, *Academic Writing: Study In English*, (England:Longman, 1999), p.9

² Mike Sharples, *How We Write As Creative Design*, (London and New York: Routledge Taylor & Francis e-Library,2003), p.11

language that is relevant to the reader as well as the writer's own language but must be structured according to writing rules.

In addition, Ana munoz et al says “writing is an essential highly valued as a powerful means of self expression as well as support for future learning.³ Based on this explanation, writing is a way for someone to express all the ideas that are in the mind and then write them down so that they can be enjoyed by readers with the aim that other people know the ideas and thoughts we have through writing.

Based on the all expert explanations above, the researcher concluded that writing is one or part of a person's ability to express ideas from thoughts into writing that can be understood by researcher and other people through a development process obtained from experience and time.

2. Types of Writing

According to Ahmed, there are several types of writing as follow:⁴

a. Descriptive

The primary goal of descriptive writing is to describe. It is the literary style that emphasizes providing extensive information about characters, settings, and events.

b. Analytical

This type of writing examines something in great depth in order to determine its nature and essentials..

³ Ana munoz et al. 2006. *Guidelines for Teaching and Assessing Writing*. medellin. p.15

⁴ Abdulaziz A.M Ahmed. *Academic Writing: Types, Elements, and Strategies*. International Journal of Language, Humanities, and Education, Vol.5 (2), 2022, p. 64-66

c. Persuasive

Persuasive writing's main purpose is to convince. It tries to bring other people around one's point of view. It contains justifications and reasons. It is often used in advertisements or commercials, letters, editorial pieces, and newspaper opinions.

d. Critical

Historical-Critical method is another name for the critical method. It implies that it is crucial to study the text in order to comprehend what is outside of it. Reconstructing the actual nature of the events described in the text will help achieve that.

e. Empirical Research

It is a method of learning via both direct and indirect experience and observation. Instead of drawing information from theory or beliefs, research draws knowledge from actual experience.

f. Expository

Expository writing that expounds clarifies or educates. It discusses a subject without expressing any opinions. Its primary goal is to clarify. It is a subject-oriented writing style where the author doesn't express their personal beliefs and instead concentrates on reporting research about a certain issue or subjects. These kinds of articles provide the researcher with pertinent data and statistics, but they omit the authors' viewpoints. One of the most popular kinds of writing is this one. It's a common sight in how-to articles and textbooks. The

author only provides information on a certain topic, like how to accomplish something.

g. Narrative

A tale is told by a narrative. Typically, there will be dialogue and characters. The primary goal of narrative writing is to convey a tale. First-person narration is when a writer tells the story from the perspective of one of the characters. The author will construct several characters and describe what happened to them. Narrative literature include novels, poems, novellas, short tales, and biographies.

3. Components in Writing

Writing is the mastery of all elements in the target language such as language. According to J.b Heaton there are five general categories in writing, as follows:⁵

a. Content

Content is a written idea that conveys unity. Ideas are the most important component of writing because without ideas, it is impossible to write in a meaningful way and those ideas are generated from content. The way a writer develops ideas about a topic is called content.

b. Organization

Organization is the arrangement of ideas or content. Organization should be coherent, which requires the writer to make an idea clear.

⁵ J.b. Heaton. *Writing English Language Test*. (Newyork:Longman.1998) p. 146-148

Organization means there is communication between the reader and the writer. It speaks of a coherent and logical arrangement of content.

c. Vocabulary

Vocabulary is the choice of words that match the content. When writing a phrase, vocabulary plays an important role. This includes the ability to use broader terms that will help the reader imagine what the writer is expressing, as well as the ability to communicate what is written to the audience using simpler language aimed at children and more complex words for students.

d. Language Use

The use of correct and appropriate sentences is what is meant by language use. To create logical relationships in paragraph writing, it refers to the proper application of grammatical and syntactical patterns when grouping, dividing, and combining ideas into words, phrases, clauses, and sentence ideas.

e. Mechanics

Mechanics is the use of the mechanical aspects of language. The term "mechanics" describes the traditional use of language graphics, or the methods for organizing words, letters, and paragraphs through the application structure and several other related procedures.

4. The Purpose of Writing

According to O'Malley and Pierce, there are three purposes of writing in English language learning, those are:⁶

a. Informative

It is represented by "informative writing," which serves to educate others, provide instructions, and impart knowledge. Writing informatively entails narrating experiences or occurrences, dissecting ideas, speculating on causes and effects, and creating original notions with the intention of educating readers about subjects that may be significant to them.

b. Expressive or Narrative

It is exemplified by "narrative writing" or "expressive writing," which aims to convey a creative or intimate expression. Usually, the author writes the article or fiction. Expressive or narrative works that are frequently performed for the enjoyment of a tale, poetry, drama, or short play.

c. Persuasive

It is shown by "persuasive writing," which aims to influence readers to take an action. It makes an attempt to persuade people and start a change or action. This kind of writing covers reviews of films, books, consumer goods, and contentious issues.

⁶ J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996), p.137-138

5. Writing Process

Writing process is the stage a writer produces something in its final written form. This process, of course is affected by the content of the writing, the type of the writing, and the medium it is written. According to Jeremy Harmer, process writing as a classroom activity incorporates the four basic stages, as follows:⁷

a. Planning

Skilled authors organize their writing before beginning. They attempt to formulate their thoughts before beginning to write or type.

b. Drafting

A draft is the initial version of a piece of writing that we may refer to. It's common to assume that a text will be revised after this initial "go" at it. A number of drafts may be created during the writing and editing stages.

c. Editing (reflecting and revising)

After completing a draft, authors typically go back and review their work to determine what worked and what didn't. It's possible that the information is not obvious in its arrangement. Maybe anything is worded in a misleading or unclear way. After that, they could rearrange the paragraphs or compose a fresh introduction. When composing a given statement, they could choose a different word form. More proficient writers typically focus on broad structure and basic

⁷ Jeremy Harmer, *How to Teach Writing*, (England :Person Longman, 2004). p.4-5.

meaning difficulties before getting into specifics like word choice and grammar. Naturally, the latter two are more significant and are frequently addressed later in the procedure.

d. Final Version

After editing their draft and making any required revisions, authors create their final version. Due to changes made throughout the editing process, this may seem very different from both the initial draft and the intended intention. However, the author is now prepared to deliver the written work to its target readership.

6. Measurements Rubrics of Writing

To find out the improvement of writing ability that has been achieved by students, students' writing ability will be measured by the criteria of writing aspects. According to Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So, the highest total of the score of writing is 100.

Table 2.1
Measurement Rubrics of Writing⁸

Writing Performance	Score	Criteria	Details
Content	30 - 27	Excellent to very good	Knowledgeable, relevant to assigned topic
	26 - 22	Good to average	Sure knowledge of subject, standard range, mostly relevant to topic but lacks detail, limited development of thesis
	21 - 17	Fair to poor	Limited knowledge of subject, inadequate development of topic, little substance
	16 - 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 - 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, complete, logical sequencing, cohesive, succinct, well organized
	17 - 14	Good to average	Quite fluent, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 - 10	Fair to poor	Less fluent, an idea confused or disconnected, lacks logical sequencing and developmet
	9 - 7	Very poor	Non fluent, no organization, or not enough to evaluate
Vocabulary	20 - 18	Excellent to very good	Sophisticated range, appropriate register, effective word/idiom choice and usage, word form mastery
	17 - 14	Good to average	Standard range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 - 10	Fair to poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured
	9 - 7	Very poor	Virtually no mastery of sentence construction rules, dominated by

⁸ Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), 236-237.

			errors, does not communicate, not enough to evaluate
Language	25 - 22	Excellent to very good	Effective, articles, complex constructions, few errors of agreement, tense, number, word order/function, pronouns, prepositions
	21 - 18	Good to average	Effective but simple constructions, 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, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10 - 5	Very poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured
	2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing poor handwriting illegible, or not enough to evaluate

7. Teaching Writing

According to Isola, teaching is a type of interpersonal influence aimed at changing the potential behavior of another person. Smith expanded teaching is a series of activities with an agent, an objective, and a scenario that consists of two sets of factors: the agent's controllable factors (teaching methods and strategies) and the uncontrollable factors (class size, student characteristics, physical facilities, etc).⁹ In other words, teaching is a series of activities carried out by teachers to students using teaching strategies according to the needs of each student. During the process, there will also be discussions between students and teachers that function so that students think critically and creatively.

According to Jack and Willy, there are some pointers for teachers in implementing teaching writing, those are:

- a. Teacher as role model means that teacher should teach specific writing skills to students, teachers should engage in relevant classroom activities and model the writing process at every level.
- b. Relating process to product means that when a teacher relates process to output, they help students accomplish certain writing objectives. Students will start to comprehend the desired outcomes at each step, even when they must create a new draft due to revisions.
- c. Working within institutional constraints means that imparting the procedure in a typical two-period writing class, via steps like

⁹ Isola Rajagopalan. "Concept of Teaching." (Shanlax International Journal of Education, vol. 7, no. 2, 2019), 5-8.

planning, drafting, reacting, revising, or editing. Process skill may be practiced again till it improves.

- d. Catering to diverse students needs means that a versatile teacher should be utilized by the instructor to accommodate the various needs of the students. During writing sessions, teacher may also choose to assign students into various writing groups, with roles such as planners, drafters, responders, reviewers, or editors. Depending on their needs and stage of writing development, a student may work with a planner on one writing assignment and then switch to work with an editor on the same or a different assignment.
- e. Exploiting the use of computers in process writing means that the teacher can utilize a computer to teach writing in the responding or editing stages. With the use of a computer, students may quickly remove incorrect words and substitute them without having to write new words in a text.¹⁰

In teaching writing, teacher are required to encourage students to write their ideas well according to language structure and be able to consider the writing skills that students should have.

¹⁰ Jack C. Richard and Willy A. Renandya, 2002. *Methodology in Language Teaching : An Anthology of Current Teaching*,(New York : University Press. p. 352.

B. The Concept of Brainstorming Strategy

1. The Definition of Brainstorming Strategy

According to Wilson brainstorming is an individual or group strategy for generating ideas, increasing creativity, or finding solution to problems.¹¹ Feather states that during a brainstorming session, information that is already known is brought forward and become more accessible.¹² In other words, during a brainstorming session, students share ideas that they have previously thought of about the text's subject. In actuality, this is known as activating previous knowledge.

Using a brainstorming strategy, you may generate a lot of ideas for a topic. Students are asked to identify terms, ideas, and experiences that relate to the text, as well as appropriate language and an expected meaning, in this exercise.¹³ By using this strategy, the students are likely to share everything that comes to mind that they believe has a connection to the subject matter of the text. Furthermore, Lang and Evans maintain that brainstorming strategy is a fun, practical, and creative thinking method that can be used for the problem-solving process. This strategy can be incorporated into any class and completed individually or in groups.¹⁴ In other words, brainstorming is a method to come up with ideas

¹¹ Chauncey Wilson. *Brainstorming and Beyond: A user-centered Design Method*. Morgan Kaufmann; 1st edition.2013, p.2

¹² Ahlem Labiod, "Prior Knowledge Activation Through Brainstorming to Enhance EFL Learners' Reading comprehension", 2007.

¹³ Perviz Ajideh, "Schema-theory Based Considerations on Pre-reading Activities in ESP Textbooks", The Asian EFL Journal. Teaching Articles. November 2006 Vol 16.

¹⁴ Hellmut R. Lang and David N. Evans, *Models, Strategies, and Methods for Effective Teaching*, (USA: Longman Person Education, INC, 2006), P. 406

that are in our heads, either individually or in groups. Letting our ideas flow without judging them is the main principle of brainstorming.

Based on the explanation above, the researcher concluded that brainstorming is a strategy that can make students think more actively in generating new ideas by developing a given topic based on experience or related knowledge. Ideas can come from single words, phrases, sentences, instances, sentiments, people, circumstances, and more during brainstorming¹. In this case, the brainstorming strategy makes a person more skillful and critical in thinking because students are required to convey their ideas through writing.

2. The Advantages of Brainstorming Strategy

According to Zemach, Dorothy and Carlos, there are several advantages of the brainstorming strategy as follows:¹⁵

- a. The student has the ability to exhibit their creative potential and come up with original ideas.
- b. Produces concepts and fixes that are applicable elsewhere
- c. Expressing sentimental thoughts and feelings is enjoyable.
- d. It can be used alone or in a group. In addition, pleasant and fun competition happens when many groups participate.
- e. While a lesson as a refreshing change of pace, it can be use anytime a problem comes to light or at any time.

¹⁵ Zemach, Dorothy E and Carlos Islam, *Writing in paragraphs*, (Spain: Macmillian, 2006), p. 58

Based on the statement above, the researcher concluded that brainstorming strategy can be applied in writing activities because of its advantages, students can freely express their ideas that come to mind and then pour them into writing. In addition, they also do not need to worry about being the center of attention about whether or not the grammar used is correct so that students will think more creatively according to the topic given.

3. The Disadvantages of Brainstorming Strategy

According to Wilson, there are several disadvantages of the brainstorming strategy as follows:¹⁶

- a. Is occasionally less successful than having the same number of people come up with ideas on their own.
- b. ideas generated during brainstorming sessions often do not correspond to appropriate insights.
- c. Criticism or inadequate facilitation have the potential to quickly derail an emphasis on the quantity of ideas.
- d. For someone who is quiet or shy, this might be daunting.
- e. Less individual credit for clever ideas.
- f. It might be challenging to go through hundreds of ideas and select the finest ones.

Based on the statement above, it can be concluded that besides having advantages, the brainstorming strategy also has disadvantages. The

¹⁶ Chauncey Wilson. *Brainstorming and Beyond: A user-centered Design Method*. Morgan Kaufmann; 1st edition.2013, p.6

disadvantages of this strategy when in groups allow some students who are less courageous to argue to be shy or hesitant to convey the contents of their minds so that ideas that might be good are not conveyed. In addition, it will also take a long time when discussing in groups so that it is less effective.

4. Steps of The Brainstorming Strategy

The steps of brainstorming strategy in learning are as follows:¹⁷

- a. Understanding the rules for brainstorming and conveying or restating the rules.
- b. The teacher determines the topic of discussion and writing the topic of discussion.
- c. The teacher appoints a student to write ideas on the piece of paper or the board.
- d. The teacher asks students or group to come up with ideas related to the topic discussed.
- e. To incubates ideas.
- f. Clarify the ideas, not to criticize.
- g. Teacher asks students to develop their ideas into a paragraph or a text.
- h. Discussion and teacher's feedback.

Based on the explanation above, the researcher concludes that the learning steps using the braistorming strategy in the process are developing ideas from existing topics, then discussed together by students

¹⁷ Nengah D.N, Ida Bagus N.M. *Brainstorming As An Effective Strategy To Improve Students' Writing Skils*. Journal on Studies in English Language Teaching, 3(2),2022, p.40

and teachers without criticizing and then writing them down and becoming a text.

5. Difficulties of Brainstorming Strategy in English Learning

There are some difficulties encountered in using brainstorming strategy in English learning which are as follows:

- a. Many ideas or suggestions are useless or not worth anything. When all students are required to have ideas but there are some ideas that are not useful because there are ideas that are not relevant to the topic being discussed then in the end the idea is not used.
- b. It can take too much time if the group of the students is not controlled and is allowed to run for too long. Time used in English learning is not much but in the use of brainstorming it takes quite a long time because students need to think for some time to get a good idea and according to the topic so if the teacher does not control the class so that it runs conducive it will be less effective. if in groups and only a few ideas are used then some shy students are not effective.
- c. The ideas of some students may have to be disposed (usually in group learning). If in a group and only a few ideas are used then some shy students will not express their ideas because they are not confident so they will only rely on their group mates.¹⁸

¹⁸ Zemach, Dorothy E and Carlos Islam, *Writing in paragraphs*, (Spain: Macmillan, 2006), p. 59

CHAPTER III

RESEARCH METHOD

A. The Characteristics and Types of the Research

Qualitative research is the approach used in this research. This approach is used to test hypotheses by orally describing and analyzing different environmental characteristics in research.¹ In this research the researcher used field research, where the researcher directly observed. Researcher took the research location at SMPN 2 Pekalongan. Meanwhile, the nature of the research used by researcher is what is usually used in qualitative research, namely qualitative description. In this research, the researcher sought student responses to the teacher's use of brainstorming strategies with the process of identifying students by conducting observations and interviews by collecting data.

The characteristic in this research focuses on the descriptive qualitative research. The value of descriptive qualitative research lies in its ability to yield crucial details about the typical group member.² The goal of employing surveys in descriptive research is to achieve desired outcomes through a set of procedures. Describe the broad features that underlie the data in a descriptive qualitative analysis. In line with the explanation above, the aim of this research is to analyze the use of brainstorming by teacher towards students in teaching and learning writing at SMPN 2 Pekalongan.

¹John W. Creswell, *Research Design.*, 180.

² Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley&Sons, Inc.2005),18

B. Data Sources

Data is a result of the author's recording, both in the form of facts or in the form of numbers. Data sources in research are the subjects from which the data can be obtained. The data sources that researcher have used in this study are primary sources and secondary sources.

1. Primary Data Sources

Primary data sources are data sources that are directly obtained from the stories of the perpetrators of the event itself or data that directly provide data to data collectors. Primary data was obtained through interviews, what is meant by primary data is data in verbal form or words spoken orally, gestures or behavior carried out by a trustworthy subject. In this case, it is the research subject (informant) relating to the variable being studied. So, primary data sources were obtained directly from the main subject, namely the seventh grade English teacher and seventh grade students of SMPN 2 Pekalongan. The researcher used primary data sources to find out information on how to carry out the learning using concerned brainstorming strategies by teacher for students which is directly informed to the informant.

2. Secondary Data Sources

Secondary data is data that has already been collected by others. Secondary data is data collected for other reasons and at different times in the past by parties unrelated to the research project. Such data becomes secondary data for the current researcher if the researcher uses it. Books,

journal papers, websites, and government publications are examples of secondary data.

C. Data Collection Technique

This research is in the form of qualitative descriptive research where the researcher make observations of the subjects and objects of research in accordance with the visible facts. The researcher acts as the main data collector and participates with the research subjects in order to obtain in-depth study of the information. The research was conducted at SMPN 2 Pekalongan. The data collection techniques used by researcher are as follows:

1. Observation

Observation is a method for obtaining primary data that is not limited or open at the research location through observing people and places.³ The observation is a correct way of collecting data. In addition the observation is an activity by doing the researcher to be getting the valid information. In this data collection technique, researcher make observations to find out how the conditions of students when learning English or foreign languages in the learning process. There the researcher make observations to find data related to the research and explore further about the analysis of brainstorming strategies used by teachers to teach writing to students.

³ Donal Ary et al., Introduction to Research in Education, the seventh Ed (Belmont: Wadsworth Cengage Learning, 2010), 442

2. Documentation

Documentation is a record that has been made, either by writing, drawing, or the works of others. Its purpose is to enable researcher to examine topics that are directly relevant to the subject of research. In this study, researcher used document techniques to collect data. Documentation can be in the form of notes, transcripts, books, newspapers, inscriptions, meeting minutes, agendas, including interview notes, photographs/images, and other documents related to the research. Thus, the secondary data needed is documented as a data source in the form of documentation. Furthermore, researcher obtained data from student writing assignment document.

3. Interviews

The Interview are a popular and fundamental method of obtaining qualitative data. People's opinions, ideas and feelings about a condition are collected through interview, using their own words as a source of information.⁴ Unstructured interviews were conducted to find out in-depth in general about the implementation of the learning process using brainstorming strategies by teachers to students in learning to write at SMPN 2 Pekalongan. Interviews were conducted with the informant, in this case the informants are seventh grade English teachers and seventh grade students at SMPN 2 Pekalongan, then checked with other sources.

⁴ Ibid, p.438

D. Data Analysis Technique

The data analysis technique that has been used in this research is the interaction analysis model. There are four parts in data analysis according to the Miles and Huberman model, which are as follows:⁵

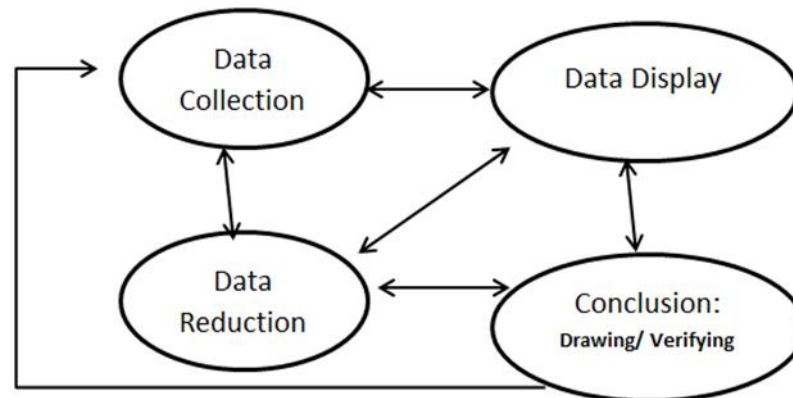


Figure 3.1 Analysis Components of Miles and Huberman Model

1. Data collection is when a researcher collects all the data needed to complete the research.
2. In data reduction researcher summarize and select certain things or important things related to the research, researcher reduce the data collected.
3. Researcher usually use data in the form of graphics, images, or charts to display data. This display should show the entire content of the data.
4. Lastly, the researcher verifies this research by drawing conclusions from the data.

To analyze the data, the first step that researcher has taken in analyzing is collecting data. This data was collected by observing the English teaching

⁵ Miles, B. Mathew and Michel Huberman. *Qualitative of Data Analysis*. Jakarta: UIP. (1992)

and learning process carried out by teacher to students and conducting interviews with teacher and students about the use of brainstorming strategies used in the learning process, especially in writing. Then, after the data is found, the next step is that the researcher to reduce the data by sorting and categorizing specific data in accordance with the research objectives. After the data is sorted, the researcher display the existing data in the form of narratives and tables or graphs. The last step taken by the researcher is to draw conclusions, whether the research results are in accordance with the research objectives.

Therefore, it may demonstrate how data analysis has several purposes, such as providing context for comprehensive data, producing meaningful findings, summarizing various reports, drawing conclusions, and calculating parameters.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of Research

1. The Brief History of SMP Negeri 2 Pekalongan

SMP Negeri 2 Pekalongan is the first secondary school located on the Swadaya street, 32 Gondangrejo Pekalongan District, East Lampung Regency. SMPN 2 Pekalongan was established in 1996 and the background of the establishment of the school was because the area in the village had no school at the level of secondary education / SMP. Until now, SMPN 2 Pekalongan has experienced 4 changes of principal since its establishment. In 1996, SMPN 2 Pekalongan became a public school until now.

Starting in 2011, the school made classroom additions that lasted until 2012 with the construction of 5 classrooms and a library. In 2020, a better mosque was built. The school is located in the countryside with teaching and learning activities in the morning until noon, has a distance to the sub-district centre of about 7.5 km and a distance to the autoda centre of about 7 km.

SMP Negeri 2 Pekalongan provides electricity to support teaching and learning activities. The source of electricity used by SMPN 2 Pekalongan comes from PLN. SMPN 2 Pekalongan provides internet access that can support teaching and learning activities to be easier.

2. Vision and Mission of SMP Negeri 2 Pekalongan

a. Vision of SMP Negeri 2 Pekalongan

“The realisation of students who are devoted, intelligent, skilled and virtuous and mastering science and technology”

b. Mission of SMP Negeri 2 Pekalongan

- 1) To instill through the practice of religious teaching religion.
- 2) Optimising the learning and guidance process.
- 3) Developing knowledge in the fields of science and technology, language, sports, and cultural arts in accordance with the talents, interests and potential of students.
- 4) Implementing learning that is active, innovative, creative, effective and fun.
- 5) Optimising the effective implementation of the school programme in every activity oriented towards the spirit of excellence.

c. The Objective of SMP Negeri 2 Pekalongan

Laying the foundation of awareness, knowledge, personality, noble character, and skills to live independently and follow further education.

3. Condition of SMP Negeri 2 Pekalongan

a. Identity of SMPN 2 Pekalongan

SMPN 2 Pekalongan has a clear and official school identity.

The identity of SMPN 2 Pekalongan is as follows :

Table 4.1
Identfy of SMP Negeri 2 Pekalongan

Name of School	SMP Negeri 2 Pekalongan
NPSN	108122995
Level of Education	Junior Secondary
School Status	State
School Address	Swadaya street, 32 Gondangrejo
Post Code	34391
Village	Gondangrejo
Sub-district	Pekalongan
Regency	East Lampung
Province	Lampung

b. Number of teachers of SMP Negeri 2 Pekalongan

Table 4.2
Number of Teacher of SMP Negeri 2 Pekalongan

No	Teachers Name	Staffing Status	Types of PTK
1	Dra. Adriyanti	PNS	Subject Teacher
2	Agus Triwidya, S.Pd.I	PNS	Subject Teacher
3	Agustia Puspaningrum	Honorary	Subject Teacher
4	Anas Nur Aditya, S.Pd	Honorary	Subject Teacher
5	Ani Minarni, M.Pd	PNS	Counseling Teacher
6	Anton Alitiofhia, S.Pd	PNS	Subject Teacher
7	Ardian Okta Viandi	Honorary	Administration Staff
8	Artantilova, S.Pd	PNS	Subject Teacher

9	Beni Fitri Yunita, S.Pd	PNS	Subject Teacher
10	Budi Astuti, S.Ag	PPPK	Subject Teacher
11	Cicilia Lestari, S.Pd	PNS	Subject Teacher
12	Dedi Setiawan	Honorary	Administration Staff
13	Desi Puji Astuti, S.Pd	PNS	Subject Teacher
14	Desy Dermawati, S.Pd	PNS	Subject Teacher
15	Desyanti, S.Pd	PNS	Subject Teacher
16	Dewa Ayu Sri Putri, S.Pd	PNS	Subject Teacher
17	Dini Anggun, S.Pd	Honorary	Subject Teacher
18	Dwi Eka Puspita, S.Sos. I	Honorary	Administration Staff
19	Dra. Dwi Tyas Utami	PNS	Subject Teacher
20	Eka Setianawati, S.Pd	Honorary	Subject Teacher
21	Eko Suryadi, S.Pd	PNS	Subject Teacher
22	Febri Rochana Sari	Honorary	Administration Staff
23	Hafzon Exaputra, M.Pd	PNS	School Principal
24	Hendri Aris Junaidi, S.Pd	PNS	Subject Teacher
25	Jemi Voranda Sari, S.Pd. I	PNS	Subject Teacher
26	Lilik Kusmandari, S.Pd	PNS	Subject Teacher
27	Lisnawati, M.Pd	Honorary	Subject Teacher
28	M.Tulus	Honorary	Administration Staff
29	Drs. Moh Fanani	PNS	Subject Teacher
30	Muhammad Zekri, S.IP	PPPK	Subject Teacher
31	Orintia Kusmawati, S.Pd	PPPK	Subject Teacher
32	R. Endah Sri Subekti, S.Pd	PNS	Subject Teacher
33	Ratih Purwasih	Honorary	Subject Teacher
34	Dra. Ratnawati	PNS	Subject Teacher
35	Sayadi, S.Ag	PNS	Subject Teacher
36	Siti Fatimah, S.Pd	PNS	Subject Teacher
37	Siti Fatimah, S.Ag	PNS	Subject Teacher
38	Siti Poniyeem, S.Pd	PNS	Subject Teacher

39	Dra. Siti Respati	PNS	Subject Teacher
40	Siti Yuliana, S.Pd	PNS	Subject Teacher
41	Suharyanto, S.IP	PNS	Administration Staff
42	Sujilah, S.Pd	PNS	Subject Teacher
43	Drs. Sukiran Mohamad	PNS	Subject Teacher
44	Sumaryo, S.Pd	PNS	Subject Teacher
45	Sumiyati, S.Pd	PNS	Subject Teacher
46	Supiyono, S.Pd	PNS	Subject Teacher
47	Suprpto Yuli, S.Pd	PNS	Counseling Teacher
48	Suratman	PNS	Administration Staff
49	Suratno	PNS	Subject Teacher
50	Tri Wahyuningsih, S.IP	PNS	Administration Staff
51	Wahidah Shella, S.Pd	Honorary	Subject Teacher
52	Drs. Waluyo	PNS	Counseling Teacher

c. Number of the seventh grade students of SMP Negeri 2 Pekalongan

Table 4.3

Number of the seventh grade students of SMP N 2 Pekalongan

No	Class	Student Amount		
		Male	Female	Total
1	7.1	16	20	36
2	7.2	21	15	36
3	7.3	20	16	36
4	7.4	20	16	36
5	7.5	18	18	36
6	7.6	20	16	36

7	7.7	21	15	36
8	7.8	17	19	36
Total		153	135	288

d. Organization Structure of SMP Negeri 2 Pekalongan

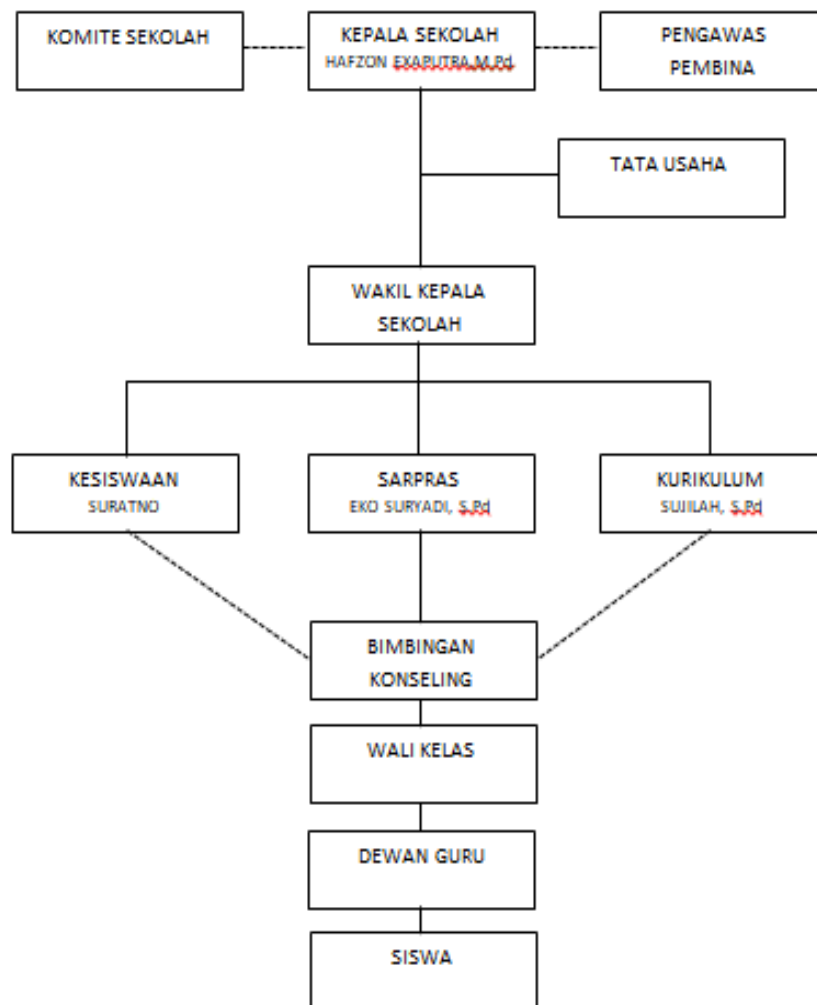


Figure 4.2 The organization structure of SMP N 2 Pekalongan

B. General Description of Research Data

1. The Result of Observation

This research was conducted on May 7, 2024 at SMP Negeri 2 Pekalongan. The use of brainstorming strategy was conducted to the seventh grade students of SMP Negeri 2 Pekalongan. The first step taken by the researcher was to see and observe the teaching and learning process in the seventh grade of SMP Negeri 2 Pekalongan. Then the researcher focused on the teaching and learning process through the brainstorming strategy used by the teacher. This is related to the interaction between teachers and students as well as all teaching and learning activities that occur in the classroom.

When the observation process was carried out, the researcher filled in the observation sheet that had been previously provided. Then the researcher entered the class and the researcher observed the learning process from beginning to end by using brainstorming strategy. The researcher observed the stages of the brainstorming strategy carried out by the teacher for the author's teaching in the classroom. Then, on the observation sheet that has been prepared, the researcher gives a checklist mark on each step of the learning process through the brainstorming strategy. Below are the results of the observation of the use of brainstorming strategy in teaching and learning writing of the seventh grade of SMP Negeri 2 Pekalongan East Lampung.

After seeing and observing the teaching and learning process of writing through brainstorming strategies in the classroom directly, the conclusion of the researcher is that the atmosphere that takes place or the condition of the class that is conducting learning looks quite conducive and the students also always follow the directions of the teacher, the students are active in discussing in their groups. However, some students who were passive in class were less attentive to the teacher's instructions. In addition, it was seen that some students took a long time to think, find ideas and write them down so it took longer during the teaching and learning process. Referring to the condition of the learning process, it was seen that by using the brainstorming strategy, students and teacher found some difficulties.

2. The Result of Interview

a. The Implementation of Brainstorming Strategy of the Seventh Grade of SMP Negeri 2 Pekalongan

The researcher also conducted interviews to support the observation data. This interview was conducted to teacher and students to find out their opinions about teaching writing using brainstorming strategies. The purpose of the interview was also to find out how the atmosphere or condition of the class during the teaching and learning process. There were a number of questions asked by the researcher to teacher and students regarding the teaching process using

brainstorming strategies. Then the researcher analysed the answers of teacher and students after the questions were given.

The researcher collected data from six research subjects through interviews. The six people who participated consisted of five students and one teacher who teaches English. The pseudonyms of the six participants are as follows, for example: Alkiandra Novista (AN) written after the interview quote means that the quote is from Alkiandra Novista. Through Thematic Analysis, this research found three themes that answer the research questions.

Teacher and students' perceptions of brainstorming strategies for teaching writing in the classroom are described below:

1) Teacher and Student Perception of Brainstorming Strategy

a) The Brainstorming Strategy as Interest Strategy

The interesting technique used by the teacher affects the students to understand the lesson well. Based on the interviews conducted, the researcher found that brainstorming strategies can be used to attract students' attention to learning and can be used for some teaching materials so that students can receive the material quite well from the teacher.

This is in accordance with the interview conducted by the researcher with Mrs Sumiyati, a seventh grade teacher who teaches English using the brainstorming strategy. The following are the results of the interview with Mam Sumiyati:

“The Brainstorming strategy is actually a good strategy to use because it can make students more active and enthusiastic about thinking together, especially when done in groups.”

The teacher recognised that brainstorming is an interesting strategy. She also argues that, because this strategy is interesting and easy to practice, it is good for teaching writing. And the five students stated:

“Bagi saya, ini strateginya bagus kak membantu saya menemukan gagasan baru.” (AN)

“Menurut aku, strategi ini menarik kak, apalagi dilakukan dalam kelompok.jadi lebih mudah” (AM)

“Strateginya bagus dan lebih mudah dipraktikkan.” (DKP)

“Menurut saya, strategi ini bagus dan menarik. jadi ningkatin kosakata.” (HSP)

“Menurut aku, strategi brainstorming menyenangkan dan gak sulit mbak kalau dilakukan sama kelompok.” (IN)

Based on the researcher of the interviews conducted with the five students, the researcher concludes that the brainstorming strategy is good for learning English in teaching writing because it helps students write down ideas or add new vocabulary.

b) The Advantages and Disadvantages of Brainstorming Strategy

From the results of the researcher observations of the advantages and disadvantages of the brainstorming strategy carried out in the classroom during teaching and learning activities and how the condition of the class is that many students are more active and enthusiastic in learning English, this is the same as the researcher interview with Mam Sumiyati as follows:

“The advantage of this strategy is sis mmm that many students can finally express their thoughts and feelings freely by writing without fear of being blamed by the teacher, then if this strategy is carried out in groups, they can add new insights or ideas by discussing with their groupmates and also add new vocabulary. But, every advantage must have disadvantages, but not many sis, maybe only sometimes there are some groups that are noisy so that they disturb other groups so that the class atmosphere is not conducive, and sometimes the learning time is lacking so that they haven't had time to discuss together.”

It can be concluded by researcher that like the studies described earlier that this brainstorming strategy can help students think critically then can add new insights and ideas

and motivate students in their interest in learning, especially writing.

But on the other hand, there are shortcomings in this strategy when implementing it, namely sometimes a lack of time and also some students who are disturbed by their friends who are noisy when discussing, finally the class is not controlled and also causes their concentration to be reduced.

2) Teacher and Student Perceptions of Brainstorming Strategy in Writing

Based on interviews with teachers and students that researcher have conducted, they stated that brainstorming strategies in teaching writing can improve their mastery of content, organization, vocabulary, language use, and mechanics in writing. The following is an explanation related to teacher and students' perceptions of the use of brainstorming strategies in teaching writing.

a) Brainstorming strategy improves mastery of writing content

As one of the important aspects in writing ability, mastery of content will help students in writing. Based on the results of interviews conducted during the research, teachers and students said that the use of brainstorming strategies in teaching and learning helps students improve mastery of writing content. This is based on the informants' statements that are proven, the

first is the quotation of a statement from Mam Sumiyati as follows:

"In writing, the content of writing is needed, well this strategy helps them because in the process they are required to think about the topic given so that when they get an idea they immediately develop it into a writing, so yes there is an effect"

Beside that, five students also stated that:

"Ada kak pengaruhnya, saya jadi bisa ngembangin ide."

(AN)

"Pengaruhnya ada kak, aku belajar nyari ide dan ngembangin menjadi tulisan, tapi agak susah." (AM)

"Ya tentu, strategi ini membantu saya menyusun kalimat dari ide-ide yang saya pikirkan kak." (DKP)

"Ada sedikit pengaruhnya sih kak, saya bisa menulis dalam bahasa Inggris dari apa yang saya pikirin dikepala saya, tapi kadang saya harus tanya sama teman." (HSP)

"Strategi ini membuat aku semangat untuk diskusi sama teman kelompok mbak." (IN)

Based on the statements from teachers and students that have been proven in the quotation, the researcher concludes that the brainstorming strategy in teaching writing helps them little by little in mastering the content of writing because they

are required to think, find ideas and develop them into a writing.

b) Brainstorming Strategy Can Improve Mastery of Organization

Organization is very important in the aspect of writing because in order to understand what we write or convey. When we do not understand what we write, the reader will not get valid information. The interview results show that the brainstorming strategy for teaching writing helps students also write well. Below is Mam Sumiyati's statement as follows:

“The impact of the organization itself is quite impactful for students, when I read the results of their writing, the writing can be understood, although sometimes there are a few sentences that are not good, but yes, the name learning must be a process.”

Beside that, five students also stated that:

"mmh, ada pengaruhnya sih kak, karena karena kita sering nulis jadi lama kelamaan terbiasa." (AN)

"Pengaruhnya ke tulisan lumayan bagus kok kak." (AM)

"Ya, waktu saya baca tulisan saya, kadang saya hapus lagi kalau gak suka terus saya buat lagi." (DKP)

"Pemahaman saya tentang penulisan kalimat yang baik jadi ningkat kak." (HSP)

"Menurut saya sih lumayan mbak karena aku sering nulis terus suka jadi saya belajar nyusun kalimat bagus." (IN)

The researcher found from the excerpts of the statements above that some students argued that the brainstorming strategy in teaching writing helped them to do well. This is because they are accustomed to thinking and then constructing sentences and can also write and convey them well through writing.

c) The Student New Vocabulary

A wide vocabulary will greatly help one in writing English, as it is an important component of writing. As a result of the interviews conducted by the researcher, the informants stated that the use of brainstorming strategies in teaching writing helped them acquire new vocabulary. This is based on statements attested by teacher and students. The quoted statement by Mam Sumiyati, who stated that:

"Of course, in terms of vocabulary, this strategy has an impact. Students will definitely add new vocabulary because when writing down their ideas then there are some words they don't know they will find out by asking friends or teacher so that it adds to the vocabulary dictionary in their heads."

The students also stated that:

"Iya kak, tadinya kan saya gak tau kata-kata bahasa Inggris terus saya cari nanya sama guru/teman kelompok."

(AN)

"Ngaruh si kak, dari yang tadinya aku gak tau kosakata ini jadi tahu arti kosakatanya." (AM)

"pengaruhnya ada kak, jadi banyak kosakata yang saya tau terus jadi tau." (DKP)

"Iya kak ngaruh, jadi misalnya saya gak tau ini artinya apa, jadi tau." (HSP)

"Pengaruhnya ke kosakata, menurut aku strategi ini buat aku menambah kosakata baru sih mbak." (IN)

The researcher found based on the students' statements shown in the quotation, that the brainstorming strategy used by teacher in the classroom helps students acquire new vocabulary. Some informants said that the brainstorming strategy involved a lot of vocabulary that they did not know before. Then they can write sentences after they find the vocabulary.

d) Brainstorming Strategy Can Improve Mastery of Language Use

Based on the results of the research interviews, the informants stated that the use of brainstorming strategies in teaching English writing helped them improve their mastery of

language use. This is based on statements attested by teachers and students, a statement by Mam Sumiyati, which is followed by the following quote:

“In composing sentences, the use of language is needed so using this strategy has an effect on them because they learn to compose sentences properly and correctly even though not all sentences made by students are not in accordance with grammatical rules.”

In addition, five students also stated that:

"Lumayan ngaruh kak, soalnya kita disuruh nulis jadi kita juga belajar bahasa yang bener biar waktu nulis kalimatnya nyambung."(AN)

"Iya, jadi dari strategi ini kita berusaha menyusun kalimat yang bagus dengan tema/topik yang dikasih sama guru kak."(AM)

"Ngaruh sih kak, bahasa yang dipakai kan harus sesuai sama kalimatnya ya jadi saya bisa nyusun kalimat yang bener."(DKP)

"Berpengaruh kak, saya jadi lebih tau bahasa yang bener untuk buat kalimat waktu nulis."(HSP)

"Menurut aku, aku jadi tau cara nyusun kalimat pakai bahasa yang baik dan benar mbak."(IN)

The researcher found, based on the statements of teacher and students as evidenced by the quotations, that the brainstorming strategy in teaching writing helps students improve their mastery of language use. Some informant stated that the brainstorming strategy teaches students how to make good sentences.

e) Brainstorming Strategy Can Improve Mastery of Mechanic

Important aspects of writing also include writing mechanics, things that look trivial are also important things such as writing periods, commas, and other punctuation marks. Without periods or commas, the reader will find it difficult to understand and eventually the message conveyed by the writer will not be perfect. Based on the results of interview conducted, students stated that they also learned about writing mechanics so that they finally understood. This is based on the statements of students and teacher, here is an excerpt of Mam Sumiyati's statement:

“It has an effect on them, because I as a teacher also often teach them how to write writing mechanics such as punctuation, as a result they often apply it when writing.”

In addition, five students also stated that:

“Berpengaruh kak, saya jadi sering pakai tanda baca yang benar waktu nulis.”(AN)

"Ya, cukup ngaruh kak karena biasanya aku nulis gak pakai tanda titik dan koma terus jadi pake itu kak."(AM)

"Menurut saya ngaruh buat saya yang kurang merhatiin tanda baca di tulisan saya."(DKP)

*"mmh, ada ngaruhnya sih kak, karena karena kita sering nulis jadi ngerti tentang tanda baca didalam kalimat."
(HSP)*

"Tulisan aku jadi bisa dipahamin sama guru aku mbak karna pakek titik dan koma."(IN)

The researcher found from the excerpts of the statements above that some students argued that the brainstorming strategy in teaching writing helped them to properly pay attention to the punctuation marks needed when writing a sentence or paragraph.

b. The problem faced by Teacher and Students in Teaching and Learning Process in Used of Brainstorming Strategy

1) The Difficulties Teacher in Brainstorming Strategy in Teaching Writing

Based the results of the research conducted by the researcher, it shows that during the application of the braintroming strategy in teaching writing in seventh grade at SMP Negeri 2 Pekalongan there are several problems faced by both teacher and

students, this is explained in the results of an interview with Mam Sumiyati who stated:

“Yes, there are some difficulties that I have experienced in using this strategy, for example, when they discuss with their groups, there are one or two students who are just silent without helping their group members because they don't care about their grades even though I have required every student to write and express their ideas even though it is done in groups. Because this strategy is used for teaching writing not directly discussed together in class, it takes quite a long time so sometimes the available lesson time is not enough to complete it, like that sis.”

Based on the interview excerpt, it can be concluded that in every strategy implemented by the teacher, there will definitely be some difficulties encountered in the process, such as teachers who have difficulty managing time because there are many stages carried out by students and teachers. Then there are students who are lazy to think and also participate in working because this strategy is carried out in groups and not to mention the teacher faces students who are noisy in class so it is difficult to control them.

2) The Difficulties Students in Brainstorming Strategy in Teaching Writing

In addition to teacher who face difficulties, students also certainly feel difficulties in applying brainstorming strategies for teaching and learning in the classroom, although there are students who do not face difficulties in the process, but there must be those who are disturbed by their friends who are noisy and playful during discussions. This is stated of students interviews as follows:

"Itu dari teman kak, kadang ada yang berisik di kelas terus nganggu saya lagi mikir, ya jadi saya kadang kesel." (AN)

"Bingung soalnya aku gak bisa bahasa Inggris kak, jadi aku gak tau mau nulis apa, tapi aku bisa bahasa Indonesia, jadi kadang tanya sama temen kelompokku yang tau bahasa inggrisnya dari kata yang aku gak tau." (AM)

"Waktu diskusi kelompok saya mikirnya lama jadi sering ke duluan sama temen yang lain kak" (DKP)

"Kesulitannya saya bingung nyusun kalimat dibahasa Inggris tuh gimana." (HSP)

"Susahnya aku gak hafal banyak kosakata mbak terus aku kundang malu mau nanya sama guru." (IN)

Based on the results of the interview, it can be concluded that some students experienced difficulties in the process of using brainstorming strategy such as students who lacked vocabulary and were embarrassed to ask their group mates so that they are confused to write down what is in their minds. Then students who

are not used to critical thinking so it is difficult to find ideas to contribute to the group or students who are not good at composing sentences so they are unable to write.

3. The Result Assessment of Student Assignment From Teacher

When the researcher conducted the study, the teacher provided topics or materials by implementing brainstorming strategy to students.

The topics are as follows:

1. Thinking about one of the rooms inside the classroom.
2. Mentioning the objects and describing activities inside the room.

The following are the results of student answers from several groups and the results of the teacher's assessment:

Table 4.4

Results of student answers and the results of the teacher' assessment

No	Student Answer	Score of Writing Performance	Score of Students
1	1. The name of the room: mosque 2. The size: big 3. The object: clock, a place for prayer, prayer mats, mukena, al-quran 4. The Activity: In the mosque we can pray and read the quran together, clean themosque together, or sometimes there a pengajian	Content : 30	90
		Organization : 18	
		Vocabulary : 17	
		Language : 21	
		Mechanic : 4	
2	1. The name of the room: library 2. The size: medium 3. The object: chairs, tables, bookshelves, books, windows 4. The activity: we can borrow textbooks, we can also study in the library and read books from subjects such as English	Content : 30	95
		Organization : 18	
		Vocabulary : 17	
		Language : 21	
		Mechanic : 4	

	books, cultural arts books, social science books and many more		
3	1. The name of the room: classroom 2. The Size: big 3. The object: tbles, chairs, doors, windows, whiteboard, fan, and Photo of the president. 4. the activity: The usual activities in class are learning with the teacher and friends, if there is no teacher we often talking with friends, claning the classroom, and there are friends eat lunch in class.	Content : 30	90
		Organization : 18	
		Vocabulary : 17	
		Language : 21	
4	1. The name of the room: canteen 2. The size: small 3. the object: tables, snacks fridge 4. the activity: the canteen have a snacks, so we can buy and during breaks talk to friends and relax waiting for class time to start.	Mechanic : 4	95
		Content : 30	
		Organization : 18	
		Vocabulary : 17	
		Language : 21	
		Mechanic : 4	

C. Discussion of Research Result

Based on the results of interviews that have been conducted by researcher in their research with seventh grade students of SMP Negeri 2 Pekalongan related to the use of brainstorming strategies applied by teachers for teaching writing, the researcher will present a discussion of the results of the study. This discussion aims to answer the research questions in the study, such as How is brainstorming strategy used in teaching writing? What are the problems faced by teachers and students in the teaching and learning process in its implementation?

Based on the results of this study, the researcher concludes that the use of brainstorming strategy in teaching writing in the seventh grade of SMP Negeri 2 Pekalongan is good though there are some students who are a little noisy when conducting group discussions. Each student is required to think and express their ideas then poured into writing, many students are active and also enthusiastic. In addition, there were students who looked passive in the classroom, not paying attention to the information provided by the teacher and some did not pay attention to what was discussed in their groups. Then students who are not used to critical thinking so it is difficult to find ideas to contribute to the group or students who are not good at composing sentences so they are unable to write. Then many of them can finally add English vocabulary or add insight because of the discussion together even though there are students who are embarrassed to ask their group friends. Referring to the teaching and learning process, it appears that students and teachers find some difficulties in using this brainstorming strategy.

Students and teachers give the opinion that the use of brainstorming strategies has a positive impact on learning, such as brainstorming strategies are quite interesting strategies to be applied to some learning materials because it allows students to think critically, broadly and freely as long as it is in accordance with the topic given by the teacher and they can put their thoughts into writing so that some students who are shy to express their opinions in front of the class can put them into writing or maybe first discuss with their group.

In addition, students and teachers also find difficulties or obstacles faced during the teaching and learning process, namely teachers who have difficulty conditioning the class when students conduct discussions because some students are very active in discussing so that there are other groups that are disturbed because they cannot concentrate. The problems faced by students in using this strategy are some students who have a very shy nature so they do not dare to ask questions or try to discuss with their group friends, lack of English vocabulary and students who have difficulty in stringing sentences and students who take a long time to think and finally get ideas.

Furthermore, the researcher found that the strategies used by teachers in teaching writing helped students to improve the content of writing with the ideas they got then developed into a piece of writing. Then the way they develop their writing into good sentences means that it affects the improvement of the writing organization and the language they use according to the topic given by the teacher with writing that pays attention to writing mechanics. Then in the process before they write they discuss with their respective groups first, from this they can get new vocabulary that they did not know before.

Finally, based on the observation and interview that the researcher conducted during the study, the researcher found the advantages and disadvantages of the brainstorming strategy used by the teacher for the students, the advantages are that they can think critically to find the ideas needed according to the topic given by the teacher and then organize them into

a good writing. In the process they can also add new vocabulary that they do not know. While the disadvantages of this strategy are that passive and shy students find it difficult to have discussions with their groups or ask the teacher, and there are some students who are distracted by their loud friends during discussions so they cannot concentrate and this takes a long time, especially for those who take a long time to get ideas and organize their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to analyse the use of brainstorming strategy in teaching and learning writing of the seventh grade students at SMP Negeri 2 Pekalongan . This strategy is a good and quite effective strategy used to improve students' thinking and writing in English and can motivate students to writing well.. However, there are difficulties faced by teacher and students during the learning process in the classroom such as the students who lack of vocabularies so that it is difficult to write, students who are passive in discussions, and teacher who seems a little difficult to control the class and the learning time given.

B. Suggestion

Based on the research that has been conducted, the researcher would like to provide some suggestions that are expected to be useful as follows:

1. For Teacher

Teacher must improve writing learning through this brainstorming strategy better and provide topics or materials that are in accordance with students' vocabulary mastery and teacher must be able to manage time efficiently in the classroom so that writing learning runs as it should.

2. For Students

One of the important factors in learning is motivation, so in learning to write, students must increase their motivation and also the importance of increasing their mastery of English vocabulary so that they can write easily.

3. For Other Researchers

The results of this study can be used as a source of reference or information for other researchers regarding the teaching of writing and further researchers can conduct more specific research on the factors that influence teacher and student difficulties in learning to write.

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APPENDICES

Blueprint of Observation Sheet

The observation aims to find out information about the teaching and learning process using brainstorming strategies of the seventh grade of SMP Negeri 2 Pekalongan.

Subjects	Activities	Yes	No	Note
Pre-Teaching	1. The teacher opens the class	✓		The teacher begins the lesson with prayer and greetings.
	2. The teacher checks the students' attendance list	✓		The teacher checks the students' attendance list by calling their names one by one.
While-Teaching (first step)	The teacher explain about a topic or material that is used as material in learning	✓		The teacher explain about the meaning, purpose, or things related to the topic or material being discussed.
While-Teaching (second step)	The teacher give instructions to create groups of two people	✓		Teacher give instruction to students to make a group
	The teacher directs each group to appoint one person as group leader	✓		Students have to appoint one person as the group leader
	Before starting, the teacher gives directions to all students to express their ideas in the group.	✓		The teacher instructs all students to express their ideas.
	The teacher gives students	✓		The teacher gives 30

	a time limit to discuss with their groups then each student writes the results of their discussion in their respective books.			minutes to the students for discussion and writing
	After all students have finished writing, the group leader as the group representative comes to the front of the class to write the results of the discussion on the board	✓		When the time is over the teacher gives instructions to the group leader who has been determined previously to write the results of the discussion to the front of the class
While-Teaching (third step)	The teacher and students discuss the results of the discussion that has been written on the board	✓		The teacher discusses the results of the discussion they wrote
	The teacher gives feedback to students	✓		Students ask the teacher about several things related to the topic or material that has been discussed
Post-Teaching	The teacher reflects the teaching learning process	✓		The teacher reviews the material and gives students the opportunity to ask questions related to material they do not understand
	The teacher closes lesson	✓		The teacher closes the

				lesson by motivating students to study harder and then praying and greetings.
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Blueprint of Interview Sheet

Blueprint of interview sheet is constructed to collect data related to the use of brainstorming strategy among students of the seventh graders of SMP Negeri 2 Pekalongan.

Variable	Concept	Question of teacher
X: Brainstorming Strategy	Brainstorming is one strategy that can be used individually or in groups for generating ideas, increasing creativity, or finding solutions to problems. ¹	<ol style="list-style-type: none"> 1. What do you think about the brainstorming strategy? 2. Is brainstorming strategy effective for learning writing in class? 3. What are the advantages and disadvantages of the brainstorming strategy used in the writing teaching process? 4. What problems or difficulties were encountered during the teaching and learning process in using the brainstorming strategy?
Y: Writing	Writing is a part of person ability to express ideas from thoughts into writing	<ol style="list-style-type: none"> 1. What impact did students receive by using the brainstorming strategy on content components? 2. What impact did students receive

¹ Chauncey Wilson. *Brainstorming and Beyond: A user-centered Design Method*. Morgan Kaufmann; 1st edition. 2013. p.2

	that can be understood by writer and reader and must pay attention to several components, namely content, organization, vocabulary, language, and mechanics. ²	<p>by using the brainstorming strategy on organizations components?</p> <p>3. What impact did students receive by using the brainstorming strategy on vocabulary components?</p> <p>4. What impact did students receive by using the brainstorming strategy on language components?</p> <p>5. What impact did students receive by using the brainstorming strategy on mechanics components?</p>
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Variable	Concept	Question of students
X: Brainstorming Strategy	Brainstorming is one strategy that can be used individually or in groups for generating ideas, increasing creativity, or finding solutions to problems. ³	<p>1. What do you think about the brainstorming strategy?</p> <p>2. Do you have any difficulties when the teacher uses brainstorming strategies in teaching and learning in class?</p>
Y: Writing	Writing is a part of person ability to express ideas from thoughts into writing that can be understood by writer and reader and must	<p>1. What impact did you receive by using the brainstorming strategy on content components?</p> <p>2. What impact did you receive by using the brainstorming strategy on organizations components?</p> <p>3. What impact did you receive by</p>

² J.b. Heaton. *Writing English Language Test*. Newyork: Longman. 1998. p.144-148

³ Chauncey Wilson. *Brainstorming and Beyond: A user-centered Design Method*. Morgan Kaufmann; 1st edition. 2013. p.2

	pay attention to several components, namely content, organization, vocabulary, language, and mechanics. ⁴	using the brainstorming strategy on vocabulary components? 4. What impact did you receive by using the brainstorming strategy on language components? 5. What impact did you receive by using the brainstorming strategy on mechanics components?
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Blueprint of Document Sheet

No	Aspect
1	The profile of SMP Negeri 2 Pekalongan
2	Geographical location of SMP Negeri 2 Pekalongan
3	The situation of teachers and employees of SMP Negeri 2 Pekalongan
4	The organization structure of SMP Negeri 2 Pekalongan
5	The students assignment of seventh grade of SMP Negeri 2 Pekalongan

⁴ J.b. Heaton. *Writing English Language Test*. Newyork: Longman. 1998. p.144-148

APPENDIX 4

Transcript of interview with seventh grade teacher of SMP Negeri 2 Pekalongan

Informant identify (Teacher)

Respondent : Sumiyati, S.Pd

Date : Monday, May 7 2024

Time : 10.00 WIB

Question of teacher

Researcher : What do you think about the brainstorming strategy?

Informant : The Brainstorming strategy is actually a good strategy to use because it can make students more active and enthusiastic about thinking together, especially when done in groups

Researcher : Is brainstorming strategy effective for learning writing in class?

Informant : I think that as long as I teach using this strategy, brainstorming is quite effective for teaching writing.

Researcher : What are the advantages and disadvantages of the brainstorming strategy used in the writing teaching process?

Informant : The advantage of this strategy is sis mmm that many students can finally express their thoughts and feelings freely by writing without fear of being blamed by the teacher, then if this strategy is carried out in groups, they can add new insights or ideas by discussing with their groupmates and also add new vocabulary. But, every advantage must have disadvantages, but not many sis, maybe only sometimes there are some groups that are noisy so that they disturb other groups so that the class atmosphere is not conducive, and sometimes the learning time is lacking so that they haven't had time to discuss together

Researcher : What problems or difficulties were encountered during the teaching and learning process in using the brainstorming strategy?

Informant : Yes, there are some difficulties that I have experienced in using this strategy, for example, when they discuss with their groups, there are one or two students who are just silent without helping their group members because they don't care about their grades even though I have required every student to write and express their ideas even though it is done in groups. Because this strategy is used for teaching writing not directly discussed together in class, it takes quite a long time so sometimes the available lesson time is not enough to complete it, like that sis.

- Researcher : What impact did students receive by using the brainstorming strategy on content components?
- Informant : In writing, the content of writing is needed, well this strategy helps them because in the process they are required to think about the topic given so that when they get an idea they immediately develop it into a writing, so yes there is an effect
- Researcher : What impact did students receive by using the brainstorming strategy on organizations components?
- Informant : The impact of the organization itself is quite impactful for students, when I read the results of their writing, the writing can be understood, although sometimes there are a few sentences that are not good, but yes, the name learning must be a process
- Researcher : What impact did students receive by using the brainstorming strategy on vocabulary components?
- Informant : Of course, in terms of vocabulary, this strategy has an impact. Students will definitely add new vocabulary because when writing down their ideas then there are some words they don't know they will find out by asking friends or teacher so that it adds to the vocabulary dictionary in their heads
- Researcher : What impact did students receive by using the brainstorming strategy on language use components?
- Informant : In composing sentences, the use of language is needed so using this strategy has an effect on them because they learn to compose sentences properly and correctly even though not all sentences made by students are not in accordance with grammatical rules
- Researcher : What impact did students receive by using the brainstorming strategy on mechanics components?
- Informant : It has an effect on them, because I as a teacher also often teach them how to write writing mechanics such as punctuation, as a result they often apply it when writing

Transcript of interview with seventh grade students of SMP 2 Negeri
Pekalongan

Informant identify (Student)

Respondent : Alkiandra Novista (AN)
Amanda Mutia (AM)
Deka Krista Pratama (DKP)
Hanum Sasmita Putri (HSP)
Indah Nurmala (IN)

Date : Wednesday, May 8 2024

Time : 10.00 WIB

Question of students

Researcher : Menurut pendapatmu strategi brainstorming itu bagaimana?

Informant : Buat saya, ini strateginya bagus kak membantu saya menemukan gagasan baru. (AN)

Menurut aku, strategi ini menarik kak, apalagi dilakukan dalam kelompok jadi lebih mudah. (AM)

Strateginya bagus dan lebih mudah dipraktikkan. (DKP)

Menurut saya, strategi ini bagus dan menarik. jadi ningkatin kosakata. (HSP)

Menurut aku, strategi brainstorming menyenangkan dan gak sulit mbak kalau dilakukan sama kelompok. (IN)

Researcher : Apakah kamu kesusahan waktu guru mengajar bahasa Inggris menggunakan strategi ini? Jika iya coba jelaskan!

Informant : Itu dari teman kak, kadang ada yang berisik di kelas terus ngganggu saya lagi mikir, ya jadi saya kadang kesel." (AN)

Bingung soalnya aku gak bisa bahasa Inggris kak, jadi aku gak tau mau nulis apa, tapi aku bisa bahasa Indonesia, jadi kadang tanya sama temen kelompokku yang tau bahasa inggrisnya dari kata yang aku gak tau." (AM)

Waktu diskusi kelompok saya pikirnya lama jadi sering keduluan sama temen yang lain kak" (DKP)

Kesulitannya saya bingung nyusun kalimat dibahasa Inggris tuh gimana." (HSP)

Susahnya aku gak hafal banyak kosakata mbak terus aku kandang malu mau nanya sama guru." (IN).

Researcher : Ada tidak pengaruhnya saat menulis, waktu guru menggunakan strategi ini dalam mencari ide atau mengembangkan ide? Coba jelaskan! (content component)

Informant : Ada kak pengaruhnya, saya jadi bisa ngembangin ide. (AN)

- Pengaruhnya ada kak, aku belajar nyari ide dan ngembangin menjadi tulisan, tapi agak susah. (AM)
- Ya tentu, strategi ini membantu saya nyusun kalimat dari ide-ide yang saya pikirkan kak. (DKP)
- Ada sedikit pengaruhnya sih kak, saya bisa menulis dalam bahasa Inggris dari apa yang saya pikirin dikepala saya, tapi kadang saya harus tanya sama teman. (HSP)
- Strategi ini membuat aku semangat untuk diskusi sama teman kelompok mbak. (IN)
- Researcher : Ada tidak pengaruhnya saat menulis, waktu guru menggunakan strategi ini dalam menyusun kalimat dari ide yang sudah kamu pikirkan? Coba jelaskan! (organizations components)
- Informant : mmh, ada pengaruhnya sih kak, karena karena kita sering nulis jadi lama kelamaan terbiasa. (AN)
- Pengaruhnya ke tulisan lumayan bagus kok kak. (AM)
- Ya, waktu saya baca tulisan saya, kadang saya hapus lagi kalau gak suka terus saya buat lagi. (DKP)
- Pemahaman saya tentang penulisan kalimat yang baik jadi ningkat kak. (HSP)
- Menurut saya sih lumayan mbak karena aku sering nulis terus suka jadi saya belajar nyusun kalimat bagus. (IN)
- Researcher : Ada tidak pengaruhnya saat menulis, waktu guru menggunakan strategi ini dalam peningkatan kosakata bahasa Inggris? Coba jelaskan! (vocabulary components)
- Informant : Iya kak, tadinya kan saya gak tau kata-kata bahasa Inggris terus saya cari nanya sama guru/teman kelompok. (AN)
- Ngaruh si kak, dari yang tadinya aku gak tau kosakata ini jadi tahu arti kosakatanya. (AM)
- Pengaruhnya ada kak, jadi banyak kosakata yang saya tau terus jadi tau. (DKP)
- Iya kak ngaruh, jadi misalnya saya gak tau ini artinya apa, jadi tau. (HSP)
- Pengaruhnya ke kosakata, menurut aku strategi ini buat aku menambah kosakata baru sih mbak. (IN)
- Researcher : Ada tidak pengaruhnya saat menulis, waktu guru menggunakan strategi ini dalam penggunaan bahasa yang benar yang kamu gunakan untuk menulis kalimat? Coba jelaskan! (language use components)

- Informant : Lumayan ngaruh kak, soalnya kita disuruh nulis jadi kita juga belajar bahasa yang bener biar waktu nulis kalimatnya nyambung. (AN)
 Iya, jadi dari strategi ini kita berusaha menyusun kalimat yang bagus dengan tema/topik yang dikasih sama guru kak.(AM)
 Ngaruh sih kak, bahasa yang dipakai kan harus sesuai sama kalimatnya ya jadi saya bisa nyusun kalimat yang bener. (DKP)
 Berpengaruh kak, saya jadi lebih tau bahasa yang bener untuk buat kalimat waktu nulis. (HSP)
 Menurut aku, aku jadi tau cara nyusun kalimat pakai bahasa yang baik dan benar mbak. (IN)
- Researcher : Ada tidak pengaruhnya saat menulis, waktu guru menggunakan strategi ini dalam penggunaan tanda baca kalimat dalam penulisanmu seperti titik, koma, dll? Coba jelaskan! (mechanic components)
- Informant : Berpengaruh kak, saya jadi sering pakai tanda baca yang bener waktu nulis. (AN)
 Ya, cukup ngaruh kak karena biasanya aku nulis gak pakai tanda titik dan koma terus jadi pake itu kak. (AM)
 Menurut saya ngaruh buat saya yang kurang merhatiin tanda baca di tulisan saya. (DKP)
 mmh, ada ngaruhnya sih kak, karena karena kita sering nulis jadi ngerti tentang tanda baca didalam kalimat. (HSP)
 Tulisan aku jadi bisa dipahamin sama guru aku mbak karna pakek titik dan koma. (IN)

APPENDIX 5

Gambar 1. Kegiatan Belajar Bahasa Inggris dengan Strategi Brainstorming



Gambar 2. Wawancara dengan guru bahasa Inggris kelas 7 SMP Negeri 2 Pekalongan



Gambar 3. Wawancara dengan siswa kelas 7
SMP Negeri 2 Pekalongan



Gambar 4. Wawancara dengan siswa kelas 7
SMP Negeri 2 Pekalongan



Gambar 5. Wawancara dengan siswa kelas 7
SMP Negeri 2 Pekalongan



Gambar 6. Wawancara dengan siswa kelas 7
SMP Negeri 2 Pekalongan



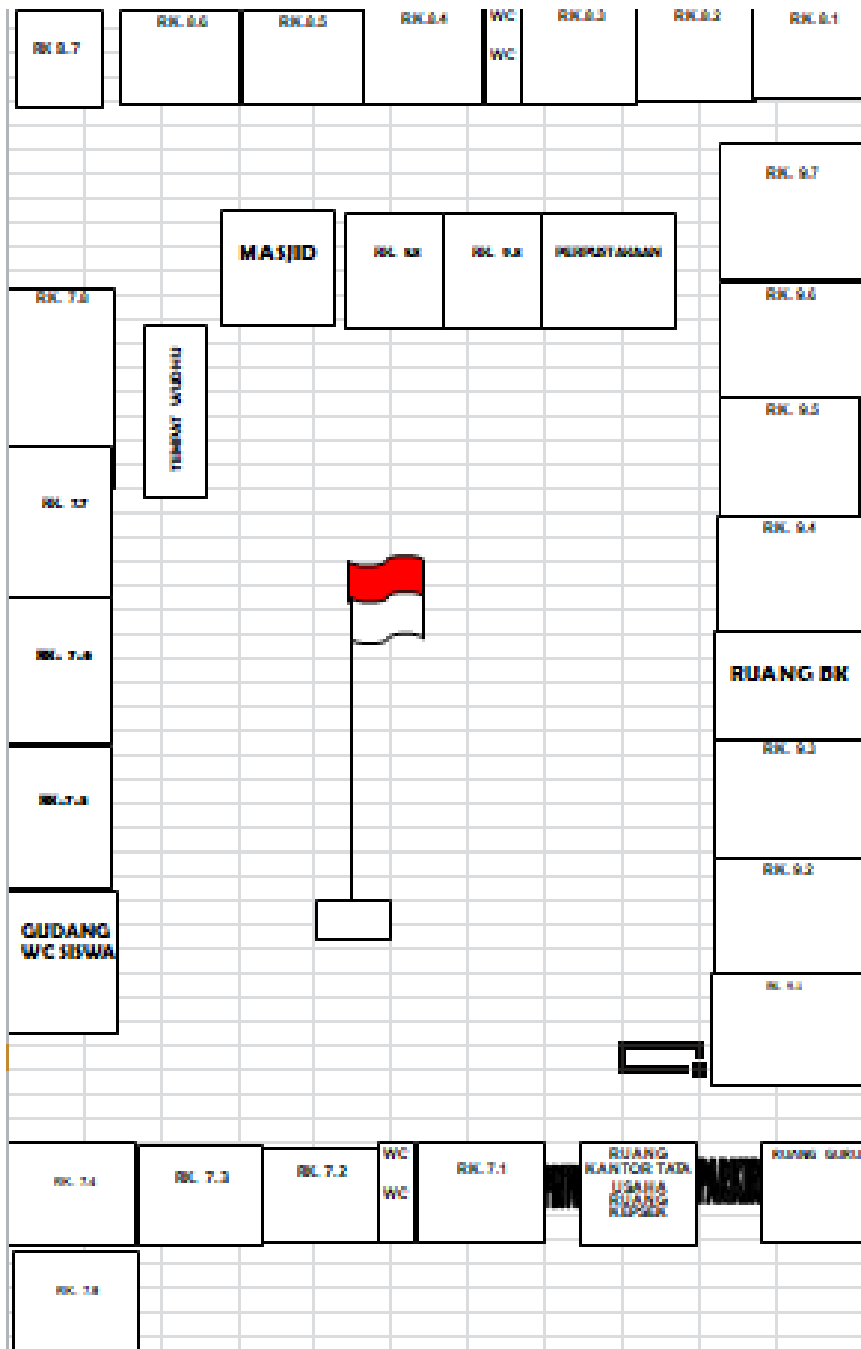
Gambar 7. Wawancara dengan siswa kelas 7
SMP Negeri 2 Pekalongan

APPENDIX 6

1. The Profile of SMP Negeri 2 Pekalongan

1. Identitas Sekolah			
1 Nama Sekolah	:	UPTD SMP NEGERI 2 PEKALONGAN	
2 NPSN	:	10812295	
3 Jenjang Pendidikan	:	SMP	
4 Status Sekolah	:	Negeri	
5 Alamat Sekolah	:	Jl. swadaya Gondangrejo	
RT / RW	:	30	/ 19
Kode Pos	:	34391	
Kelurahan	:	Gondang Rejo	
Kecamatan	:	Kec. Pekalongan	
Kabupaten/Kota	:	Kab. Lampung Timur	
Provinsi	:	Prov. Lampung	
Negara	:	Indonesia	
6 Posisi Geografis	:	-5,083	Lintang
		105,3764	Bujur
3. Data Pelengkap			
7 SK Pendirian Sekolah	:	B.234/03-SK/2021	
8 Tanggal SK Pendirian	:	2021-06-04	
9 Status Kepemilikan	:	Pemerintah Daerah	
10 SK Izin Operasional	:	420/1393/02.SK.02/2021	
11 Tgl SK Izin Operasional	:	2021-08-12	
12 Kebutuhan Khusus Dilayani	:		
13 Nomor Rekening	:	4160005000955	
14 Nama Bank	:	BPD LAMPUNG...	
15 Cabang KCP/Unit	:	BPD LAMPUNG CABANG SUKADANA...	
16 Rekening Atas Nama	:	SMPN2PEKALONGAN...	
17 MBS	:	Ya	
18 Memungut Iuran	:	Tidak	
19 Nominall/siswa	:	0	
20 Nama Wajib Pajak	:	SMP NEGERI 2 PEKALONGAN	
21 NPWP	:	004150223321000	
3. Kontak Sekolah			
20 Nomor Telepon	:	082185552119	
21 Nomor Fax	:		
22 Email	:	smpn2_pekalongan@yahoo.co.id	
23 Website	:	http://	

2. Classrom floor plan of SMP Negeri 2 Pekalongan



APPENDIX 7

The Student Assignment

No. _____
Date: _____

Nama Kelompok :

- IMDAH NURMALA

- KETSTIA FARAFIDINA

kelas : 7.5

Topic :

1 Think of one room on your school!

2 Mention the object and describe the activity in the room!


Jawaban :

1 The name of the room : mosque

2 The size : big

3 The object : clock, a place for prayer tool, prayer mats, mukarna, al-quran

4 The Activity : In the mosque we can pray and read the quran together, clean the mosque together, or something there a pengajian.



No. _____
Date: _____

Nama Kelompok : 1. Amarella Matic

2. Melia Dia Khatir

kelas : 7.5

Topic :

1. Think of one room in your school!


2. Mention the objects and describe the activity in the room!

1. The name of the room : library

2. The size : medium

3. The object : chairs, tables, bookshelves, books, windows

4. The activity : we can borrow textbooks, we can also study in the library and read books from subjects such as English books, cultural arts books, social science books and many more



No. _____
Date: _____

Nama kelompok : - Alfino Bilyardi - Fattir Zuryah
 Kelas : 7.5

Topik

1. Think of one room in your school!
 2. Mention the objects and describe the activity in the room!

1. The name of the room : classroom
 2. The size : big
 3. the object : ~~tables~~, chairs, doors, windows, whiteboard, fan, and photo of the president.
 4. the activity : The usual activities in class are learning with the teacher and friends, if there is no teacher we often talking with friends, cleaning the classroom, and there are friends ~~who~~ eat lunch in class.

No. _____
Date: _____

Nama Kelompok : 1. Dika Krista Pratama
 2. Wahyu Apransyah
 kelas : 7.5

Topik

1) Think of the one room in your school!
 2) Mention the objects and describe the activity in the room!

1. The name of the room : canteen
 2. The size : small
 3. the object : tables snacks fidge
 4. the activity : the canteen have a snacks, so we can buy and eat during breaks, talk to friends and relax waiting for class time to start.



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5219/In.28/J/TL.01/12/2023
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 Kepala SMP NEGERI 2
 PEKALONGAN
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Anis Hamidah**
 NPM : **2001052001**
 Semester : **7 (Tujuh)**
 Jurusan : **Tadris Bahasa Inggris**
 Judul : **AN ANALYSIS OF BRAINSTORMING STRATEGY ON
 TEACHING WRITING AT THE SEVENTH GRADERS OF
 SMP NEGERI 2 PEKALONGAN**

untuk melakukan prasurvei di SMP NEGERI 2 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvei tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Desember 2023
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN
UPTD SMP NEGERI 2 PEKALONGAN

Alamat : Jl. Swadaya 32 Gondangrejo Kec. Pekalongan Kabupaten Lampung Timur.KP. 34391
NPSN : 10812295 NSS : 201120203422



SURAT KETERANGAN IZIN RISET/PENELITIAN

Nomor : 071/144/11/SMPN-2/PKL/2023

Menindaklanjuti surat dari Institut Agama Islam Negri Metro Nomor : B-5219/In.28/J/TL.01/12/2023, tentang Izin Prasurvey, dengan ini Kepala SMP Negeri 2 Pekalongan memberikan izin kepada :

Nama	: ANIS HAMIDAH
NPM	: 20011052001
Jurusan	: S1 Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "AN ANALYSIS OF BRAINSTORMING STRATEGY ON TEACHING WRITING AT THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN" di SMP Negeri 2 Pekalongan.

Demikian surat keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Pekalongan, 18 Desember 2023
Kepala Sekolah,

HAFZON EXAPUTRA, M.Pd
NIP. 19690810 199702 1 002



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anis Hamidah
NPM : 2001052001


Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 11/3/2024	✓	- Revise the mistyping. - Do the pre-survey then tell the result. - Write in complete term: Brainstorming strategy	
2	Jumat 8/3/24	✓	- Research Question / - Benefits / - prior research / revise & complete	
3	Kabon 13/3/24	✓	definition of variables	

Mengetahui
Ketua Program Studi TBI


Dr. Much. Zenia, M.Pd.B.I
NIP. 19880208199031006

Dosen Pembimbing


Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2001



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Hamidah
 NPM : 2001052001

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jumat 15/3-2023	✓	write the source!	
5.	Senin 18/3-2023	✓	write the number of students bibliography use the English - write books	
6.	Rabu 20/3-2023	✓	Revision is OK ACC for seminar	

Mengetahui
 Ketua Program Studi TBI

Dr. Muchlis Djalil, M.Pd.B.I
 NIP.19620424 1999032001

Dosen Pembimbing

Dra. Umi Yawisah, M.Hum
 NIP.19620424 1999032001



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APPROVAL PAGE

Title : AN ANALYSIS OF BRAINSTORMING STRATEGY IN
TEACHING WRITING OF THE SEVENTH GRADERS OF
SMP NEGERI 2 PEKALONGAN

Name : Anis Hamidah
NPM : 2001052001
Department : English Education Department
Faculty : Tarbiyah and Teacher Training

APPROVED BY:


To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher
Training of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education
Department



Dr. Much Deinitar, M.Pd.B.I.
NIP. 198803082015031006

Metro, 21 March 2024
Sponsor



Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Anis Hamidah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

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

Name : Anis Hamidah
NPM : 2001052001
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : TBI
Judul : AN ANALYSIS OF BRAINSTORMING STRATEGY IN
TEACHING WRITING OF THE SEVENTH GRADERS
OF SMP NEGERI 2 PEKALONGAN

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian
harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Ketua Prodi Tadris Bahasa Inggris,



Dr. Much Dinalar, M.Pd.B.I.
NIP. 1988030819915031006

Metro, 21 March 2024
Dosen Pembimbing,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Seminar
of Anis Hamidah**

To:
The Honorable the Dean of Faculty Tarbiyah and Teacher Training
of State Islamic Institute (IAIN) of Metro


Assalamu'alaikum Wr. Wb.

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

Name : Anis Hamidah
St. Number : 2001052001
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF BRAINSTORMING
STRATEGY IN TEACHING WRITING OF
SEVENTH GRADERS OF SMP NEGERI 2
PEKALONGAN

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

Wassalamu'alaikumWr. Wb.

The head of English Education
Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198809082015031006

Metro, 21 March 2024
Sponsor


Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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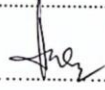
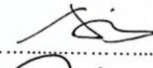
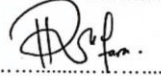
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RATIFICATION PAGE

No:

The Research Proposal entitled: AN ANALYSIS OF BRAINSTORMING STRATEGY IN TEACHING AND LEARNING WRITING OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN, written by: Anis Hamidah, Student Number: 2001052001, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, April 05th 2024 at 08.00 – 09.30 WIB.

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Nama : Anis Hamidah
NPM : 2001052001

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 29/4-2024	✓	Acc for research instrument	

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Ketua Program Studi



Dr. Much Densitury, M.Pd., B.I
NIP. 19880308201505006

Dosen Pembimbing

Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anis Hamidah
NPM : 2001052001

Program Studi : TBI
Semester : VIII

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1	Jumat 31/5 - 2024	✓	TYPOS → Revisi Revisi originality + Revisi	
2	Senin 3/6 - 2024	✓	abstract → Revisi acknowledgment table of contents	
3	Rabu 5/6 - 2024	✓	Chapter 2 → elaborate	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Damiatur, M.Pd.,B.I
NIP. 98803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001



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NPM : 2001052001

Program Studi : TBI
Semester : VIII

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4	Jumat 7/6 - 2024	✓	Chapter 3 → operasi	
5	Senin 10/6 - 2024	✓	Chapter 4 → write these content chapter to the research	
6	Kamis 13/6 - 2024	✓	revisi is OK ACC for management	

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Dr. Much Deiniatur, M.Pd., B.I
NIP. 08803082015031006

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Dr. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001



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Nama	: Anis Hamidah
NPM	: 2001052001
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF BRAINSTORMING STRATEGY IN TEACHING AND LEARNING WRITING OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN

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Metro, 03 Mei 2024
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Perihal : **IZIN RESEARCH**

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Sehubungan dengan Surat Tugas Nomor: B-2092/In.28/D.1/TL.01/05/2024, tanggal 07 Mei 2024 atas nama saudara:

Nama : **Anis Hamidah**
NPM : **2001052001**
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 2 PEKALONGAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF BRAINSTORMING STRATEGY IN TEACHING AND LEARNING WRITING OF THE SEVENTH GRADERS OF SMP NEGERI 2 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Mei 2024
Wakil Dekan Akademik dan
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Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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Pada Tanggal : 07 Mei 2024

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NPM : 2001052001
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : *AN ANALYSIS OF BRAINSTORMING STRATEGY
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Anis Hamidah, S. Ag., S. Hum., M.H., C.Men.
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NPM : 20010512001
Program Studi : Tadris Bahasa Inggris (TBI)

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Metro, Juni 2024

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D. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

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CURRICULUM VITAE



The name of the researcher is Anis Hamidah. She is usually called Anis. She was born on October 16th 2000 in Tulang Bawang. The researcher is the last daughter of the couple Sutrisno and Sumilih. She also has an older brother named Amir Mahmud. She lives in East Rawajitu, Tulang Bawang.

The researcher graduated from SDN 01 Bumi Dipasena Jaya in 2013. Then she continued her education and graduated from SMPN 1 Rawajitu Timur in 2016. Then she studied again at SMKN 1 Metro and graduated in 2019. Currently she is studying as an English Education Study Program student at IAIN Metro.