AN UNDERGRADUATE THESIS

THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENTS' WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLINGGO

BY :

SUSI LESTARI

Student's Number : 0735897

Tarbiyah Department

English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)

OF JURAI SIWO METRO

1433 H / 2011 M

THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENTS' WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLINGGO

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

BY :

SUSI LESTARI
Student's Number : 0735897

Tarbiyah Department
English Education Study Program

Sponsor : Drs. Kuryani, M.Pd
Co-sponsor : Masykurillah, S.Ag.MA

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1433 H / 2011 M

THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENTS WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLINGGO

ABSTRACT

BY:
SUSI LESTARI

Menulis merupakan salah satu dari empat kecakapan bahasa (mendengar, berbicara, membaca dan menulis) yang harus dikuasi oleh siswa. Ini terkadang sering diabaikan, dimana untuk melakukannya terdapat beberapa faktor antara lain seperti membutuhkan waktu pengoreksian, motivasi yang rendah, keterbasan waktu untuk belajar menulis dan kurangnya strategi pembelajaran yang digunakan.

Populasi dari penelitian ini terdiri dari 80 siswa yang dibagi menjadi 3 kelas. Sehingga peneliti mengambil sample 1 kelas terdiri dari 30 siswa yang ditentukan dengan menggunakan teknik cluster sampling. Instrument yang digunakan dalam penelitian ini adalah test (pre- test and post- test). Untuk menganalisis data, penulis menggunakan rumus Chi Quadrat.

Setelah menganalisis data penulis mengemukakan hasil analysis data adalah "X^2 hit" = 17, 59 > 5, 991 pada signifikansi 0,05 atau 17,59 > 9,210 pada signifikansi 0,01. Hasil dari studi ini adalah ditunjukan pada kesimpulan distribusi frekuensi pre-test 10% dari 3 siswa untuk kelas lebih dari 94-80 dalam kategori tinggi, 20% dari 6 siswa untuk kelas 79-65 dalam kategori sedang, kemudian 70% dari 21 siswa untuk kelas 64-50 dalam category rendah.

Hasil distribusi frekuensi post-test 50% dari 15 siswa untuk kelas lebih dari 94-80 dalam kategori tinggi, 30% dari 9 siswa untuk kelas 79-65 dalam kategori sedang, kemudian 20% dari 6 siswa untuk kelas 64-50 dalam category rendah. Itu menunjukkan ada pengaruh dari pre-test dan post-test. Berarti brainstorming strategi mampu meningkatkan writing siswa.

Berdasarkan hasil analisis data, penulis mengetahui bahwa "X^2hit" = 17,59 dan "X^2tabel" =5,991 pada 0,05 atau 9,210 pada 0,01. Itu berarti X^2hit adalah lebih tinggi dari pada X^2tabel. Oleh karena itu, dapat disimpulkan Hi diterima. Ini berarti bahwa ada pengaruh yang positif dari brainstorming strategy terhadap menulis paragraph deskriptive siswa kelas VIII SMP Muhammadiyah I Purbolinggo.

THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENTS WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLING

ABSTRACT

BY:
SUSI LESTARI

Writing as one of four language skills (listening, speaking, reading, and writing) must be mastered by the students. It is often ignored, this may be doing to a number of factors, such as time consuming of correcting, low motivation, limited time to study writing and lack of teaching technique used. These factors make the English teacher mostly neglect to teach writing.

The objectives of this research were the total population in this research was 80 students who are divided into 3 classes. So that the research takes on the sample I class consist 30 students have established use to cluster sampling technique. Instrument in this research used test (pre- test and post- test).To analyzed the data, the research was used the formula Chi-Quadrant.

After analyzing the data writer found the result of data analysis X^2 bar = 17, 59 > 5, 991 in 0,05 significance or 17,59 > 9,210 in 0,01 significance. The result of the study was shown in the following conclusions it can be seen that frequency distribution pre-test were: 10% of 3 student's 94-80 in high category, and then 20% of 6 student's 79-65 in fair category, after that 70% of 21 the student's 64-50 in category low. It means that the student's writing low category.

The frequency distributions at the result of post-test were: 50% of 15 student's 94-80 in high category, and then 30% of 9 student's 79-65 in fair category, after that 20% of 6 the student's 64-50 in category low. Show that there is influence from the pre-test and post-test. It is clear that brainstorming strategy will be able to increase the students writing descriptive paragraph.

According the result of data analysis, the researcher knows that: "X^2bar" = 17,59 and "X^2table" =5,991 in 0,05 or 9,210 in 0,01. It means that "X^2bar" is higher than "X^2table". Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means there is any positive and significant influence of brainstorming strategy toward students' writing descriptive paragraph among the eighth graders of junior high school at Muhammadiyah I Purbolinggo.

The Title	: THE INFLUENCE Of BRAINSTORMING STRATEGY TOWARD STUDENTS' WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLINGGO
Name	: Susi Lestari
Students' Number	: 0735897
Study Program	: English Education
Department	: Tarbiyah

APPROVED BY:

To be examined (Munaqosah) in Tarbiyah Department State Islamic College (STAIN) of Jurai Siwo Metro.

Sponsor	Co-Sponsor
Drs. Kuryani, M.Pd	**Masykurillah,S.Ag, M.A**
NIP.19620215 199503 1 001	NIP. 19711225 20000 1 001

Dean,

Drs. M.Hariplish, MA
NIP. 19661009 199703 1 002

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO
(STATE ISLAMIC COLLEDGE OF JURAI SIWO MERO)
Jl. KH. Dewantoro 15A Iringmulyo Kota Metro, Phon. 0725 41507

RATIFICATION PAGE

No. Sti.13/S/0247/2011

The undergraduate thesis entitle: THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENTS' WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH I PURBOLINGGO EAST LAMPUNG written by SUSI LESTARI, Student's Number 0735897, English Education Program, has been examined (munaqosah) in Tarbiyah Department on Wednesday, December 7, 2011.

BOARD OF EXAMINER:

Chairperson	: Drs. Kuryani, M. Pd.	(.....)
Secretary	: Zusy Aryanti, M.A	(.....)
Examiner I	: Mukhtar Hadi, S.Ag.,MSi	(.....)
Examiner II	: Masykurillah, S.Ag., MA.	(.....)

PANITIA MUNAQOSAH SEKOLAH TINGGI AGAMA ISLAM NEGERI JURAI SIWO METRO

Principal,

Prof. Dr. Edi Kusnadi, M.Pd.
NIP. 19630711 1990031 003

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO

NOTA DINAS

Nomor :
Lampiran :
Perihal : Mohon di munaqosahkan skripsi saudari **Susi Lestari**

Metro, November 2011

Yth,
Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri
(STAIN) Jurai Siwo Metro
Di
Tempat

Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh :

Nama : SUSI LESTARI
NPM : 0735897
Judul : **The Influence of Brainstorming Strategy toward Students Writing Descriptive Paragraph among the Eight Graders of Junior High School at Muhammadiyah I Purbolinggo**

Sudah dapat kami setujui dan dapat kejurusan untuk dimunaqosahkan.
Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Sponsor

Drs. Kuryani, M.Pd
NIP.19620215 199503 1 001

Co-Sponsor

Masykurillah, S.Ag, M.A
NIP. 19711225 20000 1 001

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Alamat: Jln. Ki Hajar Dewantara Metro Timur Kota Metro

NOTA DINAS

Number :
Appendix :
Matter : **In Order to Hold the Munaqosah Of SUSI LESTARI**

Metro, November 2011

To: The Honorable,
The Head of Tarbiyah
Department State
Islamic College
(STAIN)
of Jurai Siwo Metro

Assalamu'alaikum, Wr. Wb.

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

Name	: SUSI LESTARI
Student number	: 0735897
Title	: THE INFLUENCE OF BRAINSTORMING STRATEGY TOWARD STUDENT'S WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH 1 PURBOLINGGO

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

Wassalamu'alaikum, Wr.Wb

Sponsor

Drs.Kuryani, M.Pd.
NIP. 196202151995031001

Co-Sponsor

Masykurillah, S.Ag,MA.
NIP. 197112200003001

HALAMAN ORISINAL PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: SUSI LESTARI
NPM	: 0735897
Program Studi	: Pendidikan Bahasa Inggris

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

Taman Bogo, november, 2011

Yang menyatakan,



SUSI LESTARI
NPM.0735897

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: SUSI LESTARI
Students' Number	: 0735897
Study Program	: English Education

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

Taman Bogo, November, 2011

The Writer,



SUSI LESTARI
NPM.0735897

MOTTO

.... يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ ﴿١١﴾

"Allah will rise up, to rank, those of you who believe and who have been granted knowledge"

(*Qs. Al Mujaadilah: 11*)

Take time to think, it is the source of power

(*Ary Ginanjar Agustian*)

DEDICATION PAGE

This undergraduated thesis would highly be dedicated to:

My beloved parents (Kadiman & Jumilah), Thanks for your loving, carrying, praying, and great support to finish my study.

I do love you.

Also my beloved brothers (Sukrisno, Slamet), my sister, (Suprapti), and my younger brother (Suryanto, S.Pd.I) who always support to me and prays to finish my study as soon as possible,

I love you very much.

My beloved cousins (Shinta, Metha and Desi) I love you deeply

My best friends of mine (Devi, Kncuz, Rini, Ulva, Eni, Hanif, Cimey) thanks for all.

The headmaster and English teacher in SMP Muhammadiyah I Purbolinggo who has advice, help during the research.

My beloved friends in STAIN Jurai Siwo Metro

My beloved Almamater State Islamic College (STAIN) of Jurai Siwo Metro.

ACKNOWLEDGEMENT

First of all, praise to Allah, the almighty, who has given human health and happiness and created all mankind in the best from. Shalawat and salam just to the best prophet Muhammad who has taught all moslem many knowledge based on the holy Qur'an and his tradition called sunnah.

The undergraduate thesis entitled: "THE INFLUENCE OF BRAINSTORMING TOWARD STUDENTS WRITING DESCRIPTIVE PARAGRAPH AMONG THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL AT MUHAMMADIYAH 1 PURBOLINGGO" is presented as the partial fulfillment of requirement for degree of sarjana pendidikan islam (S.Pd.I) in English education study program of state Islamic college (STAIN) of jurai siwo metro.

The writer would like to express his graduated especially to the sponsor Drs. Kuryani Utih,M.Pd and co-sponsor Masykurillah,S.Ag,MA, who have sincerely guided the writer to accomplish this research proposal in time. The writer also appreciated to her parents for all help and support.

With limitation of ability of the writer, still have many mistakes in writing and presentation items this proposal. Therefore, the writer apologizes and asks the suggestion. Hopefully this research proposal can be benefit to all of us properly.

Metro, November 2011

The writer



Susi Lestari

Npm.0735897

TABLE OF CONTENT

COVER i
TITLE ii
ABSTRAK iii
ABSTRACT iv
APROVAL PAGE v
RATIFICATION PAGE vi
NOTA DINAS vii
STATEMENT OF RESEARCH ORIGINAL viii
MOTTO ix
DEDICATION PAGE x
ACKNOWLEDGMENT xi
TABLE OF CONTENTS xii
LIST OF TABLE xv
LIST OF FIGURE xvi

CHAPTER I INTRODUCTION

A. Background of the Problem 1
B. Problem Identification 5
C. Problem Limitation 5
D. Problem Formulation 5
E. Objective and benefit of The Study 6

CHAPTER II THE THEORETICAL REVIEW

A. Theoretical Review 8
1. Writing Descriptive Paragraph 8
a. Concept of Writing Descriptive Paragraph 8

b. Writing types 13
c. Teaching Writing 15
2. The Concept of Brainstorming Strategy 16
a. Definition of Brainstorming strategy 16
b. Steps of Brainstorming 17
c. The benefit and advantages of brainstorming strategy 19
d. Procedure of teaching brainstorming strategy toward writing descriptive paragraph 20
3. The influence of brainstorming strategy toward students writing descriptive paragraph 22
B. Theoretical Framework and Paradigm 24
1. Theoretical Framework 24
2. Paradigm 24
C. Hypothesis Formulation 25

CHAPTER III RESEARCH MOTHODOLOGY

A. Research Design 26
B. Population, Sample and Sampling Technique 27
C. The Operational Definition of Variable 28
D. Data Collection Method 29
E. Research Instrument 33
F. Data Analysis Technique 41

CHAPTER IV RESULT OF THE RESEARCH

A. Description of Data 43
1. Research Setting 43
a. The History of Junior High School Muhammadiyah I Purbolinggo 43
b. The Profile 44

2. Research Data 47
B. Hypothesis Testing 53
C. Discussion 55
1. Interpretation of "x^2 bar" 56
2. Statistic Significance 56
D. Limitations of the Research 58

CHAPTER V CONCLUTION AND SUGGESTION

A. Conclusion 60
D. Suggestion 61

BILBIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table **page**

1. The Result of Pre- Survey of Writing in Junior High School of Muhammadiyah I Purbolinggo 3
2. Standard Assessment of Writing 31
3. Criteria of Writing Score 35
4. Student's Data in Last Four years 44
5. The Building of Muhammadiyah I Purbolinggo 45
6. The Data the other Rooms 45
7. The Data of the Teachers and Tata Usaha 45
8. Qualification of Teachers Based on Their Education Grade 46
9. The condition of Teachers and Official Employees in Junior High School of Muhammadiyah I Purbolinggo 46
10. The result of Pre-Test at The Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo 48
11. Frequency Distribution of Students' Score Pre-test 50
12. The Result of Post- test at The Eighth Graders Student By Using Brainstorming Strategy 51
13. Frequency Distribution of Students' Score Post-test 52
14. The Authentic Table of The Differences Between Pre- test and Post- test at The Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo 53
15. The Result of Data 55

CHAPTER I
INTRODUCTION

A. Background of The study

English is very famous in the international world. In Indonesia English has been introduced as a foreign language and it is also an important foreign language for absorbing language, developing science and building good relationship with other nations. In the past language was only taught to the students in junior high school and senior high school, but now English has been taught in elementary school as a local content and English is learned by the student's formal and informal school.

Human being use language as means of expressing ideas, feeling and expecting to the other. It also increases our knowledge, because throughout the world many references are written in English. That is why English is mostly learned by people from many countries, either as a second language or a foreign language.

In English there are language skills and language component that should be mastered by the English students. The language skills are listening, speaking , reading and writing, while the language components are vocabulary, spelling, pronunciation and structure , all of the language skills and the language component have close relationship one to another. The aim of teaching English as foreign language is to enable the student to use

the language in communication listening, speaking, reading, and writing. Learning language is learning how to communicate by using both oral form and written form based on language components.

The goal of teaching learning English at junior high school is that the students have language skills which include: listening, speaking, reading and writing. Writing is one of the language skills. It is also an important aspect in language learning. By writing, the student can express their feeling, and ideas. There are four types of writing which are narrative, descriptive, argumentation and exposition. In the junior high school the student must able to write descriptive paragraph. Many people transfer the information through writing, because through writing the information can be read more than one time by the recipient the writer intends to study about the student's ability in writing descriptive paragraph to this paper, because paragraph is part of writing.

Based on, the syllabus of The Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo. Especially, in writing competence explained:

1. Basic competence is expressing the meaning and rhetorical in very simple essay by using writing language accurately, fluently, complementally, related with surrounding environment in descriptive paragraph form.

2. Learning material discuss about writing descriptive paragraph.
3. Indicator are:
   a. To arrange the sentences became paragraph which a means in writing descriptive paragraph form.
   b. To write essay in descriptive form.

From the data of Pre-Survey at The Eighth Graders of junior high Schools at Muhammadiyah 1 Purbolinggo in the Academic Year of 2010/2011 shows the level of writing descriptive paragraph amount 30 students.

Table 1
The Result of Pre Survey of Writing SMP Muhammadiyah 1 Purbolinggo

No	Interval	Category	Frequency	Percentage
1	≥ 75	High	4	13,33%
2	64-69	Fair	9	30%
3	≤ 58	Low	17	56,66%
Total			30	100%

Source: The Result of the teacher archives, the eighth Graders at Muhammadiyah 1 Purbolinggo

Based on the table above, it means that among 30 students is 4 students (13, 33%) are included into high category ≥ 75, 9 students (30%) are included into fair, and 17 students (56, 66%) are included into low category ≤ 58. So, based on the table above, it can seen that students average was 56, 66 % shows that most of the students have not passed yet in

achieving the minimum mastery criteria (65) of the eighth grades at Muhammadiyah 1 Purbolinggo have low ability in writing descriptive paragraph.

It is the reason why the research in writing descriptive paragraph at Muhammadiyah 1 Purbolinggo becomes interesting. The writer has opinion caused more than 56, 66% students into low category in writing descriptive paragraph because the student did not understand about explanation strategy the teacher given to the student in order they can begin to write descriptive paragraph. Descriptive is to describing a particular person, place and things.

Based on the reason above, it show that the teacher's has been used the strategy is more effective. So the teacher choosing brainstorming strategy as alternative strategy because the students have difficulties improve their ideas in writing descriptive paragraph generally brainstorming strategy guide the students. They don't worry about neatness and correctness in writing ideas. So the writer has given brainstorming strategy to the students in write descriptive paragraph. Beside that the writer believes brainstorming strategy is interesting strategy to the student of junior high school to write descriptive paragraph.

In fact, the students of the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo have difficulties to write the descriptive paragraph.

B. Problem Identification

In line with the background above, the problems can be identified as follows:

1. The students writing descriptive paragraph is still low
2. The students use ineffective writing strategies
3. The students have low motivation in writing
4. The students find difficulties to develop their ideas
5. The teacher has not interesting strategies to teach writing

C. Problem Limitation

Based on the problem identification above, the writer makes the limitation of this research on the influence of brainstorming strategy toward students' writing descriptive paragraph. The subject of this research is The Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo in the Academic Year of 2010/2011.

D. Problem Formulation

Based on the background of study and problem identification above, the problem in this research can be stated by formulation as follow:

1. Is there any positive and significant influence of brainstorming strategy toward students writing descriptive paragraph among the Eighth Graders

of Junior High School at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011?

2. What is level of brainstorming strategy toward students writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011?

E. Objective and Benefit Of The Study

1.The objective of the study

Basically, the objective of this study is as follow:

a. To know if there is any positive and significant influence of brainstorming toward students writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo.

b. To know how level of influence of brainstorming toward students writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo.

2.Benefit of the study

a. For the student

1) To enable the students to use brainstorming strategy in writing.

2) To enable the students to write descriptive paragraph easily.

b. For the teacher

1) To give input to the teacher in order to teach English better.

2) To give information about the importance of descriptive paragraph.

c. For the head master

1) The headmaster should support the English learning process by the preparing the facilitation and instrument completely.

2) The headmaster is recommended to make the further research about improving the students' performance in writing.

CHAPTER II

REVIEW OF RELATED THEORY

A. Theoretical Review

1. Writing Descriptive Paragraph

a. Concept of Writing Descriptive Paragraph

According to Siahaan, "Writing is a psychological activity of the language user to put information in the written text".[1] It means that the people who want to write they use their mind to take the information on the text.

Etymologically, the word" writing" is derived from word" write" and it can be defined as:

1) Make letters or number or surface, especially with a pen or pencil.

2) Produce something in written form so that people can read, perform or use it.[2]

While Jordan states that "writing is method of human intercommunication by means of conventional visible mark." It means that writing is media communication and transfers the information of writer's mind into mark or symbol that can be known by the reader.

---

[1] Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graham Ilmu, 2008), p. 215

[2] Oxford University, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Express, 1995), p. 1382.

Brown states a simplistic of writing would assume that writing language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.[3]

Furthermore Siahaan states that writing skill is also realize by reader ability to apply the role of language to transfer information effectively, and writing ability includes all the correct grammatical aspects of the language.[4] It can be assumed that writing is the writer's productive language skill to communication or to transfer the information effectively.

As one of the four basic skills of language, writing is important because it constitutes the clarification of someone through and feeling, the students through this skill can explore their own thinking, various feeling, and also the concept by using word and papers. In writing indeed, the students can express their ideas through, and fact in well-formed structure.

In writing we know about text, paragraph, phrase, clause, and word. Than what is paragraph? Paragraph is a piece of written text. It

---

[3] H. Douglas Brown, *Teaching by Principle*, (San Francisco State University, 2001),p.335
[4] Sanggam Siahaan, *The English Paragraph* , (Yogyakarta: Graha ilmu, 2008),p.2

contains several sentences.[5] Furaidah states that "a paragraph is a group of related sentences that develop one main idea or one main topic". The length of a paragraph varies and depends on the complexity or simplicity of the idea that is discussed in the paragraph. A complex idea may need long discussion, thus a longer paragraph. The number of sentences is not important; however, the paragraph should be long enough to develop the main idea or topic clearly. [6]

A paragraph may be classified as the follow:

a. Topic Sentence

The topic sentence is the introductory part of a paragraph. It is the most important part of paragraph. It introduces the main topic of the paragraph in addition that; it introduces the controlling idea of the paragraph.[7]

b. Supporting Sentence

A supporting sentence is a data of the topic sentence. It is any information about the topic sentence. It is related to the main topic and the controlling idea which are introduced by the topic sentence. A

[5] Siahaan,Ibid.,p.5
[6] Furaidah, et.al. *Advanced Writing*, Jakarta UT, 2007.p.1.3
[7] Siahaan, *Op.Cit.*,p.21

supporting sentence is then any information which functions to develop the topic sentence.[8]

c. Concluding sentence

Concluding sentence is the last part of a paragraph. A concluding sentence does not state a completely new idea. So the sentence is a single sentence which closes the development of a paragraph.[9] It means that a good paragraph has clear topic sentence and supporting sentences that explain and support the topic sentence. The concluding sentence closes the paragraph.

In addition to those three elements, a good paragraph also has two other elements. They are:

1. Unity

Unity is one of the logical aspects of a good paragraph. It refers to the type of the supporting sentences used in paragraph. It refers to the relevant data used in the paragraph. This aspect can be improved before, while, and after writing the draft of the paragraph. The paragraph unity is the use of the relevant supporting sentences to elaborate the topic sentence in paragraph.[10]

---

[8] Ibid.,p.34
[9] Ibid.,p.85
[10] Siahaan, *Op.Cit.*,p.93

2. Coherence

Coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in sentences in the paragraph. The logical order or arrangement of sentences depends on your purpose of writing paragraph. Besides that, the sentences in your paragraph must also flow smoothly. Smooth flow refers to how well your ideas move from sentence to sentence.

In the research takes one of the writing types used is descriptive paragraph. A descriptive paragraph is a paragraph that describes a particular person, place, and thing. It means that descriptive paragraph is able to provide the factual information. The object can be anything. It can be a concrete object such as a person, or animal, or a plan or etc. This type of paragraph consists of two main parts identifications and description.

a. Identification

It identifies a particular person, place, or thing to be described. The identification can be in the form of definition.

b. Description

It contains subtopics they describe parts, qualities or quantities and characteristic. It means that is able to provide detail information about

the particular things in other to make the readers understand what researcher means.

Description is said to be a word painting. [11] In writing, description is considered to be the basic of any types of writing: narration, exposition, and argumentation. The description is used only to assist the author in his larger purpose of informing or persuading the reader.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the writer should be able communicate her ideas or thought into the written language clearly, so it can be understood by the reader.

In conclusion, writing is very important to develop the students' performance in English because writing is one of the main parts in English.

b. Writing Types

According to wishon and burks defines there are four types of writing. They are:[12]

---

[11] Djoehana D. Oka.et.al, *Advanced Reading*, Jakarta: Universitas Terbuka, 2004,p.3.3

[12] George e. Wishon and Julia M. Burks, *Let's Write English*, Van Reinhold Ltd, Canada, 1980, p.378

1) Narration

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

2) Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It means that description helps the reader through her imagination to visualize a scene or a person to understand a sensation or an emotion.

3) Exposition

Exposition is used in giving information, making explanation and interpreting meaning. It used in combination with narrative, exposition supports and illustrate.

4) Argumentation

Argumentation is used in persuading and convincing. It is used to make a case or to prove or disprove a statement or preposition.

Based on the types of writing above, the researcher chooses descriptive writing because it based on the result of data pre-survey so the researchers believe it.

c. Teaching Writing

When considering how people life, we need to consider the similarities both are productive and active skill. But teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluate directly by the listener, but in writing the writer might have enough time to express the idea in written form.

Harmer states that:

> "Writing as a skill by far the most important reason for teaching writing, of course is that it is a basic language skill, just as important as speaking, listening and reading. Student needs to know how to write letters, how to put written reports together, how to reply to advertisements-and increasingly, how to write using electronic media. They need to know some writing's special conventions (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately." [13]

In addition to teaching writing there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement and coherence. Teaching writing means that teaching language performance and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only

---

[13] Jeremy Harmer , *How To Teach English*. Longman, Malaysia,2001.p.79-80

to write sentence in paragraph but also to organize ideas in written form.

2. The Concept of Brainstorming Strategy

a. Definition of brainstorming strategy

In Oxford Advanced Learner's Dictionary the word "strategy" is defined as: the art of planning operations in war, exp of the movements of armies and navies into favorable position for fighting; skill in managing any affair.[14]

According to Galko, "Brainstorming is a way to some up with ideas withers alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them."[15] Then, in Wikipedia Brainstorming is by far the most widely used tool for creative thinking.[16] It means that the students must creative thinking in developing their idea of the topic given.

Moreover, oshima and hogue state brainstorming is a prewriting activity in which you come up with a list of ideas about a topic on your

---

[14] A.S, Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 1995,p.854

[15] Francine D. Galko, *Better writing Right Now*, Learning Express, New York, 2001, p.20.

[16] http://*www.directedcreativity.com/pages/BrainstormWeak*.html, November 26th 2010

own or in small group. You quickly write down a list of ideas that come to your mind as you are thinking about general subject or a specific topic.[17]

In the brainstorming process, we write down every single thing that exists or comes into our minds. When brainstorming, we simply write down our ideas in phrases or in single words, not in complete sentences. The phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech.[18] It can be assumed that before the writer make the sentences must write down as many ideas as they can.

Frame the brainstorming strategy in terms of prewriting, drafting, and revising stages.

b. Steps of Brainstorming

Oshima argues that the brainstorming steps:[19]

1) Write down general subject or specific topic.
2) Make a list of everything that comes to your mind about it.
3) Use word, phrase, or sentence. Don't worry about the order of ideas, mechanic, grammar, or spelling.

---

[17] Alice Oshima and Ana Hogue, *Introduction to Academic Writing*, Wesley Longman, 1997,p.68

[18] Bram Barly, *Write Well*, Kansius, Yogyakarta.1995,p.64

[19] Alice Oshima and Ana Hogue, loc.cit.,p.68

4) Just keep writing down whatever comes to your mind until your run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

It means that using our brainstorming to develop the topic or come up with more example and details. Beside that brainstorming process which is used to generate a large number of ideas and encourage creative thinking, smart thinking. With brainstorming creates new ideas, motivates and solves problem. All learners must participate in the brainstorming session understand and aggress the purpose of the session such as to formulate a new description about topic especial in process writing activity.

Furthermore, Brown and Hood state the steps of brainstorming strategy are, write about our ideas very quickly, don't worry about useful they will be, and don't worry about neatness and correctness.[20]

In addition, Rosenberg states that:[21]

1. Brainstorming

In the warm-up exercises, you practice brainstorming and discover to generate many ideas of a given topic even when your topic is very

---

[20] Kristine Brown and Susan Hood, *writing matters*, Cambridge University Press, Australia,1989,p.7

[21] Vivian M. Rosenberg, *Reading , Writing, & Thinking*, Random House Inc.,U.S.A.,1989.p74

general. You can use this strategy for any topic, jotting down whether notions occur to you. Try not to censor your ideas- just write them down in whatever scrambled order they occur. Later, you can choose which ones you want to deal with.

2. Focused Free Writing

Focused free writing will help you generate material to write about. After you decide on your topic, try ten minutes of focused on free writing. Begin writing whatever comes to mind about your topic.

3. Collecting Information and Ideas

If you don't know very much about the topic, you will have to collect information from library, look over books and journal article on the subject; or ask other people about the subject.

It can be inferred, brainstorming is strategy to generate many ideas, it can use for any topic. Then, write the ideas and choose which ones want to develop be a paragraph.

c. The Benefit and Advantages of Brainstorming Strategy

Brainstorming has benefits and advantages that include:[22]

1) Don't have to be a highly qualified expert or highly paid consultant to use it

[22] http://www.managers-net.com/*brainstorming*.html

2) Easy to understand
3) It is inexpensive
4) If controlled properly it is a quick way of generating ideas
5) Encourages creative thinking and smart thinking
6) Generates ideas and solutions that can be used elsewhere
7) Provides an opportunity for widespread participation and involvement

Based on benefits and advantages above, teacher given a motivation to write and build their brainstorming to helping them in writing.

d. Procedure of Teaching Brainstorming Strategy Toward Writing Descriptive Paragraph

Writing is usually considered as the most frustrating to master for the student who are learning English. Introduce descriptive writing to the students and link it to other writing activities that have taken place prior to this lesson. Also describe word choice links directly into descriptive writing. The students brainstorm for what they think descriptive writing is based on procedure follows:

1) The planning stage, the teacher designed the lesson plans and instructional materials.

2) The implementation stage, the teacher introduced the genre of topic descriptive paragraph.
3) Choose the one question (topic) from the study guide on which on the students are to write.
4) Before they begin their to write, they should get some ideas
5) Then, the students brainstorming their topic can begin with a word or phrase.
6) The students write intensively to generate on the topic into the sentence became paragraph.
7) After they finish their assignment, put it away for same time, when they look at it again, they may have new ideas. They classmate may help you find new ideas, too. Writing their paper again gives them the chance to improve their paper.

Based on the statements above, it clear that the teacher must be creative to find out and use an effective strategy to help the student especially, teaching by using brainstorming strategy. So if teaching strategy is interesting, of course, the students will be interested in writing descriptive paragraph.

3. The Influence of Brainstorming Strategy toward Students Writing Descriptive Paragraph

One popular activity is called "Brainstorming, in which a topic is introduced by the teacher or students, after which students call out ideas associated with the topic while the teacher or a student's write the ideas on the board or paper.[23]

Brainstorming is a relatively simple and cheap way of generating ideas. Although it can be done individually, it usually involves a group of people who are looking to generate ideas that will provide a sclution to a problem or situation. The aim is to generate as many ideas as possible that can then be evaluated at a later date.[24]

Writing is an important form of communication in day to day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Student can find it challenging to find ideas to include in their writing.

The descriptive is a genre of essay that asks the student to describe an object, person, place, experience, emotion, situation, etc. This genre

---

[23] Jerry G.Gebhard, *Teaching English as a Foreign or Second language*, (University of Michigan,1996), p.228

[24] Op.cit,.

encourages the student's ability to create a written account of a particular experience.

Paragraph writing is designed to help low intermediate students analyze model paragraph, find ideas for their writing, put their ideas into sentences, organize their sentences into paragraph, review their paragraph and revise their paragraph so that they become even stronger.[25] This process approach to writing will not only develop your student's paragraph writing skills, but will also encourage them to become independent and creative writers.

Dorothy states that;

> "The activities in each unit help students with a particular aspect of paragraph writing, such as brainstorming, writing topic sentence and developing paragraphs with supporting sentences. A unit's activities might also teach correct punctuation for academic writing and useful grammatical function for writing, such as conjunctions and transition expressions. The units also show students how to review their own and their classmate writing in order to make revisions".[26]

Based on the statements above, it can be assumed that brainstorming strategy given the influence to generate their ideas and learning in writing, especially in writing descriptive paragraph.

---

[25] Dorothy E Zemach & Carlos Islam, *Paragraph Writing from Sentence to paragraph*, Macmillan, p.5

[26] *Ibid.*,

B. Theoretical Framework and Paradigm

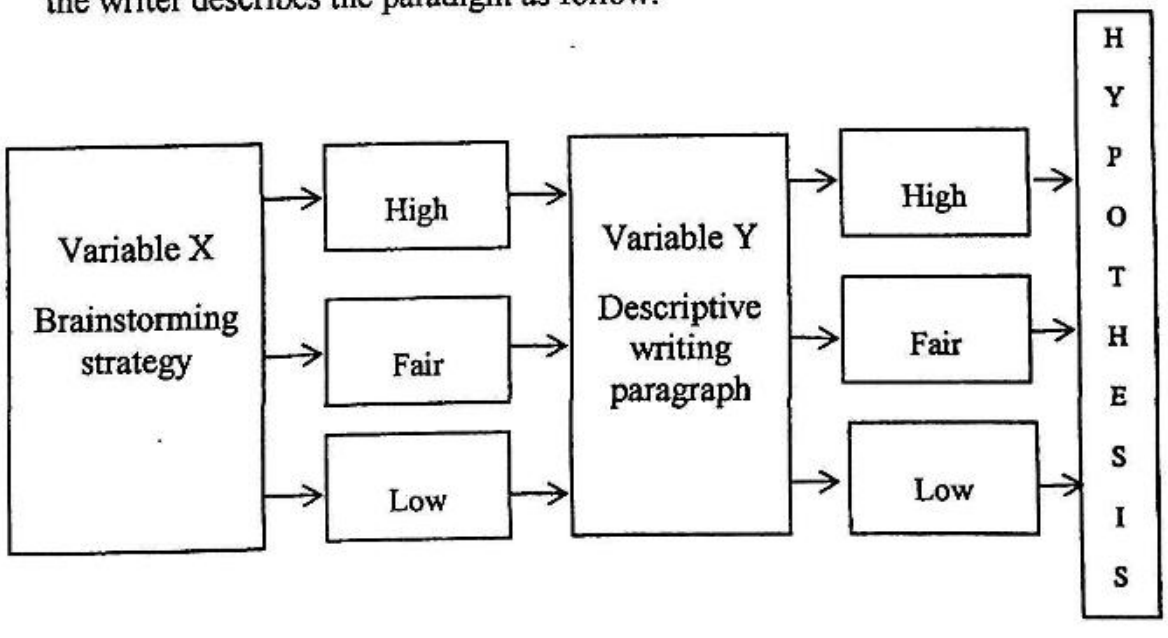
1. Theoretical Framework

In this research there are the two variables they are independent variable (X) and dependent variable (Y). The independent variable is brainstorming strategy, and the dependent variable is student's writing descriptive paragraph. To be able to use and learn English as a foreign language of course the students must have good enough skill of the language.

The theoretical framework in this research is if the student able using brainstorming strategy well and perfectly, they are going to write descriptive well too. Therefore, there is a positive and significant influence of brainstorming strategy toward students writing descriptive paragraph.

2. Paradigm

Research paradigm is thinking pattern which point influence of variable will be researched. Based on the theoretical frame work above, the writer describes the paradigm as follow:



3. Hypothesis Formulation

Base on the explanation above the research would like to formulate the hypothesis as follows:

"There is any positive and significant influence of brainstorming strategy toward students' writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo".

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Singh defines" research design is a mapping strategy which is based on sampling technique. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings".[1]

This research will be conducted in junior high school at Muhammadiyah 1 Purbolinggo. In this research, the writer investigates the eighth class student at Muhammadiyah I Purbolinggo and the writer used quantitative research. This research was intended to investigate whether there is any positive and significant the influence of brainstorming toward student's writing descriptive paragraph.

This research is focused on influence of independent variable that was brainstorming strategy toward dependent variable that was student's writing descriptive paragraph. Therefore, the writer used writing descriptive paragraph pre-test and post- test to gain data. Both variables were analyzed by using Chi- Quadrant to find out the influence of brainstorming strategy toward student's writing descriptive paragraph.

---

[1] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, New Dehli, New Age International (P) Limited, 2006, p.81

B. Population and Sampling Technique

1) Population

Kusnadi state that" population is all subject analysis".[2] Its means that population is all subject will be presumed in the research. Moreover, Kumarsingh defines population as "The entire mass of observation, which is the parent group from which a sample is to be formed. [3]The population of this research is the students of The Eighth Graders at Muhammadiyah 1 Purbolinggo in the Academic Year of 2010/2011. The total population in this research was 80 students who are divided into 3 classes.

2) Sample

Sample in this research was class VIII which consisted of 30 students sample is "the parts of population that will be researched". Moreover, the meaning of "sample" in Oxford Learner's Dictionary is one of a number of things or part of whole".

3) Sampling Technique

According to David S. Fox, "sampling" is the fundamental to all statistical methodology of behavioral and social research.[4] In this case, the cluster sampling technique is used. A cluster sampling technique is the

---

[2] Edi Kusnadi, *Methodology Penelitian* ,(Metro Ramayana Pers and STAIN METRO, 2008), p.79

[3] Yogesh Kumarsingh, *Op. Cit.*, p.82

[4] *Ibid.*,

sample units contain groups of elements (clusters) instead of individual members or items in the population.[5]

C. The Operational Definition Variable

Operational definition is the definition which based on characteristic of the things that will be defined, and it can be observed or measured.[6] Based on the statement above, the operational definition of variables as following:

1) Independent Variable

The independent variable is the major variable that you hope to investigate, it is variable which is selected, manipulated, and measured by the researchers.[7] In this research, independent variable is brainstorming strategy among the eighth graders at Muhammadiyah 1 Purbolinggo. Which is defines as Brainstorming is a way to some up with ideas withers alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them.

2) Dependent Variable

The dependent variable in this research is writing descriptive paragraph at the eighth graders at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011. Writing ability, it means to know the

---

[5] Yogesh Kumar Singh, *Op. Cit.*, p.89
[6] Edi Kusnadi, *Op.Cit.*, p.75
[7] *Ibid.*, p.15

students ability in writing descriptive paragraph. And it will be measured by using test.

D. Data Collection Method

To collect the data the writer uses some methods in order to get more information that support this research, they are:

1) Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note, and others).[8] The researcher uses the documentation method to get detail information about the English achievement of students especially writing descriptive and profile of junior high school at Muhammadiyah I Purbolinggo.

2) Test

Test is one tool use to perform measurements of something abstract, such as the ability to think, the ability to remember, and the ability to talk or writing skills. The test scores obtained quantitative which can be interpreted in the evaluation stage to the implementation of subjective appraisal.[9]

---

[8] *Ibid.*, p.108

[9] Soenardi. Djiwandoro, *Tes Bahasa Pegangan Bagi Pengajar Bahasa* Indeks, Jakarta, 2008, p. 15

The researcher used test as data collection method to measure both of the variables. The researcher measures students' writing descriptive paragraph by using the pre test and post test.

a) Pre-test

To know whether brainstorming strategy can increase the students' writing descriptive. In this case, the researcher gives pre-test before the students get more explanation in writing descriptive paragraph. From this result, the writer will know the students mastery in answering in develop the topic which given in learning process.

b) Post-test

After analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving the writing descriptive exercise in pre-test, the researcher ask to the students about the difficulties in answering the exercise and gives more explanation about the brainstorming strategy until the students understand. Finally the researcher gives the post-test with same the topic.

To know the students' score, look the table below:[10]

Table 2
Standard Assessment of Writing

The details writing ability	Score	Level	Criteria
Content	27-30	Excellent	Very understand, very complete, very specific, very suitable by title.
	22-26	Average to good	Understand, complete, specific, suitable by title although less detail
	17-21	Poor to fair	Understand of limit, less complete, less specific, fewer details
	13-16	Very poor	Not understand to list, disconnected, not enough to grade
Organize	18-20	Excellent	Very regulated nicely and neat, very clearly, much idea, perfect of list, cohesion is high.
	14-17	Average to good	Regulated nicely and neat, clearly, many idea, logic of list, cohesion is high.
	10-13	Poor to fair	Limit of regulated and neat, limit in clearly, limit in idea, list not legist, not high cohesion.
	7-9	Very poor	Not regulated, not clearly, nothing idea, list not legist, nothing cohesion , not enough to grade

[10] *Ibid.*, p.62-64

Vocabulary	18-20	Excellent	Very extensive, the using of word very effectively, the good ability in vocabulary, choose the word is very right.
	14-17	Average to good	Extensive, the using of word is effective, the might in structure in vocabulary, choose the word very right
	10-13	Poor to fair	Limited in extensive, limited the word structure, limit choose the word.
	7-9	Very poor	As a translate , not understand the structure, understand the type of word, not enough to grade
Grammar	22-25	Excellent	Very might in vocabulary, very little the use wrong and sentence structure and word.
	18-21	Average to good	The use and structure in simple sentence, the wrong in grammar, without less the meaning.
	11-17	Poor to fair	The difficult use and structure simple sentence, the wrong in grammar, less in meaning.
	5-10	Very poor	Not understand to use and sentence structure, the word and spelling.

Mechanic	5	Excellent	Very understand in the write of word and spelling.
	4	Average to good	Understand in the write of word and spelling with a little wrong.
	3	Poor to fair	The less understand process the word writing and spelling, many wrong.
	2	Very poor	Not understand process the word writing and spelling the written difficulty in reading, not enough in the grade.[11]

E. Research Instrument

Suharsimi Arikunto defines instrument as the tool of research which is used in each method. Furthermore, the research instrument involves:

1) Instrument Blueprint

Research instruments that which will be used in this research are two kinds of test. The first pre-test is using pre test to measure students' writing descriptive paragraph before using brainstorming strategy, and the second post-test is using post test to measure writing descriptive paragraph after given brainstorming strategy.

---

[11] *Ibid.*, p. 62-64

Instrument Blueprint

No	Variable	Indicators	No item
1.	Independent Variable (X) Brainstorming Strategy	1. Write down general subject or specific topic 2. Make a list of everything that comes to your mind about it 3. Use word, phrase or sentence 4. Just keep writing down whatever comes to your mind until student run out of ideas.	
No	Variable	Indicators	Theme
2.	Dependent Variable (Y) descriptive paragraph writing ability	1. Content a. Related ideas b. Development of ideas through personal experience, illustration, facts, opinions c. Use of description, cause/effect, comparison/contrast d. Consistent focus 2. Organization a. Effectiveness of introduction b. Logical sequence c. Conclusion d. Appropriate length 3. Vocabulary 4. Grammar 5. Mechanics a. Spelling b. Punctuation c. Neatness and appearance	• Animal • Best friend • Teacher • Favorite place • Artist

2) **Instrument Calibration**

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used.[12] The researcher uses the objective test of essay. It consists of a 5 items, the score of an item is 100 for the true answer and the lowest one is 0.

To know the writing ability, the researcher measured the students writing by giving them to make write descriptive paragraph. The researcher was instructing the students to make a simple composition which was determined. The composition was analyzed and scored based on the table below.

Table 3
Criteria of Writing Score

Symbol		Interpretation
Degree	**Alphabet**	
90% - 100%	A	Excellent
80% - 89%	B	Good
65% - 79%	C	Fair
< 65%	D	Poor.[13]

[12] Departemen Pendidikan dan Kebudayaan RI, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2007), p.499.

[13] Bambang Setiyadi, *Tefl 2*, Jakarta: Universitas Terbuka, 2007, p.7.33

If the students' level of achievement reaches 65% or more, the students can go on to the next unit. But if the students' level of mastery is less than 65%, the students have to study again this unit, especially parts which you haven't mastered.

a. Validity

Kusnadi said that "construct validity (logical validity) demonstrates that the arranged instrument is based on theoretical construction about the measured factors in the research variable.[14] It means that construct validity or logical validity is used to evaluate if the instrument have fulfill the theoretical of variables.

Testing of validity of the test instrument in this research use excel counting validity. Then, the writer analyzed by using the formulation of Product Moment.

[14] Edi Kusnadi, *Op.Cit,* p. 107

The Calculation of Analysis Item About Student's Brainstorming (x)

No.	X	Y	X^2	Y^2	XY
1	3	57	9	3249	171
2	3	41	9	1681	123
3	4	68	16	4624	272
4	4	65	16	4225	260
5	5	58	25	3364	290
6	3	57	9	3249	171
7	2	38	4	1444	76
8	5	65	25	4225	325
9	4	68	16	4624	272
10	3	54	9	2916	162
11	4	72	16	5184	288
12	5	64	25	4096	320
13	2	51	4	2601	102
14	4	69	16	4761	276
15	5	71	25	5041	355
16	3	50	9	2500	150
17	3	44	9	1936	132
18	4	62	16	3844	248
19	2	44	4	1936	88
20	4	66	16	4356	264
21	5	68	25	4624	340
22	4	64	16	4096	256
23	4	64	16	4096	256
24	2	46	4	2116	92

25	5	68	25	4624	340
26	3	36	9	1296	108
27	4	62	16	3844	248
28	3	50	9	2500	150
29	5	72	25	5184	360
30	4	49	16	2401	196
Σ	**111**	**1743**	**439**	**104637**	**6691**

Explanation:

ΣX = 111

ΣY = 1743

ΣX^2 = 439

ΣY^2 = 104637

ΣXY = 6691

n = 30

$$r = \frac{(N.\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N.\Sigma X^2) - (\Sigma Y)^2\}\{(N.\Sigma X^2) - (\Sigma Y)^2\}}}$$

$$= \frac{(30.6691) - (111.1743)}{\sqrt{\{(30.439) - 111\}\{(30.104637) - 1743}}$$

$$= \frac{(200730) - (193473)}{849 \quad . \quad 101061}$$

$$= \frac{7257}{9262.872}$$

$$= \mathbf{0.783}$$

Based on the calculation above, so r observe (0.783) > r table (5%; n=30) (0.349), it means that the explanation of item is Valid.

In the criterion validity, the correlation score which the writer got from number 1 – 20 have validity. The writer consulted it to table of "r" product moment with N= 30, critical value of $r_{observed}$ for 5% level is 0.349. The item is valid if $r_{observed}$ is higher than r_{table}.

b. Reliability

Kusnadi states that "reliability is the index which demonstrates that in what level instrument can be trusted or can be pledge."[15] In order word, reliability directs to the level of reliability of thing. It means that, if the instrument is reliable, the result data will be trusted or reliable.

In this research, the writer tried out the instruments first before used on real sample to keep its reliability. The items of the test were analyzed use Alfa Coefficient from Cronbach formulation.

[15] Edi Kusnadi, *Op.Cit*, p. 128

The Calculation of Reliability Test
About Students' Brainstorming (X)

No.	Varians
1	0.94
2	1.30
3	0.52
4	0.93
5	1.57
6	0.90
7	0.97
8	2.92
9	0.40
10	0.66
11	0.64
12	0.77
13	1.52
14	0.56
15	0.80
16	0.73
27	0.49
18	0.92
19	0.66
20	0.46

1. The calculation of every items by formulation

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

$$\sigma_b^2 = \frac{12321 - \frac{111^2}{30}}{30} = 0.94$$

2. The calculation of variants total

$$\sigma_b^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{n}}{n}$$

$$\sigma_b^2 = \frac{104637 - \frac{1743^2}{30}}{30} = 112.29$$

After got the score of total variance, next, it is confirmed to Cronbach formulation to get reliability.

3. The calculation of reliability

$$r_{11} = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

$$r_{11} = \frac{27}{27-1}\left(1 - \frac{35.60^2}{72.3^2}\right) = 0{,}787$$

Based on the calculation above the writer consulted it to table of "r" product moment with N= 20, critical value of r_{table} for 5% level is 0.349.

From the result of coefficient reliability of test (r_{ii}) is higher than r_{table}, or 0.787 > 0.349 which means that the items of the test are reliable.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of brainstorming strategy on the students' writing descriptive paragraph at the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo,

the researcher analyzes the date by using Chi-Quadrant. The formulation of Chi-Quadrant:

The formulation:

$$X^2 = \sum \frac{(fo - ft)^2}{ft}$$

Note:

X^2 = Chi – Quadrant value

fo = Observed frequency

ft = Theoretic frequency[16]

[16] Edi Kusnadi, *Op.Cit.*p. 168

CHAPTER IV

RESULT OF THE RESEARCH

A. Description Of Data

1. Research Setting

a. The History of Junior High School Muhammadiyah I Purbolinggo

Junior High School of Muhammadiyah 1 Purbolinggo is located in Purbolinggo, East Lampung, and Lampung Province. It was established on 1978. That school is one of favorite Junior High School in Purbolinggo Generally. It can be shown with good achievement in academic or non academic division. It gave new motivation for members of school. Especially, Mr. Sutrisno Md., S.Pd., MM.Pd. as principle to improve the quality process.

Geographically, Junior High school of Muhammadiyah 1 Purbolinggo is strategies area for students' activities, because about 100 meters from school there is a resort completely with large swimming pool to improve their sport skill.

Demographically, the occupations of student's parent are heterogenic; there are civil services, businessmen, farmers, sellers, and labors. Based on the data it has 8 classes from the first year or the seventh grade until third or the ninth grade with total students of 210

students. Bellow is the data of students in Junior High School of Muhammadiyah 1 Purbolinggo in the last four years.

Table 4
Student's Data in Last Four years

Academic Year	First grader		Second grader		Third grader		Total	
	St	Cl	St	Cl	St	Cl	St	Cl
2007 / 2008	82	3	98	3	103	3	283	9
2008 / 2009	92	3	68	2	78	3	238	8
2009 / 2010	80	3	60	2	52	3	192	8
2010 / 2011	73	3	80	3	57	2	210	8

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011, on Monday, May 10, 2011.

Note:

St : Students

Cl : Class

b. The Profil

The identity of Junior High School Muhammadiyah I Purbolinggo can be described as follow:

1. School Name : SMP Muhammadiyah I purbolinggo
2. Address : Jln. KHA.DAHLAN NO.01 Toto Harjo
3. School Main Number (NIS) : 200450/ 7786/1.4/B/2006
4. School StatisticNumber (NSS): 209120215088/10806054 /L.02102002
5. Establishment : In 1978
6. Time of Study : In the morning
7. Width of Area : 4 .464 M^2
8. Width of Building : 1.364 M^2

Table 5
The Building of Muhammadiyah I Purbolinggo

Condition	Total and Sizes				Total The Other Rooms Used For Class And Practic Rooms	Total The class Rooms
	sizes 7x9 m^2	sizes >63 m^2	sizes <63 m^2	sizes a+b+c		
	(a)	(b)	(c)	(d)	(e)	(f = d+e)
Class Rooms	2	3	3	8	0	8

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011, on Monday, May 10, 2011

Table 6
The Data the other Rooms

No	Rooms types	Total (unit)	Sizes(m)
1	Library	1	15 x 7
2	Science laborratory	1	16 x 8
3	Activity room	1	7 x 8
4	Language room	-	-
5	Computer laboratory	1	4 x 7
6	Mosque	1	7 x 15

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011, on Monday, May 10, 2011

Table 7
The Data of the Teachers and Tata Usaha

No	Total Teachers / Staff	SMP Negeri	Total Teachers / Staff	SMP Swasta	Note
1	Goverment office teachers (PNS)	-	Guru tetap (DPK)	6	DPK.Diknas.
2	Guru Kontrak/Bantu	-	Guru Kontrak/Bantu	-	
3	Guru honor sekolah	-	Guru Honor non-PNS/GTY/GTT	21	Honorer
4	Staf Tata Usaha	-	Staf Tata Usaha	2	Honorer
5	Total	-	Total	29	

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011, on Monday, May 10, 2011

Table 8
Qualification of Teachers Based on Their Education Grade

No	Educational Grade	Amount and Status				Total
		GTT/PNS		GTT/GB		
		Male	Female	Male	Female	
1	S2	1	-	-	-	1
2	S1	8	11	-	-	19
3	D-4	-	-	-	-	-
4	D3	3	2	-	-	5
5	D2	-	-	-	-	-
6	D1	-	-	-	-	-
7	SMA	-	-	-	-	-
Amount		12	13	-	-	25

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011, on Monday, May 10, 2011

Table 9
The condition of Teachers and Official Employees in Junior High School of Muhammadiyah I Purbolinggo

No	Name	Sex	Occupation
1	Sutrisno Md., S.Pd.,MM.Pd	Male	Head Master
2	Isa ansory syams,S.Pd	Male	Ass.Public Relation
3	Mardjono	Male	Ass. Curriculum
4	Drs. Santoso	Male	Ass. Facility
5	Jaenal Arifin, SE	Male	Ass. Student
6	Dra. Sukiyem	Female	Mathematics Teacher
7	Noveria Valentina, S.Pd	Female	Teacher Class
8	Sri Purwanti, S.Pd.I	Female	Competent Teacher
9	Eni Purwanti, S.Pd	Female	Indo.Language Teacher
10	Priyo Supono, S.Pd	Male	Tincom Teacher
11	Hapriyati, S.Pd	Female	Science Teacher
12	Sukaeksi, S.Ag	Female	Teacher Class
13	Slamet Riyanto, S.Pd,Ing	Male	English Teacher
14	Musliman, S.Pd.I	Male	Teacher Class
15	Fitri Puspita sari, S.Pd	Female	Teacher
16	Rusmawati, S.Pd	Female	Teaccher
17	Lusi Panuntum, SP	Female	Mathematics Teacher
18	Siti Fatimah, S.Pd	Female	Indo.Language Teacher
19	Sulastri, S.Sos.I	Female	Islamic Teacher
20	Achmad Asrianto, S.Pd	Male	English Teacher

21	Junaidi Abdullah, A.Md	Male	Islamic Teacher
22	Andhika Octa W,S.Pd	Female	Mathematics Teacher
23	Agus Tribowo	Male	Sport Teacher
24	Bekti Noor Rahmawati	Female	Teacher
25	Munasir,S.Pd	Male	Teacher

Source: The profil of Junior High School of Muhammadiyah 1 Purbolinggo
In the academic year of 2010/2011, on Monday, May 10, 2011

2. Research Data

a. Brainstorming Strategy

Brainstorming strategy is as the independent variable and brainstorming strategy in this research just treatment in writing descriptive paragraph. The writer tested students by giving 20 items topic to brainstorming only. The indicators of brainstorming from the procedure of brainstorming, and then the writer to measured of brainstorming strategy using scale likert. The result of brainstorming strategy test can be identified as follow:

b. Writing Descriptive Paragraph

Writing descriptive paragraph is as the dependent variable in this research. The writer to measure the student's writing descriptive paragraph using Pre- test and Post- test. The indicators of the writing descriptive paragraph test base on good content, organization, vocabulary, grammar (syntax) and mechanic. The result of writing descriptive paragraph test can be identified as follow:

1) Result of Pre- test

The purpose of administering pre- test is to know the student's ability in brainstorming strategy before treatment. The result of pre- test can be identified as follows:

Table 10
The result of pre-test at the eighth graders of Junior High School at Muhammadiyah I Purbolinggo

No	Student's Initial	The grade of Pre- test
1	AL	44
2	AC	72
3	AF	34
4	NA	80
5	AR	52
6	AP	70
7	ARN	68
8	BA	42
9	BSA	52
10	DR	38
11	DN	51
12	ES	80
13	FBA	42
14	GP	46
15	HH	38
16	IY	81
17	GD	72
18	MR	60
19	MI	38
20	MY	52
21	RS	68
22	SA	58
23	RL	54
24	SA	44
25	PMS	70
26	SW	52

27	TR	46
28	YS	50
29	TS	42
30	VO	34
Total		1630
Average		54,33

Based on the table above, it can be seen that the students' average was 54.33. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (65).

Based on the table above, the researcher measured the class interval, as follow:

$$IR = \frac{t - r}{N}$$

Notes:

IR = class interval

t = the highest score

r = the lowest score

N = Total of categories

$$IR = \frac{81 - 34}{3}$$
$$= 15{,}6 \rightarrow 15$$

After it is known the class interval, the data was put on the table of frequency distribution, as follow:

Table 11
Frequency distribution of students' score Pre-test

No	Class interval	Frequency	Category	Percentage %
1	94-80	3	High	10
2	79- 65	6	Fair	20
3	64-50	21	Low	70
	Total	30		100%

Table 11 shows that most of students 70% scored lower than 65. The criteria of students who are successful in mastering the material are the students who get minimum standard (KKM) that is 65. The fair score of Pre- test is 20% and high score 10%, its sample of 30. It shows that the result of the students' writing descriptive paragraph in Pre- test was unsatisfactory. It is one reason why the researcher used the brainstorming an alternative strategy to teach writing. It was done to help students improve writing.

2) Result of Post-test

After delivering the material above the type of Pre- test and Post-test were given were the same. The Post- test was carried out in order to the students' achievement after treatments. The result of the students' Pre-test and the Post-test find out whether the treatment by using brainstorming strategy influence in the students writing descriptive paragraph.

The result of Post-test can be identified as follows:

Table 12
The result of Post- test at the eighth graders student by using brainstorming strategy of Junior High School Muhammadiyah I Purbolinggo

No	Student's Initial	The grade of Post- test
1	AL	58
2	AC	86
3	AF	64
4	NA	94
5	AR	68
6	AP	82
7	ARN	70
8	BA	70
9	BSA	84
10	DR	58
11	DN	78
12	ES	88
13	FBA	70
14	GP	80
15	HH	83
16	IY	90
17	GD	82
18	MR	83
19	MI	54
20	MY	81
21	RS	78
22	SA	78
23	RL	80
24	SA	77
25	PMS	80
26	SW	78
27	TR	58
28	YS	82
29	TS	80
30	VO	48
Total		2264
Average		74,53

Furthermore, the researcher measured the class interval

After it is known the class interval, the data put on the table of frequency distribution, as follows:

$$IR = \frac{t - r}{N}$$

Notes :

IR = class interval

t = The highest score

r = The lowest score

N = Total of categories

$$IR = \frac{94 - 48}{3}$$
$$= 15{,}33 \rightarrow 15$$

Table 13
Frequency distribution of students' score Post-test

No	Class interval	Frequency	Category	Percentage %
1	94-80	15	High	50%
2	79- 65	9	Fair	30%
3	64-50	6	Low	20%
	Total	30		100%

From the table frequency above, it can be seen that there are 6 students (20%) who get score less than 65 as minimum standard, the average score of Post- test is 74.33. Then, the fair score of Post-test is 30% and high score 50%, its sample of 30 students gets score more than 65. It can be said that the result in experiment.

B. Hypothesis Testing

After applying test method, the researcher analyzed the data by using of Chi- Quadrant (X^2) with two variables in order prove whether there is influence of brainstorming strategy toward students writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011 as follow:

1. Preparing the table in order to prove whether there is influence of using brainstorming strategy toward students writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011.

Table 14
The authentic table of the differences between Pre- test and Post-test the eighth graders of Junior High School at Muhammadiyah 1 Purbolinggo in the academic year of 2010/2011.

No	Student's initial	The Pre- test score (X)	The Post- test score (Y)
1	AL	44	74
2	AC	72	92
3	AF	34	88
4	NA	80	58
5	AR	52	70
6	AP	70	80
7	ARN	68	88
8	BA	42	86
9	BSA	52	66

10	DR	38	82
11	DN	51	72
12	ES	80	68
13	FBA	42	80
14	GP	46	80
15	HH	38	86
16	IY	81	76
17	GD	72	86
18	MR	60	54
19	MI	38	92
20	MY	52	88
21	RS	68	94
22	SA	58	84
23	RL	54	50
24	SA	44	80
25	PMS	70	78
26	SW	52	90
27	TR	46	68
28	YS	50	84
29	TS	42	88
30	VO	34	80
Total		1630	2264
Average		54,33	74,53

After, the researcher knew observed frequency (*fo*) distribution of the brainstorming strategy toward student's writing descriptive paragraph. So the researcher put in to the cross tables of theoretic frequency *(ft)* each respondent.

2. Theoretic frequency *(ft)* distribution of the brainstorming strategy toward student's writing descriptive paragraph among the Eight Graders of Junior High School at Muhammadiyah I Purbolinggo.

Table 15
Observed frequency distribution of the brainstorming strategy toward writing descriptive paragraph

Test	Writing descriptive paragraph			Total
	High	Fair	Low	
Pre test	3 (9)	6 (7,5)	21 (13)	30
Post test	15 (9)	9 (7,5)	6 (13)	30
Total	**18**	**15**	**26**	**60**

3. Hypothesis testing by using Chi- Quadrant analyses technique

Table 16
Testing of Data

Sel:	f_o	f_t	$fo - ft$	$(f_o - f_t)^2$	$\frac{(f_o - f_t)^2}{f_t}$
1.	3	9	-6	36	4
2.	6	7,5	-1,5	2,25	0,3
3.	21	13	8	68	5,23
4.	15	9	6	36	4
5.	9	7,5	1,5	2,25	0,3
6.	6	13	-7	49	3,76
	10,0= N	100,00 = N	1 = $\sum(f_o - f_t)^2$		**17,59 = X^2 %**

From the data above shows that the value of X^2 bar is 17,59.

C. Discussion

In this research, there are two variables, the independent variable that is brainstorming strategy (X), and the dependent variable that is students writing descriptive paragraph (Y). The variables were tested by

using Chi- Quadrant analysis to investigate whether there is influence of independent variable toward dependent variable. The calculation demonstrated that there is any positive and significant influence of brainstorming strategy toward students writing descriptive paragraph.

Moreover, the positive influence was clarified by the assumption of the level of the coefficients influence toward brainstorming strategy and students writing descriptive paragraph which was signing positive. Based on the result of hypothesis testing result demonstrated that:

1. Interpretation of "X^2 bar"

The statistic above, it described that the influence between two variable. It saw there is a perfect influence between two sets of scores.

From the formula above, the value of the Chi- Quadrant from the object research is 17,59. If interpret it based on the table in above, it can be inferred that there is high influence of brainstorming strategy toward student's writing descriptive paragraph among the Eight Graders of Junior High School at Muhammadiyah I Purbolinggo.

2. Statistical Significance

The researcher has formulated the Alternative Hypothesis (Hi) and Null Hypothesis (Ho) as follow:

a. Alternative Hypothesis (Hi)

There is any positive and significant influence of brainstorming strategy toward students' writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo.

b. Null Hypothesis (Ho)

There is a negative and insignificant influence of brainstorming strategy toward students' writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo. After Hi and Ho above were formulated, the researcher consulted "X^2bar" to "X^2table", as follow:

1) "X^2bar" is higher that "X^2table", Alternative Hypothesis (Hi) is accepted and Null Hypothesis (Ho) is rejected.
2) "X^2bar" is lower that "X^2table", Alternative Hypothesis (Hi) is rejected and Null Hypothesis (Ho) is accepted.

Degree of Freedom testing

The Formula

$$Df = (c-1)(r-1)$$

Note:

Df = Degree of Fredom

c = Columm

r = Row

Df = (3-1) (2-1) = 2

The degree of freedom is 2. So the values of X^2 table on degrees of freedom are 0,05 = 5,991, and 0,001 = 9,210.

From the data above shows the comparison of X^2 bar with X^2 table is: 17, 59 > 5, 991 in 0,05 significance or 17,59 > 9,210 in 0,01 significance. It means that Hi is received and Ho is rejected. It can be said that there is influence of brainstorming strategy toward students' writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo.

D. Limitations of the Research

The data above is result of the quantitative research. In this case, the writer focused in collecting data. Therefore the writer did not record all of the things done by subject. It was done in the basis of collecting data of quantitative research. It is commonly that influence can be conducted through various approaches. It means this research considers as a research methodology to describe the phenomenon holistically and completely.

In line with the explanation above, in this research the writer confine the research by choosing 30 respondents only. The writer also limited the object of the research. In this research, the writer did not

indicate kinds of brainstorming strategy and student's writing descriptive paragraph.

The data of this research were written finitely because of limited life and confine to the references. The writer hopes this research can be more explored by further research. The other limitations is the result of this research, although the result of this research is has proved that the brainstorming strategy is the effective strategy for teaching writing and has positive influence especially for the students at the Eighth Graders in Junior High Schools of Muhammadiah 1 Purbolinggo.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

According to table of frequency distribution at the result of student's brainstorming strategy and writing descriptive paragraph of 30 the eighth graders student's of junior high school at Muhammadiyah I Purbolinggo, it can be seen that frequency distribution at the result pre-test were: 10% of 3 student's 94-80 in high category, and then 20% of 6 student's 79-65 in fair category, after that 70% of 21 the student's 64-50 in category low. It means that the student's writing low category.

The frequency distributions at the result of post-test were: 50% of 15 student's 94-80 in high category, and then 30% of 9 student's 79-65 in fair category, after that 20% of 6 the student's 64-50 in category low. Show that there is influence from the pre-test and post-test. It is clear that brainstorming strategy will be able to increase the students writing descriptive paragraph.

According the result of data analysis, the researcher knows that: "X^2bar" = 17,59 and "X^2table" =5,991 in 0,05 or 9,210 in 0,01. It means that "X^2bar" is higher than "X^2table". Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means there is any positive and significant influence of brainstorming

strategy toward students' writing descriptive paragraph among the Eighth Graders of Junior High School at Muhammadiyah I Purbolinggo.

B. SUGGESTION

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

1. For students
   a. The students must be active in learning process, especially in English subject.
   b. The students are suggested to increase their performance in mastering brainstorming strategy through writing descriptive paragraph.
   c. The students should cooperate one other either with friends or teacher especially in sharing their idea, experience and knowledge.
2. For English teacher
   a. It is suggested for the English teacher to use brainstorming as strategy because this strategy is effective to improve the students writing performance in learning.

b. It is suggested for the English teacher to give explanation about brainstorming strategy clearly. Without give more explanation from the teacher, the students difficult for understanding what is brainstorming writing and how implement in writing.

3. For head master

a. The headmaster should support the English learning process by the preparing the facilitation and instrument completely.

b. The headmaster is recommended to make the further research about improving the students' performance in writing.

BIBLIOGRAPHY

Alice Oshima and Ana Hogue, *Introduction to Academic Writing*, Wesley Longman, 1997

Bram Barly, *Write Well*, Kansius: Yogyakarta, 1995

Brown, H Douglas, *Teaching By Principle*, San Fransisco: State University, 2001

Djiwandono, Soenardi, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*, Indeks, Jakarta, 2008

Djoehana D.Oka, Dkk, *Advanced Reading*, Jakarta: Universitas Terbuka, 2004

Furaidah, Dkk, *Advanced Writing*, Jakarta: Universitas Terbuka, 2007

Francine, D Galko, *Better Writing Right Now*, Learning Express, New York, 2001

George, E Wishon And Julia M Burk, *Let's Write English*, Van Reinhold Ltd. Canada, 1980

Harmer, Jeremy, *How to Teach English*, Longman, Malaysia, 2001

Hornby, A, S, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995

http:// en.wikipedia. *org/wiki/brainstorming*, (The last updated 26 November 2010)

http://www.directedcreativity.com/pages/brainstormweak.html, (November 26th 2010)

James M.Mc Crimmon, *Writing With a Purpose*, Houghton Mifflin Company, Boston, 1984

Kristine Brown and Hood Susan, *Writing Matters*, Combridge University Press, Australia, 1989

Kumar Singh, Yogesh, *Fundamental of Research Methodology and Statistic*, New Dehli, NewAge Internasional (P) Limited, 2006

Kusnadi, Edi, *Metodology Penelitian*, Metro: STAIN Metro, 2008

Marczyk, Goffrey, et.al, *Essentials of Research Design and Methodology*, Canada: Essential of Behavioral science, 2005

Siahaan, Sanggam, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu), 2008

----------, *The English Paragraph*, (Yogyakarta: Graha Ilmu), 2008

STAIN, *Pedoman Penulisan Karya Ilmiah*, Metro: STAIN Jurai Siwo, 2010

Sugiyono, *Statistik Untuk Penelitian*, CV Alfabeta, Bandung, 2008

CURRICULUM VITAE



The writer, Susi lestari was born in Jojog, on April 10, 1989. She is the third child out of three children of Kadiman and Jumilah.

She joined school at kindergarten PERTIWI Taman Bogo in 1993-1995. At the same year, she entered at Elementary Shool at SDN 3 Taman Bogo. Indeed, six years had been a long journey to pass in SDN 3 Taman Bogo since 1995-2001. Three years later she graduated from Junior High School PGRI Taman Bogo East Lampung in 2001-2004. Then she continued to state Senior High School (SMA) Muhammadiyah 1 Purbolinggo East Lampung. Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on his study in the academic year of 2007/2008.