THE EFFECT OF BRAINWRITING 6-3-5 TECHNIQUE ON STUDENTS' WRITING SKILL AT GRADE NINTH MTS N 4 TAPANULI SELATAN

A THESIS

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English Department

Written By:

MEDITA WILOKA
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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2023

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, 04 April 2023

a.n. **Medita Wiloka**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Medita Wiloka**, entitled **"The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs N 4 Tapanuli Selatan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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The Title of the Thesis   : **The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs N 4 Tapanuli Selatan**

I hereby declare that I have arranged and written the Thesis by my self, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students etnic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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PUBLICATION APPROVAL STATEMENT

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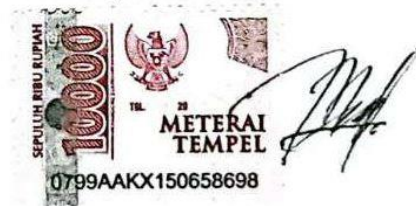
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Time   : 08. 00 WIB until finish
Result/Mark : 83, 25 (A)
IPK   : 3, 34
Predicate   : Memuaskan

LEGALIZATION

Thesis : The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs N 4 Tapanui Selatan
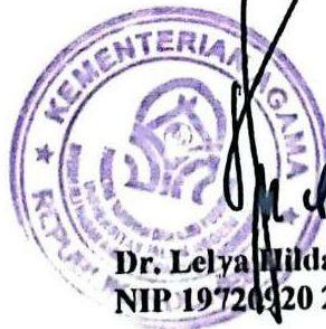
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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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Title of Thesis	:	**The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs N 4 Tapanuli Selatan**

ABSTRACT

This research focused on the effect of Brainwriting 6-3-5 Technique on students writing skill at Grade Ninth MTs N 4 Tapanuli Selatan. The problems faced by students in writing skill were : 1) The Students have difficulties to build or develop their ideas, 2) The students are less vocabulary, 3) The students still get confused to start and to connect one sentence to the next sentences. There are three formulations of the problem, they are : 1) How is the students' writing skill before learning by using Brainwriting 6-3-5 Technique 2) how is the students' writing skill after learning by using Brainwriting 6-3-5 Technique and 3) Is there any significant effect of Brainwriting 6-3-5 Technique to students' writing skill. The purposed of this research was to answer the formulation of the problems in this research. This research used quantitative approach by using experimental method with true experimental pre-test post-test control sample design. The population were all the IX grade students of MTs N 4 Tapanuli Selatan. The sample were IX-5 as a control Class consisted of 36 students and IX-6 as an experimental class consisted of 33 students. The data were collected through pre-test and post-test in essay and analyzed by using independent sample T-test. The result of this research showed that mean score of experimental research was higher than mean score of control class after using brainwriting 6-3-5 technique. The mean score of experimental research after using brainwriting 6-3-5 technique was 69.39 and mean score of control research was 61.86. It can be concluded that brainwriting 6-3-5 technique is very useful on writing skill. In addition, $t_{count} > t_{table}$ or 2.908>1.99601. It means brainwriting 6-3-5 technique significantly affects writing skill at grade ninth students of MTs N 4 Tapanuli Selatan.

Keywords : Brainwriting 6-3-5 Technique, Writing Skill, Narrative Text

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Judul Skripsi   : Pengaruh Teknik Brainwriting 6-3-5 Terhadap Keterampilan Menulis Siswa Kelas IX MTs N Tapanuli Selatan

ABSTRAK

Penelitian ini terfokus pada pengaruh teknik Brainwriting 6-3-5 terhadap keterampilan menulis pada siswa kelas IX MTs N 4 Tapanuli Selatan. Beberapa masalh yang dihadapi siswa pada keterampilan menulis diantaranya : 1) Siswa-siswa memiliki kesusahan untuk membangun dan mengembangkan ide-ide mereka, 2) Kurangnya kosa kata Siswa, 3) Siswa masih merasa bingung memulai dan menghubungkan satu kalimat ke kalimat selanjutnya. Ada 3 rumusan masalah dalam penelitian ini, yaitu 1) Bagaimana keterampilan menulis siswa sebelum belajar menggunakan tehnik brainwriting 6-3-5, 2) Bagaimana keterampilan menulis siswa setelah belajar menggunakan tehnik brainwriting 6-3-5, 3) Apakah ada pengaruh yang signifikan pada kemampuan siswa dalam keterampilan menulis kelas IX MTs N 4 Tapanuli Selatan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini. Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan dan desain sampel control pra-test pasca-test. Populasinya adalah seluruh kelas IX MTs N 4 Tapanuli Selatan. Sampelnya adalah kelas IX- 5 sebagai kelas control berjumlah 36 siswa dan kelas IX-6 sebagai kelas eksperimen berjumlah 33 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk essay dan di analisis menggunakan rumus independent sample T-test. Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control setelah menggunakan teknik brainwriting 6-3-5. Rata- rata skor kelompok eksperimen setelah menggunakan teknik brainwriting 6-3-5 adalah 69.39 dan rata-rata skor kelas control adalah 61.86 sehingga dapat diartikan bahwa teknik brainwriting 6-3-5 sangat bermanfaat terhadap keterampilan menulis selain itu, $t_{count} > t_{table}$ or 2.908>1.99601. dapat disimpulkan bahwa teknik brainwriting 6-3-5 berpengaruh secara signifikan terhadap keterampilan menulis siswa kelas IX MTs N Tapanuli Selatan.

Kata Kunci : Teknik Brainwriting 6-3-5, Keterampilan Menulis.

الاسم : ميديتا ويلوكا

رقم تعريف الطالب : ١ ٨ ٢ ٠١١٠٠٣٠

الكلية : كلية التربية وتدريب المعلمين

التخصص : تعليم اللغة الإنجليزية

عنوان الرسالة : تأثير تقنية الكتابة الدماغي ٦-٣-٥ على مهارات الكتابة لطلاب الصف التاسع في مدرسة تساناوية نيجري تابانولي سلاتان

خلاصة

ركزت هذه الدراسة على تأثير أسلوب الكتابة الدماغية ٦-٣-٥ على مهارات الكتابة لدى طلاب الصف التاسع في مدرسة تساناوية نيجري تابانولي سلاتان . تتضمن بعض المشكلات التي يواجهها الطلاب في مهارات الكتابة ما يلي:١) يواجه الطلاب صعوبة في بناء أفكارهم وتطويرها ، ٢) نقص مفردات الطلاب ٣) لا يزال الطلاب يشعرون بالارتباك عند البدء وربط جملة واحدة بالجملة التالية. هناك ٣ صيغ للمشكلة في هذه الدراسة ، وهي ١) ما هي مهارات الكتابة لدى الطلاب قبل تعلم استخدام تقنية الكتابة الدماغية ٦-٣-٥، ٢) كيف هي مهارات الكتابة لدى الطلاب بعد تعلم استخدام ٦-٣-٥ تقنية الكتابة الدماغية ،٣) هل هناك تأثير معنوي على قدرة الطلاب في مهارات الكتابة فئة ٩ مدرسة تساناوية نيجري تابانولي سلاتان. تهدف هذه الدراسة إلى الإجابة على صياغة المشكلة في هذه الدراسة. استخدمت هذه الدراسة أسلوبًا تجريبيًا كميًا باستخدام تصميم تجريبي حقيقي وتصميم عينة ضابطة قبل الاختبار اللاحق. السكان جميعهم من الدرجة التاسعة مدرسة تساناوية نيجري تابانولي سلاتان. العينة عبارة عن فئة٥- ٩ حيث يبلغ مجموع فئة الضابطة ٦٣ طالبًا والفصل ٦٩ كصف تجريبي يبلغ إجماليه ٣٣ طالبًا. تم جمع البيانات من خلال الاختبار القبلي والبعدي في شكل مقالات وتحليلها باستخدام صيغة اختبار المستقل للعينة. بينت النتائج أن متوسط درجات الصف التجريبي كان أعلى من متوسط درجات الصف التجريبي بعد استخدام تقنية الكتابة الدماغية ٦-٣-٥. متوسط درجات المجموعة التجريبية بعد استخدام أسلوب الكتابة الدماغية ٦-٣-٥كان ٦٩,٣٩ ومتوسط درجة الفئة الضابطة ٦١,٨٦ بحيث يمكن تفسير أن تقنية الكتابة الدماغية ٦-٣-٥ مفيدة جدًا لمهارات الكتابة. بالإضافة إلى ذلك ، t_table <t_count أو ٢,٩٠٨ > ١,٩٩٦٠١. يمكن أن نستنتج أن أسلوب الكتابة الدماغية ٦-٣-٥ له تأثير كبير على مهارات الكتابة لطلاب الصف التاسع في مدرسة ولاية جنوب تابانولي تساناوية.

الكلمات المفتاحية ٦-٣-٥ تقنية الكتابة الدماغية ، مهارات الكتابة.

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I realize this thesis still have shortage, the perfection is only having by the God. This thesis can not be considered perfect without critiques and suggestion from you all. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan,   Desember 2022

Researcher

Medita Wiloka
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching English is an important value in the education. The objective of teaching English is that students are expected to master the four language skills (listening, speaking, reading, and writing) are the mode or manner in which language is used for communication. Anytime a person communicates using a language, that employs the combination of these skills. While communicating through the oral language receives the messages by listening and responds by speaking. In written language, that receives the messages by reading and responds by writing.[1] Among those four skills, writing is very crucial to be master because it is the process of putting and arranging the words together to be sequence sentences.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.[2] It means that writing is one of the language skills to express an idea in written form and help the students in the process of learning English. Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. Writing skill is a communication in the form

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[1] Parlindungan Pardede, *Integrated Skill Approach in EFL Classrooms: A Literature Review*, *EFL Theory & Practice: Voice of EED UKI* (Jakarta: FKIP UKI Jakarta, 2019).

[2] Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, no. 01 (2014): 61, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115.

of writing that produces thoughts in the form of writing that contains ideas, concept, thoughts, feelings of a person in both real and imaginary.

Writing in the target language involves the ability to shape the letters of the alphabet (graphics), knowledge of the right combinations of letters (spelling), and the skill in expressing ideas through the written word of the target language (composition). Each of the three skills has different types and each type may function as a technique that can be used to teach writing.[3] Besides the reader can understand the content of the writing. It can be said that, compared to other language skills, writing skills are more difficult to be attained because writing requires various aspects of attaining. Writing skills are creative and expressive processes in writing

Teaching writing in Junior High School is different from teaching adult such as university students. Students of Junior High School as adolescents have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. That's why teacher must provoke student engagement with material which is relevant and involving. The problems faced in the class are students have difficulties to share and develop ideas. Usually, students of Junior High School also easily get bored and losing interest in learning process.[4] The students also use the same vocabulary to writes sentence.

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[3] A Setiyadi, M Sukirlan, and M Mahpul, *Teaching Language Skill: Preparing Materials and Selecting Techniques* (Yogyakarta: Graha Ilmu, 2018).

[4] Jeremy Harmer, *The Practice of English Language Teaching* (England:Longman, 2004).

Narrative Text is one of the genres taught to graders in high school. Narrative text is a text that tells a series of logically and chronologically related events caused or experienced by factors. He also argues that the key to understanding a narrative is a sense of plot, themes, characters and events and their relationships. That narrative is a text that tells a story as well as entertains the audience. It has character, atmosphere and action. Characters, settings, and narrative issues are usually introduced early. The problem reaches its peak in the middle. The ending solves the problem.

Based on the researcher's interview with an English teacher at MTs N 4 Tapanuli Selatan at the ninth grade it was known that the teacher get obstacles when the teacher teaches writing. First, students get difficulties in the content of the writing. This problem is related to the topic that they want to write. They are confused to start their writing. They also often write relevant to the topic but lack of detail. It can be said that the students are poor out in their idea to write down even it is only on a piece of paper. Second, students get difficulties organizing their writing. Most of the students can write down their ideas but cannot develop to be sentenced. Besides, they cannot arrange their writing to be unity and coherent paragraph. They are still confused to connect one sentence to the next sentences. It means that the students are lack logical sequencing and development of their writing. Third, the students are less vocabulary. They always use the same vocabulary over and over again. They easily forgot new vocabulary and never used it. Moreover, many students are lazy to read their

dictionaries. In other words, lacking vocabulary makes them difficult to finding meaning and express their idea.[5]

Brainwriting 6-3-5 technique is a special writing technique because it overcomes production blocking by enabling all participants to write down their ideas at the same time.[6] Concerning the description above, there have been several research that investigated same variables. It is supported by Olanisimi at Nigerian Undergraduates in Ogun State. Based on his study, it was recommended that brainwriting 6-3-5 technique can encourage to exercises students' minds on productive thinking. Brainwriting 6-3-5 technique is capable of boosting the thinking capability of the learner, this is done through a persistent and persevering sense of achievement and attainment. Brainwriting 6-3-5 technique improves the students' ability to think about what they might already know about a topic to be studied and the follow-up discussion. It helps the students to develop knowledge as well as engaging their interest in the subject to be studied.[7]

Based on the explanation above, the writer is interested in conducting a research with a title "The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs N 4 Tapanuli Selatan.

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[5] Private Interview with English teacher at MTs N 4 Tapanuli Selatan, Observation, (August 10th 2022, time 10.00 a.m).

[6] James M Higgins, *101 Creative Problem Solving Techniques: The Handbook Of New Ideas For Business*, *Development* (USA: Business, Self Development, 2006).

[7] B.O. Olanisimi, "Effectiveness of Brainwriting and Cort 5 Thingking Creativity Techniques in Fostering Life Skill" 18, no. 1 (n.d.): 84–98, https://www.ajol.info/index.php/ajpssi/article/view/136925.

B. Identification of The Problem

Based on the background of study above, the identification of study can be identified as follows are :

1. The students need to know how to make their students writing.

2. Most of students have difficulties to write by own language.

3. Most of students still missunderstand what the teacher teaches about narrative text.

C. Limitation of The Problem

Based on the background above, the researcher just focuses to students need to know how to make students writing using Brainwriting 6-3-5 Technique. The research limits the research Brainwriting 6-3-5 Technique in Narrative text. But the researcher only focus on Brainwriting 6-3-5 as a Technique in teaching writing skill at grade Ninth MTs N 4 Tapanuli Selatan.

D. Formulations of The Problem

Based on the background of the problem above, the formulations of this research can be formulated as follows:

1. How is sttudents' writing skill before learning by using brainwriting 6-3-5 technique?

2. How is sttudents' writing skill after learning by using brainwriting 6-3-5 technique?

3. Is there any significant effect of using brainwriting 6-3-5 technique to students' writing skill?

E. Objectives of The Research

The objectives of research are :

1. To examine students' writing skills before using Brainwriting 6-3-5 Technique at grade ninth MTs N 4 Tapanuli Selatan.
2. To examine students' writing skill after using Brainwriting 6-3-5 Technique at grade ninth MTs N 4 Tapanuli Selatan .
3. To examine whether there is a significant effect of Brainwriting 6-3-5 Technique on students' writing skill at grade ninth MTs N 4 Tapanuli Selatan.

F. Significances of Research

The findings of this study are expected to have both theoretical and practical importance as a process and product especially the framework of writing. There are some significances of this research:

1. Theoretical Significant

   Theoretically, the result of this study may give valuable information and enrich that knowledge to develop writing skill by teachers in teaching and learning process.

2. Practical Significant

   Practically, this study is expected to be beneficial for :

   a. The English teachers, they can use Brainwriting 6-3-5 Technique.
   b. Develop that students' writing skill at grade ninth MTs N 4 Tapanuli Selatan.

c. The students of MTs N 4 Tapanuli Selatan, they can develop their writing skill using Brainwriting 6-3-5 Technique.

d. The writer, have the basic information of the use of Brainwriting 6-3-5 Technique to develop.

G. Definitions of Operational Variables

In this research there are two variables, they are independent variable and dependent variable. The independent variable or variable X using Brainwriting 6-3-5 Technique and dependent variable or variable Y is developing of the students' writing skill. The variables based on the title about are:

1. Writing skill (Y)

Students' writing skill refers to students' ability to write sentences, process it and know to write. In this study, students' writing skill refers to the score that the students got after doing the test that was prepared by the researcher.

2. Brainwriting 6-3-5 Technique (X)

Brainwriting 6-3-5 is one of example from Brainwriting with related stimuli. In this study, the researcher will discuss Brainwriting 6-3-5 technique and try to apply in teaching narrative text.

H. Outline of the Thesis

This thesis divided into five chapters, each chapter consists of some sub chapter are details as follow:

Chapter I is about introduction of the research, consists of; background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, significances of the research, definition of operational variables, and outline of the thesis.

Chapter II is about theoretical description, contained with some sub chapter; about writing skill, narrative text and brainwriting 6-3-5 technique, review of related findings, conceptual framework and hypothesis.

Chapter III is about research methodology, consists of some sub chapter; place and time schedule of the research, research design, population and sample, instrument of the research, validity and reability of instrument, technique of data collection, and technique of data analysis.

Chapter IV is about the result and discussion of the research.

Chapter V is about the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

   1. Review of Writing

     a. Definition of Writing

Writing is the important skill of the communicative language teaching in a second and foreign language. Writing has functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary. Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.

Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.[1] Teachers writing impart to our students a body of knowledge, but we also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. might reasonably view each act of writing as a uniquely new critical and creative challenge or as writer and teacher.[2] When we do all of this well, our students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations.

Writing is one of the two productive skills. Express ideas and communicate them to others through writings. It needs a lot of practice and experience to communicate successfully through this skill. This is

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[1] Dawn Latta. Kirby and Darren. Crovitz, *Strategies for Teaching Writing*, ed. Tobey Antao, fourth edi. (USA: Greenwood Publishing Group, 2013).

possibly the most difficult of all the four language skills. So, it needs more and frequent practice than the other three skills.[3] Writing is seen not just a normal system of communication but also as an essential tool for learning.

b. The Purposes of Writing

Purpose is the aim or goal of a piece of writing to express oneself, to provide information, to persuade, or to create a literary work. There are five purposes writers use for writing. When someone communicates ideas in writing, they usually do to express themselves, inform their readers. There are some purposes of writing such as:

1) To tell a story or use an analogy to explain something to readers.
2) To explain something by appealing to one or more of the senses.
3) To provide proof of something by identifying intances where it occurs.
4) To explain or evaluate something by showing the similarities and differences between it and another subject.
5) To inform readers of how something works or how the series of actions lead to a particular result.[4]

c. Types of writing

There are some types of writing such as:

1) Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in order the reader believe or disbelieve something

2) Description

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[3] Patel, *Teaching English Skill* (Dhaka: Bangladesh Open University, 2019).
[4] Timothy P Goss, Tanya C Klatt, and Alexander V Ph.D. Ames, "Writing with Purpose" (USA: Grantham University, n.d.), 6.

In a description type, uses a lot of visual words, such as the feel, sound, taste and smell to help the readers see the person, a place or thing that the writer is writing about that. It tries to make the readers feel that they are there or can visualize in their mind what the writers describing.

3) Narration

Narration is a type of writing that the writer tries to recont an event. It tells readers what happened in the story according to natural time sequence.

4) Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.[5]

d. Process of writing

When students work in groups to write a text, it is important that they have a clear understanding of the writing process. Whether working individually or collaboratively, there are five basic steps that writes go through I order to produce a finished product.

The five steps of the writing process are as follows:

1) Pre-writing / planning
   First choose a topic. Then plan organize what you are going to write. You can use a mind map or graphic organizer to help you plan and organize your ideas.

2) Drafting
   Write a rough draft of your idea. Do not worry too much about making mistakes. You can correct them later just write.

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[5] George E. Wishon and Julia M. Burks, *Lets Write English* , (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

3) Revising

Get other readers' responses to what you have written. Make revisions based on their comments and your own ideas to improve your draft. Think about what to add, what to cut and what to change.

4) Proofreading / Editing

Read your revised draft carefully and look for mistakes in grammar, spelling, capitalization and punctuation, correct any mistakes that you have missed.

5) Publishing / Presenting

Complete your final copy. Share it with others by publishing it or presenting it.[6]

2. Review of Narrative Text

a. Definitions of Narrative Text

Narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation.[7] The narratives of the world are numberless. Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man's stories. Able to be carried by articulated language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substances; Narrative is present in myth, legend, fable, tale, novella, epic, history,

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[6] Nimer A. Abu Zahra and Mohammed A. Farrah, *Using Short Stories in the EFL Classroom* (Kowloon East, 2016). P.49

[7] Paul Hazel. 2007. Narrative: An Introduction. Swansea Institute of Higher Education Mount Pleasant Swansea SA1 6ED. Paul hazel@sihe.ac.uk. P.1

tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation.

Moreover, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is no has been a people without narrative. All classes, all human groups, have their narrative, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, narrative is international, Tran's historical, and transcultural: it is simply there, like life itself.[8]

b. Generic Structure of Narrative Text

The Generic Structure of narrative text are :

1) Orientation

Orientation, it is about the opening paragraph where the characters of the story are introduced. Sets the scene(where and when the story happen) an introduced the participants of the story (who and what is involved in the story).

2) Complication

Complication, where the problems in the story developed or Tells the beginning of the problem which lead to the crisis (climax) of the main participants.

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[8] Paul Hazel.2007. p. 1

3) Resolution

Provides solution to the problem either in a happy ending or in a sad(tragic) ending.

4) Re-orientation

Gives a closing remark to the story. It consist of a moral lesson or advice.[9]

c. **Language Features of Narrative Text**

The characteristics ⁄ Language Features of Narrative Text are :

1) Using Past tense (cooked, ate, ran, etc)

2) Using Adverb of time (Once upon a time, one day, etc)

3) Using Time conjuction (when, then, suddenly, etc)

4) Specific character, the character of the story is specific, not general. (Mermaid, Cinderella, Snow white, beauty and the beast, etc)

5) Using Action verb, a verb that shows an action (kicked, killed, played, etc)[10]

d. **Purposes of Narrative Text**

Some of people like to read a story narrative text enables text the writer to read or incident. Every time, someone tells another person about something that happened or occurred, he or she is reading a narrative or

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[9] Saggam Siahaan, *The English Paragraph*, The First. (Yogyakarta: Graha Ilmu, 2008).
[10] Saggam Siahaan, *The English Paragraph.* P. 34

a story. Narration is a story that can amuse or entertain and give good lesson to the people.[11] The purpose of narrative text as follows:

1) To tell a story about something or someone

2) To amuse or entertain the readers or listeners

3) To obey the moral lesson from the story

e. **Example of Narrative Text**

Prophet Adam

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and He made the angels. The angels were like Allah's servants and did everything He ordered.

Then Allah decided to make a man. He called this man Adam. He taught him many things so that Adam had more knowledge than the angels. There was one jinn, called iblis and He thought He was better than Adam so Allah would not let him stay with the other angels.

He was to be called shaytan, the devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in beautiful place because he was good. The place was called paradise. It was very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in paradise. There was, however, one

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[11] Andrew Wright et al., "Games for Language Learning Third Edition" (n.d.).

thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it.

After a while they began to listen to shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy because ha had made them disobey Allah. As soon as they had eaten the fruit, adam and hawa realized that they had been very naughty and they felt guilty for what they had done. Allah forgive them but He wouldn't let them stay in paradise anymore so He sent them to live on earth.[12]

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[12] A.S Alloo, " *How Adam and Hawwa came on to the Earth*", (2019). https://www.al-islam.org

3. **Review of Brainwriting 6-3-5 Technique**

   a. **Definition of Brainwriting 6-3-5 Technique**

   Brainwriting is a method for rapidly generating ideas by asking participants to write their ideas on paper (or online) and exchanging written ideas rather than shouting those ideas out as happens during traditional brainstorming.[13] Brainwriting 6-3-5 technique is one of the group brainstorming techniques that was developed by Bernd Rohrbarch. Baxter explains that brainwriting suggests everyone write some ideas or opinions on a paper, whether in the form of a column and line. Every sheet then is passed on to the other members in groups and they must try to increase or develop those ideas further by adding new lines or columns.[14]

   Brainwriting is a part of brainstorming that is shown by graphics form. Brainwriting is the process of organizing and generate ideas on a table that consists of 6 rows and 3 coloumn. It can help students to develop ideas with the point that they write.[15] Moreover, brainwriting is one of the group best techniques to guarantee the large number of ideas in a group when compared to conventional brainstorming activity.[16] The brainwriting 6-3-5 technique can be an alternative solving problems for

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[13] C Wilson, *Brainstorming and Beyond*, *Brainstorming and Beyond* (London: Morgan Kaufmamn, 2013).

[14] Mike Baxter, Product Design: Practical Methods for the Systematic Development of New Product, (United Kingdom: CRC Press), 81.

[15] Dela Kusuma Wardani, "The Effectiveness of Brainwriting 6-3-5 Technique in Teaching at MTs N Ponorogo" (2021): 2, http:/etheses.iainponorogo.ac.id/15677/. http://etheses.iainponorogo.ac.id/15677/

[16] Higgins, *101 Creative Problem Solving Techniques: The Handbook Of New Ideas For Business*.

introverted students who are afraid to express their idea, this technique also helps students to be more active in social groups. Brainwriting with unrelated stimuli require group members too. But unlike Brainwriting with related stimuli, in this activity source of stimulation not related directly to the problem. Thus, unrelated Brainwriting activity have the highest potential to produce the best ideas.[17] Unrelated stimuli are more likely to lead to winning ideas.

b. Kinds of Brainwriting Technique

There are two kinds of Brainwriting technique, they are Brainwriting with related stimuli and Brainwriting with unrelated stimuli. Brainwriting with related stimuli require group members to share their ideas. In this activity group members can spark ideas regardless of the stimuli used. The examples activities of Brainwriting with related stimuli are Brainwriting 6-3-5, Brain purge, Idea mixer, Your slip is showing and Group not. Brainwriting with unrelated stimuli require group members too. But unlike Brainwriting with related stimuli, in this activity source of stimulation not related directly to the problem. Unrelated stimuli are more likely to lead to winning ideas. Thus, unrelated Brainwriting activity have the highest potential to produce the best ideas. The examples activity of Brainwriting with unrelated stimuli

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[17] Arthur B. Van Gundy, *101 Activities for Eaching Creativity and Problem Solving* (San Francisco: Pfeiffer, 2005).

are Altered states, Bouncing ball, Puzzle pieces, and Pass the buck.[18]

VanGundy stated that brainwriting is silent, written idea generation that

involves everyone in a group activity.

c. Technique Teaching of Brainwriting

The procedures of brainwriting 6-3-5 technique are processes of

having 6 people write 3 ideas in 5 minutes. They are:

1) Each participant gets a sheet of paper and with in 5 minutes

hasto write 3 ideas, one in each column into a grid that illustrated as

follow Brainwriting 6-3-5 form below:

Tabel
Brainwriting 6-3-5 Form

Participant	Idea 1	Idea 2	Idea 3
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			

2) After five minutes they should pass the paper to the next person,who

will continue to build on the ideas. The process should berepeated

until all of the group members have had the chance to contribute to

all of the grids.

3) Upon receiving a sheet the participant writes 3 ideas in each

column using the previous ideas in that column as stimulus, there is

no discussion during these rounds.

4) Finally, the process of writing down ideas and passing the sheeton,

continues until participants receive their original sheet.

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[18] Afrida Dwi Rahmawati, "The Effect of Brainwriting 6-3-5 Technique on Students' Writing at First Grade Students of Madrasah Aliyah Fathul Huda" (2021): 11, http://repository.uinjambi.ac.id/8208/.

5) After completing write ideas as keyword, then arrange them Into sentences and paragraphs.[19]

d. Advantages and Disadvantages of Brainwriting Technique

The use of brainwriting strategy in learning activities also has the advantages and disadvantages has some advantages are follow:

1) Can produce an ideas more than share ideas with the traditional opinion.
2) Reduce the possibility of conflict between members in the group debate.
3) Help members of the talk passive and less self confidence in their opinion expressed orally in a group sharing opinions.
4) Reduce the possibility of fear when their opinion not accepted other members.
5) Reduce anxiety when someone works in a culture.
6) Can be combined with other technique creativity to increase the number of ideas that produced on particular subject or a particular matter.

However there are some disadvantages of the use of this strategy that are as follows:

1) This strategy less is known compared with the brainstorming methods.
2) Less of social interaction between participants as each participant wrote their ideas without talking to participants.
3) Participants may feel that they can not be entirely express their ideas in writing.

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[19] Higgins, *101 Creative Problem Solving Techniques: The Handbook Of New Ideas For Business*.

4) Handwriting can be a little difficult to disentangle and interpret the result of an ideas and wrote the ideas.[20]

4. Teaching Narrative Text by Using Brainwriting 6-3-5 Technique

Brainwriting is the process of organizing and generate ideas on a table that consists of 6 rows and 3 coloumn. It can help students to develop ideas with the point that they write. So, from the point that it can be develop in writing narrative text by using brainwriting 6-3-5 technique where, 6 as the participants to create 3 coloumn their ideas in 5 minutes. There are steps teaching narrative text by using brainwriting 6-3-5 technique, such as:

a. Each participant gets a sheet of paper and with in 5 minutes hasto write 3 ideas, one in each column into a grid that illustrated as follow Brainwriting 6-3-5 form below :

Tabel

Brainwriting 6-3-5 Form

Participant	Idea 1	Idea 2	Idea 3
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			

b. After five minutes they should pass the paper to the next person,who will continue to build on the ideas. The process should berepeated

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[20] Wilson, *Brainstorming and Beyond*. P. 23

until all of the group members have had the chance to contribute to all of the grids.

c. Upon receiving a sheet the participant writes 3 ideas in eachcolumn using the previous ideas in that column as stimulus, there is no discussion during these rounds.

d. Finally, the process of writing down ideas and passing the sheet on, continues until participants receive their original sheet.

e. After completing write ideas as keyword, then arrange them Into sentences and paragraphs.[21]

5. Teacher's Technique Teaching at MTs N 4 Tapanuli Selatan

The teachers as the decision makers have to think about how to teach writing. So, the teachers have to make a new innovation and more creative to teach writing for the students. If the teacher isn't more creative and creates a new innovation, so the students can not growth the students' motivation for learning.

The researcher would to know teacher's technique in MTs N 4 Tapanuli Selatan still category of conventional method. The English teacher usually teach the sentence structure or generic structure as a method about the Narrative text. So, with that teaching it can be helping the students to make the students easier to write a narrative text from the English teacher teaching sentence structure, students can understand what steps they will write a narrative text when they see the teacher teach for them. There are steps teaching Narrative Text by using Teacher's Technique by English teacher in MTs N 4 Tapanuli Selatan, such us :

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[21] Higgins, *101 Creative Problem Solving Techniques: The Handbook Of New Ideas For Business*.

a. The teacher explain the material, definition, generic structure, purpose, and language features of Narrative text.

b. The teacher gives the Example of Narrative text.

c. The students identify the example of Narrative text

B. Review of Related Findings

Beside the theory above, the writer found some researcher can related to this research. The first related finding, by Wardani. The objective ofthis research is to find out whether students who using brainwriting 6-3-5 technique get better writing achievement than those who are not by using brainwriting 6-3-5 technique at the seventh graders of MTsN 2 Ponorogo in the academic year 2020/2021. The researcher applied a quantitative approach and used a quasi-experimental design. In this research, the population was the seventh graders of MTsN 2 Ponorogo. The sample was 56 students. The VII L class as the experimental class and the VII F as the control class. Both of them consists of 28 students. The data were gathered through the test. This research was conducted by applying the following procedures giving the pre-test, applying the treatment, and giving a post-test.[22]

The second related finding by Dewi, This study was about the use of brainwriting 6-3-5 technique to improve students" writing ability of recount text at eighth grade of SMP Negeri 18 Semarang in the academic year of 2014/2015. Brainwriting 6-3-5 is one of strategy that can be applied in teaching writing

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[22] Wardani, "The Effectiveness of Brainwriting 6-3-5 Technique in Teaching at MTs N Ponorogo."

because the researcher found that students felt difficult to build and develop their ideas. So it was hard for them to make a text. Brainwriting 6-3-5 is a kind of brain warming up activity, and it could help the students to build and generate ideas. The study was aimed to find the answer to the following research questions: (1) How is the implementation of Brainwriting 6-3-5 technique to improve students" writing ability of recount text ? (2) How is the improvement of students" writing ability of recount text by using Brainwriting 6-3-5 technique.[23]

The third related finding by Rahmawati, This study aimed to find out the The Effect of Brainwriting 6-3-5 Technique on Student's Writing At First Grade Of Madrasah Aliyah Fathul Hudathis research was quantitative research and it was conducted by using quasy-experimental design. The subject of this research was 24 students. The result of the analysis indicated that the mean of post-test score (76.00) was higher than the mean of pre-test score (68.92). So that Ha was accepted. It means there was significant effect of students' writing skill after giving treatment. Next, the researcher had computed that the score of t > t (-3.995>2.120) and the result of paired sample T test is 2–tailed.[24]

The fourth related finding by Tiarani, The purpose of this research was to improve the student' writing skill on recount text through Brainwriting 6-3-5 technique at MTs Muhammadiyah Bumi Nabung in the academic year

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[23] Filda Hulwani Dewi, "The Use of Brainwriting 6-3-5 Technique To Improve Students' Writing Ability of Recount Text" (2015), http://eprints.walisongo.ac.id/view/creators/Dewi=3AFilda_Hulwani=3A=3A.html.

[24] Afrida Dwi Rahmawati, "The Effect of Brainwriting 6-3-5 Technique on Students' Writing at First Grade Students of Madrasah Aliyah Fathul Huda." (2021), http://repository.uinjambi.ac.id/82

2019/2020. Based on the observation and action of the research during teaching and learning process, the students were difficult to understand the text and get ideas in writing recount text, so the writer conducted the research that used brainwriting 6-3-5 technique to improve their understanding and can express their ideas on recount text paragraph.[25]

The fifth related finding by Ayundari, This research aimed to find out whether there was a significant influence of using Brainwriting 6-3-5 Technique toward Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMK Ma"Arif Sukoharjo in the academic year of 2020/2021. The research methodology was quasi experimental research design with the treartment held in three meetings, 2x40 minutes in each meeting. The sample of the research was two clasess, X TKJ 1 as the experimental class and class X TKJ 2 as the control class. In collecting the data, the researcher used the test instrument in the form of writing test. The instrument was descriptive text writing test, after giving the post-test, the researcher analyze the data by using SPSS.[26]

Based on review related findings above, the researcher conclude brainwriting 6-3-5 technique has effect on students writing skill. Therefore the researcher also do this research with different place, time, and instrument.

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[25] Syifana Ayu Tiarani, "Improving The Students' Writing Skill by Using Brainwriting 6-3-5 Technique Among The Eight Grade At MTs Muhammadiyah Bumi Nabung" (2019): 3, https://repository.metrouniv.ac.id/id/eprint/1595/.

[26] Pungki Ayundari, "The Influence of Using Brainwriting 6-3-5 Techniques Towards Studets' Writing Ability in Descriptive Text at The Tenth Grade SMK Ma'arif Sukoharjo in The Academic Year of 2020/2021" (2021), http://repository.radenintan.ac.id. http://repository.radenintan.ac.id/16589/

C. Conceptual Framework

Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. We writing teachers impart to our students a body of knowledge, but we also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. When we do all of this well, our students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations.

The students at Grade Ninth of MTs N 4 Tapanuli Selatan has problems in writing. The problems are students' still confused how to start writing, get difficulties organizing their writing and the most students can not develop to be sentences. Learning activity can build the students' writing skill better. By using the suitable technique or strategy of the learning can improved the students' writing skill. In order to know the effect of Brainwriting 6-3-5 Technique on students' writing skill by this conceptual framework:
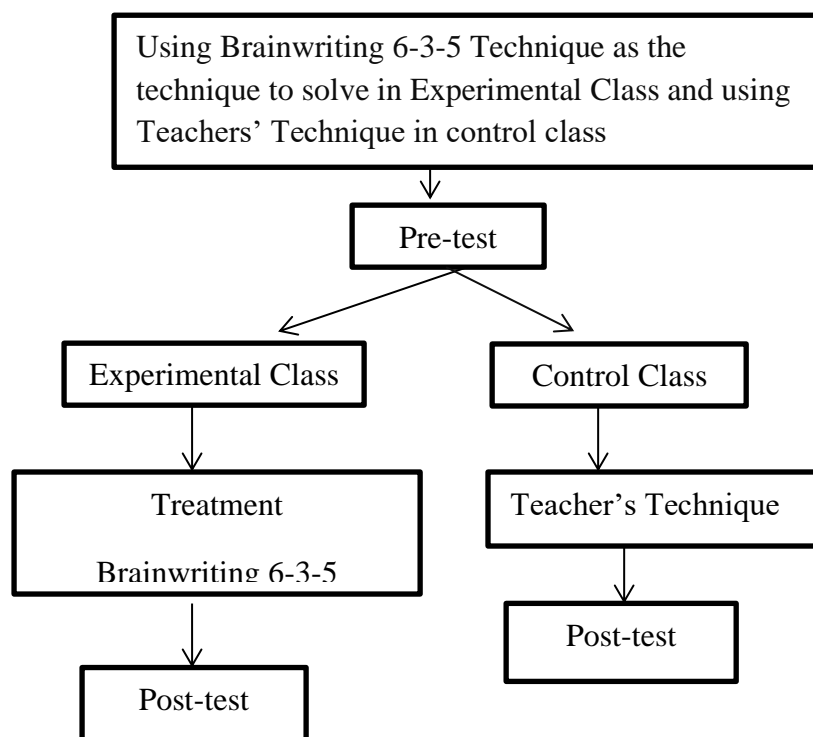
Figure 1 : Conceptual Framework

D. Hypothesis

The hypothesis of this study can be formulated as :

1. Alternative Hypothesis (Ha) : There is a significant effect of Brainwriting 6-3-5 Technique on students' writing skill at grade Ninth MTs N 4 Tapanuli Selatan.

2. Null Hypothesis (Ho) : There is no significant effect of Brainwriting 6-3-5 Technique on students' writing skill at grade Ninth MTs N 4 Tapanuli Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted at Ninth Grade in MTs N 4 Tapanuli Selatan which is located on Jl. Mandailing Km.23, Tolang Julu, Kec. Sayur Matinggi, Kabupaten Tapanuli Selatan, Sumatera Utara. The reason to choose this location because of some reasons. Such as: 1) The school was resercher's teaching place when she is doing PLP. 2) The students were difficult in understanding the text. This research was start from 30 November 2022 until 12 January 2023.

B. Research Design

This research was about quantitative research. Quantitative research involves the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting and analyzing data, presenting the results, making an interpretation, and writing. So, the researcher making all that to get data.

The research in a manner consistent with a survey or experimental study.[1] Quantitative research has two kinds of design. They are experimental design and non-experimental design. The researcher was experimental design. The experimental design consists of pre-experimental, quasi experimental, and true-experimental. The design that used in this research was true-experimental design. True experimental design is variable testing independent and dependent variables were carried out on group samples experimental and control groups. The subjects studied in both groups (also in each group) are taken at random. Random sampling is only possible if these subjects have the same characteristics.[2]

Table 1

Test Experimental Design

Class	Pre- Test	Treatment	Post
Experimental	√	√	√
Control	√	×	√

The table 1 shows that both classes are given a pre-test and post test, but the difference is in giving the treatment. In experimental class, Brainwriting 6-3-5 Technique was as a treatment to the students in the learning process.

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[1] John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edi. (USA: (Boston: Pearson Education, Inc.), 2012).
[2] Rukminingsih, Gunawan Adnan, and Mohammad Adnan Latief, *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*, *Journal of Chemical Information and Modeling*, (Erhaka Utama, 2020), p.55 https://repository.ar-raniry.ac.id/id/eprint/14062/

In dissimilarity, for the controlled class, there is no treatment implemented in teaching writing skill. Afterwards, a post test administered in order to investigate the result of the treatment.

C. Population and Sample

1. Population

Population is the subject of research while the sample is a representation or part of the population. Data research can be taken based on the population and can also be taken based on samples.[3] The population of this research are all of the students at the grade IX MTs N 4 Tapanuli Selatan. The population consist of six classes with 210 students. Based on the explanation above, the population of this research can be seen on the following table below.

Table 2

Population of the Research

No.	Class	Students
1	IX-1	33
2	IX-2	32
3	IX-3	36
4	IX-4	40
5	IX-5	36
6	IX-6	33
	Total	210

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[3] Azwardi, *Metode Penelitian Pendidikan Bahasa Dan Sastra Indonesia*, *Metode Penelitian* (Darussalam: Syiah Kuala University Press, 2018).

2. Sample

The sample in this research took randomly from the population with took random paper. The sample are the students at grade IX MTs N 4 Tapanuli Selatan. The sample was randomly by using random sampling technique. The researcher was students as a sample in this research that divided into two classes which are IX-5 and IX-6 for these classes they are not high or low class they are same class. The researcher takes IX-5 as a controll class and IX-6 as an experiment class. Both classes are taught by the same teacher.

Table 3

Sample of the Research.

No.	Class	Students
1	Experimental Class	33
2	Control class	36
	Total	69

D. Instrument of The Research

In data collection, a writing test used as the instrument. The test administered to the students in both experimental and control class. They was pre-test and post-test. The design of the test was in essay. The purpose of the tests is to find out the effect of Brainwriting 6-3-5 Technique on students' writing skill. The pre-test, treatment and post-test had applied for the

experimental class and the pre-test and post-test was applied for the controlling

class. The researcher used a test that consist of pre-test, treatment and post-test.

Table 4

Indicators of Narrative Text Modified from Brown and Bailey

No	Indicators	Indicator of items	Score	Perfomance Description	weighthing
1	Generic Stucture	Presented a topic, Students can write narrative text by using orientation, complication, resolution and re-orientation.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x
2	Language Features	Presented a topic, Students can write narrative text by using past tense, adverb of time, action verb and time conjuction.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x
3	Vocabulary	Presented a topic, Students can write narrative text	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x
4	Content	Presented a topic, Students can write narrative based on the topic.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	2x
No	Indicators	Indicator of items	Score	Perfomance Description	weighthing

5	mechanis m	Presented a topic, Students can write narrative text by using punctuation, spelling word and capitalization[4].	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x

E. Validity and Reability

Validity and reliability of instrument are integral parts in conducting a study since the instrument which used must be valid and reliable before using it to collect the data. An instrument is a tool for measuring, observing, or documentation quantitative data. The instrument may be in the form of a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.[5] In this study, the researcher ensured that the instrument (test) was valid and reliable by doing validity and reliability testing as follows:

1. Validity

Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Such a test would be easy to administer (practical), and the scoring quite dependable (reliable). But it would not constitute a valid test of writing ability without some consideration of comprehensibility,

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[4] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (USA: Longman, 2015).

[5] Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

rhetorical discourse elements, and the organization of ideas, among other factors.[6] Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments or not.

In this research, the researcher used construct validity. The researcher used construct validity to get the validity of instrument. Before the researcher implemented the research instrument, it was analyzed or checked for its validity and reliability. In this research, the researcher consulted the instrument of the test with the English teacher at MTs N 4 Tapanuli Selatan. The researcher also checked the curriculum 2013 that is used in MTs N 4 Tapanuli Selatan it can be see in appendix 13.

2. **Reability**

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider the following possibilities fluctuations in the student, in scoring, in test administration, and in the test itself.[7] In this research the researcher used– rater relibiality by using SPSS to measure the reliability of the writing test.

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[6] Brown, *Language Assessment Principles and Classroom Practices*. P 22
[7] H. Douglas Brown. P 22

F. Procedures of The Research

In this research, there are three ways how to procedure in this research tocollect the data, the steps are:

1. **Pre-test**

    Pre-test conducted to find out the normality and the homogeneity of sample. The function of pre-test is to find out the mean scores of experimental class and control class the researcher gave a treatment to experimental class. The researcher would use some steps in giving pre-test, they were:

    a. Preparing for test the writing skill students.

    b. Distributing the test to both classes; experiment and control class.

    c. Explaining what the students need to do.

    d. Asking the question to each of students.

    e. Colecting the answer of the students.

    f. Checking the answer of students and counts the students' score.

2. **Treatment**

    After giving pre-test, students got a treatment. The experimental class thaught by using a treatment (Brainwriting 6-3-5 Technique) and control class without Brainwriting 6-3-5 Technique. In conducting the treatment, researcher had some steps to do, they are:

    a. Opening the learning activity with greeting.

    b. Explaining what the student should to do by using brainwriting 6-3-5 technique.

c. Making groups of students each one group consists 6 participants writing 3 ideas for one student in 5 minutes. one in each column into a grid that illustrated as follow:

Topic :

Participants	Idea 1	Idea 2	Idea 3
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			

d. After five minutes they should pass the paper to the next person, who will continue to build on the ideas. The process should berepeated until all of the group members have had the chance to contribute to all of the grids.

e. Upon receiving a sheet the participant writes 3 ideas in each column using the previous ideas in that column as stimulus, there is no discussion during these rounds.

f. Finally, the process of writing down ideas and passing the sheeton, continues until participants receive their original sheet.

g. After completing write ideas as keyword, then arrange them Into sentences and paragraphs.

h. The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving treatment, the researcher conducted a post-test. The post-test will do the final test of the researcher. After conducting the post-test, the researcher analyzed the data then the researcher will find out the effect of Brainwriting 6-3-5 Technique in experimental class. The researcher would use some steps in giving post-test, they are:

a. Preparing 3 topics for test the writing skill students.

b. Distributing the test to both classes; experiment and control class.

c. Explaining what the students need to doing.

d. Asking to the students to write about the topics.

e. Colecting their written of the students.

f. Checking the answer of students and counting the students' score.

G. Technique of Analyzing Data

1. Normality Test

Normality test is use to know whether research the data normal or not. Test of normality in this research used SPSS v.29 using the Shapiro-wilk test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)>0.05, the students' pre-test and post-test were normally distributed. If the significant value (sig) < 0.05, the students' pre-test and post-test were not normally distributed.

2. Homogeneity test

Homogeneity test is used to find out whether control class and experimental class have the same variant or not. The researcher used SPSS v.29 to calculate the data. The test criteria are:

a. If the Based on mean > 0.05 the data variance of the two classes is homogeneous variance (accept H_0).

b. If the Based on mean] < 0.05, the data variance of the two classes is heterogenous variance (accept Ha).

3. Hypothesis test

Hypothesis was using T-test. The researcher used Independent Sample T-test by using SPSS v.29. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score of control class and experimental class. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} < t_{table} and compare it to table. The test criteria are:

a. H_0 : (hypothesis was accepted if t_{count} < t_{table} or Sig.(2-tailed)< 0.05), it means there is no significant effect of brainwriting 6-3-5 technique on students' writing skill at grade ninth MTs N 4 Tapanuli Selatan.

b. H_a : (hypothesis was accepted if t_{count} > t_{table} or Sig.(2-tailed)> 0.05), it means there is significant effect of brainwriting 6-3-5 technique on students' writing skill at grade ninth MTs N 4 Tapanuli Selatan.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter expresses about the result of the research. It expresses about the effect of brainwriting 6-3-5 technique on students' writing skill at grade ninth MTs N 4 Tapanuli Selatan located in Tolang, Sayurmatinggi. The researcher has Calculated the data of pre-test and post-test. The researcher would like to present the result of the research based on the data collection but had been gotten by the researcher in pre-test and post-test. The pre-test is to know the students' writing skill before giving treatment. The post-test is to know to the students' writing skill after giving the treatment by using Brainwriting 6-3-5 technique.

When getting the data and used the statistical formula to test the hypothesis. The researcher applied research by using the formulation of T-test to test the hypothesis. It is done to know effect of brainwriting 6-3-5 technique on students' writing skill. Then, the researcher described the data that had found by the researcher as follows:

A. Description of Data

1. Description Data of Pre-Test

a. Experimental Class

In pre-test of experimental class the researcher choosed class as experimental class. The researcher have calculated the result that by the students did writing test, the researcher had steps calculated from lowest

score up to highest score and range got from the highest minus lowest score next, total score got from all the data score in experimental class, mean can be said to be representative of the data set. Then, median is the middle of value after all the data is sorted , the researcher got median after calculating using SPSS v.26.

Next, modus is the value that appears most often in a statistical data. In this data was distance between classes is understanding of interval class. Next, standard deviation is a value used in determining the distribution of data. Last, variant is the sum of the squares of all deviation of individual values. Score of Pre-test in experimental class can be seen in this following table:

Table 5

The Score of Experimental Class (Pre-test)

Description	Pre-test
Lowest Score	8
Highest Score	72
Range	64
Total Score	1347
Mean	40.81
Median	40
Modus	26
Interval	7
Standard deviation	16.018
Variant	256.591

Based on the table, the lowest score of experimental class in pre-test was 8, the highest score was 72, range was 64, the total score was 1347 mean was 40.81, median was 40, modus was 26, interval class was 7, standard deviation was 16.018 and variant was 256.591. It was applied in frequency distribution table presented them in histogram as follow:

Table 6

Frequency Distribution of Experimental Class (Pre-test)

No.	Interval class	Mid-point	Frequency	Percentages
1.	8 - 14	11	1	3 %
2.	15 - 21	18	2	6%
3.	22 - 28	25	6	18%
4.	29 - 35	32	1	3%
5.	36 - 42	39	10	30%
6.	43 - 49	46	3	9%
7.	50 - 56	53	4	12%
8.	57 - 63	60	3	9%
9.	64 - 70	67	2	6%
10.	71 – 77	74	1	3%
	I=7		33	100%

Based on the table above, it can be concluded that the mean score came from interval 36 – 42 which the highest frequency with total 10 students 30%. The lowest interval had 1 students 3%. And the highest interval had 1 students 3%.

Figure 2 : Data Description of Pre-test in experimental class

Based on the figure of data description pre-test in experimental class the students score start from interval 8-18 up to 69-78. Most of the students or the highest frequency was in interval 39-48 with total 9 students.

b. Control Class

In pre-test of control class the researcher choosed class as control class. The researcher have calculated the result that by the students did writing test, The researcher have calculated the result that by the students did writing test, the researcher had steps calculated from lowest score up to highest score and range got from the highest minus lowest score next, total score got from all the data score in control class, mean can be said

to be representative of the data set. Then, median is the middle of value after all the data is sorted , the researcher got median after calculating using SPSS v.26.

Next, modus is the value that appears most often in a statistical data. In this data was distance between classes is understanding of interval class. Next, standard deviation is a value used in determining the distribution of data. Last, variant is the sum of the squares of all deviation of individual values. score of Pre-test in experimental class can be seen in this following table:

Table 7

The Score of Control Class (Pre-test)

Description	Pre-test
Lowest Score	14
Highest Score	85
Range	71
Total score	1857
Mean	63.61
Median	96
Modus	36
Interval	7
Standard deviation	15.911
Variant	253.184

Based on the table, the lowest score of control class in pre-test was 14 , the highest score was 85, range score was 71, the total score was

1857, mean was 63.61, median was 96, modus was 36, interval class was 7, standard deviation was 15.911 and variant was 253.184. It was applied in frequency distribution table presented them in histogram as follow:

Table 8

Frequency Distribution of Control Class (Pre-test)

No.	Interval class	Mid-point	Frequency	Percentages
1.	14 - 20	17	1	2.7%
2.	21 - 27	24	-	-
3.	28 - 34	31	-	-
4.	35 - 41	38	9	25%
5.	42 - 48	45	8	22%
6.	49 - 55	52	7	19%
7.	56 - 62	59	3	8.3%
8.	68 - 74	71	4	11%
9.	75 - 81	78	2	5.5%
10.	82 - 88	85	2	5.5%
	I=7		36	100%

Based on the table above, it can be concluded that the mean score came from interval 49 – 55 which the frequency with total 7 students 19%. The lowest interval had 1 students 2.7%. And the highest interval had 2 students 5.5%.

Figure 3 : Data description of pre-test in control class

Based on the figure of data description pre-test in control class the students score start from interval 14-20 up to 79-85. Most of the students or the highest frequency was in interval 35-41 with total 9 students.

2. Description Data of Post-Test

a. Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by students did writing test after doing the treatment by using brainwriting 6-3-5 technique, the researcher have calculated the result that by the students did writing test, the researcher had steps calculated from lowest score up to highest score and range got from the highest minus lowest score next, total score got from all the data score in

experimental class, mean can be said to be representative of the data set. Then, median is the middle of value after all the data is sorted , the researcher got median after calculating using SPSS v.26.

Next, modus is the value that appears most often in a statistical data. In this data was distance between classes is understanding of interval class. Next, standard deviation is a value used in determining the distribution of data. Last, variant is the sum of the squares of all deviation of individual values. Score of post-test in experimental class can be seen in the following table below:

Table 9

The Score of Experimental Class (Post-test)

Description	Post-test
Lowest Score	45
Highest Score	89
Range	44
Total score	2292
Mean	69.50
Median	70
Modus	70
Interval	7
Standard derivation	11.187
Variant	125.123

Based on the table, the lowest score of experimental class in post test was 45, the highest score was 89, lowest score was 45, range score

was 44, the total score was 2292 mean was 69.50, median was 70, modus was 70, interval class was 7, standard deviation was 11.186 and variant was 125.121. It was applied in frequency distribution table presented them in histogram as follow:

Table 10

Frequency Distribution of Experimental Class (Post-test)

No.	Interval class	Mid-point	Frequency	Percentages
1.	45 - 51	48	4	12%
2.	52 - 58	55	1	3%
3.	59 - 65	62	8	24%
4.	66 - 72	69	8	24%
5.	73 - 79	76	3	9%
6.	80 - 86	83	8	24%
7.	87 - 93	90	1	3%
	I = 7		33	100%

Based on the table above, it can be concluded that the mean score came from interval 66 – 72 which the frequency with total 8 students 24%. The lowest interval had 4 students 12%. And the highest interval had 1 students 3%.
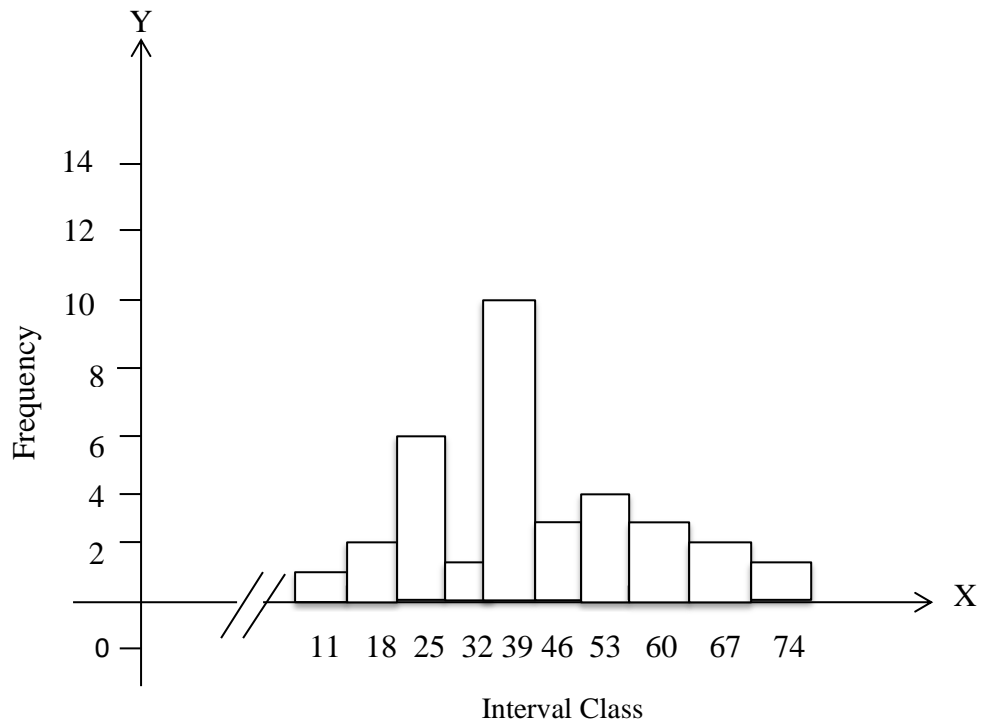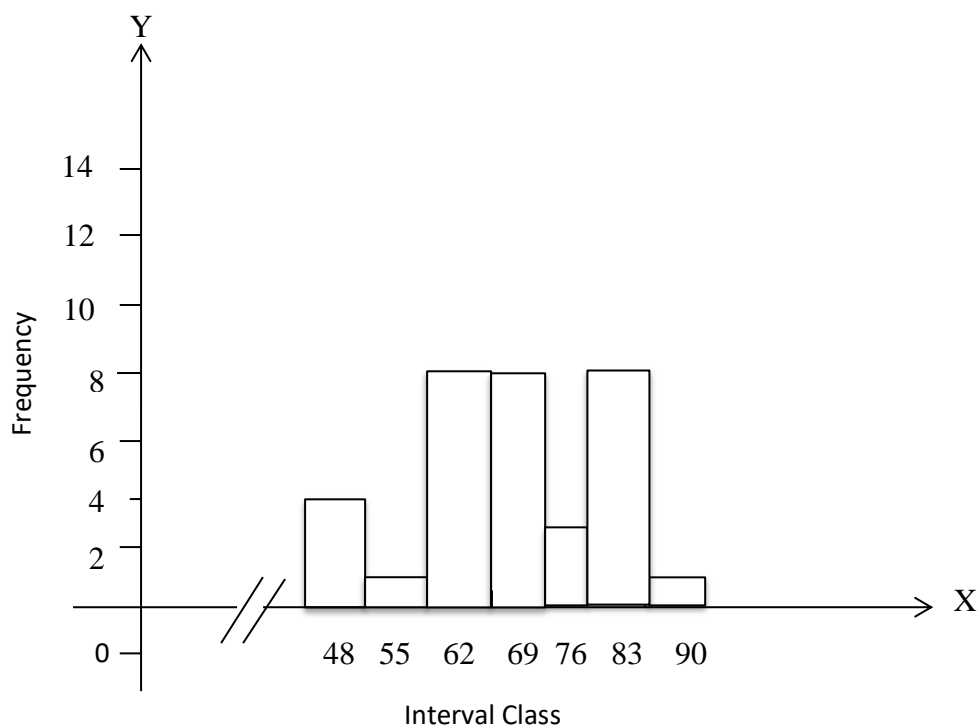
Figure 4 : Data description post-test in experimental class

Based on the figure of data description post-test in experimental class the students score start from interval 45-51 up to 87-93. Most of the students or the highest frequency was in interval 59-65, 66-72, 80-86 with total 8 students.

b. Control Class

In post-test of control class, the researcher calculated the result that had been gotten by students did writing test. The researcher have calculated the result that by the students did writing test, the researcher had steps calculated from lowest score up to highest score and range got from the highest minus lowest score next, total score got from all the data score in control class, mean can be said to be representative of the data

set. Then, median is the middle of value after all the data is sorted , the researcher got median after calculating using SPSS v.26.

Next, modus is the value that appears most often in a statistical data. In this data was distance between classes is understanding of interval class. Next, standard deviation is a value used in determining the distribution of data. Last, variant is the sum of the squares of all deviation of individual values. score of post-test in control class can be seen in the following below:

Table 11

The Score of Control Class (Post-test)

Description	Post-test
Lowest Score	45
Highest Score	86
Range	41
Total score	2228
Mean	61,88
Median	62.5
Modus	50
Interval	7
Standard derivation	10.251
Variant	105.073

Based on the table, the lowest score of control class in pos-test was 45, the highest score was 86, range score was 41, the total score was 2228 mean was 61.86 , median was 62.5, modus was 50 , interval class was 7,

standard deviation was 10.251, and variant was 105.078. It was applied in

frequency distribution table presented them in histogram as follow:

Table 12

Frequency Distribution of Control Class (Post-test)

No.	Interval class	Mid-point	Frequency	Percentages
1.	45 - 51	48	8	22%
2.	52 - 58	55	7	19%
3.	59 - 65	62	8	22%
4.	66 - 72	69	9	25%
5.	73 - 79	76	1	3%
6.	80 - 86	83	3	8%
	I = 7		36	100%

Based on the table above, it can be concluded that the mean score

came from interval 66-72 which the frequency with total 9 students 25%.

The lowest interval had 8 students 22%. And the highest interval had 3
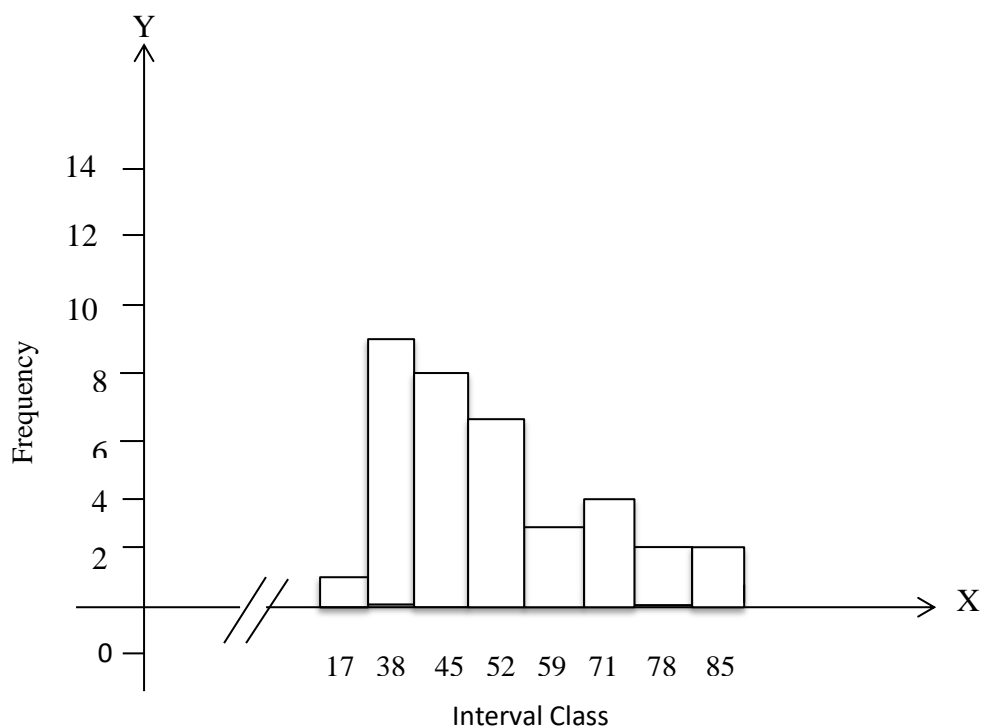
students 8%.
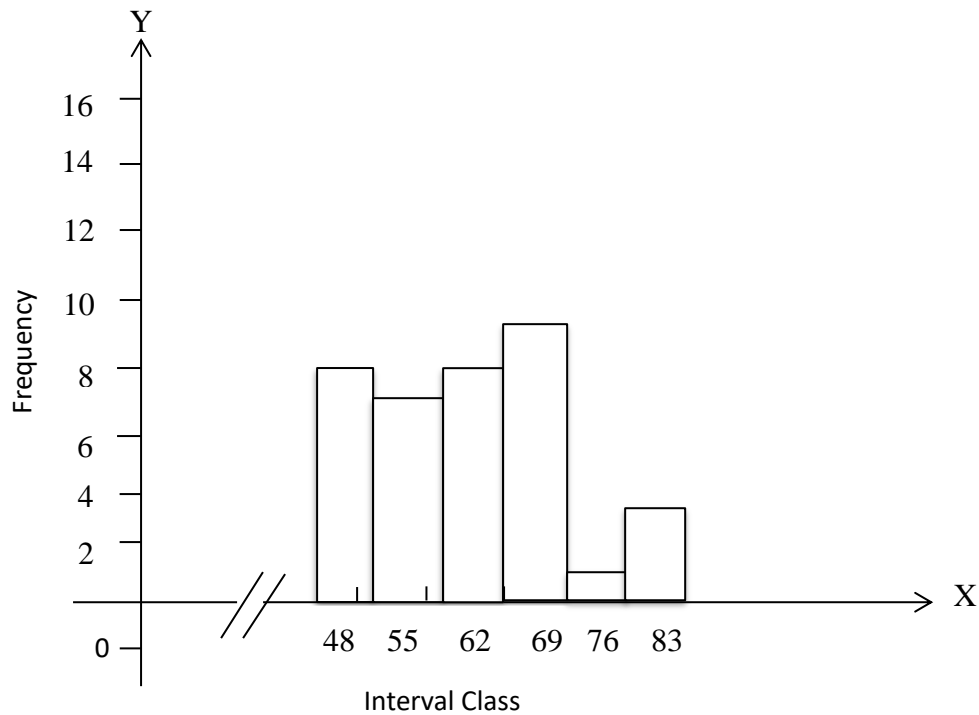
Figure 5 : Data description of post-test in control class

Based on the figure of data description post-test in control class the students score start from interval 45-51 up to 80-86. Most of the students or the highest frequency was in interval 66-71 with total 9 students.

3. **Comparison Data of Pre-test and Post-test**

a. **The Comparison Data of Students' Writing Skill in Experimental Class (Pre-test & Post-test)**

Based on the description of the data pre-test and post-test, researcher Compared the score before and after gave the treatment in experimental class as following table in Appendix 5&7. From the table above it can be concluded that the highest score of pre-test was 72 , the lowest score was 8 with the total score was 1347,Meanwhile the highest score of post-test was 89, the lowest score was 45 with the total score was 2292.

To make it clear the researcher presented the data in histogram as followed:
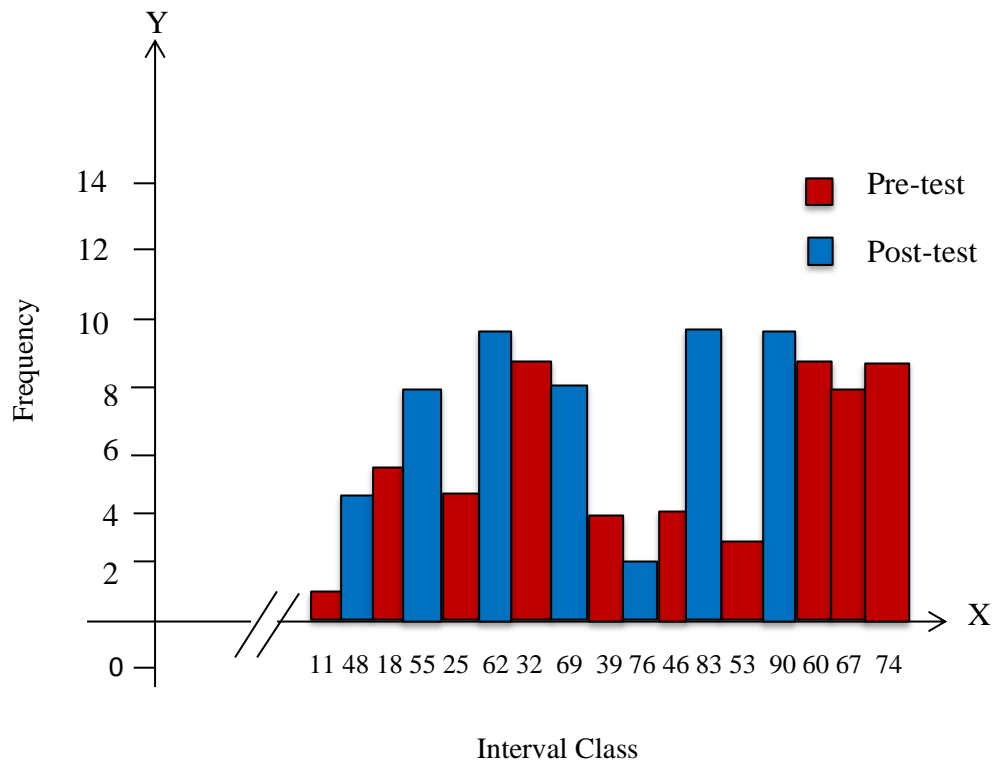
Figure 6 : The Comparison Data of Students' Writing Skill in Experimental
Class (Pre-test & Post-test)

Based on the figure above, the sudents' score in pre-test start from 8-14 up to 71-77. Meanwhile, most of students in interval 36-42 with total 10 students from 33. Besides that, the score of the students in post-test start from 45-51 up to 87-93. In conclusion most of the students in interval 59-65, 66-72, 80-86 with total 8 students from 33 students.

b. The Comparison Data of Students' Writing Skill in Control Class (Pre-test & Post-test)

Based on the description of the data pre-test and post-test, researcher Compared the score before and after in control class as the following table in Appendix 6&8. From the table above it can be concluded that the highest score of pre-test was 85, the lowest score was 14 with the total score was 1857, Meanwhile the highest score of post-test was 86, the lowest score was 45 with the total score was 2228. To make it clear the researcher presented the data in histogram as followed:
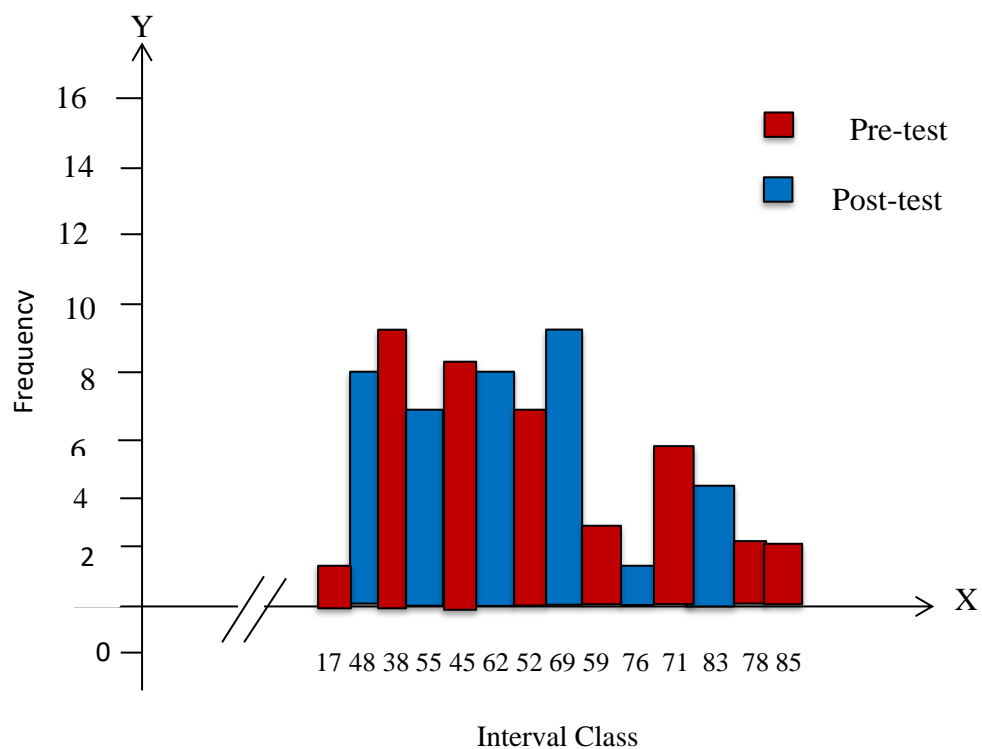
Figure 7 : The Comparison Data of Students' Writing Skill in Control Class (Pre-test & Post-test)

c. The Comparison Data of Students' Writing Skill between Experimental Class and Control Class(Post-test)

The researcher provided the pre-test to experimental class and control class to know how the students' writing skill before learning with brainwriting 6-3-5 technique. After provided the treatment in experimental class then, researcher provided the post-test in both of class to know how the students' writing skill in writing narrative text. After learning with brainwriting 6-3-5 technique. The comparison data of post-test in both of classes can be seen in Appendix 7&8. From table about it can be seen that the highest score of post-test in Experimental Class was 88 and the lowest score was 45 consist of 33 students with the total was 2292. The highest score in Control Class was 86 and the lowest score was 45 consist of 36 students with the total was 2228. To make it clear and completely researcher presented the data in histogram below:
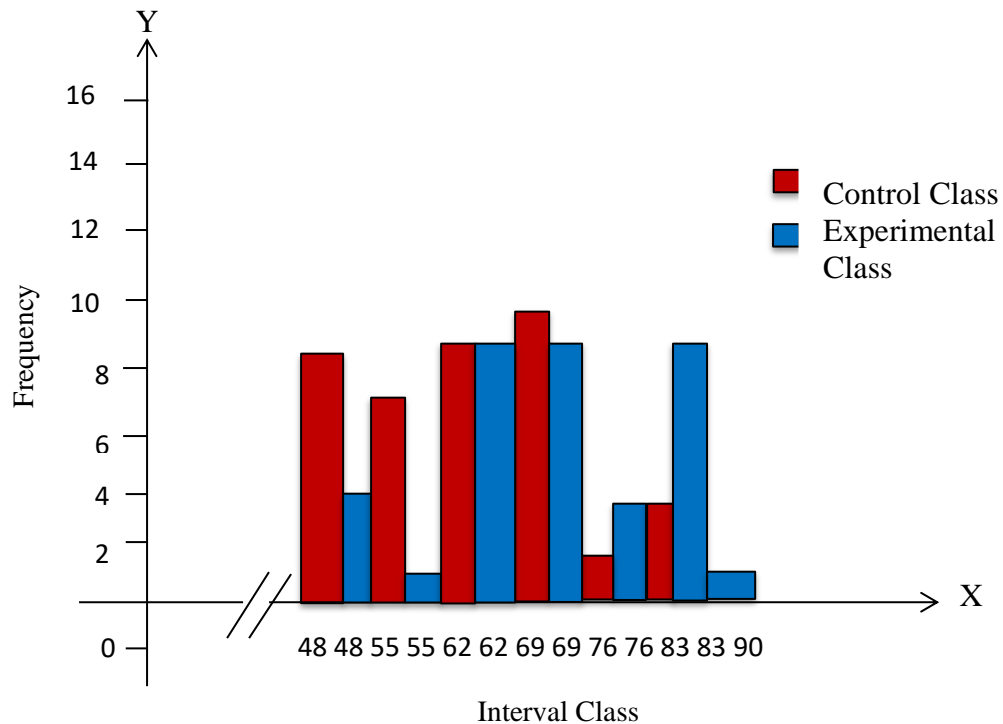
Figure 8 : Data Comparison of students' Writing Skill between Control
Class and Experimental Class (Post-Test)

Based on the figure above, frequency of score in control class started

from interval 45-51 up to 80-86. The students' score of Control Class

in post-test from interval 45-51 was 8, 52-58 was 7, 59-65 was 8, 66-72

was 9, 73-79 was 1, 80-86 was 3 students, with the total 36 students.

Beside that the frequency of students' score in Experimental Class was

higher than control class, it can be seen the students' score started from

interval 45-51 up to 87-93. The students' score in interval 45-51 was 4,

52-58 was 1, 59-65 was 8, 66-72 was 8, 73-79 was 3, 80-86 was 8, 87-

93 was 1 students, with the total 33 students.

B. Data Analysis

1. Requirement Test

Researcher took requirement test as the way to get mean score of the

also to know whether the data are normality homogenous or not.

a. Normality and Homogeneity Pre-test

1) Normality of Experimental and Control Class in Pre-test

Test of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.102	33	.200[*]	.977	33	.702
Control Class	.137	36	.085	.941	36	.055

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, the analysis of normality of the

pre-test data Shapiro wilk test using SPSS v.29 it was obtained

that the experimental class was 0.702 and the control class was

0.055. In other word, 0.702>0.05 in experimental class and

0.055>0.05 in control class.

From the calculation it was found that Shapiro wilk>0.05.

So it can be concluded that pre-test data in experimental class

and control class were normally distributed.

2) **Homogeneity of Experimental class and Control Class in Pre-test**

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.015	1	67	.904
Based on Median	.018	1	67	.893
Based on Median and with adjusted df	.018	1	66.668	.893
Based on trimmed mean	.020	1	67	.889

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance

H_0 accept = based on mean > 0.05(Homogeneous Variance)

H_a accept = based on mean < 0.05(Heterogenous Variance)

Based on the table above, the result of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.29 obtained a value significant (sig) Based on mean>0.05 or 0.904>0.05 it means the pre-test value of the sample has a homogeneous variance.

b. **Normality and Homogeneity of Experimental and Control Class in Post-test**

1) **Normality of Experimental and Control Class in Post-Test**

Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.135	33	.133	.953	33	.158
Control Class	.166	36	.014	.942	36	.058

a. Lilliefors Significance Correction

Based on the table above, the analysis of normality of the post-test data Shapiro wilk test using SPSS v.29 it was obtained that the experimental class was 0.158 and the control class was 0.058. In other word, 0.158>0.05 in experimental class and 0.058>0.05 in control class.

From the calculation it was found that Shapiro wilk>0.05. So it can be concluded that post-test data in experimental class and control class were normally distributed.

2) **Homogeneity of Experimental and Control Class in Post-test**

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.005	1	67	.941
Based on Median	.025	1	67	.875
Based on Median and with adjusted df	.025	1	61.109	.875
Based on trimmed mean	.012	1	67	.913

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance

H_0 accept = based on mean > 0.05(Homogeneous Variance)

H_a accept = based on mean < 0.05(Heterogenous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial vaue data (post-test) using SPSS v.29 calculation that table above, obtained a significance value (sig) based on mean > 0.05, or 0.941 > 0.05 it means the post-test value of the sample has a homogeneous variance.

2. **Hypothesis Test**

From the result of data analysis requirement test it can be seen that two that two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.26. the hypothesis that tested as follows:

a. If H_0 : (hypothesis was accepted if $t_{count} < t_{table}$ or Sig.(2-tailed)<

0.05), it means there is no significant effect of brainwriting 6-3-5

technique on students' writing skill at grade ninth MTs N 4 Tapanuli

Selatan.

b. If H_a : (hypothesis was accepted if $t_{count} > t_{table}$ or Sig.(2-tailed) >

0.05), it means there is significant effect of brainwriting 6-3-5 technique

on students' writing skill at grade ninth MTs N 4 Tapanuli Selatan.

Based on the calculation in pre-test by using Independent sample T-

test, it was found t_{count} -0.335 with t_{table} 1.99601 (the calculation in

Appendix). It means $t_{count} < t_{table}$ (-0.335 < 1.99601) it can be

concluded that hypothesis H_a was rejected and H_0 was accepted. So in

pre-test, two classes were same. There is no differences in the both class.

But in post-test, it was found that $t_{count} > t_{table}$ or 2.925>1.99601

looking at Sig(2-tailed) > 0.05 (the calculation in Appendix). Based on

the test criteria, H_0 is rejected and H_a is accepted. It means that the

average of students' writing skill in experimental class using brainwriting

6-3-5 technique increased than average of students' writing skill in

control class. So that is why H_a it can be concluded that " Brainwiting 6-

3-5 Technique significantly affects on students' writing skill at grade

ninth MTs N Tapanuli Selatan. the result of T-test is as below:

Table 13

The result of T-test from the Both Avarages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.335	1.99601	2.925	1.99601

In addition, it was gotten the mean score of experimental class in pre-test was 40.81 and in post test was 70.35. Then the mean score of control class in pre-test was 63.61 and post-test was 62.48. The gain score was 30.33 it can be below:

Table 14

Gain score Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	40.81	69.50	28.69	27.96
Control	63.61	62.88	-0.73	

C. Discussion

Based on the data analysis that had found the researcher, it shown that there was significants effect of brainwriting 6-3-5 technique on students writing skill at grade ninth MTs n 4 Tapanuli Selatan, where the result of mean score in experimental class was 69.39 higher than mean score in control class. In pre-test, the mean score of experimental class was 40.81 and mean score of pre-test in control class was 63.61 . then in post-test, the mean score in experimental class was 69.50 and mean score in control class was 61.88.

It means that the theory of brainwriting 6-3-5 technique can be using in writing with many task grouping task, writing sentences being letters and story, and remember vocabulary when they are sharing ideas in groups. Moreover, brainwriting is one of the group best techniques to guarantee the large number of ideas in a group.[1] It does means brainwriting 6-3-5 technique significantly affect on students' writing skill at grade ninth MTs N Tapanuli Selatan. There are some study and discussion about the effect of using brainwriting technique such as:

The first related finding, by Wardani. The objective ofthis research is to find out whether students who using brainwriting 6-3-5 technique get better writing achievement than those who are not by using brainwriting 6-3-5 technique at the seventh graders of MTsN 2 Ponorogo in the academic year 2020/2021. The researcher applied a quantitative approach and used a quasi-experimental design. In this research, the population was the seventh graders of MTsN 2 Ponorogo. The sample was 56 students. The VII L class as the experimental class and the VII F as the control class. Both of them consists of 28 students. The data were gathered through the test. This research was conducted by applying the following procedures giving the pre-test, applying the treatment, and giving a post-test.[2]

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[1] Higgins, *101 Creative Problem Solving Techniques: The Handbook Of New Ideas For Business (USA: Business, Self Development), 2006.*
[2] Wardani, "The Effectiveness of Brainwriting 6-3-5 Technique in Teaching at MTs N Ponorogo."(2021), http:/etheses.iainponorogo.ac.id/15677/.

The second related finding by Dewi, This study was about the use of brainwriting 6-3-5 technique to improve students" writing ability of recount text at eighth grade of SMP Negeri 18 Semarang in the academic year of 2014/2015. Brainwriting 6-3-5 is one of strategy that can be applied in teaching writing because the researcher found that students felt difficult to build and develop their ideas. So it was hard for them to make a text. Brainwriting 6-3-5 is a kind of brain warming up activity, and it could help the students to build and generate ideas. The study was aimed to find the answer to the following research questions: (1) How is the implementation of Brainwriting 6-3-5 technique to improve students" writing ability of recount text ? (2) How is the improvement of students" writing ability of recount text by using Brainwriting 6-3-5 technique.[3]

The third related finding by Rahmawati, This study aimed to find out the The Effect of Brainwriting 6-3-5 Technique on Student's Writing At First Grade Of Madrasah Aliyah Fathul Hudathis research was quantitative research and it was conducted by using quasy-experimental design. The subject of this research was 24 students. The result of the analysis indicated that the mean of post-test score (76.00) was higher than the mean of pre-test score (68.92). So that Ha was accepted. It means there was significant effect of students' writing

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[3] Dewi, "The Use of Brainwriting 6-3-5 Technique To Improve Students' Writing Ability of Recount Text."(2015), http://eprints.walisongo.ac.id/view/creators/Dewi=3

skill after giving treatment. Next, the researcher had computed that the score of t > t (-3.995>2.120) and the result of paired sample T test is 2–tailed.[4]

The fourth related finding by Tiarani, The purpose of this research was to improve the student' writing skill on recount text through Brainwriting 6-3-5 technique at MTs Muhammadiyah Bumi Nabung in the academic year 2019/2020. Based on the observation and action of the research during teaching and learning process, the students were difficult to understand the text and get ideas in writing recount text, so the writer conducted the research that used brainwriting 6-3-5 technique to improve their understanding and can express their ideas on recount text paragraph.[5]

The fifth related finding by Ayundari, This research aimed to find out whether there was a significant influence of using Brainwriting 6-3-5 Technique toward Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMK Ma"Arif Sukoharjo in the academic year of 2020/2021. The research methodology was quasi experimental research design with the treartment held in three meetings, 2x40 minutes in each meeting. The sample of the research was two clasess, X TKJ 1 as the experimental class and class X TKJ 2 as the control class. In collecting the data, the researcher used the test instrument in the form of writing test. The

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[4] Afrida Dwi Rahmawati, "The Effect of Brainwriting 6-3-5 Technique on Students' Writing at First Grade Students of Madrasah Aliyah Fathul Huda."(2021) http://repository.uinjambi.ac.id/8208/.

[5] Tiarani, "Improving The Students' Writing Skill by Using Brainwriting 6-3-5 Technique Among The Eight Grade At MTs Muhammadiyah Bumi Nabung." (2019), https://repository.metrouniv.ac.id/id/eprint/

instrument was descriptive text writing test, after giving the post-test, the researcher analyze the data by using SPSS.[6]

All of the discussion above is statements that support (pro) to this research, where they have in common that technique have an significant effect on students' skill in writing about narrative text. On the other hand, there are several discussions that to do not support (contra) to this research. The contra discusses about the disadvantages of using Brainwriting 6-3-5 technique in learning English especially in writing. There are some disadvantages of using Brainwriting 6-3-5 Technique in learning proses such as:

1) This strategy less is known compared with the brainstorming methods.
2) Less of social interaction between participants as each participant wrote their ideas without talking to participants.
3) Participants may feel that they can not be entirely express their ideas in writing.
4) Handwriting can be a little difficult to disentangle and interpret the result of an ideas and wrote the ideas.

D. Threats of the Research

The researcher found the treats of the research as follows:

1. Some of the students were noisy in answering the pre-test and post test it made the other students difficult to answer of the test because they are not focused.

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[6] Pungki Ayundari, "The Influence of Using Brainwriting 6-3-5 Techniques Towards Studets' Writing Ability in Descriptive Text at The Tenth Grade SMK Ma'arif Sukoharjo in The Academic Year of 2020/2021." http://repository.radenintan.ac.id.

2. Some of the students are not serious to do the test, they just cheated each other to completed the test it is happened because they don't know vocabulary in English a lot, also some of them were not interested in learning process when the researcher give the treatment.

3. The teacher English did not explain the material completely because some of the students did not understand well about English.

4. Some of them were not interested in learning process and didn't give their answer.

5. The researcher did not explain the material by using English fully because the most of students did not understand about English well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the result can be concluded

1. The students' writing skill at grade ninth students of MTs N 4 Tapanuli Selatan before learning by using brainwriting 6-3-5 technique, the mean score of pre-test in experimental class was 40.81 while in control class was 63.61.

2. The students' writing skill at ninth grade students of MTs N 4 Tapanuli Selatan after using brainwiting 6-3-5, the mean score of post-test in experimental class was 69.50 while in control class was 61.88.

3. There was significant effect of using brainwriting 6-3-5 technique on writing skill at grade ninth sudents of MTs N Tapanuli Selatan. It can be seen from t_{count} was higher than t_{table}, where $t_{count} > t_{table}$ or 2.925>1.99601 it means that H_a was accepted, so there was significant effect using brainwriting to students writing skill ablity at grade ninth students of MTs N Tapanuli Selatan.

B. Implication

1. Theoretical Implications

   a. The teacher' effort to solve the students less understanding of organization of writing narrative text can be influence on students' writing skill in learning narrative text, because in this theory students more quickly graps the understanding given by teacher such as teacher

give more explanation about writing narrative text, give more task that analysis the content of every generic structure, teacher asked the students to write a list of story that related to the materials the memorized them, and teacher explain the material, the teacher also explain the formula of past tense, punctuation and generic structure.

b. Students skill has an influence on students writing skill in narrative text. Students learning brainwriting 6-3-5 technique of course have better writing than students learning without technique. It is hoped that teacher can reach learning writing skill in students narrative text.

c. Although teacher and student interactions in the teaching and learning especially in teaching narrative text and writing skill to learn both high, medium and low in research. In this case, its hoped that there could be collaboration between students.

2. Practice Implication

The result of this research is used as input for teachers and prospective teacher. To improve self with the teaching that has been done and students writing skill that have been achieved with pay attention to appropriate students writing skill to make the students more understand about writing narrative text.

C. Suggestion

After finishing this research, the researcher got many information and experience in English teaching and learning. One of information is it better for the teacher to use the technique in teaching and learning process. And the last

the researcher has some suggestion after finishing this research. This suggestion made as an information and addition for headmaster, teacher English, Students and for the next researcher in teaching and learning about writing especially in writing about narrative text. The suggestions are :

1. For the headmaster of MTs N 4 Tapanuli Selatan, it hoped to inform the English teacher in this school to prepare students' dictionary especially when the students study English, teacher can asks to students to prepare dictionary before class. The researcher proved the brainwriting technique was effective to be used in learning process. It help students easier to understand about writing skill in narrative text.

2. For the English teacher of MTs N 4 Tapanuli Selatan, it hoped to use brainwriting technique in teaching writing skill about narrative text.

3. For the students of MTs N 4 Tapanuli Selatan, brainwriting technique can be useful to improve their writing skill about narrative text when they want to write something being a stoty.

4. For the next researcher, this research can use as a referention to apply in their research. This research can help them to conduct futher research in the same topic, eventhought there is a difference between this research with the next research.

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                                   2018-2023 UIN SYAHADA Padangsidimpuan

LESSON PLAN

(Experimental Class)

School   : MTs N 4 Tapanuli Selatan

Subject   : English

Academic Year   : 2022/2023

Class/Semester   : IX/2

Material   : Narrative Text

Time Alocation   : 3 x 40 menit (3 meeting)

A. Core Competence

1. Understand and apply factual, conceptual, procedural, and metaconitive knowledge at simple technical and specific levels based on their curiosity about science, technology, art, culture with human, national and state insights related to visible phenomena and events.

2. Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract realms in accordance with what is learned in school and other sources that are the same from a theoretical point of view.

B. Basic Competence

3.7 Comparing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, short and simple, according to the context of their use.

4.7 Capture contextual meaning related to social functions, text structure, and linguistic elements of narrative texts, spoken and written, very short and simple, related to fairy tales.

C. Indicators of Competence Achievement

3.7.1 Analyzing social function, structure text, and linguistic elements of the text oral narrative in the form of fairytales short and simple (C4)

3.7.2 Comparing two narrative texts short and simple speechshaped fairytales related to social function, text structure, and linguistic elements (C5)

4.7.1 Summarizing detailed information from fairytales oral narrative text

4.7.2 Display (to perform) information detailed oral narrative text fairytales

D. Learning Strategy
Brainwriting 6-3-5 Technique

E. Teaching and Learning Activities
Meeting 1
Pre-test

Meeting 2
Treatment

Learning Activities		Time alocation
Teacher Activity	Students Activity	
1. The Teacher say Greeting, praying together and checking students' attendance. 2. The teacher prepare students physically to follow the learning process. 3. The teacher motivates the students by asking some questions about the related material. 4. The teacher delivers the material coverage and description of the syllabus activities. 5. The teacher asks the students what the difficulties they face about the material	1. Each participant gets a sheet of paper and with in 5 minutes has to write 3 ideas, one in each colomn into a grid that illustrated as follow Participants idea1 idea2 idea3 Participant 1 Participant 2 Participant 3 Participant 4 Participant 5 Participant 6 2. After 5 minutes they should pass the paper to next person, who will continue to build on the ideas. The process should be prepared untill all of the group members have had the change to	Opening: 15Minutes During Activity : 90 Minutes Closing : 15 Minutes

6. The teacher asks the students what is the conclusion about the material today. 7. The teacher concludes material and closed the learning process by praying together.	contribute to all of the grids. 3. Upon receiving a sheet the participant writes 3 ideas in each colomn using the previous ideas in that colomn as stimulus, there is no disscussion during these round. 4. Finally the students do process of writing down ideas and passing the sheet on, continues untill participants receive the students' original sheet. 5. After completing write ideas as keyword, then arrange them into sentences and paragraphs.	

Meetings 3

Post-test

F. Learning Material
1. Definition of narrative text.
2. Purpose of the text/social function
3. Generic structure/text organization
4. Language features

G. Learning Media, Tools and Sources
1. Media : paper Brainwriting form of narrative text, worksheet siswa.
2. Tools : Whiteboard markers and eraser.

3. Lesson sources : English book, rangkuman buku bahasa inggris and dictionary

H. Scoring Rubric

Assessment criterion in tasting component of writing

No	Indicators	Indicator of items	Score	Perfomance Description	weighthing
1	Generic Stucture	Presented a topic, Students can write narrative text by using orientation, complication, resolution and re-orientation.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x
2	Language Features	Presented a topic, Students can write narrative text by using past tense, adverb of time, action verb and time conjuction.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x
3	Vocabulary	Presented a topic, Students can write narrative text which is related to the context and use the appropriate words	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x

		context and use the appropriate words			
4	Content	Presented a topic, Students can write narrative based on the topic.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	2x
5	mechanism	Presented a topic, Students can write narrative text by using punctuation, spelling word and capitalization.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x

Accepted by: Padangsidimpuan, 03 Januari 2023

English Teacher   The Researcher

Purnama Lubis, S.Pd   Medita Wiloka
NIP. 19701112200550122003   NIM. 1820300110

LESSON PLAN

(Control Class)

School   : MTs N 4 Tapanuli Selatan

Subject   : English

Academic Year   : 2022/2023

Class/Semester   : IX/2

Material   : Narrative Text

Time Alocation   : 3 x 60 menit (3 meeting)

A. Core Competence

3. Understand and apply factual, conceptual, procedural, and metaconitive knowledge at simple technical and specific levels based on their curiosity about science, technology, art, culture with human, national and state insights related to visible phenomena and events.

4. Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract realms in accordance with what is learned in school and other sources that are the same from a theoretical point of view

B. Basic Competence

3.7 Comparing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, short and simple, according to the context of their use. 4.7 Capture contextual meaning related to social functions, text structure, and linguistic elements of narrative texts, spoken and written, very short and simple, related to fairy tales.

C. Indicators of Competence Achievement

3.7.1 Analyzing social function, structure text, and linguistic elements of the text oral narrative in the form of fairytales short and simple (C4)

3.7.2 Comparing two narrative texts short and simple speechshaped fairytales related to social function, text structure, and linguistic elements (C5)

4.7.1 Summarizing detailed information from fairytales oral narrative text

4.7.2 Display (to perform) information detailed oral narrative text fairytales

D. Learning Strategy
Teacher's Technique

E. Teaching and Learning Activities
Meeting 1
Pre-test

Meeting 2
Teaching Narrative Text

Learning Activities	Time Alocation
Opening 1. Greeting, praying together and checking students' attendance. 2. The teacher prepare students physically to follow the learning process. 3. The teacher motivates the students by asking some questions about the related material. 4. The teacher delivers the material coverage and description of the syllabus activities.	10 minutes

During Activity
   1. The teacher explain the material, definition, generic structure, purpose, and language features of Narrative text.
   2. The teacher gives the Example of Narrative text.
   3. The students identify the example of Narrative text
	60 minutes

Closing 1. The teacher asks the students what the difficulties they face about the material	10 minutes

2. The teacher asks the students what is the conclusion about the material today. 3. The teacher concludes material and closed the learning process by praying together.	

Meetings 3

Post-test

F. Learning Material
1. Definition of narrative text.
2. Purpose of the text/social function
3. Generic structure/text organization
4. Language features

G. Learning Media, Tools and Sources
1. Media : paper about story of narrative text.
2. Tools : Whiteboard markers and eraser.
3. Lesson sources : English book, rangkuman buku bahasa inggris and dictionary

H. Scoring Rubric

Assessment criterion in tasting component of writing

No	Indicators	Indicator of items	Score	Perfomance Description	weighthing
1	Generic Stucture	Presented a topic, Students can write narrative text by using orientation, complication, resolution and re-orientation.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x
2	Language Features	Presented a topic, Students can write narrative text by using past tense, adverb of time,	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	5x

		action verb and time conjuction.			

		action verb and time conjuction.			
3	Vocabulary	Presented a topic, Students can write narrative text . which is related to the context and use the appropriate words	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x
4	Content	Presented a topic, Students can write narrative based on the topic.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	2x
5	mechanism	Presented a topic, Students can write narrative text by using punctuation, spelling word and capitalization.	5 4 3 2 1	Excellent Very good Good Fair to poor Very poor	4x

Accepted by: Padangsidimpuan,   Januari 2023

English Teacher   The Researcher

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NIP. 19701112200550122003   NIM 1820300110

Appendix 3

<div align="center">

INSTRUMENT PRE-TEST

WRITING TEST

</div>

Direction Pre-test   : Writing   Name :

Genre   : Narrative text   Class :

Grade   : IX (sembilan)

Time allocation   : 80 Menit

Try to remember anything that you like or know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 200 words. Use your own words.

_____

_____

_____

_____

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_____

_____

_____

Appendix 4

INSTRUMENT POST-TEST

WRITING TEST

Direction Post-test   : Writing   Name:

Genre   : Narrative text   Class:

Grade   : IX (sembilan)

Time allocation   : 80 Menit

Now write anything that you like or you know well. Write down at least 2 paragraph which consist of 250 words. Use your own words.

Orientation_____

_____

_____

_____

Complication_____

_____

_____

_____

Resolution _____

_____

_____

_____

Re-orientation _____

_____

_____

_____

Appendix 5

Score of Pre-test in Experimental Class

No.	Name of Students	Pre-test
1.	AH	40
2.	A	18
3.	AH	36
4.	AI	65
5.	AZ	36
6.	DWH	51
7.	DAM	72
8.	H	70
9.	HS	61
10.	FR	45
11.	LS	39
12.	LPW	50
13.	MA	36
14.	MA	46
15.	MA	44
16.	M	56
17.	NSA	41
18.	NS	39
19.	NS	25
20.	NF	26
21.	NA	26
22.	NR	39
23.	R	55
24.	RZ	63
25.	RA	23
26.	SD	60
27.	SH	26
28.	S	40
29.	SH	34
30.	SAR	36
31.	TRS	8
32.	WS	26
33.	YEP	15
	Total	**1.347**

Appendix 6

Score of Pre-test in Conrol Class

No.	Name of Students	Pre-test
1.	AW	55
2.	AD	40
3.	AA	36
4.	A	45
5.	AR	36
6.	AR	46
7.	AYY	50
8.	AZ	59
9.	AS	65
10.	ASR	52
11.	AN	40
12.	CA	52
13.	DA	45
14.	DAS	35
15.	F	36
16.	H	40
17.	H	71
18.	HB	55
19.	IS	46
20.	MR	50
21.	MR	45
22.	MLAA	70
23.	NS	46
24.	NA	72
25.	RA	36
26.	RH	51
27.	RLY	60
28.	SL	36
29.	SF	85
30.	SK	81
31.	SK	77
32.	SR	56
33.	TP	45
34.	WL	44
35.	YIM	85
36.	ZF	14
	Total	**1.857**

Appendix 7

Score of Post-test in Experimental Class

No.	Name of Students	Post-test
1.	AH	65
2.	A	70
3.	AH	80
4.	AI	80
5.	AZ	55
6.	DWH	70
7.	DAM	80
8.	H	76
9.	HS	75
10.	FR	65
11.	LS	70
12.	LPW	80
13.	MA	70
14.	MA	65
15.	MA	60
16.	M	80
17.	NSA	65
18.	NS	50
19.	NS	44
20.	NF	50
21.	NA	60
22.	NR	70
23.	R	90
24.	RZ	70
25.	RA	50
26.	SD	86
27.	SH	75
28.	S	70
29.	SH	85
30.	SAR	85
31.	TRS	65
32.	WS	65
33.	YEP	70
	Total	**2291**

Appendix 8

Score of Post-test in Control Class

No.	Name of Students	Post-test
1.	AW	65
2.	AD	50
3.	AA	50
4.	A	55
5.	AR	70
6.	AR	55
7.	AYY	60
8.	AZ	70
9.	AS	68
10.	ASR	60
11.	AN	66
12.	CA	70
13.	DA	55
14.	DAS	50
15.	F	45
16.	H	65
17.	H	72
18.	HB	65
19.	IS	55
20.	MR	52
21.	MR	50
22.	MLAA	86
23.	NS	50
24.	NA	70
25.	RA	50
26.	RH	50
27.	RLY	68
28.	SL	55
29.	SF	80
30.	SK	82
31.	SK	75
32.	SR	60
33.	TP	65
34.	WL	55
35.	YIM	70
36.	ZF	65
	Total	**2228**

Appendix 9

Students' low and high score in pre-test and post test in experimental and control class

A. Students' Lowest Score (Pre-test Experimental Class)

TALITA RASIKA SAFA

1x – 6

04-01-2023

Appendix 2

INSTRUMENT PRE-TEST

WRITING TEST / EXperimental Class

Direction Pre-test	: Writing
Genre	: Narrative text
Grade	: IX (sembilan)
Time allocation	: 80 Menit

Try to remember anything that you like or know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 200 words. Use your own words.

The Golden Touch

Once there lived a greedy man in a small twon
He was very rich

V = 8

B. Students' Lowest Score(Pre-test Control Class)

INSTRUMENT PRE-TEST

WRITING TEST / Control Class

Direction Pre-test : Writing   Name : Zalfa Faizah

Genre : Narrative text   Class : IX⁵

Grade : IX (sembilan)

Time allocation : 80 Menit

Try to remember anything that you like or know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 200 words. Use your own words.

outstanding people (was) simple
in his speech. But great in
action.

learning to smile
when Disappointed.

G5 =
Lf = 10
V = 4
C =
m =
14

C. Students' Highest Score (Pre-test Experimental Class)

Name : DIVA ATIKA MUSLIMAH HARAHAP
Kls : IX.6
hari/Tgl : Rabu 04/01/2023

Appendix 2

INSTRUMENT PRE-TEST

WRITING TEST / Experimental Class

Direction Pre-test : Writing

Genre : Narrative text

Grade : IX (sembilan)

Time allocation : 80 Menit

Try to remember anything that you like or know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 200 words. Use your own words.

Two Best Friends

A Story tells that two friend were walking through the desert. During some point of the journey, they had an argument, and one friend slapped the other one in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand; Today my best friend slapped me in the face. They kept on walking until they found an oasis, where they decided

To take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning he wrote an o stone; Today my best friend saved my life. The friend who had slapped and saved his best friend asked him; " After i hurt you, you wrote in the sand and now, you write on a stone, why?"

GS = 20
LF = 25
V = 15
C = 8
M = 4

72

The other friend replied; " When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it"

moral of the story : kebaikan akan selalu dikenang, keburukan sebaiknya dilupakan.

D. Students' Highest score (Pre-test Control Class)

INSTRUMENT PRE-TEST

WRITING TEST / Control Class

Direction Pre-test : Writing — Name : SALWA FADILAH PARDEDE

Genre : Narrative text — Class : IX-5

Grade : IX (sembilan)

Time allocation : 80 Menit

Try to remember anything that you like or know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 200 words. Use your own words.

Arab School Farewel (two thousand eighteen)

one day we went Aek Sijorni to hold a School Farawell Party with the homerom teacher and students there were also those who came from the village. Saveral people we gathered in front of out teacher's house and the car was waiting for us then we went to aek sijorni, we've arrived aek sijorni we are looking for a place to take shelter already got. then we grilled the go Hfish in aek Sijorni, S ytang cook is out teacher and my brother and his friends while we woe waiting for it to cook we went to Play swiming after cooking we eat together, after that we took pictures together. Then we went swiming then showered with friend 4 of us are making a competition event we even started competing in swiming starting from in front of the Shelter to the trees there we have already started the race, only my friend won, I lost after that we ate water. Soon it was getting dark we started getting ready to wo home, then we went home.

Gs = 20
Lf = 25
V = 16
C = 8
m = 16
___
85

E. Students' Highest Score (Post-test Experimental Class)

INSTRUMENT POST-TEST

WRITING TEST /Experimental Class

Direction Post-test : Writing

Nama: Rahmayani

Genre : Narrative text

Kelas: IX-6

Grade : IX (sembilan)

Time allocation : 80 Menit

Now write anything that you like or you know well. Write down at least 2 paragraph which consist of 250 words. Use your own words.

Snow White

Orientation : A long time ago a child was born to a quenn and King and she was called Snow white. When the quenn died the King married again. This new quenn was tricked and hate snow

Complication: White the quenn gave ordest that snow white was tobe treated as a servant, snow white grew very beautiful and one day a Prince riding by saw her at work and fell in love

Resolution: with her the quenn was beautiful too and every day she asked her magic mirror, "Who is the fairest in the land?" and the mirror always answered you are the fairest one all."

Re-Orientation : But one day them the mirror answered snow white was the fairest in the land in a rage the quenn gave ordes to one other horstman to take Snow White into the woods and kill her. The Huntsman had a find heart and couldn't do away she fled into the woods where seven little awarfs lived. Their house was small and strange. Snow white interest the little house and finding. and the last she gave apple to snow white with a poisoned apple and to eat, Thinking she was dead but The prince come an found her He cleaned over and kissed her she opened her eyes and sat up with smile everyone was happy The prince took Snow White.

GS: 25
Lf: 25
V: 15
C: 8
m: 15
⎯⎯⎯⎯
88

F. Students' Lowest Score (Post-test Experimental Class)

INSTRUMENT POST-TEST

WRITING TEST / Experimental Class

Direction Post-test : Writing

Name : Nurul Sakimah

Genre : Narrative text

Kelas : IX·6

Grade : IX (sembilan)

Time allocation : 80 Menit

Now write anything that you like or you know well. Write down at least 2 paragraph which consist of 250 words. Use your own words.

Shark

orientation: Shark It Is one of the largest sea creatures there are over 350 Species. A shark Like a Farpedo It has tough skin like sand pafar

Complication: Instead of bones it has elastic Cartilage which helps them to move posity It can be grow 5ep to 8 meters.

Resolution : Shark are foud in all oceans the word the type of shark Found will depend on the waters temperature.

Re-orientation: Shark have up two babies (Which are Curled pups) at time. When pups are born. they leave straight away because the mother.

GS : 10

Vf = 10

V = 10

C : 8

m : 7

45

G. Students' Highest Score (Post-test Control Class)

INSTRUMENT POST-TEST

WRITING TEST / Control Class

Direction Post-test : Writing   Name: Mona liza aulia ahmad

Genre : Narrative text   Class: IX-5

Grade : IX (sembilan)

Time allocation : 80 Menit

Now write anything that·you like or you know well. Write down at least 2 paragraph which consist of 250 words. Use your own words.

Peter Pan

Orientation Once upon a time, there was a beautiful placed Called Neverland where peterpan and tinker Bell lived. Not so far from this place was the city of london where John wendy, and michael Darling lived.

Complication One day peter pan appeared and asked the children to fly to Neverland - they were excited to see the scenery and beauty of Neverland . then, they were suprised to know the existence of a cruel pirate called captain Hook

Resolution the darling's were so happy and thankful to peterpan they told peter their intention to go home - with the Sprinkle of tinker ball's pixie dust , captain Hook's pirate ship was sailing through the skies of Neverland.

Re-orientation Suddenly , peter pan appeared and stopped everyting .in a fierce duel, he threw Hook and all the pirats over board . Hook was Chased away by the crocodile and Nobody cared to save him

GS = 25
LF = 25
V = 20
C = 8
M = 7

85

H. Students' Lowest Score (Post-test Control Class)

INSTRUMENT POST-TEST Control

WRITING TEST / ~~Experimental~~ class

Direction Post-test : Writing   Name: FITRI ANA

Genre : Narrative text   Class: IX-S

Grade : IX (sembilan)

Time allocation : 80 Menit

Now write anything that you like or you know well. Write down at least 2 paragraph which consist of 250 words. Use your own words.

GS: 10
LF: 10
V: 10
C: 7
M: 8

45

Orientation They were very happy to see the water because they were very tired and thirsty. They drank and played in the water

Complication tey made a litte snow and they dressed her we atlF vily

Resolution Once upun a time, sunan kaligaja planned to visit sunan muria in pati Central Java.

Re-orientation we will arrive sunan muria s house shorty.

Appendix 10

Research Documentation

A. Pre-test in Experimental class

B. Treatment in Experimental class

Treatment in Experimental Class

C. Post-test in Experimental class

D. Pre-test in control class

E. Teacher's Technique Teaching

E. Post-test in control class

Appendix 11

Result of Test in Pre-Test

A. Result of Test in Pre-Test of IX-6 (Experimental Class)

1. The Score of IX-6 (Experimental Class) in Pre-test from the low score up to the high score.

8	15	18	23	25	26	26	26	26	34	36
36	36	36	39	39	39	40	40	41	44	45
46	50	51	55	56	60	61	63	65	70	72

2. High score $= 72$
   Low score $= 8$
   Range $= 64$
3. Total of Classes $= 1+(3.3) \log n$
                      $= 1+(3.3) \log 33$
                      $= 1+(3.3)(1.8)$
                      $= 1+(5.95)$
                      $= 6.95 = 7$
4. Length of classes $= \frac{range}{total\ of\ classes} = \frac{64}{7} = 9.1 = 9$
5. Mean $= 40.81$
6. Median $= 40$
7. Modus $= 26$
8. Variant $= 291.545$
9. Standard Deviation $= 17.07$

B. Result of Test in Pre-test of IX-5 (Control Class)

1. The Score of IX-5 (Control Class) in Pre-test from the low score up to the high score.

14	35	36	36	36	36	36	40	40	40	44	45
45	45	45	46	46	46	50	50	51	52	52	55
55	56	59	60	65	70	71	72	77	81	85	85

2. High score $= 85$
   Low score $= 14$
   Range $= 71$
3. Total of Classes $= 1+(3.3) \log n$
                      $= 1+(3.3) \log 36$
                      $= 1+(3.3)(1.8)$

$$= 1+(5.95)$$
$$= 6.95 = 7$$

4. Length of classes $= \dfrac{range}{total\ of\ classes} = \dfrac{71}{7} = 10.14 = 10$

5. Mean $= 63.61$

6. Median $= 96$

7. Modus $= 36$

8. Variant $= 223.392$

9. Standard Deviation $= 14.94$

Appendix 12

Result of Test in Post-Test

A. Result of Test in Post-Test of IX-6 (Experimental Class)

1. The Score of IX-6 (Experimental Class) in Post-test from the low score up to the high score.

45	50	50	50	55	60	60	65	65	65	65
65	65	70	70	70	70	70	70	70	70	75
75	76	80	80	80	80	80	85	85	86	88

2. High score   = 88
   Low score   = 45
   Range   = 43
3. Total of Classes   = 1+(3.3) log n
   = 1+(3.3) log 33
   = 1+(3.3)(1.8)
   = 1+(5.95)
   = 6.95 = 7
4. Length of classes $= \dfrac{range}{total\ of\ classes} = \dfrac{43}{7} = 6.1 = 6$
5. Mean   = 69.39
6. Median   = 70
7. Modus   = 70
8. Variant   = 139.964
9. Standard Deviation   = 11.70

B. Result of Test in Post-test of IX-5 (Control Class)

1. The Score of IX-5 (Control Class) in Post-test from the low score up to the high score.

45	50	50	50	50	50	50	50	52	55	55	55
55	55	55	60	60	60	65	65	65	65	65	66
68	68	70	70	70	70	70	72	75	80	82	85

2. High score   = 85
   Low score   = 45
   Range   = 40
3. Total of Classes   = 1+(3.3) log n
   = 1+(3.3) log 36
   = 1+(3.3)(1.8)

$$= 1+(5.95)$$
$$= 6.95 = 7$$

4. Length of classes $\quad = \dfrac{range}{total\ of\ classes} = \dfrac{40}{7} = 6.1 = 6$

5. Mean $\qquad\qquad = 69.39$

6. Median $\qquad\quad = 70$

7. Modus $\qquad\quad = 70$

8. Variant $\qquad\quad = 139.964$

9. Standard Deviation $\quad = 1170$

Appendix 13

Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
3. Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakonitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin taunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.	3.7 Membandinkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales.

Appedix 14

Pre-test Result of Independent Sample T-test

Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference		
	F	Sig.	t	df						Lower	Upper
Equal variances assumed	.005	.941	-0.335	67		.002	.005	7.505	2.580	2.354	12.156
Equal variances not assumed			-0.335	65.008		.003	.005	7.505	2.590	2.332	12.178

Appendix 15

Post-test Result of Independent Sample T-test

Independent Samples Test

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | | |
| | | | | | Significance | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.005	.941	2.925	67	.002	.005	7.505	2.580	2.354	12.656
Equal variances not assumed			2.897	65.008	.003	.005	7.505	2.590	2.332	12.678

Appendix 16

Table T

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Appendix 17

Brainwriting 6-3-5 Technique

APPENDIX 3

Brainwriting 6-3-5 form

Group : 1

Name : 1. M.H.D. ALNI   4. LUVIAH SAFITRI
       2. WULAN SAFITRI   5. DELMA WITA
       3. NUR SAKINAH   6. HOIRIAH

Class : IX⁶

NO	Participants	Idea 1	Idea 2	Idea 3
1	M.H.D ALNI : Noun	BOAT	Stick	Stone.
2	WULAN SAFITRI : Conjuctution of time	Once upon a time	Finally	After.
3	NUR SAKINAH : Adjective	Sad	bad	to lie
4	LUVIAH SAFITRI : Verb	to come	Out of	to go
5	DELMA WITA : Place	Ocean	house	Coast
6	HOIRIAH : Simple past tense.	besought	beat	Fell

APPENDIX 3

Brainwriting 6-3-5 form

Group   : 2

Name   : 1. DIVA ATIKA Muslimah   4. Lily Putry

2. Helma Sani   5. Aldiansyah

3. Nurpadilah   6. MHD·Amardin

Class   :

NO	Participants	Idea 1	Idea 2	Idea 3
1	DIVA Atika Muslimah (NOUN)	stick	wood	boat
2	Helma Sani (adjective)	good	bad	Patient
3	Lily Putry (place)	SEA.	village.	castle.
4	Nurfadilah (Verb)	to eat	Drink	Sleep
5	MHD·Amardin (simple past tense)	besought	Abhorred.	Banned.
6	Aldiansyah (conjuctution of time)	THEN	PAST	After.

Brainwriting 6-3-5 form

Group : 3

Name : 1. NURUL SAKINAH 4. SAKDIYAH DLY
2. AINUN HABIBAH 5. ANNISA ZAHRONI
3. RAHMA YANI 6. MASRIANI AURA

Class : IX⁶

NO	Participants	Idea 1	Idea 2	Idea 3
1	AINUN HABIBAH (noun)	Warship	Hat	drees
2	RAHMA YANI (Conjuction of time)	Then	Bile Book	BimBol
3	MASRIANI AURA (Adjective)	bad	good	Patient
4	SAKDIYAH (Verb)	To Run	To Sail	to road
5	NURUI SAKINAH (Place)	TOWN	VILAGE	WOOD
6	ANNISA ZAHRONI (Simple Past tense)	ate	apologized	Pulled

Brainwriting 6-3-5 form

Group   : 4

Name   : 1. Nia Rahmadani   4. Nuraisyah
              2. Nabil Surya Akbar   5. Rizha Zahra
              3. Silvi   6. Ayu ismaria

Class   :

NO	Participants	Idea 1	Idea 2	Idea 3
1	NIA RAHMADANI NOON	HAT HAT	Stick	BOAT
2	Nabil Surya Akbar ·Conjuction of time	VERY	all at once.	Past.
3	Silvi ·Adjactived	Bad	Good	Beautifull
4	Nuraisyah ·Verb	Vare	to come	
5	Rizha Zahra · Place	navy	Ship.	Sumatera barat
6	Ayu ismaria Simple Past tense	BAD	ATE	DRUNK

1 X ← 6

Brainwriting 6-3-5 form

Group   : 5

Name   : 1. YUDA ErDI Purra   4. SORia Hannum

              2. Riski Arnanda   5. Seri aini ROdian

              3. SAKiNAH Hrp   6. TALiTA Rasika SAFA

Class   : 1X ← 6

NO	Participants	Idea 1	Idea 2	Idea 3
1	YUDa erdi Putra (Noun)	Bed.	APPle	Poisoning
2	TALiTA Rasika (Conjuctution of time)	Period lost	In the day time	O'clock.
3	Seri aini rodian (Adjective)	Beautiful	bad	good
4	SoRia (verb)	To eat	Sleep	get up
5	SAKiNAH Hrp (Place)	House	Wood	room
6	Riski arnanda. (simple Past tense)	Cried	agitated	killed.

Nomor   : B 2051 /Un.28/E.1/TL.00/11/2022   Padangsidimpuan, 29 November 2022
Lampiran :
Prihal   : Izin Riset Skripsi

Yth. Kepala MTs Negeri 4 Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Medita Wiloka
NIM	: 1820300110
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Manegen, Padangsidimpuan Tenggara

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Brainwriting 6-3-5 Technique on Students' Writing Skill at Grade Ninth MTs Negeri 4 Tapanuli Selatan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a,n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yilianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001

Nomor   :B – 21/MTs.02.04/PP.01.1/01/2023
Lampiran   : -
Hal   :Pemberian Izin Riset Skripsi

Berdasarkan surat yang kami terima dari Universitas Islam Negeri Syekh Ali Hasan Addary Padangsidimpuan Fakultas Tarbiyah dan Ilmu Keguruan tanggal 29 November 2022   nomor B.3851 /Un.28/E.1/TL.00/01/ 2023 tentang izin riset skripsi, maka dengan ini Kepala Madrasah MTs Negeri 4 Tapanuli Selatan memberikan izin kepada :

Nama   : MeditaWiloka
NIM   : 1820300110
Fakultas   : Tarbiyah dan Ilmu Keguruan

Untuk melakukan riset skripsi dengan judul"**The Effect of Brainwritting 6-3-5 Technique on Student's writing skill at Grade Ninth MTs Negeri 4 Tapanuli Selatan**"di MTs Negeri 4 Tapanuli Selatan yang di mulai dari tanggal 30 November 2022 – 12 Januari 2022 sampai dengan selesai.

Demikianlah surat ini kami buat untuk dapat digunakan seperlunya

Tolang Julu, Januari 2023
Kepala Madrasah

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