THE EFFECT OF BRAINSTORMING TECHNIQUE IN WRITING DESCRIPTIVE TEXT AT XI GRADE STUDENTS OF SMA NEGERI 2 MUARA BATANG GADIS

Thesis

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

Written By:

IRAYANI PULUNGAN
Reg. Number. 2020300062

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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LETTER OF AGREEMENT

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Padangsidimpuan, 28 Mei 2025

To:

Dean Tarbiyah and Teacher Training Faculty

In –

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on the thesis belongs to **Irayani Pulungan, entitled "The Effect of Brainstorming Technique in Writing Descriptive Text at XI Grade Students of SMAN 2 Muara Batang Gadis ".** we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
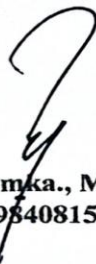
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of Enlgish Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF THESIS COMPLETION

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ABSTRACT

The objectives of this research are 1) to determine students' ability in writing descriptive text before using brainstorming technique. 2) to determine students' ability in writing descriptive text after using brainstorming technique. 3) to determine whether there is a significant effect of brainstorming technique in writing descriptive text. This research is quantitative research in experimental research with a pre-test and post-test design. The population of this research is students of XI grade SMA Negeri 2 Muara Batang Gadis. The sample of this research is 46 students. The instrument of this research is writing test. Based on the t-test result, it is known that the students writing text ability for students before using brainstorming technique for XI grade students of SMA Negeri 2 Muara Batang Gadis is low category. Then the students writing text ability t after using brainstorming technique is high category. The result of the t-test there is a significant effect of using brainstorming technique in writing text ability of XI grade students of SMA Negeri 2 Muara Batang Gadis.

Keywords: Brainstorming Technique, Writing Descriptive Text

Nama   **: Irayani Pulungan**

NIM   **: 2020300062**

Judul   **: Pengaruh Teknik Brainstorming Dalam Menulis Teks Deskriptif Siswa Kelas XI SMA Negeri 2 Muara Batang Gadis**

ABSTRAK

Tujuan penelitian ini adalah 1) untuk mengetahui kemampuan siswa dalam menulis teks deskriptif sebelum menggunakan Teknik brainstorming. 2) untuk mengetahui kemampuan siswa dalam menulis teks deskriptif sesudah menggunakan Teknik brainstorming. 3) untuk mengetahui ada pengaruh signifikan menggunakan Teknik brainstorming dalam menulis teks desktiptif. Penelitian ini merupakan penelitian kuantitatif dengan eksperimental research dengan desain pre-test dan post-test. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 2 Muara Batang Gadis. Sampel penelitian ini adalah 46 siswa, Instrumen dalam penelitian ini adalah menulis teks. Berdasarkan hasil tes diketahui bahwa kemampuan menulis teks siswa sebelum menggunkan Teknik brainstorming untuk kelas XI SMA Negeri 2 Muara Batang Gadis berada pada kategori cukup. Kemudian kemampuan menulis siswa setelah menggunakan Teknik brainstorming termasuk dalam kategori tinggi. Hasil uji-t terdapat pengaruh yang signifikan menggunaan Teknik brainstorming terhadap kemampuan menulis siswa kelas XI SMA Negeri 2 Muara Batang Gadis.

Kata Kunci: Teknik Brainstorming, Menulis Teks Deskriptif

ملخص البحث

إيراياني بولونغان	:	الاسم
٢٠٢٠٣٠٠٠٦٢	:	رقم التسجيل
تأثير تقنية العصف الذهني في كتابة النصوص الوصفية لطالبات الصف الحادي عشر في	:	رقم التسجيل

المدرسة الثانوية الحكومية ٢ موارا باتانغ

الهدف من هذا البحث هو ١) لمعرفة قدرة الطلاب على كتابة النصوص الوصفية قبل استخدام تقنية العصف الذهني. ٢) لمعرفة قدرة الطلاب على كتابة النصوص الوصفية بعد استخدام تقنية العصف الذهني. ٣) لمعرفة ما إذا كان هناك تأثير كبير لاستخدام تقنية العصف الذهني في كتابة النصوص الوصفية. هذا البحث هو بحث كمي مع تجريبي باستخدام تصميم ما قبل الاختبار وما بعد الاختبار. عينة البحث هي طلاب الصف الحادي عشر في مدرسة ثانوية حكومية رقم ٢ في موارا باتانج جاديس. عدد العينة هو ٤٦ طالبًا. أداة البحث هي كتابة النصوص. بناءً على نتائج الاختبار، تبين أن قدرة الطلاب على كتابة النصوص قبل استخدام تقنية العصف الذهني في الصف الحادي عشر في مدرسة ثانوية حكومية رقم ٢ في موارا باتانج جاديس كانت في المستوى المتوسط. ثم أصبحت قدرة الطلاب على الكتابة بعد استخدام تقنية العصف الذهني في المستوى العالي. نتائج اختبار t أظهرت وجود تأثير كبير لاستخدام تقنية العصف الذهني على قدرة طلاب الصف الحادي عشر في مدرسة ثانوية حكومية ٢ في موارا باتانج جاديس على كتابة النصوص.

الكلمات المفتاحية: تقنية العصف الذهني، كتابة النصوص الوصفية

ACKNOWLEDGEMENT

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Firs of all, I would like to say Allah SWT, lord the universe and as most merciful who has given the researcher the healt, time, knowledge and a change so the researcher can accomplish this thesis entitle – **The Effect of Brainstorming method in Writing Descriptive Text at XI Grade Students of SMA Negeri 2 Muara Batang Gadis.** The second shalawat and salam to our prophet Muhammad SAW that has guided the human beings from the bed character to good one. This has created by knowledge like this era.

The researcher realizes that this writing would not finish without helping and the guidance from the other people, so the researcher would like to say thanks to be following person:

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I realize this thesis cannot be perfect without critics and suggestion. Therefore, it is such a happiness for me to get critiques and suggestion from the readers to make this thesis better than previous.

Padangsidimpuan,18 Februari 2025

Irayani Pulungan
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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER 1

INTRODUCTION

A. The Background of The Problem

Writing is one of the language skill that has an important role in human life. Writing can be defined as person's ability to produce though, ideas, feeling, or experiences using symbol language. Writing is an activity of conveying messages using writing as a media. Writing activity is productive and expressive.[1] Furthermore, writing is used to give the information and also develop what students think, so students can produce the good written. In writing the students must choose the correct vocabulary, use punctuation, and also grammar well. It must be through a process which is not easy to get it through.

Writing is one important aspect in learning English. Facts from writing skills clearly give many advantages for the writer, this suggests that having good writing skills will give many benefits for the writer. In addition, being able to take art in today's information culture, writer can express themselves well through writing. Writers can communicate ideas, thoughts, feelings, and experiences at the same time.

One of the important aspect in writing is grammar structure mastery. Event though grammar is not one of the skill in English but grammar is very important in English. Grammar is useful in writing aspect

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[1] Welfin Gee, 'An Analysis of Error in Writing Narrative Text Made By Students of Ninth Grade of SMP NegriI 4 Fanayama', 3.1 (2024). https://doi.org/10.57094/faguru.v3i1.1301

because it helps in constructing a good sentences and also make the writing easily understood by the audience or reader.

There are numerous genres of text covered in writing lessons, including recount, report, narrative, descriptive, and procedure. The basic competence of the text is that students should use writing as a tool for learning to interact in written form. Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and languages features.[2] Based on the curriculum for junior high school, one of the genres that students should be able to master is descriptive text. One type of the text that students in the seventh grade studied is descriptive text.

Descriptive text is a text that describes particular things such as a scene, an animal, a person or something that happen in nature. Writing descriptive text is a process to gather ideas, information or thoughts become a text that describes a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly. It gives sense - impression such as the feel, sound, taste, smell and look of things.[3] writing descriptive text is essential to enable students to imagine and describe the subject. For instance, when students want to talk about their friends, family, favourite artist, and other, they can easily to

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[2] Rayendriani Fahmei Lubis and Nur Khoiriah Hasibuan, 'Students ' Writing Procedure Text Mastery', 08.02 (2020), 166–76. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

[3] Wulan Sari Panggabean, Fitriadi Lubis and Rayendriani Lubis, 'Mind Mapping on Students ' Writing Descriptive Text', 07.02 (2019), 164–74. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

describe what it looks like. So that, they can learn more detail about particular person, place, and thing, students can get more information.

In writing skill, students of SMA Negri 2 Muara Batang Gadis, Mandailing Natal regency have poor writing skills. Based on interview with an English teacher at SMA Negri 2 Muara Batang Gadis, Mandailing Natal regency the researcher discovered that some of the students had difficulty in writing descriptive text. It is because students are less interested in learning to write because the students are not motivated to write, the students vocabulary is limited, and students difficult to express ideas in writing.[4] These problems prevent students from mastering descriptive text to their fill potential and keep them from achieving the goal of teaching writing. In accordance with this teacher can use several techniques in teaching.

The researcher also interviews some students at XI grade of SMA 2 Muara Batang Gadis. The English teacher only use lecturer method. So that students are less active in participating in learning. Students just listen and write down what the teacher explain. That makes students feel bored in learning. It means that use technique learning students writing descriptive text is very important.

There are some efforts that has been done by government to improve the quality and of education. Not only government, but also schools and universities make some efforts to increase student ability. School has prepared some tools to support the learning activities in the class. Besides

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[4] Holidiah, *interview*, Monday 13 may 2024 11:25 pm

that, the teacher is the important one in teaching learning process, because the teacher gives the motivation and also knowledge for students to achieve success in learning. Teacher needs to use method or technique in to take students attention make the learning process effective.

From this research, the researcher is interested to make solution about that. The researcher want to use brainstorming technique for students writing descriptive text. Use the brainstorming technique in teaching and learning process can generated desires and inters motivate, and simulate learning activities. So, in this research the researcher want to see whether the brainstorming technique has an effect or not on students writing descriptive text.

There are many techniques that can be applied in teaching writing descriptive text like free writing, listing, clustering, questioning, and preparing a scratch outline.[5] One way of teaching writing it can be done by brainstorming technique. Brainstorming technique makes it simple for students to comprehend the process of writing descriptive text.

Brainstorming technique is a way of teaching carried out by the teacher in classroom by giving a problem to students, then students answer to express opinions or comments so that the problem develops into a new problem. The brainstorming is a form of discussion in all student ideas,

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[5] John Langan, *Exploring Writing Sentences and Paragraphs*, Second edition (New York: Mc Graw Hill,2010).

opinion, information, knowledge, and experiences.[6] It means, brainstorming technique can make students more active and understand easily in writing learning. expecting that brainstorming can help students to make them fluent to write in English. Brainstorming is one of techniques that students can use to generate ideas for writing a paper. In the process of brainstorming, the students should suspend any concerns about staying organized.[7]

The role of brainstorming technique in writing is teacher may not criticize the ideas presented and every idea is allowed, each student is free to contribute opinions, and every idea must be recorded.[8] Based on explanation above, the researcher interested in conducting research entitle "The Effect of Brainstorming Technique in Writing Descriptive Text at Grade X1 of SMA Negri 2 Muara Batang Gadis".

B. The Identification of Problem

Writing descriptive text is the ability in writing the description about the topic given, considering how to convey them, and arranging them into sentences and paragraphs. It provides information about person, animal, place, and thing, so the readers can visualize what is being exactly described. It gives a sense of object through their feel, sound, taste, smell, and appearance.

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[6] Ida Bagus Nyoman Mantra, Nengah Dewi Handayani and Dewa Gede Agung Kumara, 'Brainstormin Activating Reinforcing applaying as an Effective Learning Model' (Essex : CV. Mega Press Nusantara, 2023).

[7] Febrina Manalu Sinaga, 'No Improving Grade VIII Students' Achievement in Writing Descriptive Text Through Brainstorming Technique'. DOI: https://doi.org/10.24114/tj.v3i4.1843

[8] Ida Bagus Nyoman Mantra, P. 11

There are some factors are involved in writing descriptive text that influence students writing. The problem faced by students at SMA N 2 Muara Batang Gadis were:

1. The students have limited vocabulary

2. The students are low motivation in writing

3. The students are lack understand to use grammar in writing

4. The teacher only uses conventional method

C. The Limitation of Problem

Based on identification of the problem above, the researcher limited the problem on last problem, English teacher must do innovation in learning descriptive text, one of innovations can use brainstorming technique in writing descriptive text that can make students interested in learning writing descriptive text. By using brainstorming technique, the researcher focusses the topic in the writing descriptive text based on the student handbook.

D. The Formulations of Problem

Based on the background of the problem, the formulation of the problem in this   research as follow:

1. How is the students' writing descriptive text ability before learning by using Brainstorming technique at XI grade students of SMAN 2 Muara Batang Gadis?

2. How is the students' writing descriptive text ability after learning by using Brainstorming technique at XI grade students of SMAN 2 Muara Batang Gadis?

3. Is there any significant effect of Brainstorming technique in writing descriptive text ability at XI grade students of SMAN 2 Muara Batang Gadis.

E. The Objectives of the Research

Based on the formulation of problem above, the objectives of this research as follow:

1. To know student's writing descriptive text before learning by using Brainstorming technique at XI grade students of SMA N 2 Muara Batang Gadis.

2. To know student's writing descriptive text after learning by using Brainstorming technique at XI grade of SMA N 2 Muara Batang Gadis.

3. To examine whether there is a significant effect of using Brainstorming technique on the students writing descriptive text at XI grade students of SMAN 2 Muara Batang Gadis or not.

F. The Significances of the Research

The significances of the research are:

1. For the teacher

   The researcher hoped this research can give information about brainstorming technique in teaching writing descriptive text.

2. For students

   The students feel that teaching – learning process will be effective and interesting.

3. For the research

    The research can increase knowledge in teaching writing and how to teach writing descriptive text.

4. For others research

    This research can give view to the other researcher that the research has contribution in writing descriptive text.

G. The Definitions of Operational Variable

    In this research the operational definition of the variables is as follows:

1. Brainstorming Technique (Variable X)

    Brainstorming is one of the problem-solving techniques, used to generated fresh ideas, involve the group, and encourage creativity.

2. Writing Descriptive Text (Variable Y)

    Writing is process of expressing ideas, feelings, and though written forms by arranging words, sentences and paragraph, and reinforcing the use of structure and vocabulary that have been learned.

    Descriptive text is a text to describe a particular person, place and things in detail. So, writing descriptive text is a writing of a text to describe a particular person, place and things.

H. The Outline of the Research

    The systematics of this research is divided into five chapter. Each chapter consist of several sub chapter with detail as follow:

    In chapter I consisted of an introduction; background of problem, identification of problem, limitation of the problem, formulation of

problem, objective of research, significant of research and definition of operational variable.

In chapter II consisted of a review related literature, review related findings, conceptual framework, and hypothesis.

In chapter III consisted of research methodology, place and time of the research, research design, population and sample, technique of data collection, instrument of research, validity and reliability instrument, technique of analysis data.

In chapter IV consisted of result of the research, result of the hypothesis, discussion, and treat of research result.

In chapter V consisted of conclusion, implication, and suggestion.

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Description**

1. **Writing**

   a. **Definitions of Writing**

   Writing is something that needs to be mastered by someone in order to be able to express ideas through thoughts or words that are poured in a container or place that can be seen or touched. Writing is important because of basic human abilities. Writing can also benefit others through the information we provide to others in need. No matter how written a word is, it must be useful for those who need it. Writing is also one of the reliable means of communication rather than oral communication done by mouth. In written communication, the delivery of information can be more stretched, systematic, and more directed.

   Afifah et al states that writing is one of the important skills to master by the students. They use it to communicate with each other, as means ideas and emotional expressions.[9] Thus, a writer must be able to write effectively to enable the reader to understand by developing and organizing ideas, careful vocabulary selection grammatical patterns and effective sentence structure.

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   [9] Aulia Afifah, Yuspar Uzer, and Yus Vernandes, 'Technique to The Tenth Grade Student of State Senior High', 2022, 1–8. https://doi.org/10.31851/esteem.v5i2.8537

Purba et al states that writing is an instrument for thinking and learning. It is a unique way to explore ideas and information. Writing is one of four skills in English. Increasing the writing skill needs training eventually.[10] In addition, by writing the students can express their feelings, ideas and thoughts.

From the statement above, it can be assumed that writing has a main role in education. It presents how the brain works by using the students mind to think. Education needs thought to deliver information such as ideas, opinion and spread their creativity. Writing skill is one of four in English. Increasing the writing skill needs training eventually.

Fitri et al states that descriptive text is a genre of written text. Descriptive text is the text that describe the characteristic of someone, something, or a particular place.[11] Descriptive text refers to a text which focuses on describing particular things.

b. **Purposes of Writing**

Based on the definition of descriptive text above the purpose of descriptive is to present the reader of person, place and things around it. The social function of descriptive writing is primarily to describe a person, place, or things in such as a way that picture is

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[10] Rafika Purba, Ersika Puspita Dani, and Kicky Maulana, 'Improving Students ' Writing Skill Through Instagram', 9.4 (2021), 615–20. https://journal.ipts.ac.id/index.php/ED/article/view/3246

[11] Annisa Islami Fitri, Masrul Masrul, Putri Asilestari, 'Journal of English Language and Education An Analysis on Students ' Ability in Writing Descriptive Text', 7.2 (2022), 105–12. https://doi.org/10.31004/jele.v7i2.290

form in reader's mind. Writing serves varied purpose for researched. Student write for a variety of purposes to make it easier for them to develop their ideas and need understand for what the write.

Similarly, Grenville points out that there are several writing purposes such as:

1. To inform

   This refers to inform or tell readers about something. The writing to information can be in the forms of writing newspaper, article, and etc.

2. To entertain

   This kind of writing intends to engage the readers feeling through the writings plot or the emotion conveyed in writing. The writing to entertain may be in the form of writing novels, stories, poems and song lyrics.

3. Writing to persuade

   It refers to convince readers about something.[12]So the kind of purpose writing can be entertained, to inform, and persuade.

c. Prosses of Writing

   To make something needs a process. Considering the process of standard writing, the student haves to pass several steps. Hermer

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[12] Kate Grenville, 'Writing from Start to Finish: A Six-Step Guide'.

states that, there are four elements of writing such as planning, drafting, editing, and final version.[13]

1. Planning

   Planning is experiences writers plan what they are going to write. In this step, the writer can choose one topic and then gather the ideas to explain the topic.

2. Drafting

   Drafting is a process that the writer a rough draft using outlines as a guide. some of draft list will be produced on the way to the final version.

3. Editing

   After drafting we need thought all the written words then find out wrong word or the message which is not clearly conveying and many else are needed to improve.

4. Final version

   After editing the draft, the writers revise their work and write on the paper. Some changes were made during the editing process, so it different from the original draft.

   According to Zemach and Rumisek the good writers go through several steps to produce a piece of writing.[14] The step are:

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[13] Jeremy Harmer, How to teach writing (Essex: Pearson Education limited, 2004)

[14] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing From Paragraph to Essay* (Oxford: Macmillan, 2003)

1. Pre-writing

    The first steps in writing process is to choose a topic, generated ideas and organizing those ideas.

2. Drafting

    In this step necessary to focus on making clear ideas when writing.

3. Reviewing and revising

    In this stage focus on editing the first draft to check the organization and content of your write to make it better.

4. Rewriting

    Check the final text for some mistakes and changes want to make.

    From the statement above, it can be concluded that writing skill should be organized effectively and include aspects such as ideas, word choice, grammar and coherent.

2. **Descriptive Text**

a. **Definitions of Descriptive Text**

    Descriptive text is one of writing subject. Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, firsthand an account, and travel guides).[15]Additionally, the aim of descriptive writing is to

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[15] Robin Jeffrey, 'About Writing : A Guide Revised Edition'.

describe something or someone. Description gives sense impressions the feel, taste and appearance of things.

In all theories above, the researcher made the conclusion that descriptive text is a text to describe about people, animal, plant, place and things around it.

b. Component of Writing Descriptive Text

Writing descriptive text has some parts that should be mastered by the students before start to write a paragraph descriptive. The part of descriptive paragraph was divided into three parts, they are:

1. Social function

The social function of descriptive text to describe a particular person, place or thing. The specific function of descriptive text is to give description about an object

2. Generic Structure of Descriptive Text

There are two generic structures of descriptive text:

   a. Identification

   Which identifies to phenomenon to be described

   b. Description

   Which describe about parts, qualities, and characteristic.

3. Language Features

Language features consist of grammatical aspect of use simple present tense, focus on specific participant, use of

attribute and identifying process, using adjective, using classifier in nominal group.[16] The grammatical process features of descriptive text focus on language features, vocabulary and mechanics.

Knap and Watkins stated that there are several grammatical features of descriptive text:

1. In descriptive text, the present tenses is predominantly used when describing a things from a technical or factual point of view.

   For example: has, sings, eats

2. The use action verbs are reeded in describing especially for describing behaviours.

   For example: it eats grass every day

3. When describing feelings, mental verb is used.

   For example: she feels happy

4. Although present tense may be used in literary description, it is past tense that tends to dominated.

   For example: enjoyed, was, has

5. Relational verbs are use when classifying and describing appearance and functions of phenomena.

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[16] Sri Rahmadhani Siregar and Nursahara Dongoran, 'Students ' Ability in Writing Descriptive Text', 08.01 (2020), 81–90. http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ

For example: my favourite food is fried rice because it is delicious.

6. Adjective are used to add extra information to nouns and my be technical, literary or every day, depending on the text.

For example: she has beautiful dress(everyday)

7. Adverbs are used to add extra information to verbs to provide more detailed description.

For example: He can run so quickly

8. Personal and literary description generally deal with individual things.

9. Adverbial phrases are used in description to add more information about the manner, place or time.

The student only worked diligently just before exam.[17]

From explanation above, it can be concluded that writing descriptive text consist of generic structures and dominant grammatical aspect.

c. Material of Writing Descriptive Text

The researcher used the material on student English book at XI grade SMAN 2 which relates to independent curriculum.

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[17] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing* Writing (Australia: UNSW Press, 2005), p.98, https:// teslej. org/pdf/ej66/r2.pdf.

For recreation, locals go to Pasir Panjang Beach (or Long Beach), 17 km from the center of the city. Besides the beautiful tranquil scenery, the beach also offers beach activities, including boat rental, water bikes, go-carts, souvenir shops, and plenty of food stalls.

(Adapted from http://indonesia.travel)

Word Meaning

oriental	:	denoting the characteristics of countries of Asia
population	:	the number of inhabitants (either the total number or the number of a particular race or class) in a given place (a country or a city, etc.)
shaman	:	one acting as a medium between the visible and spirit worlds
supernatural	:	not existing in nature nor subject to explanation according to natural laws
tranquil	:	free of noise and disturbance

Activity 2   **Answer the questions based on the text. Write on your notebook.**

1. Where is Singkawang located? What makes it a distinct place?
2. Tell briefly about the history of Singkawang.
3. What is the oldest temple in Singkawang? Describe in brief.
4. Tell about any other interesting objects in Singkawang. Describe briefly.
5. What do you think about Singkawang? Are you interested in going there? Give reasons.

Activity 3   **Discuss with the class what each local government should do to boost income from tourism.**

GENERIC STRUCTURE ANALYSIS

A Descriptive Text

A descriptive text is a text that describes a particular person, place, or thing.
A descriptive text has a generic structure as follows:
- Identification : identifies phenomenon to be described.
- Description : describes parts, qualities, and characteristics.

The language features are:
- Focus on specific participants.
- Use of attributives and identifying processes.
- Frequent use of epithets and classifiers in nominal groups.
- Use of simple present tense.
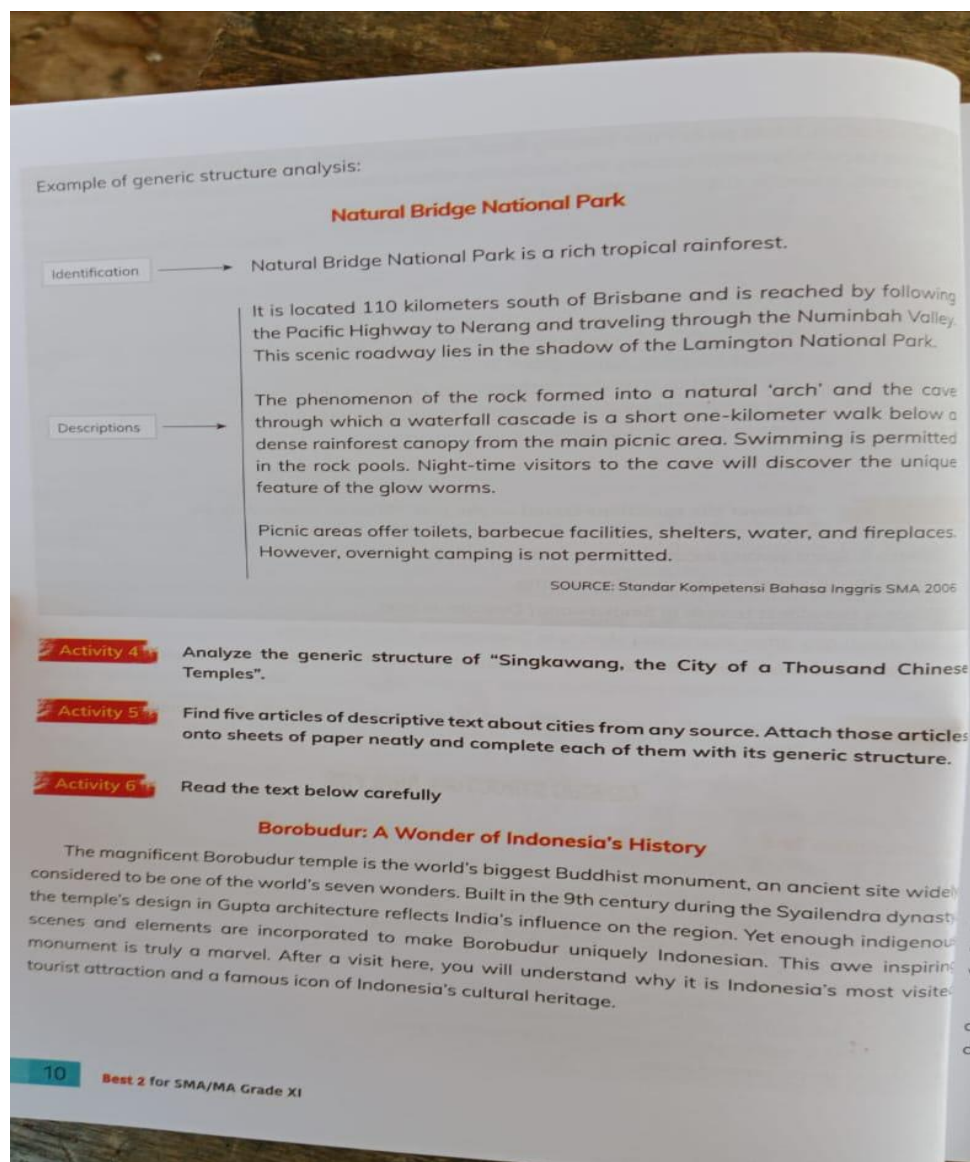
Source : Best English Course Book for SMA / MA Grade XI.[18]

The book consist of some chapter on first and second semester. In this case, the researcher only limits the material and focus on descriptive text which is learn from the book.

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[18] E Marsudiono and Kenneth W. Amen, *Best English Course Book for SMA/MA Grade XI*, (Jakarta: Gramedia Edukasi Nusantara,2023).

3. **Brainstorming Technique**

a. **Definitions of Brainstorming Technique**

One way of teaching writing can be done by brainstorming technique. Brainstorming is a way of gathering ideas about a topic.[19] Sianturi states, brainstorming is group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas of spontaneously contributed by its members.[20] The brainstorming is a way of solving problems that can be used individually or groups.

Syukri et al states that brainstorming is an effective technique to develop and enhance critical thinking skill for students in science, as it helps activate student's thinking to explore new options instead of merely receiving information from a teacher.[21] From the statement above brainstorming uses to generate as many ideas possible on a given a topic.

b. **Purposes of Brainstorming Technique**

The main purpose of brainstorming technique is actually generated creative ideas without the need to criticize various thoughts. Thus, increasing critical and innovative thinking in individual.[22] So,

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[19] Rumisek, P.6

[20] Canni Loren Sianturi, 'Jurnal Pendidikan Bahasa Dan Sastra Indonesia The Effect of Brainstorming Teaching Technique on Students Achievement in Writing Descriptive Text '', 4.1 (2019), 326–31. https://jurnal2.uisu.ac.id/index.php/Bahastra/article/view/3212

[21] Muhammad Syukri,Fatiamah HidayahniAmin, and Sultan Hasanuddin, 'Brainstorming to Improve Students ' English Skills in The English Education Study Program at Islamic', 04.01 (2023), 19–33. https://journal.uiad.ac.id/index.php/jle/article/view/1960

[22] Ida Bagus Nyoman Mantra, p.14

the purpose of brainstorming to create an environment of expression for generating many ideas.

c. **Steps of Brainstorming Technique**

Brainstorming is one of the problem-solving technique, used to generated fresh ideas, involve the whole group, and encourage creativity. The teacher is just a motivator encouraging students to produce as many responses as possible.[23]There are several rules that must be followed and procedures designed, namely the teacher may not criticize the ideas, each student is free to contribute opinions, and every idea must be written.[24] So we must follow the rules procedures designed to applying brainstorming technique.

Brainstorming usually used a motivation technique before the main activity. Pokrivckacova state, there are several procedure to use brainstorming technique such as :

1. Choose a subject that is attractive but familiar and simple enough to talk about

2. Ask the students to give their opinion or suggestion

3. Encourage "free-wheeling" the less ordinary an idea

4. You or chosen students should write the answer on the board

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[23] Silvia Pokrivcakova. Teaching Technique for Modern Teachers of English: ASP 2013
[24] Ida Bagus Nyoman Mantra. Brainstorming Activating Reinforcing Applying (Essex: CV. Mega Press Nusantara, 2023), p.11

5. After writing down enough responses, the group decide which of them my be used immediately and which might be improved and combine

6. The students write down a plan of action coming from brainstorming outcomes.[25]

Mantra at al state, there are step in implementing it use the brainstorming technique, namely:

1. Understand the rules for brainstorming

2. Write down the topic of discussion on the whiteboard

3. The teacher appoints a student to write down ideas on the whiteboard

4. The teacher asks students or groups to come up with ideas related to the topic discussion.[26]

The application of the brainstorming is useful, namely students are more active and think creatively in expressing ideas.

In Kambren and Fatmala states, there are several process of brainstorming technique in writing descriptive text such as:

1. The teacher explains the material about descriptive text, which includes the definition of descriptive text, generic structure, the purpose of descriptive text, and example of descriptive text.

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[25] Silvia Pokrivcakova. Teaching Technique for Modern Teachers of English: ASP 2013

[26] Ida Bagus Nyoman Mantra, p.12

2. The teacher explained the brainstorming learning strategy using the picture to students until students understand it well.

3. The teacher asks students to prepare a worksheet to describe the picture given by the teacher.

4. The teacher gives a time limit for students to describe the picture whit 30 minutes to train students to think quickly.

5. The teacher allows students to use the dictionary in the writing process to increase their knowledge of vocabulary.

6. Each students is expected to write down their thoughts about an image and then arrange it into a descriptive text and complete it within 30 minutes.

7. Students collect their worksheet.

8. Students read their descriptive text in front of class.

9. The teacher provides improvements to the results of student descriptive text.[27]

From the statement above, in this research the researcher uses theory from Ida Bagus Nyoman Mantara et al. Based on statement above, there are several procedures in writing descriptive text when use brainstorming technique.

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[27] Farida Repelita Kambren and Indi Vira Fatmala, 'An Analysis of Brainstorming Learning Strategy On the Students ' Writing Descriptive Text', 4778 (2022), 1601–10 <https://doi.org/10.24256/ideas.v10i2.3098>.

d. Advantages of Brainstorming Technique

The brainstorming method it used because it has many advantages such as:

1. Students actively think to express opinions

2. It trains students to think quickly and logically

3. It stimulates students always to be ready to argue related to the problem given by the teacher

4. Increasing the participation of students in learning

5. Less active students get help from smart friends or the teacher

6. Students feel very and happy

7. An atmosphere of democracy and discipline can be fostered.[28]

Those advantages are important things that should be considered. Therefore, it is better for the teacher to consider those advantages to make a successful and effective teaching process which appropriate with student.

e. Teaching Writing Descriptive Text by Using Brainstorming Technique

The teacher should use creativity to teach writing descriptive text. In order to teach writing descriptive text, the teacher can employ the brainstorming technique. This research the researcher describes the type of teacher that instruct students to teach writing descriptive text.

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[28] Ida Bagus Nyoman Mantra, p. 11-12

Table II. 1Teaching Writing Descriptive Text by Using

Brainstorming Technique

N0	The Teacher Activities	Procedures	The students Activities
Pre-teaching			
1	Teacher come to the class by greeting and pray together.	The head of the class leads the students to pray together.	Students give greeting and pray together.
2	Teacher checks the student attendance list.	Teacher checks the student attendance list.	Students pay attention to teacher and students listen to the teacher
3	The teacher involves the lesson to the students in brainstorming activity	Teacher explain about brainstorming technique	Students understand about brainstorming
While teaching			
1	Teacher explain the material descriptive text	Understand the material	The students listen the teacher explain
2	The teacher gives the topic that will be discussion	Ask students to write down ideas about the topic on piece of paper	The students write down the ideas on piece of paper
3	The teacher ask students to make an example descriptive text	Teacher ask students to make example	Students make example descriptive text
4	The teacher ask student to collect the worksheet	Teacher asks students to collect their worksheet	The students collect the worksheet
Post-teaching			
1	The teacher ask question to find out whether students	Ask students to answer the teacher question	The students answer the teacher question

	understand the topic		
2	The teacher ask students to make a conclusion	Ask students to make conclusion	The students make a conclusion
3	The teacher close the learning and pray	Ask student to pray	The students pray

B. The Review of Related Findings

Previous related findings is used to support argument in this research. Based, it is also used as reference and comparison the research with others research. There has been some finding related to this study. Some of there are:

First, Rahmawati state that the objective of this research was to find out the effect of brainstorming technique on the students' writing achievement. The approach of the research was quantitative as the design that used one group pre-test and post-test design. Based on the result of the calculation process the researcher gained that in pre-test had a mean 58.48 and the post-test head a mean of 72.50. The increase of the mean score was 11.02. In addition, the average score of pre-test was 62.48 with the highest score was 80.63 and the lowest score was 49.36. Based on the finding of this research, it proved that there are some positive effects of brainstorming technique on the students writing achievement. It could be concluded that

the application of brainstorming could help the students to generate and write a descriptive paragraph effectively and creatively.[29]

The second research was conducted by Anggraini who said it could be interpreted that teaching used brainstorming technique enable to get a better score. That means the brainstorming technique was effective to improve students and help them to solve their problem in writing skill. It can be seen from the average score by the result of he independent t-test of the pre-test and post-test score in experimental and control group, the value t-obtain = 6.573 is higher then t-table 2.000 and value of sig. (2 tailed)=0,00 less then the value sig. level (0,05) means that the HA is accept and HO is reject. So from the data, it also found that students can solve their problem in writing since brainstorming technique are applied in classroom.[30]

The third research was conduct by Yunita and Nasution state teaching students at SMA Swasta Muhammadiyah 8 Kisaran skills how to write descriptive texts by applying the brainstorming technique has a significant beneficial effect on their writing skills. According to the date gathered and computed by study the experimental class of X MIA 1 demonstrated that the students pre-test score was lower than their post-test score. The pre-test mean score for the students was 36.7. Following brainstorming technique treatment, it reached by 42.4%, with a post-test mean score of 79.1. from

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[29] Eva Rahmawati, 'The Effect of Brainstorming Technique as a Pre-Writing Activity on the Students ' Achievement in Writing Descriptive Text', 2.1 (2022), 38–43. https://journal.jcopublishing.com/index.php/jcell/article/view/53/52

[30] Febri Anggraini, 'Brainstorming Technique In Teaching Writing Descriptive Text', 5.2 (2020), 71–74. https://journal.unuha.ac.id/index.php/Channing/article/view/840

the data gathered and computed by the study, the control class of X-MIA 2 demonstrated that the students' pre-test score was lower than their post-test score. The pre-test mean score for the students was 30,6.   With the use of the Conventional Method, it increased by 21.4 %, with a post-test score mean of 52. it was shown that there is a substantial impact when applying the brainstorming technique while writing narrative text because the method earned a higher score when writing descriptive text than when with was written using standard way.[31]

The four research conduct by Hasibuan based on the result of data analysis, the researcher discussed the result of this research on the effect of brainstorming technique on students' writing skill, where mean score of experimental class higher than control class. The mean score of experimental class after using brainstorming technique is 77.92 and mean score of control class by using conventional method is 68.72. t also can be seen from the research hypothesis, there is the significant effect of brainstorming technique on students' writing skill at grade X MAS Al-Amin Mompang Padang Lawas.[32]

From the related finding above, the researcher conclude that the brainstorming technique can improve students writing, use brainstorming

[31] Rahma Yunita and Nasution, 'Jurnal Darma Agung The Effect of Brainstorming Technique In Writing Descriptive Text of Tenth Grade Students at SMA Muhammadiyah 8 Kisaran', April, 2024, 686–91. https: // dx. Doi. Org. 10.46930/ ojsuda. V 3 2i2. 4228

[32] Robiatul Aminah Hasibuan, "The Effect Of Brainstorming Technique On Students Writing Skill at Grade X MAS Al- Amin Mompang Padang Lawas" (2022). https://etd.uinsyahada.ac.id/8703/1/1820300051.pdf

technique to students writing. There are differences between the researcher with the related finding in using brainstorming technique. Such as the method, grade of class and place, the researcher choosed the experiment class to teach writing text use brainstorming technique.

C. The Conceptual Framework

The theoretical start with the idea that writing is one of most important aspect of learning English. Students need to learn to write is important for improving their English skill. Based on observation and interviews with teacher, students have problems with vocabulary, grammar, language features, and structure of descriptive text.

It is important to explain the variable employed in the data analysis as part of this research. The effect of using brainstorming technique serves as the independent variable in this research, and writing descriptive text serves as the dependent variable. The research specifies that two classes should be use as the experimental class and control class.

The research used brainstorming technique to know if brainstorming technique give significant effect on students writing descriptive text. to test the hypothesis, the research needs some step. First, the researcher gives a pre-test to students to know their knowledge. Then dividing them into experimental class by using brainstorming technique and control class with teacher method. After giving a treatment, the researcher gives a post- test to compare students writing descriptive text by using brainstorming technique and teacher method.

Based on the above, conceptual framework can be seen from the figure below:
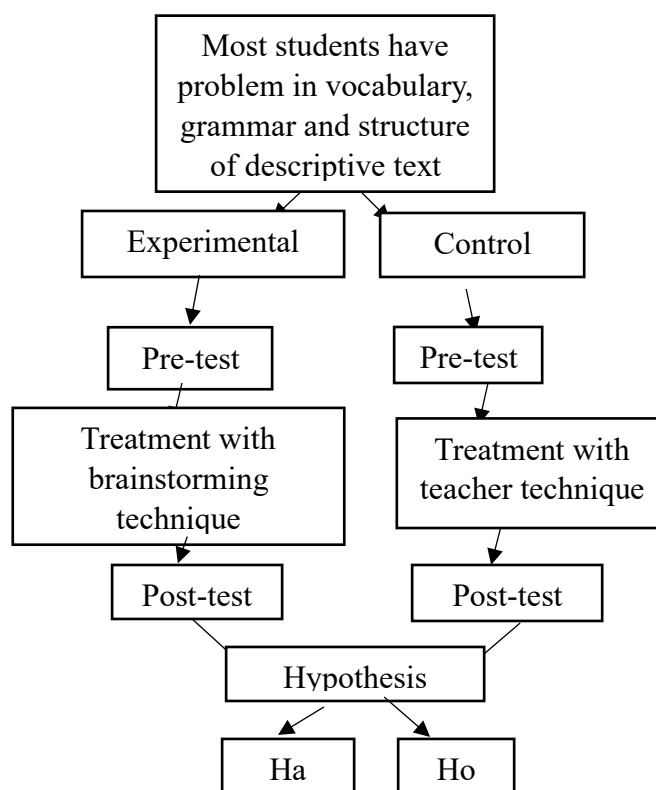
Figure II. 1 Conceptual Framework

D. The Research Hypothesis

The hypothesis are formulated as follows:

Ha : there is significant effect of using brainstorming technique in writing descriptive text at XI grade students of SMA Negeri 2 Muara Batang Gadis.

Ho : there is no significant effect of using brainstorming technique in writing descriptive text at XI grade students of SMA Negeri 2 Muara Batang Gadis.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The location of this research is in SMA N 2 Muara Batang Gadis. It is located in Lubukapundung, JL. Lintas Hutaimbaru District. Muara Batang Gadis, Mandailing Natal Regency, Province. North Sumatra. This research started on May 2024 until finish.

B. The Research Design

The type of this research is quantitative research in experimental research. The experimental research consisted of two classes, those were: the experimental class and control class. Experimental class is classes taught using brainstorming method, and control classes is classes using teacher method. This study uses a true experimental design in which pre-test and post-test control group. The research design for pre-test and post-test control group design by using treatment can be seen below:

Table III.1. Pre-Test and Post-Test Control-Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where :

A : Symbol for experimental class

B : Symbol for control class

X : Symbol of treatment

O_1: Symbol for pre-test

O_2: Symbol for post-test.[33]

It can be explained that in this model, both of classes were given pre-test (o_1). Then, experimental classes is given treatment (x) and in control classes is not given a treatment. After given treatment, both of classes were given post-test (o_2).

C. The Population and Sample

a. Population

The population of research consisted of the eleven grade students of SMAN 2 MBG. The population of the research consisted of 3 rooms with 70 students. Can be seen in the following table:

Table III. 2 The Population of the X1 grade Students

NO	CLASS	STUDENTS
1	XI^1	23
2	XI^2	23
3	XI^3	24
Total Population		70

b. Sample

In this research the researcher used simple random sampling to take the sample of research. Which is the researcher wrote down the all of name of class in piece of paper, then roll it up and the researcher randomly chose which paper used as a sample. This research used two classes as the samples after randomizing the classes, the research took XI^1 and XI^2. They are experimental class

and control class. So that, one class is as experimental class and other is control class.

Table III. 3 The Sample of XI Grade Students

No	Class	Students
1	XI^1 (experimental class)	23
2	XI^2 (control class)	23
	Total	46

D. The Instrument of Data Collection

The instrument research is a tool used by the researcher to gather the data. To gather information about language competence for this study, the researcher used a test. The researcher used essay test for pre-test and post-test. Than, the test gave to the experimental class and control class.

Table III. 4 Indicator of Writing Descriptive Text

No	Criteria	Description	Score
1	Identification	a. There is a complete identification according to the object being describe	20
		b. There is a identification but it is incomplete	10
		c. There is no identification	5
2	Description	a. There are complete detail description about the object describe	30
		b. There are details of several part of	20

		the object being describe	
		c. There are detail description but not match the object being describe	10
3	Grammatical feature 1. Using simple present tense	a. Using the correct simple present tense	20
		b. Using simple present tense but less precise	10
	2. Using adjective	a. Using adjective more than 3 word	15
		b. Using adjective 2 word	10
		c. Using adjective one word	5
	3. Using to be have/has	a. Using has/have 3 word	15
		b. Using has/have 2 word	10
		c. Using has/have 1 word	5

The total score obtained by students is the number of scores   obtain students from criteria 1 to 3. The maximum score is 100 by the number of criteria defined. [34]

E. The Validity and Reliability of Instrument

1. Validity of the test

Validity is important thing the research, it means validity how to valid the test, because the good test must be valid. Before delivering the

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test to the pupils, validity must be complete. A study validity is determined by how well the research measures the appropriate things.[35]

In this research the researcher used essay test to test students writing ability in descriptive text. The researcher used content validity to find out the validity of instrument. Content validity refers to how well a research instrument reflect to the concept or topic being researched. To validate the test, to make it sure the researcher validates the test was to Saidul Amin, S.Pd as a teacher English in SMAN 2 Muara Batang Gadis. There are two test that was validate, namely pre-test and post-test.

2. Reliability

Reliability refers to consistency across measurement test. The research instrument must be reliable. The instrument is said to be reliable if the instrument can be trusted to be used a data collection instrument because it is good.

F. The Technique of Data Collection

The collect data from students, researcher conduct test and treatments to see the effect of brainstorming method. the research process consisted of the following three steps:

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[35] Budiastuti. and Bandur, Validitas Dan Reliabilitas Penelitian (Jakarta, 2013), https://repo.stikesibnusina.ac.id/xmlui/bitstream/handle/123456789/147/1686032019154_validitas dan reliabilitas.pdf?sequence=1.

a. Pre-test

Pre-test given to students from the experimental groups and control groups. The sample pre-test carried out to determine the previous knowledge or initial abilities of students in each group, whether the two sample groups were relatively homogeneous. The function of pre-test is to find the mean scores of the brainstorming technique and teacher method group before the researcher gave treatment. The researcher used some steps. They are:

1. The researcher prepared the essays written test
2. The researcher distributed the paper of the test to students of experimental class and control class
3. The researcher explained what the students need to do
4. The researcher gave time to answer the question
5. The students answer the question
6. The researcher collected their paper test
7. The researcher checked the answer and counts the score of the students

b. Treatment

After being given a pre-test, student are given treatment. Experimental class and control class taught with different teaching technique. the experimental class taught using brainstorming technique to write descriptive text, while the

control class taught using teacher technique. The researcher had some procedure in treatment class. They are:

1. For the beginning, researcher open the learning activity with greeting, pray together, and researcher check attendance list. Then researcher explain learning indicator and gave motivation.

2. The researcher explained the material of descriptive text by using brainstorming technique.

3. The researcher made an example of descriptive text with brainstorming technique.

c. Post-test

Post-test given to both classes after giving treatment by using brainstorming technique for the experimental class and teacher method for control class in order to know the student achievement in writing descriptive text after the treatment. The researcher has some procedure. There are:

1. The researcher prepared the essays written test about descriptive text

2. The researcher distributed the paper of the test to students of experimental class and control class

3. The research gave time to answer the question

4. The student did the test

5. The researcher collected their paper test

6. The research checked the answer and counts the score of the students.

G. The Technique of Analysis Data

In this research the researcher used Shapiro Wilk formula to know normality. The formula is as follow:

1. Requirement test

a. Normality test by using Shapiro Wilk

Normality test used to know the whether the test of data research is normal or not. The calculate the result of Shapiro Wilk, it used significant level 5% (0.05). If result sig > 0.05 so it can be concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test used to know the data from two classes of experimental and control class have same variety or no. The researcher used SPSS V.26 to know the data is homogeneous or no. if the result sig > 0.05 so it can be concluded that data is homogeneous. The criteria of acceptance and rejection of homogeneity are:

If sig > 0.05, the variance is homogeneous

If sig < 0.05, the variance is not homogeneous.[36]

c. Hypothesis test

Based on the hypothesis, the analysis of data which have been divided into experiment class and control class. The researcher used T-

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[36] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif Dan R&D.

test to the hypothesis. The researcher used independent sample T-test with using SPSS V.26 the researcher made the hypothesis from the data have been analyzed by looking at the data by using the following t-test formula:

$$Tt = \frac{M1-M2}{\left(\frac{\sum X12+\sum X22}{n1+n2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}$$

Where:

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of control class

$X_1{}^2$ =Derivation of the experimental class

N_1 = number of experimental class

N_2 = number of control class

If t_{count} is higher than t $_{table}$, the researcher can conclude that h_a is accepted and h_o is rejected. It means that there is a significant effect of brainstorming technique in writing descriptive text students of SMA Negeri 2 Muara Batang Gadis. In the other hand, if t_{count} lower than t_{table}, the researcher can conclude that h_a is rejected and h_o is accepted. Its means that there is no significant effect of brainstorming technique in writing descriptive text students of SMA Negeri 2 Muara Batang Gadis.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher discussed the result of this research about the effect of brainstorming technique in wring descriptive text at XI grade students of SMAN 2 Muara Batang Gadis, the researcher collected the data by using writing test. Sample of the research were XI^1 and XI^2. XI^1 as an experimental class and XI^2 as a control class. Then, the test divided into two aspects, they were pre-test and post-test. Pre-test was done before giving treatment where post-test was done after giving treatment. The researcher applied quantitative analysis by using formulation of the T-test to test the hypothesis. The researcher describes the data as follow:

A. Description of Data

1. **Description of data before using brainstorming technique**

   a. **Pre-test Score of Experimental Class**

   Based on students answer in pre-test the researcher has calculated the students score. The lowest score was 30, the highest score was 70, range was 40, the total score of experimental class in pre-test 1140, median was 50, mean score was 49.57, mode was 55, interval was 7, standard deviation was 11.273, and variant was 127.075 the research drawn the table sum in the following:

Table IV. 1 The Score of Experimental Class in Pre-test

No	Data statistic	Score
1	Lowes score	30
2	Highs score	70
3	Range	40
4	Total	1140
5	Median	50
6	Mean	49.57
7	Mode	55
8	Interval	7
9	Standard deviation	11.27
10	Varian	127.07

The calculation of the frequency distribution of the students score in experimental class can be applied into table frequency distribution as follow:

Table IV. 2 Frequency Distribution of Experimental Class Pre-test

No	Interval	Mid-point	Frequency	Percentages
1	30-36	33	2	9%
2	37-43	40	5	22%
3	44-50	47	7	30%
4	51-57	54	5	22%
5	58-64	61	1	4%
6	65-71	68	3	13%
$i = 7$			23	100%

Based on the table above, the researcher found the students score in interval class between 30-36 was 2 students (9%), 37-43 was 5 students (22%), 44-50 was 7 students (30%), 51-57 was 5 students (22%), 58-64 was 1 students (4%), 65-71 was 3 students (13%). After that the research presented the data histogram to make description of the data clearly and completely, the histogram as follow:

Frequency

Figure IV. 1 Histogram Result Score of Students Writing Descriptive Text in Experimental Class in Pre-Test

Based on the figure above, the frequency of students score from interval 30-36 was 2, 37-43 was 5, 44-50 was 7, 51-57 was 5, 58-64 was 1, 65-71 was 3. The histogram show that the highs interval 65-71 was 3 students and the lowest interval 30-36 was 2 students.

b. **Pre-test Score of Control Class**

In pre- test of control class, the researcher calculated the result that had been gotten from the students answering in test. The lowest score was 20, the hights score was 70, range was 50, total score of control class in pre-test was 1085, median score was 50, mean score was 47.17, mode was 50, interval was 9, standard deviation was 13.214, and variation was 174.605. It can be seen in the following table below:

Table IV. 3 The Score of Control Class in Pre-test

No	Data statistic	Score
1	Lowest score	20
2	Highest score	70
3	Range	50
4	Total	1085
5	Median	50
6	Mean	47.17
7	Mode	50
8	Interval	9
9	Standard deviation	13.21
10	Variant	174.61

Then the computed of the frequency distribution of the students score of control class can applied into table frequency distribution as follow:

Table IV. 4 Frequency Distribution of Control Class Pre-test

No	Interval	Mid-point	Frequency	Percentages
1	20-28	24	2	9%
2	29-37	33	3	13%
3	38-46	42	6	26%
4	47-55	51	7	30%
5	56-64	60	3	13%
6	65-73	69	2	9%
	$i=9$		23	100%

Based on the table above, the researcher found the students score in interval class between 20-28 was 2 students (9%), 29-37 was 3 students (13%), 38-46 was 6 students (26%), 47-55 was 7 students (30%), 56-64 was 3 students (13%), 65-73 was 2 students (9%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

Frequency

Figure IV. 2 Histogram Result Score of Students Writing Descriptive Text in Control Class in Pre-Test.

Based on the figure above. the frequency of student score from 20-28 was 2, 29-37 was 3, 38-46 was 6, 47-55 was 7, 56-64 was 3, 65-73 was 2.

2. Description of Data After Using Brainstorming Technique

a. Post-test score of experimental class

The calculation of the result that had been gotten by the students answering test after the researcher did the treatment by using brainstorming technique. the lowest score was 50, the highest was 80, range was 30, total score of experimental class in post-test was 1570, median was 70, mean was 68.26, mode was 70, interval was 6, standard deviation was 8.203, variant was 67.292. it can be seen in the following table:

Table IV. 5 The Score of Experimental Class in Post-Test

No	Data statistic	Score
1	Lowest score	50
2	Highest score	80
3	Range	30
4	Total	1570
5	Median	70
6	Mean	68.26
7	Mode	70
8	Interval	6
9	Standard deviation	8.20
10	Variant	67.29

Based on the table calculation of the frequency distribution the students score of experimental class can be applied into table frequency distribution as follow:

Table IV. 6 Frequency Distribution of Experiment Class in Post-test

No	Interval	Mid-point	Frequency	Percentages
1	50-55	52.5	3	13%
2	56-61	58.5	2	9%
3	62-67	64.5	4	17%
4	68-73	70.5	7	30%
5	74-79	76.6	4	17%
6	80-85	82.5	3	13%
i=6			23	100%

On order to get description of the data clearly and completely, the researcher presents them into histogram on the following:
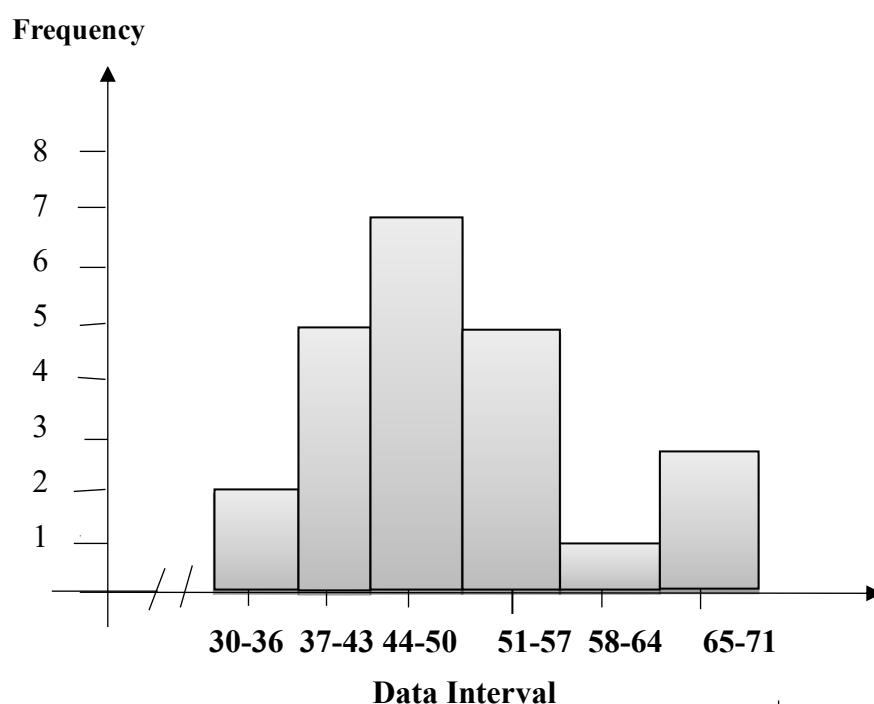
Frequency
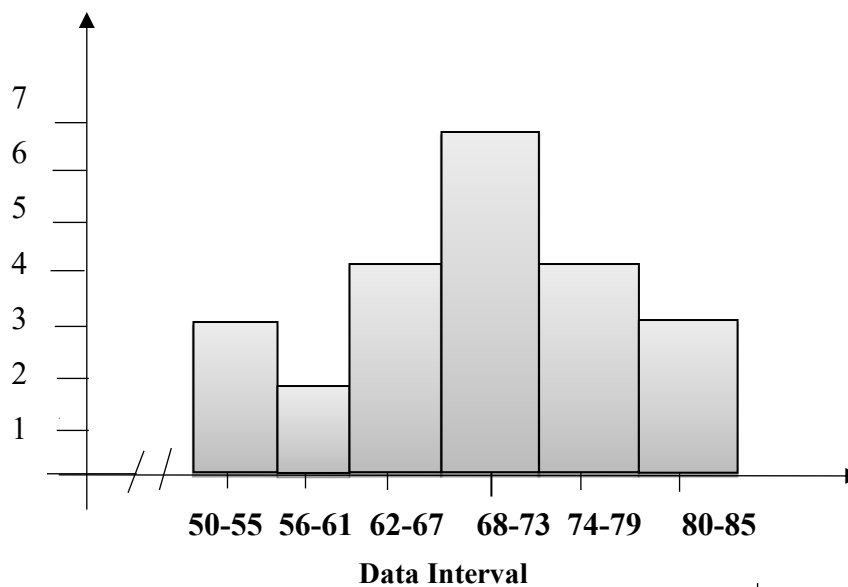
Figure IV. 3 Histogram result score of students writing descriptive text in experimental class in post-test

Based on the figure above, the frequency of students score from 50-55 was 3 students, 56-61 was 2 students, 62-67 was 4 students, 68-73 was 7 students, 74-79 was 4, and 80-85 was 3 students.

b. Post-test Score of Control Class

The result that had been gotten by the students in answering test after the researcher taught the writing be using teacher method. the lowest score was 50, the hights score was 70, range was 20, the total score of post-test in control class was 1380, median was 60, mean was 60, mode was 60, interval was 5, standard deviation was 5.839, variant was 34.091. it can be seen into table frequency distribution a following:

Table IV. 7 The Score of Control Class in Post-test

No	Data statistic	Score
1	Lowest score	50
2	Highest score	70
3	Range	20
4	Total	1380
5	Median	60
6	Mean	60
7	Mode	60
8	Interval	5
9	Standard deviation	5.84
10	Variant	34.09

Based on the table calculation of the frequency distribution the students score of experimental class can be applied into table frequency distribution as follow:

Table IV. 8 Frequency Distribution of Control Class on Post-test

No	Interval	Mid-point	Frequency	Percentages
1	50-54	52	2	9%
2	55-59	57	6	26%
3	60-64	62	8	35%
4	65-69	67	4	17%
5	70-74	72	3	13%
	i=5		23	100%

Based on the table above, the researcher found the students score in in interval class between 50-54 was 2 students (9%), 55-59 was 6 students (26%), 60-64 was 8 students (35%), 65-69 was 4 students (17%), 70-74 was 3 students (13%), 85-91. For the clear description of the data, the researcher presents them into histogram on the following:
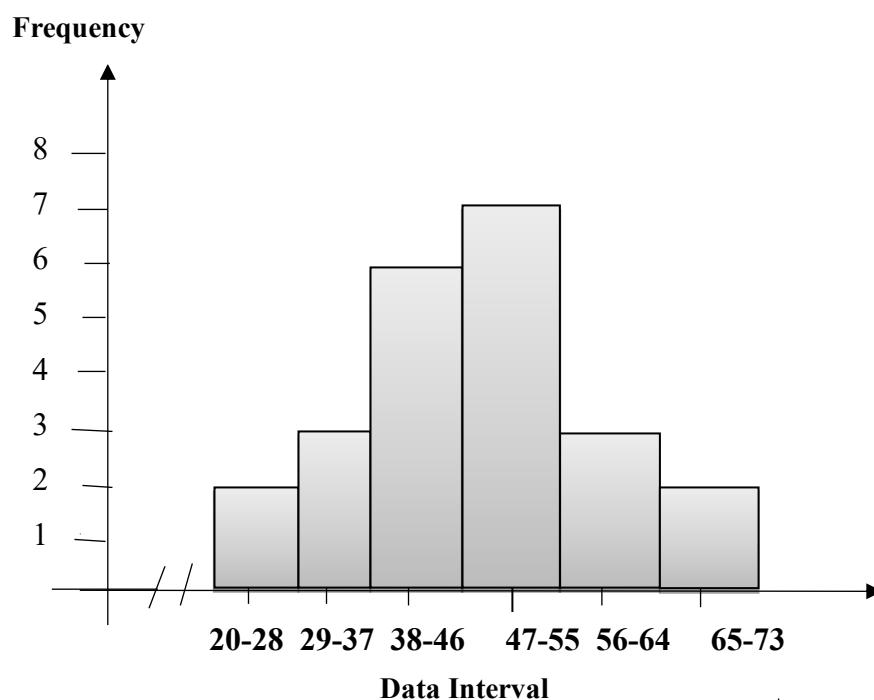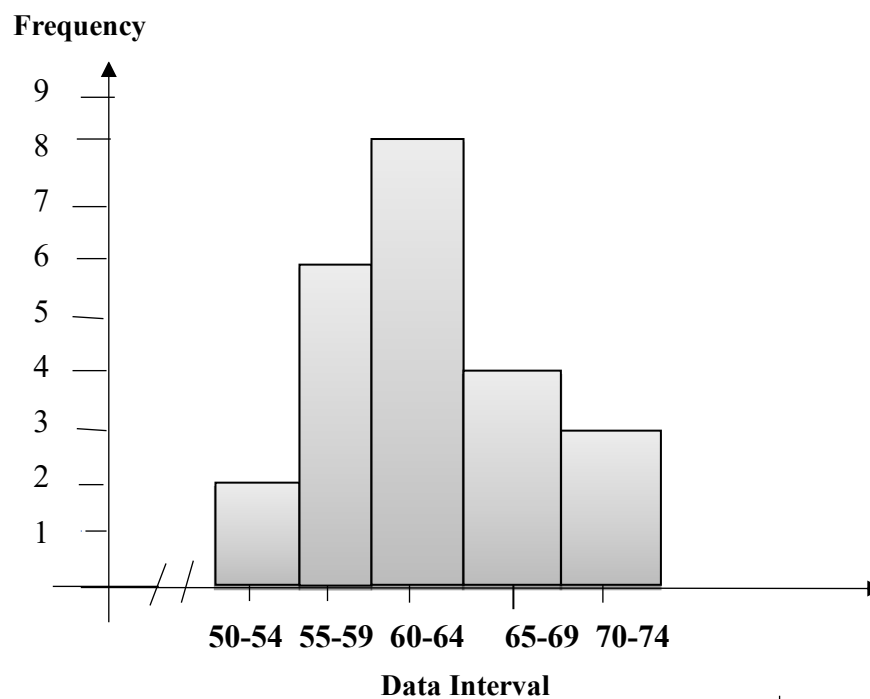

Figure IV. 4 Histogram Result Score of Students Writing Descriptive Text in Control Class in Post Test

Based on the figure above, the frequency of students score from interval 50-54 was 2 students, 55-59 was 6 students, 60-64 was 8 students, 65-69 was 4 students, and 70-74 was 3 students.

3. **Description of Comparison Score of Pre-Test and Post-Test**

   a. **Comparison Score of Pre-test and Post Test in Experimental Class**

   After getting the score of pre-test and post-test in experimental class, the researcher made comparison of score in from of table. Based on students answers in pre-test and post-test in experimental class. It can be seen in the following table:

Table IV. 9 The Comparison of Score Pre-Test and Post-Test in Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	1040	1570
2	Highest Score	70	80
3	Lowest Score	30	50
4	Range	40	30
5	Interval	7	6
6	Mean	49.56	68.26
7	Median	50	70
8	Mode	55	70
9	Variant	127.07	67.29
10	Standard Deviation	11.27	8.20

Based on the table above, the researcher found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test was 30. But after got the treatment the lowest score in post-test was

50. Based on the data, it can be concluded that the score students writing descriptive text was higher in post-test than pre-test.

b. **Comparison Score of Pre-test and post-test in Control class**

After giving the score of pre-test and post-test in control class, the researcher made the comparison of score on from of table comparison score of pre-test and post-test in control class can be seen in the table below:

Table IV. 10 The Comparison of Score Pre-Test and Post-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total	1085	1380
2	Hights Score	70	70
3	Lowest Score	20	50
4	Range	50	20
5	Interval	9	5
6	Mean	47.17	60
7	Median	50	60
8	Mode	50	60
9	Variant	174.60	34.09
10	Standard Variation	13.21	5.84

Based on the table above, the researcher found the different score pre-test and post-test in control class, the most of students got the lowest score in pre-test was 20. But in post -test the lowest score was 50. Based on the data, it can be concluded than the score of students writing descriptive text was higher in post-test than in pre-test.

B. **Data Analysis**

1. **Requirement Test**

   a. Normality and Homogeneity

   Normality test was calculated using SPSS V.26 Shapiro Wilk because the number of sample in the study was 23 students, the significance level was 5% or 0.05.

Table IV. 11 Normality Test

Shapiro Wilk			
Class	**Statistic**	**Df**	**Sig.**
Pre-test experiment	,939	23	,169
Post-test experiment	,937	23	,152
Pre-test control	,960	23	,462
Post-test control	,920	23	,066

   Based on the table above, the researcher found that Shapiro Wilk > 5%. In experimental class in pre-test that 0.169 > 0.05 and in post-test 0.152> 0.05. and in control class in pre-test 0.462 > 0.05 and post-test 0.066 > 0.05. So, from table above data is normal.

   b. Homogeniety Test

   Homogeneity test is conducted to determine whether the variance is homogeneous or no. in calculating the data, the researcher used SPSS V26. The result in calculating the data can be seen in the table below:

Table IV. 12 Test of Homogeneity of Variance

Result	Levence statistic	Df 1	Df 2	Sig.
Based on Mean	2,719	1	44	,106
Based on Median	1,511	1	44	,226
Based on Median and With Adjusted	1,511	1	38,507	,226
Based on trimmed mean	2,470	1	44	,123

Based on the table above, it showed that variance between groups based on mean have significance 0,106. It means sig > a (0,106 > 0,05). It means there is no significant difference in the variances. So, the data is homogenous.

c. Hypothesis

The researcher know the data normal and homogenous. Next based on the result, the researcher use parametric statistic to analyze hypothesis. Parametric statistic such as independent sample t-test. The research used independent sample t-test with using SPSS v.26. the result can be seen from the mean score.

Before using technique (pre-test) in experimental class mean score is 49.56 and after using technique in experimental class (post-test) the mean score is 68.26. To see the effect on students writing descriptive text the researcher would present the data analyze in the following:

Table IV. 13 Group Statistic

	Class	N	Mean	Std deviation	Std error mean
Pos-test	Experiment	23	68.26	8.203	1.710
	Control	23	60.00	5.839	1.217

From the table above shows that both samples have 23 students. The mean of experimental class was 68.26 and mean score of control class was 60.00. standard deviation of experimental class 8.203 and for control class was 5.839. it means there is a different point on students writing descriptive text after using brainstorming technique. for significance (2-tailed) can be seen in the table blow.

Table IV. 14 Independent Sample Test

		F	Sig	T
Students learning outcomes	Equal Variances Assumed	2,719	,106	3,935
	Equal Variances not Assumed			3,935

Based on the table above, it can be seen that T_{caount} is 3.935 and T_{table} is 1.6802. it means $T_{caount} > T_{table}$ (3.935 > 1.6802). So, H_a is accept and H_o is rejected. It is there is significant effect of brainstorming technique in writing descriptive text at XI grade students of SMAN2 Muara Batang Gadis.

Table IV. 15 T-Test Result

T count	T Table
3.935	1.6802

The t-test hypothesis have two criteria. First, if $t_{count} > t_{table}$, Ha is accept and Ho is reject. Second, if $t_{count} < t_{table}$ Ha is reject and Ho is accept. Based on researcher calculation, researcher found that t_{count} 3.935 while t_{table} 1.6802. It means that hypothesis H_a is accept and H_O is reject. So, there is significant effect of using brainstorming technique in writing descriptive text at XI grade students of SMA Negeri 2 Muara Batang Gadis.

C. The Discussion

This research was conducted in SMAN 2 Muara Batang Gadis with 46 participants. The result of this research found that brainstorming technique gave the significant effect for students at the XI grade students of SMAN 2 Muara Batang Gadis. It can be seen from the calculation of the data and test hypothesis using T-test formula. In this research, the researcher found the result of experimental class in pre-test and post-test, before using brainstorming technique, the mean score of pre-test in experimental class was 49.56, the high score was 70, and the lowest score was 30. And after using brainstorming technique, the mean score of post-test in experimental class was 68.26, the highest score was 80, and the lowest score was 50. So, the post-test score higher then pre-test score. It means, there is significant effect of using brainstorming technique in writing descriptive text. The calculation of significant in using

brainstorming technique was $t_{caoun} > t_{table}$ (3.935 > 1.6802). It means h_a is accept. So, there is significant effect of using brainstorming technique in writing descriptive text at XI grade students of SMAN2 Muara Batang Gadis. this result prove that the brainstorming technique can make students more active and think creatively in expressing opinions.[37] The research found Mantra's theory was proven.

Ther were several results from previous research, the First, the research by Yunita, et al the result of this research was found that in experimental group mean score in post-test was 79.1 was higher mean score in post-test was 52.[38] Second, the research by Anggraini, The result of the research showed that t_{caount} higher than t_{table} (6.573 > 2.000), and the value of sig (2 tailed) = 0.00 less than value significant level 0.05.[39] The last, research by Rahmawati, the average score of the pre-test before the researcher did treatment was 58.48. after the researcher did the treatment brainstorming technique, the average post-test score was 72.50.[40]

Based on result above, the similarity between this research and the previous research was that have an effect on students writing descriptive text, but have

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[37] Ida Bagus Nyoman Mantra, Nengah Dewi Handayani and Dewa Gede Agung Kumara, 'Brainstormin Activating Reinforcing applaying as an Effective Learning Model' (Essex : CV. Mega Press Nusantara, 2023).

[38] Rahma Yunita and others, 'Jurnal Darma Agung The Effect of Brainstorming Technique in Writing Descriptive Text of Tenth Grade Students at SMA Muhammadiyah 8 Kisaran', April, 2024, 686–91. https: // dx. Doi. Org. 10.46930/ ojsuda. V 3 2i2. 4228

[39] Febri Anggraini, 'Brainstorming Technique In Teaching Writing Descriptive Text', 5.2 (2020), 71–74. https://journal.unuha.ac.id/index.php/Channing/article/view/840

[40] Eva Rahmawati, 'The Effect of Brainstorming Technique as a Pre-Writing Activity on the Students ' Achievement in Writing Descriptive Text', 2.1 (2022), 38–43. https://journal.jcopublishing.com/index.php/jcell/article/view/53/52

different result. In this research, in experimental class the score of mean in pre-test was 45.26 and the score of mean in post-test was 71.30 it shows that the score of experimental class better than control class.

Besides that, there are also differences, the difference can be seen the number of sample, the samples in this research amounted to 46 students, which had experimental class of 23 students and control class of 23 students. In the Yunita et al research the sample was 70 students and in the Anggraini research the sample was 58 students and in the Rahmawati research there ware 33 students. In addition, the difference can be seen from the population, population of this research is students of SMAN 2 Muara Batang Gadis at IX grade. In Yunita research population is students of SMA Muhammadiyah 8 Kisaran at X grade and the population of Anggraini research is students at X grade MA YPI Darul Huda. And the population Rahmawati research is students of SMAN 1 Pringsewu at X grade.

In conclusion, it is true the brainstorming technique can be used in teaching writing and provide interest and motivation to students. This research has similarity with other research where the technique used to generated many ideas.

D. Threats of the Research

The threats of this research is that is cannot be ascertained that students answered the test or do the test with his abilities and it cannot be ascertained how serious and concentrated the students were in do the test. Therefore, their answer was not fully correspond to what they know.

CHAPTER V
CONCLUSION, IMPLICATION, SUGESTION

A. Conclusion

Based on the result of the researcher, the conclusion of this research are:

1. The students writing ability before using brainstorming technique at XI grade SMAN2 Muara Batang Gadis was low. Before using brainstorming technique, the mean score of experimental class was 49.56 and control class was 47.17. Both of the scores were low.

2. After using brainstorming technique, the mean score of experimental class was 68.26 and the mean score of control class was 60. the score of experimental was higher then the score of control class. So, after using brainstorming technique students writing increased.

3. There is significant effect of brainstorming tehnique in writing descriptive text at XI grade students of SMAN2 Muara Batang Gadis. It can be seen from the result of t-test. The result t-test found that t_{caount} was higher than t_{table} (3.935 > 1.6802). So, it means h_a is accept.

B. Implication

Based on the research conducted "The Effect of Brainstorming Technique in Writing Descriptive Text at IX grade Students of SMAN 2 Muara Batang Gaadis". There are several implication obtained from the result of the study, they are:

1. Brainstorming technique can be used as an alternative technique in learning process because this technique makes learning more interactive and engaging.

2. By using brainstorming technique the students more effectively in learning process and more spirited

3. This researcher can be use as a reference for English teacher in teaching writing.

C. Suggestion

After finish the research, the researcher got many information and knowledge in English teaching and learning process. therefore, the researcher has some suggestion, as follow:

1. For teacher in order to applied a method, technique and game to the learning process.

2. For the other researchers to use this method in solving another problem and find another factor that face by students in learning English process.

3. For readers, this research can be used as well as possible as positive input.

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CURRICULUM VITAE

A. Identity

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B. Parents

1. Father : Nukman Pulungan

2. Mother : Nur azizah NST

C. Educational Background

1. Elementary School : SDN 387 Rantopanjang

2. Junior High School : SMPN 2 MBG

3. Senior High School : MAN 2 Model Padangsidimpuan

4. Collage : UIN Syahada Padangsidimpuan

Appendix 1

Rencana Pelaksanaan Pembelajaran (RPP)

Experimental class

Sekolah   :SMA Negeri 2 Muara Batang Gadis

Mata Pelajaran   : Bahasa inggris

Kelas   : XI

Alokasi waktu   : 2 x 45

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati periliku jujur, disiplin, santun, jujur, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan sekitar.

KI-3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada Tingkat teknis dan sepesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar dan indicator pencapaian

Kompetensi Dasar	Indikator
3.1 Membandingkan fungsi sosial, Struktur text dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang, Binatang, dan benda, sangat pendek dan sederhana sesuai dengan konteks kegunaannya.	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulias, sangat pendek dan sederhana, terkait orang, Binatang, dan benda.
	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana

	terkait orang, Binatang, benda, dengn memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

     Peserta didik diharapkan dapat Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, Binatang, dan benda,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Matei Pembelajaran
  1. Deskriptif
     Teks deskriptif adalah teks yang menjelaskan tentang orang, Binatang, dan tempat.
  2. Fungsi sosial
    Mendeskripsikan suatu benda, manusia, maupun Binatang
  3. Stutruktur Teks
    a. Identifikasi
    b. Deskripsi
  4. Unsur Kebahasaan
    a. Menggunakan kalimat deklaratif dan introgative
    b. Menggukan simple present tense
    c. Menggunkana kata sifat

E. Pendekatan, Metode dan Model Pembelajaran
  1. Pendekatan : student center
  2. Metode   : brainstorming technique

F. Media, Bahan dan Alat
  1. Media/alat : Papan tulis, spidol
  2. Bahan   : kertas dan text book.

G. Sumber Belajar
  1. Buku paket bahasa inggris
  2. Kamsus bahasa inggris

H. Langkah – Langkah Pembelajaran
  1. Pendahuluan
    a. Greeting dan berdo'a
    b. Guru mengecek kehadiran siswa
    c. Guru melibatkan pembelajaran dengan Tehnik brainstorming/curah pendapat
  2. Kegiatan Inti
    a. Guru menjelaskan materi descriptive text
    b. Guru memberikan topik yang akan di diskusikan

c. Guru memberikan contoh deskriptif teks menggunakan tehnik brainstorming

d. Guru meminta siswa untuk membuat contoh deskriptif teks

e. Guru meminta siswa untuk mengumpulkan tugasnya

3. Kegiatan Penutup

a. Guru menanyakan beberapa pertanyaan kepada siswa terkait topik pembelajaran

b. Guru meminta siswa untuk menyimpulkan materi pembelajaran

c. Guru menutup kelas dengan berdoa.

I. Penilaian Hasil Belajar

No	Aspek yang dinilai	Kriteria	Score
1	Identification	a.Terdapat identifikasi lengkap suseai dengan objek yang di deskripsikan	20
		b.Terdapat identifikasi tapi kurang lengkap	10
		c.Tidak terdapat identifikasi dalam teks	5
2	Description	a.Terdapat rincian deskripsi yang lengkap sesuai dengan objek	30
		b.Terdapat rincian descripsi yang kurang lengkap atau hanya Sebagian	20
		c.Terdapat rincian descriptisi tapi tidak sesuai objek	10
3	Grammatical feature 1.Using simple present tense	a.Menggunakan simple present tense yang tepat	20
		b.Menggunakan simple present tense kurang tepat sesuai dengan grammar	10
	2.Using adjective	a.Menggunakan kata sifat lebih dari 3 kata	15
		b.Menggunakan 2 kata sifat	10

		c.Menggunakan 1 kata sifat	5
	3.Using to be have/has	a.Menggunakan 3 have/has	15
		b.Menggunakan 2 kata have/has	10
		c.Menggunakan 1 kata have/has	5

Validator   Rantopanjang, 18 Februari 2025

Saidul amin, S.Pd   Irayani Pulungan

Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Control class

Sekolah   :SMA Negeri 2 Muara Batang Gadis

Mata Pelajaran   : Bahasa inggris

Kelas   : XI

Alokasi waktu   : 2 x 45

J. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati periliku jujur, disiplin, santun, jujur, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan sekitar.

KI-3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada Tingkat teknis dan sepesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

K. Kompetensi Dasar dan indicator pencapaian

Kompetensi Dasar	Indikator
3.1 Membandingkan fungsi sosial, Struktur text dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang, Binatang, dan benda, sangat pendek dan sederhana sesuai dengan konteks kegunaannya.	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulias, sangat pendek dan sederhana, terkait orang, Binatang, dan benda.
	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, Binatang, benda, dengn memperhatikan fungsi

	sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

L. Tujuan Pembelajaran

Peserta didik diharapkan dapat Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, Binatang, dan benda,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

M. Matei Pembelajaran
5. Deskriptif

Teks deskriptif adalah teks yang menjelaskan tentang orang, Binatang, dan tempat.
6. Fungsi sosial

Mendeskripsikan suatu benda, manusia, maupun Binatang
7. Stutruktur Teks
   c. Identifikasi
   d. Deskripsi
8. Unsur Kebahasaan
   d. Menggunakan kalimat deklaratif dan introgative
   e. Menggukan simple present tense
   f. Menggunkana kata sifat
N. Pendekatan, Metode dan Model Pembelajaran
3. Pendekatan : student center
4. Metode : metode ceramah
O. Media, Bahan dan Alat
3. Media/alat : Papan tulis, spidol
4. Bahan : kertas dan text book.
P. Sumber Belajar
3. Buku paket bahasa inggris
4. Kamsus bahasa inggris
Q. Langkah – Langkah Pembelajaran
4. Pendahuluan
   d. Greeting
   e. Berdo'a
   f. Mengabseen siswa
5. Kegiatan Inti
   f. guru menjelaskan materi pembelajaran mengenai descriptive text
   g. guru meenjelaskan unsur kebahasaan dan struktur text descriptive.
   h. Guru memberikan contoh descriptive text
   i. Guru memberikaan tugas pada setiap siswa untuk mendeskripsikan artis idolanya dan membacakan hasilnya di depan kelas

6. Kegiatan Penutup
   d. Guru meminta siswa untuk menyimpulkan materi pembelajaran
   e. Guru menyampaikan materi pembelajaran pada pertemuan berikutnya
   f. Guru menutup kelas dengan berdoa.
R. Penilaian Hasil Belajar

No	Aspek yang dinilai	Kriteria	Score
1	Identification	a.Terdapat identifikasi lengkap suseai dengan objek yang di deskripsikan	20
		b.Terdapat identifikasi tapi kurang lengkap	10
		c.Tidak terdapat identifikasi dalam teks	5
2	Description	a.Terdapat rincian deskripsi yang lengkap sesuai dengan objek	30
		b.Terdapat rincian descripsi yang kurang lengkap atau hanya sebagian	20
		c.Terdapat rincian descriptisi tapi tidak sesuai objek	10
3	Grammatical feature 1.Using simple present tense	a.Menggunakan simple present tense yang tepat	20
		b.Menggunakan simple present tense kurang tepat sesuai dengan grammar	10
	2.Using adjective	a.Menggunakan kata sifat lebih dari 3 kata	15
		b.Menggunakan 2 kata sifat	10
		c.Menggunakan 1 kata sifat	5

	3.Using to be have/has	a.Menggunakan have/has	15
		b.Menggunakan 2 kata have/has	10
		c.Menggunakan 1 kata have/has	5

Validator   Rantopanjang, 18 Februari 2025

Saidul amin, S.Pd   Irayani Pulungan

APPENDIX 3

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Instruksi :

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "your favourite artist"

3. Kamu memiliki waktu sebanyak 45 menit

Lembar jawaban

Name:

Class:

Identification	....
	....
	....
	....
Description	....
	....
	....
	....
	....
	....
	....

APPENDIX 4

Form of Validity for Writing Test

Mata Pelajaran: Bahasa Inggris

Kelas   : XI

Penelaah   : Saidul Amin S.Pd

A. Petunjuk pengisian format pengisian butir soal
1. Analisislah instrument soal berdasarkan keriteria yang tertera di dalam format.
2. Buatlah tanda cek (✔) pada kolom "ya" apabila soal yang di telaah sudah sesuai dengan keriteria.
3. Buat tanda cek (x) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks seoal dan perbaikannya.

B. Form of Validity for Writing Text (Pre-Test)

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI?			
2	Apakah isi materi dan topik sesuai dengan isi jenjang dan Tingkat sekolah?			
3	Apakaha instruksi dapat dipahami?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?			
5	Apakah alokasi waktu sudah cukup?			

Mengetahui,
Validator

Saidul Amin, S.Pd

APPENDIX 5

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name:

Class:

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

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………………………………………………………………………………………

APPENDIX 6

Form of Validity for Writing Test

Mata Pelajaran: Bahasa Inggris

Kelas   : XI

Penelaah   : Rayendriani Fahmi Lubis

A. Petunjuk pengisian format pengisian butir soal

5. Analisislah instrument soal berdasarkan keriteria yang tertera di dalam format.
6. Buatlah tanda cek (✔) pada kolom "ya" apabila soal yang di telaah sudah sesuai dengan keriteria.
7. Buat tanda cek (x) pada kolom "tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria
8. Kemudian tuliskan catatan pada ruang catatan atau pada teks seoal dan perbaikannya.

B. Form of Validity for Writing Text (Pre-Test)

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas XI?			
2	Apakah isi materi dan topik sesuai dengan isi jenjang dan Tingkat sekolah?			
3	Apakaha instruksi dapat dipahami?			
4	Apakah instruksih sudah sesuai dengan aspek yang akan di ukur?			
5	Apakah alokasi waktu sudah cukup?			

Mengetahui,
Validator

Saidul Amin, S.Pd

APPENDIX 7

Score of Pre-test and Post-test in Experimental Class

No	Name	Pre-test	Post-test
1	AA	50	70
2	AA	55	70
3	AH	40	60
4	AH	40	65
5	AMSP	45	75
6	EB	40	65
7	FA	50	70
8	I	70	70
9	LS	50	70
10	LT	70	80
11	MD	40	50
12	MZ	30	65
13	NS	50	75
14	NM	55	70
15	N	45	55
16	PA	70	75
17	P	60	65
18	RS	55	75
19	SS	30	55
20	SA	55	80
21	SN	45	70
22	W	55	80
23	Y	40	70

APPENDIX 8

Score of Pre-test and Post-test in Control Class

No	Name	Pre-test	Post-test
1	AFS	55	60
2	DS	45	50
3	DS	50	65
4	FR	60	70
5	HP	40	60
6	JN	60	65
7	L	45	60
8	MN	50	60
9	MP	55	65
10	MS	35	65
11	N	45	55
12	NJN	40	60
13	PY	60	60
14	PP	20	55
15	PP	50	60
16	RN	55	60
17	S	20	50
18	SW	50	55
19	SP	40	55
20	SN	70	70
21	S	35	55
22	WG	70	70
23	W	35	55

APPENDIX 9

The Result of Normality Test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	value	Statistic	df	Sig.	Statistic	df	Sig.
students result	Pre-test Experiment	,141	23	,200*	,939	23	,169
	Post-test Experiment	,193	23	,027	,937	23	,152
	Pre-test Control	,106	23	,200*	,960	23	,462
	Post-test Control	,196	23	,023	,920	23	,066
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							
Tests of Normality							

APPENDIX 10

Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Students Result	Based on Mean	2,719	1	44	,106
	Based on Median	1,511	1	44	,226
	Based on Median and with adjusted df	1,511	1	38,507	,226
	Based on trimmed mean	2,470	1	44	,123

APPENDIX 11

T-Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Result	Equal variances assumed	2,719	,106	3,935	44	,000	8,261	2,100	4,030	12,492
	Equal variances not assumed			3,935	39,738	,000	8,261	2,100	4,017	12,505

APPENDIX 12

Pre-Test

–

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: MHD ZAKI NST

Class: XI'

My favourite artist

my favorite artist neymar, messi, suares.

they are mayer ~~Pasitional~~ pamous in indohesia.

Identifications = 10
description = 18
adjective = 0
knowleds = 0
simple present = 10

30

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: Triano

Class: XI

My favourite artist

my Favourite artist is aoiia aza calista,
she is beautiful, Friendly, and kind. She
has couple her name is Fattah, and she
has Friend the name Zara and aoiia has
beautiful Face.

identification = 10
description = 20
adjective = 15
have/has = 15
use simple present = 10

70

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: Ayu andini

Class: XI -1

My favourite artist

Kenny austin is my favourite artist. he is handsome, tall, and he have white skin clour and he have body thin. and he is a actor film.

Identification = 10
description = 20
adjective = 15
Use have/has = 9
Use simple present = 10

55

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: Dudun parindull

Class: VI²

My favourite artist

ronaldo my Favourit artist

Identifikakm 10
doscriptim 26
audiencm 26
invol/me: 0
G persentt 10

20

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: Wina Gaungging

Class: XI-2

My favourite artist

my favourite artist is Sandrina michell. She is a actvr. She is beavtiful, and she has skin white clour. and She has short hair. and he has body ful.

Identification: 10
description = 20
adjective = 15
line/hair = 15
S. present = 10

70

Instrument of Writing Text for Experimental Class and Control Class

PRE-TEST SHEET

Intruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan deskriptif teks tentang pavorit artismu.

3. Kamu memiliki waktu sebanyak 45 menit.

Name: Dedi Suputra

Class: XI-2

My favourite artist

messi is my favourite in football player.
he is good in play football. and he is
fomouse in football player.

Identification : 10
description : 20
adjective : 10
verve/hint : 0
s.present : 10

50

Pos-Test

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: mhd. Duhuil

Class: XI-I

Ir. H. Jokowi dodo

Jokowi is president of Indonesia. he has

Skin black colour.

Identification : 10
description : 20
adjective : 5
have has : 5
S. present : 10

50

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: Lila tiara

Class: XI-1

Ir. H. JOKOWI dodo

Ir. h. Jokowi dodo has 3 children. and he is
a president of Indonesia. he is president the
best. he has skin brown color. and he has
short hair and he has body tall.

Identification: 20
description: 15
adjective: 15
have/has: 15
s-present: 20

80

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: Aju Andini

Class: XI-1

Ir. H. Jorowi dodo

he is a president of indonesia. he was born in surakarta. he is a tall and thin. he has sein brown clour, and he has small eyes and has 3 child.

Identification: 10
description: 20
Adjective: 15
have/has: 10
C-presal: 10

76

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: Dewi Saputri

Class: XI-2

Jokowi is tall and thin. He is handsome and he is president. He life in Jakarta. He is friendly and he is a president indonesia.

Identification = 5
description = 20
adjective = 15
have/has = 0
s-present = 10

50

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: Salsa nasution

Class: XI -2

Ir. H. Jokowi dodo

Jokowi is presiden sevent indonesia. he was born in Surakarta he has 3 child and one wife. he has hair short, and body thin. he is a president friendly, not arrogant, he is kind, and he is the best president. he has watch money.

identification = 10
description = 20
adjective = 15
have/has = 15
S. present = 10

70

Instrument of Writing Text for Experimental Class and Control Class

POST-TEST SHEET

Instruksi:

1. Tuliskan nama dan kelasmu di atas lembar jawaban yang telah disediakan.

2. Tuliskan descriptive text mengenai "Ir. H. Jokowi dodo"

3. Kamu memiliki waktu sebanyak 45 untuk mengerjakan

Lembar jawaban

Name: Lismu

Class: X1-2

....
                    Ir. H Jokowi dodo
....
        Jokowi is president Indonesia he has skin black
color. her hair is long, body thih and tall.
he is president priendly and kind.
....
Identification: 10
description: 20
adjective: 15
have/has: 5
c. present: 10   60
....
....
....
....
....

APPENDIX 13

Documentation Research

(pre-test experimental class)

(pre-test in control class)

(treatment in experimental class)

(control class)

(post-test in experimental class)

(post-test in control class)

Nomor   : 8578 /Un.28/E.1/TL.00.9/12/2024   21 Desember 2024
Lampiran : -
Hal   : Riset
            Penyelesaian Skripsi

Yth. Kepala SMA 2 Muara Batang Gadis

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Irayani Pulungan
NIM   : 2020300062
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat   : Jl. Pancabudi Gg. Sehati Sadabuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Brainstorming Technique in Wring Descriftive Text at XI Grade Students of SMA 2 Muara Batang Gadis"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 23 Desember 2024 s.d. tanggal 23 Januari 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

<u>**SURAT KETERANGAN**</u>
NOMOR : 432.1/   /SMA.112/I/2025

Yang bertanda tangan di bawah ini kepala SMA Negeri 2 Muara Batang Gadis, Kecamatan Muara Batang Gadis, Kabupaten Mandailing Natal, menerangkan dengan sebenarnya :

Nama	: Irayani Pulungan
Nim	: 2020300062
Prodi	: Tadris Bahasa Inggris
Alamat	: Jl. Pancabudi Gg Sehati Sadabuan

Adalah benar telah melakukan penelitian di SMA Negri 2 Muara Batang Gadis pada tanggal 14 Januari 2025 s/d selesai,guna untuk melengkapi penyelesaian skripsinya yang berjudul : " The Effect of Brainstorming Technique in Writing Descriptive Text at XI grade Students of SMA Negri 2 Muara Batang Gadis " sesuai dengan surat dekan fakultas tarbiyah dan ilmu keguruan Universitas Islam Negri Syeh Ali Hasan Ahmad Addary Padangsidimpuan, Nomor : /Un.28/E.1/TL.00.9/12/24 tanggal 23 Desember 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk digunakan seperlunya.

Lubuk Kapundung, 17 Januari 2025
Kepala Sekolah

SUPRIANTO, S.Pd
NIP. 197910272008011001