



**IMPROVING STUDENTS' WRITING SKILL THROUGH
BRAINSTORMING TECHNIQUE AT VII GRADE
SMPN 1 ANGKOLA BARAT**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidempuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

SUSI EFRIANA
Reg. No. 08 340 0076

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2013



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SUSI EFRIANA
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PADANGSIDIMPUAN
2013**



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Padangsidimpuan, 28 Mei 2013

a.n.SUSI EFRIANA

Kepada Yth.

Bapak Ketua STAIN Padangsidimpuan

Di-

Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, menelaah dan memberikan saran-saran perbaikan seperlunya terhadap skripsi a.n. SUSI EFRIANA yang berjudul: *"IMPROVING STUDENTS' WRITING SKILL THROUGH BRAINSTORMING TECHNIQUE AT VII GRADE SMP NEGERI 1 Angkola Barat"*, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

Seiring dengan hal diatas, maka saudara tersebut sudah dapat menjalani siding munaqasyah untuk mempertanggungjawabkan skripsinya ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah yang Maha Pengasih lagi Maha Penyayang, saya yang bertanda tangan dibawah ini:

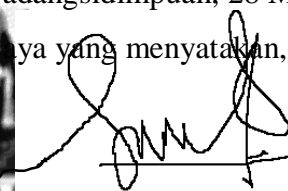
Nama : **SUSI EFRIANA**
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Jurusan/Program Studi : TARBIYAH/ TBI-2
Judul Skripsi : **IMPROVING STUDENTS' WRITING SKILL THROUGH BRAISTORMING TECHNIQUE AT VII GRADE SMP NEGERI 1 ANGKOLA BARAT.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidipmuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

Padangsidimpuan, 28 Mei 2012

Saya yang menyatakan,



A handwritten signature in black ink, appearing to read 'Susi Efriana', is written over a horizontal line. To the left of the signature is a 6000 Rupiah postage stamp from Indonesia, featuring the Garuda emblem and the text 'METERAI TEMPEL', 'D219EABF441564D', and '6000'.

SUSI EFRIANA
Nim. 08 340 0076

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

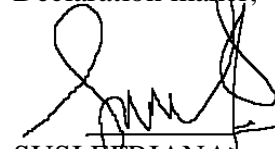
Name : SUSI EFRIANA
Registration Number : 08 340 0076
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The Title of Thesis : IMROVING STUDENTS' WRITING SKILL TROUGH
BRAINSTORMING TECHNIQUE AT VII GARDE SMP
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, May 28th 2013

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Reg. No 08 340 0076




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PADANGSIDIMPUAN**

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Reg. No : 08 340 0076
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BRAINSTORMING TECHNIQUE AT VII GRADE SMP
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Chief,


Fatahuddin Aziz Siregar, M.Ag
NIP: 19731128 200112 1 001

Secretary,

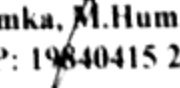

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Members,


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Place : Padangsidempuan.
Date : June, 11th 2013.
Time : 02.00 pm until 05.00 pm.
Result/ Mark : 78.5 (B).
IPK : 3.45
Predikat : Very Good.



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Skripsi Berjudul : IMPROVING STUDENTS WRITING' SKILL TROUGH
BRAINSTORMING TECHNIQUE AT VII GRADE SMP
NEGERI I ANGKOLA BARAT

Ditulis Oleh : SUSI EFRIANA
NIM : 08 340 0076

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan,
Ketua




DR. H. IBRAHIM SIREGAR, MCL
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the writer would like to convey her grateful to Allah SWT, the most Creator and Merciful that have given her the health, time and chance for finishing this thesis on title “Improving Students’ Writing Skill through Brainstorming Technique at VII Grade SMP Negeri 1 Angkola Barat”. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era. This thesis is written in order to fulfill one of the requirements for being Islamic Education Scholar (S.Pd.I) in English Education Study Program at the Tarbiyah Department of State Collage for Islamic Studies (STAIN) Padangsidimpuan.

In the process of finishing this thesis some people have granted academic support for the writer, she would like to make the opportunity to thank them all in completing this thesis, the writer would like to express her gratitude:

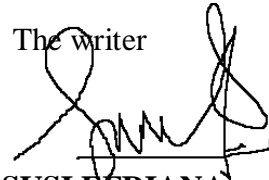
1. The Chief of STAIN Padangsidimpuan Dr. H. Ibrahim Siregar, MCL., the Deputy Leader I, II and III and all for the civitas academic of STAIN Padangsidimpuan.
2. Hj. Zulhimma, S.Ag., M.Pd., as a Chief of Department of Tarbiyah STAIN Padangsidimpuan and all of her staff,
3. Mrs. Rayendriani Fahmei Lubis, M.A., as the first advisor and as a Chief of English Education Study Program STAIN Padangsdimpuan who has given suggestion and helps in writing this thesis.
4. Drs. Samsuddin Pulungan, M.Ag., as the Chief of Library and his staffs have borrowed the books to the researcher in this research..

5. Mrs. Magdalena, M. Ag as the second advisor, who has helped, supported and suggested the writer to finish this thesis.
6. Drs. Armyn Hasibuan, M.Ag., as a academic advicesor of me in STAIN Padangsidimpuan.
7. All of English lecturers of STAIN Padangsidimpuan who have given the knowledge during the writer studied in this campus.
8. All of my examiners; Fatahuddin Aziz Siregar, M.Ag, Fitri Rayani Siregar, M.Hum, Magdalena, M.Ag, Hamka, M.Hum who have given suggest and help to finish this thesis.
9. The Head Master, the Principal and all teachers of SMP Negeri 1 Angkola Barat.
10. The exclusive thanks for lovely families that always support me in everything, especially my beloved father (Parada Harahap(alm)) and my beloved mother (Nurti Alam Simbolon), my beloved brother (Deddi Arman Harahap, Irawan Subuh Harahap, Hamsah Harahap) and my beloved sister (Enni Arawati Harahap, S.E, Melda Juita Harahap, Amkeb and Laila Ermida, S.Pd).
11. My beloved best friends in my boarding house; Laila Sijabat, S.Pd.I, Elida Hapni, S.H.I, Rizkah fitriani Nasution, S.H.I, Rukiah Nasution, S.Pd.I, Naimah Nasution, S.Pd.I, Maimunah Nasutin, S.Pd.I, Nur Khalilah, S.Pd.I.
12. My entire friend in TBI-2 and all the people who have helped the writer to finish her study that she can't mention one by one.

Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

Padangsidempuan, 28th May 2013

The writer



SUSI EFRIANA

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ABSTRACT

Name : SUSI EFRIANA
Reg.No : 08 340 0076
Section/ Program : Tarbiyah/TBI 2
Academic : 2012-2013
Title : IMPROVING STUDENTS' WRITING SKILL THROUGH
BRAINSTORMING TECHNIQUE AT SEVENTH GRADE
OF SMP NEGERI 1 ANGKOLA BARAT.

This study was told about improving students' writing skill through brainstorming technique at SMP Negeri 1 Angkola Barat. Most of students couldn't write English well. This caused by students' internal and external factors. Students didn't have desire to write English, students didn't have interest in writing English, and English teachers didn't have appropriate method and used media in teaching learning. Based on the general problem above the formulation in this research was "does brainstorming technique improve the students writing skill at VII grade SMP Negeri 1 Angkola Barat? Then study aims in improving students' writing skill through brainstorming technique at SMP Negeri 1 Angkola Barat was to explain the effectiveness of brainstorming technique in improving students' writing ability.

This research was done by using classroom action research by collaborative. The action in this research was done in two cycles. Each cycle consist two meeting and four steps. They were planning action, action, observation and reflection.

To solve the problem, the writer implemented brainstorming technique based on the picture and keyword. The participant of this study was one class consisted of 32 students. Writing test was the instrument of collecting the data. The research result saw the progressive mean of the students. In first cycle was 64.7 or improvement percentage was 21.16%, in second cycle was 79.6 or improvement percentage was 49.06%. The mean in the second cycle was higher than the first cycle. The data from the test result indicated that the students got improvement. It indicated that the application of brainstorming technique improve the students writing skill.

In conclusion, brainstorming technique could improve students' writing skill at SMP Negeri 1 Angkola Barat. Hopefully, the research result could be positive input for other researchers and teachers to conduct further research, particularly in writing issue.

Appendix 1

LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: SMP Negeri 1 Angkola Barat
Subject	: English
Topic	: Students
Class	: VII-2
Time	: 4 x 40 minutes
Meeting	: 1

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

C. Indicator

1. Students are able to write more ideas as their own.
2. Students are able to use appropriate sentence correctly and accurate in writing functional
3. Students are able to write good ideas.
4. Students are able to write sentences according to the picture sequence

D. Source /material : text book, picture sequence

E. Media : white board, writing paper from internet

F. Teaching Learning Activity

1. Opening

- a. Greeting and introducing
- b. Explain the aim of the research
- c. Absent
- d. Motivation
- e. Brainstorming

2. Main Activity

- a) In the first cycle, the researcher applied pictures in teaching writing.
- b) The researcher made planning in this cycle.
- c) The teacher gives a problem to students as free test.
- d) Explaining presents tense as a glance.
- e) The teacher gave the topic. The topic was “students activity”
- f) The teacher divided the students in eight groups.
- g) The teacher explained how to do writing sentence or text with the rule of writing.
- h) The teacher asks to students write 6 sentences from the topic in 30 minutes.
- i) The teacher collects all the students’ idea.
- j) The teacher asks to students to present their ideas.
- k) The teacher can identify the ideas.

- 1) The teacher classify and verification the students ideas.
3. Closing
- a) Concluding the lesson
 - b) Reminding the students to learn at home.

G. Evaluation

The evaluation will be done by conducting writing task

H. The Instrumentation Test

The students are expected to write the more ideas base on the topic above;



Figure 1: Students

1. Go to school
2. Studying at school
3. Go home

I. The Indicator of Value

NO	Criteria	High score	Total score
1.	Grammar	25	25
2.	Vocabulary	25	25
3.	Mechanics	25	25
4.	Form	25	25
TOTAL SCORE		100	100

$$\frac{\text{High score} \times \text{Criteria} \times 100}{\text{Total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 27 March 2013

Co-Teacher of SMP N 1 Angkola Barat

Teacher

Dra. SOFIATI NASUTION

NIP.

SUSI EFRIANA

NIM: 08 340 0076

Headmaster of SMPNegeri 1 Angkola Barat

Drs. EDDI ISWANDI NASUTION, M.PD.

NIP. 19620321 198403 1001

Appendix 2

LESSON PLAN (Cycle 1)

Instructional Unit	: Writing
School	: SMP Negeri 1 Angkola Barat
Subject	: English
Topic	: Farmer, Teacher, Best friend
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 2

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

C. Indicator

1. Students are able to write text from some pictures.
2. Students are able to use appropriate sentence fluently and accurate in writing functional
3. Students are able to write a good rule in writing text
4. Students are able to write text based on the pictures.
5. Students are able to use appropriate vocabulary in writing text

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

F. Teaching Learning Activity

1. Opening

- a. Greeting
- b. Absent
- c. Motivation
- d. Ask the students about the lesson last meeting.
- e. Main Activity
- f. In this cycle, the researcher applied key word or hint in teaching writing.
- g. Motivate students to explore their writing ability and be more active in teaching learning process.
- h. The researcher applied some pictures. That is about Farmer, Teacher, Nurse and Police.
- i. The teacher organizing the students in 8 groups.
- j. The teacher gave information or hint about the topic.
- k. The teacher explanation again the rule of the writing.
- l. The teacher asks to students to write text in two paragraphs based on the pictures.
- m. The teacher collects all result of discussion.
- n. Closing
- o. Concluding the lesson
- p. Reminding the students to learn at home.

G. Evaluation

The evaluation will be done by conducting writing task

H. The Instrumentation Test

The students are expected to write the more ideas base on the topic above;



Figure 2: Farmer



Figure 3: Teacher



Figure 4: Nurse



Figure 5: Police

I. The indicator of value

NO	Criteria	High score	Total score
5.	Grammar	25	25
6.	Vocabulary	25	25
7.	Mechanics	25	25
8.	Form	25	25
TOTAL SCORE		100	100

Formula = $\frac{\text{High score} \times \text{Criteria} \times 100}{\text{Total score}} = 100$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 30 March 2013

Co-Teacher of SMP N 1 Angkola Barat

Teacher

Dra. SOFIATI NASUTION

SUSI EFRIANA

NIP.

NIM: 08 340 0076

Headmaster of SMP Negeri 1 Angkola Barat

Drs. EDDI ISWANDI NASUTION, M.PD.

NIP. 19620321 198403 1001

Appendix 3

LESSON PLAN (Cycle 2)

Instructional Unit	: Writing
School	: SMP Negeri 1 Angkola Barat
Subject	: English
Topic	: Daily activity
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 3

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

C. Indicator

1. Students are able to write text from the topics.
2. Students are able to use appropriate sentence fluently and accurate in writing functional.
3. Students can get more ideas from the topic.
4. Students can write good text from the topic.
5. Students are able to write a good rule in writing text.

6. Students are able to write text according to picture sequence
7. Students are able to use appropriate vocabulary in writing text

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

F. Teaching Learning Activity

1. Opening

- a. Greeting
- b. Absent
- c. Motivation
- d. Ask the students about the lesson last meeting.

2. Main Activity

In this meeting, the researcher applied pictures in teaching writing.

- a. Motivate students to explore their writing ability and be more active in teaching learning process.
- b. The researcher gave the topic. The topic was “Daily activity”.
- c. The teacher gave information about the topic.
- d. The teacher explanation again the rule of the writing.
- e. The teacher asks to students to write text according to topic.
- f. The teacher collects all students’ paper result.

3. Closing

- a. Concluding the lesson
- b. Reminding the students to learn at home.

G. Evaluation

The evaluation will be done by conducting writing task.

H. The Instrumentation test.

The students are expected to write sentences in text suitable to the topic as below;

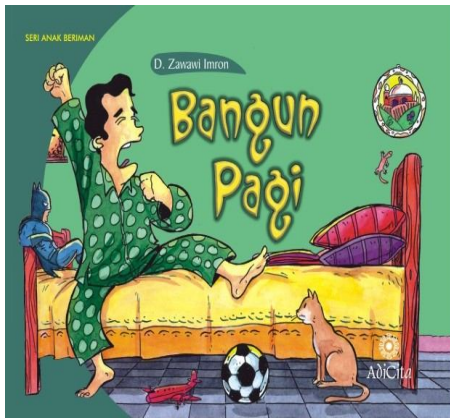


Figure 5: The activity after wake up

1. At morning
2. At Afternoon
3. At night

I. The indicator of value

NO	Criteria	High score	Total score
9.	Grammar	25	25
10.	Vocabulary	25	25
11.	Mechanics	25	25
12.	Form	25	25
TOTAL SCORE		100	100

$$\frac{\text{High score} \times \text{Criteria} \times 100}{\text{Total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 03 April 2013

Dra. SOFIATI NASUTION

NIP.

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Headmaster of SMP Negeri 1 Angkola Barat

Drs. EDDI ISWANDI NASUTION, M.PD.

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LESSON PLAN (Cycle 2)

Instructional Unit	: Writing
School	: SMP Negeri 1 Angola barat
Subject	: English
Topic	: The Family
Class	: VII-2
Time	: 2 x 40 minutes
Meeting	: 4

A. Competence Standard

Express meanings in writing functional text and short essay in the forms of descriptive and procedure to interact with near environment.

B. Basic Competence

Express meanings in writing functional text with using variety of writing skill with accurate, fluent, and acceptance to interact with near environment.

C. Indicator

1. Students are able to write text from the simple key word
2. Students are able to use appropriate sentence fluently and accurate in writing functional
3. Students can get more ideas from the key word.
4. Students are able to write a good rule in writing text.
5. Students are able to write text based on key word.
6. Students are able to use appropriate vocabulary in writing text.

D. **Source /material** : text book, picture sequence

E. **Media** : white board, writing paper from internet.

F. Teaching Learning Activity

1. Opening
 - a. Greeting
 - b. Absent
 - c. Motivation
 - d. Ask the students about the lesson last meeting.
2. Main Activity
 - a. In this cycle, the researcher applied key word in teaching writing.
 - b. Motivate students to explore their writing ability and be more active in teaching learning process.
 - c. The researcher gave the topic. The topic was “the family”.
 - d. Teacher divided the students in 8groups’ discussion.
 - e. The teacher gave information about the topic.
 - f. The teacher explains again the rule of the writing.
 - g. The teacher asks to students to write text based on the key word.
 - h. The teacher collects all students’ discussion result.
 - i. The teacher asks to students to present their ideas.
 - j. The teacher can identify the ideas.
 - k. The teacher classify and verification the students ideas.
3. Closing
 - a. Concluding the lesson
 - b. Reminding the students to learn at home.

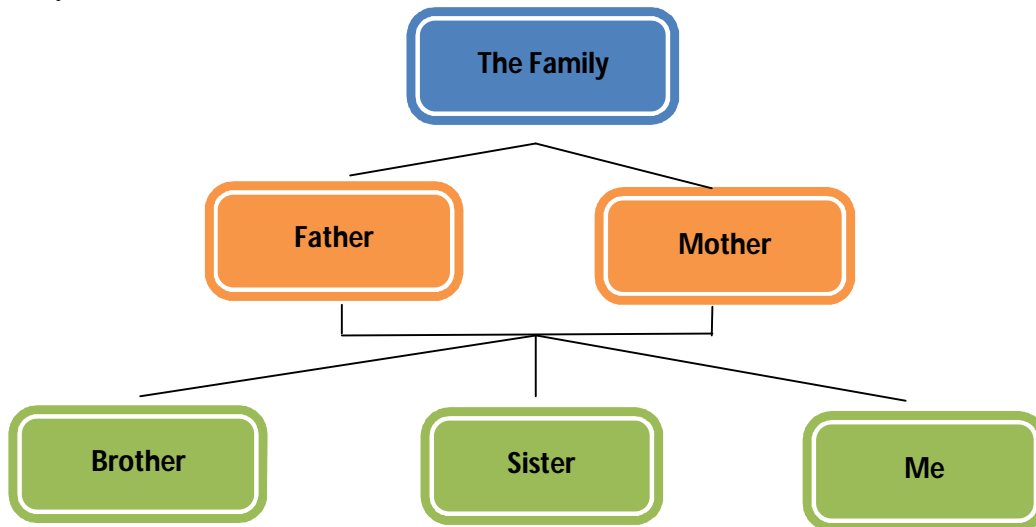
G. Evaluation

The evaluation will be done by conducting writing task.

H. The Instrumentation Test

The students are expected to write sentences in text suitable to the topic.

Key word as below;



J. The indicator of value

NO	Criteria	High score	Total score
13.	Grammar	25	25
14.	Vocabulary	25	25
15.	Mechanics	25	25
16.	Form	25	25
TOTAL SCORE		100	100

$$\text{Formula} = \frac{\text{High score} \times \text{Criteria} \times 100}{\text{Total score}} = 100$$

$$\frac{25 \times 4 \times 100}{100} = 100$$

Padangsidempuan, 6 April 2013

Co-Teacher of SMP N 1 Angkola Barat

Teacher

Dra. SOFIATI NASUTION

NIP.

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NIM: 08 340 0076

Headmaster of SMP Negeri 1 Angkola Barat

Drs. EDDI ISWANDI NASUTION, M.PD.

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Appendix 5

THE INSTRUMENT OF STUDENTS' WRITING SKILL THROUGH BRAINSTORMING TECHNIQUE

1. Pengantar

- a. Instrument ini hanya bertujuan untuk menjangring data dari siswa/i tentang students' writng skill through brainstorming technique.
- b. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini,

2. Petunjuk

- a. Perhatikanlah gambar dan kata kunci dibawah ini dengan seksama!
- b. Sesuaikanlah jawaban anda dengan gambar dan kata kunci dibawah ini!
- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
- d. Waktu yang tersedia 30 menit.

3. Soal

- 1) The topic is "The introducing"
 - a) Write a paragraph based the topic above
 - b) The paragraph consist 5 sentences minimally.
- 2) Look at the picture and key word below!
 - a) Write a paragraph based on the picture and key word below correctly!
 - b) The paragraph is 6 sentences in 30 minutes!



Figure 6: Students

4. Going to school
5. Studying at school
6. Going home

3) Look at the picture below!

a) choose one of the a nother topic, and explain it in two paragraph based on your own!

b) Each paragraph is 4 sentences in 50 minutes!



Figure 7: Farmer



Figure 8: Teacher



Figure 4: Nurse



Figure 5: Police

4) Look at the picture and key word below!

a) Explain the picture based on your own correctly!

b) Write it in three paragraphs, each paragraph is 4 sentences minimally in 50 minutes!

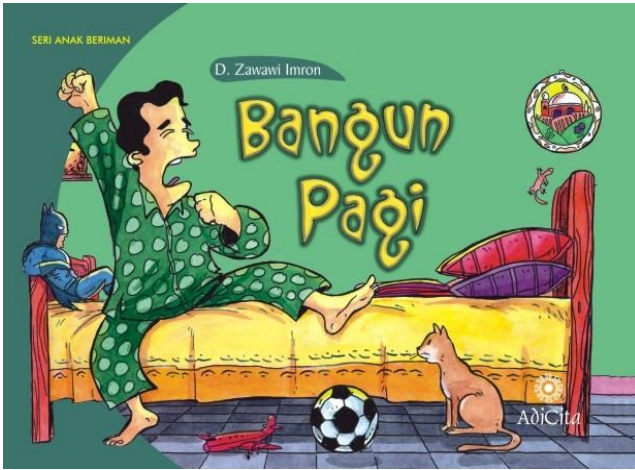
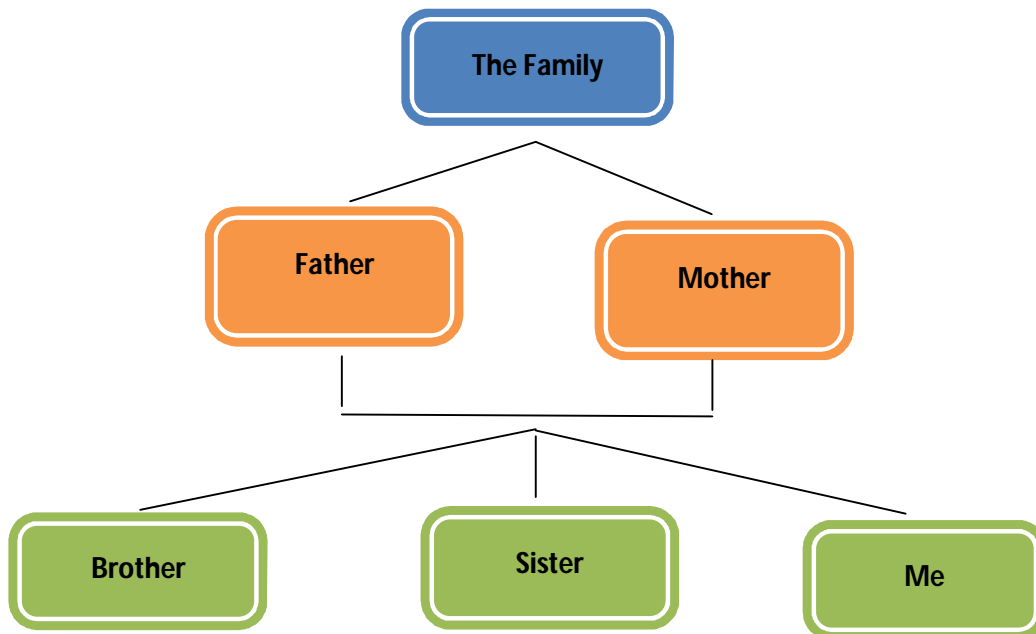


Figure 9: The activity after wake up

- At morning
- At Afternoon
- At night

5) Look at the key word below!

- Write the topic based on the key word below and explain it correctly!
- Write it in three paragraphs, each paragraph is 5 sentences minimally in 50 minutes!



Appendix 6

Students' Writing Skill Score in the Pretest

NO	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AN	10	10	15	10	45
2	AH	10	10	10	15	45
3	BT	15	15	20	15	65
4	DIA	15	15	15	15	60
5	DR	10	15	20	15	60
6	DOA	10	15	15	15	55
7	FAS	15	15	15	20	65
8	FM	15	10	10	15	50
9	HI	10	15	15	15	55
10	HS	10	15	15	10	50
11	HTD	10	15	15	15	55
12	IY	10	15	10	10	50
13	LY	10	15	15	15	55
14	LS	15	15	15	15	60
15	MH	10	15	15	15	55
16	NI	10	15	15	15	60
17	NZ	10	10	15	15	50
18	NAD	10	10	10	10	40
19	NF	15	15	15	15	60
20	NH	10	10	15	10	45
21	PS	10	10	10	10	40
22	RER	15	15	15	15	60
23	ROR	15	20	15	15	65
24	SW	10	10	10	10	40
25	SOH	15	15	15	15	60
26	SUH	10	10	15	15	50
27	TA	15	15	20	15	55
28	UA	15	15	15	15	60
29	WR	10	10	10	10	40
30	YW	15	15	15	15	60
31	YA	10	20	15	10	55
32	YAH	10	10	15	10	45
	TOTAL					1710
	$\text{MEAN} = X = \frac{\sum x}{N} = = \quad X = \frac{\sum 1710}{32} = 53.4$					

Appendix 7

Students' Writing Skill Score in the First Cycle and the First Meeting

NO	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AN	10	15	15	15	55
2	AH	10	10	10	15	45
3	BT	15	15	20	15	65
4	DIA	15	15	15	15	60
5	DR	15	15	20	15	65
6	DOA	10	15	15	15	55
7	FAS	20	15	15	20	70
8	FM	15	10	10	15	50
9	HI	10	15	15	15	55
10	HS	15	15	15	15	60
11	HTD	10	15	15	15	55
12	IY	15	15	15	10	55
13	LY	20	20	20	20	80
14	LS	15	15	15	15	60
15	MH	10	15	15	15	55
16	NI	10	15	15	15	60
17	NZ	10	15	15	15	55
18	NAD	15	15	10	10	50
19	NF	20	20	20	20	80
20	NH	15	15	15	15	60
21	PS	10	15	15	15	55
22	RER	15	15	15	15	60
23	ROR	15	20	15	15	65
24	SW	10	15	15	15	55
25	SOH	15	15	15	15	60
26	SUH	15	15	15	15	60
27	TA	15	15	15	15	60
28	UA	15	15	15	16	60
29	WR	15	15	15	10	55
30	YW	15	15	15	15	60
31	YA	15	20	15	15	65
32	YAH	15	20	15	20	70
	TOTAL					1915
	$\text{MEAN} = \bar{X} = \frac{\sum x}{N} = = \quad \bar{X} = \frac{1915}{32} = 59.8$					

Appendix 8

Students' Writing Skill Score in the First Cycle and the Second Meeting

NO	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AN	15	15	15	15	60
2	AH	10	10	15	15	50
3	BT	15	20	15	15	65
4	DIA	15	15	15	15	60
5	DR	15	15	20	20	70
6	DOA	20	25	20	20	85
7	FAS	20	20	25	20	85
8	FM	15	20	15	15	65
9	HI	20	15	20	15	70
10	HS	15	15	20	15	65
11	HTD	20	15	20	15	70
12	IY	15	20	15	15	65
13	LY	20	20	20	15	75
14	LS	20	20	25	20	85
15	MH	20	20	20	15	75
16	NI	20	20	20	20	80
17	NZ	15	15	20	15	65
18	NAD	20	15	20	15	70
19	NF	20	20	20	20	80
20	NH	20	20	15	15	70
21	PS	15	15	15	15	60
22	RER	15	15	20	15	65
23	ROR	15	20	20	15	70
24	SW	20	15	15	15	65
25	SOH	15	20	20	15	70
26	SUH	20	15	20	15	70
27	TA	15	20	15	15	65
28	UA	20	15	20	15	70
29	WR	15	20	15	15	65
30	YW	15	20	20	15	70
31	YA	20	25	20	25	90
32	YAH	20	20	20	15	75
TOTAL						2230
$\text{MEAN} = \bar{X} = \frac{\sum x}{N} = \quad \text{so,} \quad \bar{X} = \frac{2230}{32} = 69.6$						

Appendix 9

Students' Writing Skill Score in the Second Cycle and the Third Meeting

NO	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AN	20	15	20	15	70
2	AH	15	15	15	15	60
3	BT	20	20	20	20	80
4	DIA	15	15	15	15	60
5	DR	25	20	25	20	90
6	DOA	20	20	20	25	85
7	FAS	20	20	20	20	80
8	FM	20	20	15	15	70
9	HI	15	20	20	15	70
10	HS	20	20	20	15	75
11	HTD	25	20	20	20	85
12	IY	20	15	20	15	70
13	LY	20	20	20	15	75
14	LS	25	20	20	20	85
15	MH	20	20	20	15	75
16	NI	20	20	20	15	75
17	NZ	15	20	15	20	70
18	NAD	20	15	20	15	70
19	NF	20	25	20	20	85
20	NH	20	20	20	15	75
21	PS	20	15	20	15	70
22	RER	15	20	15	20	70
23	ROR	20	20	25	20	85
24	SW	25	15	15	15	65
25	SOH	20	20	20	20	80
26	SUH	20	20	20	15	75
27	TA	15	20	20	15	70
28	UA	20	15	20	15	70
29	WR	15	20	15	15	65
30	YW	15	20	20	15	70
31	YA	20	25	25	20	90
32	YAH	20	20	20	15	75
TOTAL						2390
$\text{MEAN} = \bar{X} = \frac{\sum x}{N} = \text{ so, } \bar{X} = \frac{2390}{32} = 74.6$						

Appendix 10

Students' Writing Skill Score in the Second Cycle and the Fourth Meeting

NO	Students Initial	Grammar	Vocabulary	Mechanics	Form	Score
1	AN	20	20	25	20	80
2	AH	20	20	20	20	80
3	BT	20	20	25	20	85
4	DIA	20	20	20	15	75
5	DR	25	25	25	25	100
6	DOA	20	25	20	25	90
7	FAS	20	25	20	25	90
8	FM	20	20	20	20	80
9	HI	20	20	25	20	85
10	HS	20	20	20	20	80
11	HTD	25	20	20	20	85
12	IY	20	20	20	20	80
13	LY	25	20	20	20	85
14	LS	25	25	25	20	95
15	MH	25	20	20	20	85
16	NI	20	20	20	20	80
17	NZ	20	20	15	20	75
18	NAD	20	20	20	20	80
19	NF	20	25	20	20	85
20	NH	25	20	25	25	96
21	PS	20	20	20	20	80
22	RER	20	20	25	20	85
23	ROR	25	25	25	25	95
24	SW	20	20	20	20	80
25	SOH	25	25	25	25	100
26	SUH	25	20	25	20	90
27	TA	20	20	25	20	85
28	UA	20	15	20	15	80
29	WR	20	20	20	20	80
30	YW	25	20	20	20	95
31	YA	25	25	25	20	95
32	YAH	20	20	20	20	80
TOTAL						2705
$\text{MEAN} = \bar{X} = \frac{\sum x}{N} = \text{so, } \bar{X} = \frac{2705}{32} = 84.5$						

Appendix 11

THE ACCOUNTING OF STUDENTS' MEANS IN CYCLE I AND CYCLE 2

A. Pretest

1) Grammar

Score (f)	Students (x)	f(x)
10	20	200
15	12	180
20	-	-
25	-	-
total	N = 32	f(x) = 380
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{380}{32} = 11.87$		

2) Vocabulary

Score (f)	Students (x)	f(x)
10	11	200
15	19	180
20	2	40
25	-	-
total	N = 32	f(x) = 430
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{430}{32} = 13.43$		

3) Mechanic

Score (f)	Students (x)	f(x)
10	7	70
15	22	330
20	3	60
25	-	-
total	N = 32	f(x) = 460
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{460}{32} = 14.37$		

4) Form

Score (f)	Students (x)	f(x)
10	10	100
15	21	315
20	1	20
25	-	-
total	N = 32	f(x) = 430
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{430}{32} = 13.43$		

B. Cycle 1 on First meeting

1) Grammar

Score (f)	Students (x)	f(x)
10	10	100
15	19	285
20	3	60
25	-	-
total	N = 32	f(x) = 445
Mean = $\frac{\sum f(x)}{N} = \frac{445}{32} = 13.90$		

2) Vocabulary

Score (f)	Students (x)	f(x)
10	2	20
15	25	375
20	5	100
25	-	-
total	N = 32	f(x) = 495
Mean = $\frac{\sum f(x)}{N} = \frac{495}{32} = 15.46$		

3) Mechanic

Score (f)	Students (x)	f(x)
10	3	30
15	25	375
20	4	80
25	-	-
total	N = 32	f(x) = 485
Mean = $\frac{\sum f(x)}{N} = \frac{485}{32} = 15.15$		

4) Form

Score (f)	Students (x)	f(x)
10	3	30
15	23	375
20	4	80
25	-	-
total	N = 32	f(x) = 485
Mean = $\frac{\sum f(x)}{N} = \frac{485}{32} = 15.15$		

C. Cycle 1 on Second Meeting

1) Grammar

Score (f)	Students (x)	f(x)
10	1	10
15	15	225
20	16	320
25	-	-
total	N = 32	f(x) = 550
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{550}{32} = 17.34$		

2) Vocabulary

Score (f)	Students (x)	f(x)
10	1	10
15	13	195
20	16	320
25	2	50
total	N = 32	f(x) = 575
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{575}{32} = 17.96$		

3) Mechanic

Score (f)	Students (x)	f(x)
10	-	70
15	11	330
20	19	60
25	2	-
total	N = 32	f(x) = 595
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{595}{32} = 18.59$		

4) Form

Score (f)	Students (x)	f(x)
10	-	-
15	25	375
20	6	120
25	1	25
total	N = 32	f(x) = 515
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{515}{32} = 16.06$		

D. Cycle 2 on Third Meeting

1) Grammar

Score (f)	Students (x)	f(x)
10	-	-
15	8	120
20	20	400
25	4	100
total	N = 32	f(x) = 620
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{620}{32} = 19.37$		

2) Vocabulary

Score (f)	Students (x)	f(x)
10	-	-
15	8	120
20	20	440
25	2	50
total	N = 32	f(x) = 610
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{610}{32} = 19.06$		

3) Mechanic

Score (f)	Students (x)	f(x)
10	-	70
15	11	330
20	19	60
25	2	-
total	N = 32	f(x) = 595
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{595}{32} = 18.59$		

4) Form

Score (f)	Students (x)	f(x)
10	-	-
15	20	300
20	11	220
25	1	25
total	N = 32	f(x) = 545
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{545}{32} = 17.03$		

E. Cycle 2 on fourth Meeting

1) Grammar

Score (f)	Students (x)	f(x)
10	-	-
15	-	-
20	21	420
25	11	275
total	N = 32	f(x) = 695
Mean = $\frac{\sum f(x)}{N} = \frac{695}{32} = 21.71$		

2) Vocabulary

Score (f)	Students (x)	f(x)
10	-	-
15	1	15
20	23	460
25	8	200
total	N = 32	f(x) = 675
Mean = $\frac{\sum f(x)}{N} = \frac{675}{32} = 21.09$		

3) Mechanic

Score (f)	Students (x)	f(x)
10	-	-
15	-	-
20	19	380
25	13	325
total	N = 32	f(x) = 705
Mean = $\frac{\sum f(x)}{N} = \frac{705}{32} = 22.03$		

4) Form

Score (f)	Students (x)	f(x)
10	-	-
15	2	30
20	24	480
25	6	150
total	N = 32	f(x) = 660
Mean = $\frac{\sum f(x)}{N} = \frac{660}{32} = 20.62$		

F. The Percentage of Students' that complete in study at Cycle 1 up to Cycle 2

1) Cycle 1

a) First Meeting

The number of students who get the points up 70 = 4 students

The total number of students do the test = 32 students

$$P = \frac{R}{T} \times 100\% = \frac{4}{32} \times 100\% = 12.5\%$$

b) Second Meeting

The number of students who get the points up 70 = 19 students

The total number of students do the test = 32

$$P = \frac{R}{T} \times 100\% = \frac{19}{32} \times 100\% = 59.37\%$$

2) Cycle 2

a) Third meeting

The number of students who get the points up 70 = 28 students

The total number of students do the test = 32 students

$$P = \frac{R}{T} \times 100\% = \frac{28}{32} \times 100\% = 87.5\%$$

b) Fourth Meeting

The number of students who get the points up 70 = 32 students

The total number of students do the test = 32 students

$$P = \frac{R}{T} \times 100\% = \frac{32}{32} \times 100\% = 100\%$$

Appendix 12**LIST OF STUDENTS' WRITING VALUE IN PRETEST
BY USING BRAINSTORMINGS TECHNIQUE**

NO	Students Initial	M/W	The Point In Pretest
1	AN	W	45
2	AH	M	45
3	BT	M	65
4	DIA	M	60
5	DR	W	60
6	DOA	M	55
7	FAS	M	65
8	FM	M	50
9	HI	W	55
10	HS	M	50
11	HTD	M	55
12	IY	W	50
13	LY	W	55
14	LS	W	60
15	MH	W	55
16	NI	W	60
17	NZ	M	50
18	NAD	M	40
19	NF	W	60
20	NH	W	45
21	PS	M	40
22	RER	W	60
23	ROR	W	65
24	SW	M	40
25	SOH	W	60
26	SUH	M	50
27	TA	M	55
28	UA	W	60
29	WR	M	40
30	YW	M	60
31	YA	W	55
32	YAH	W	45
The Mean Score in Pretest			1710/32
			53.4

Appendix 13

**LIST OF STUDENTS' WRITING VALUE IN FIRST CYCLE
BY USING BRAINSTORMINGS TECHNIQUE**

NO	Students Initial	M/W	The Test		Mean
			1	2	
1	AN	W	55	60	57.5
2	AH	M	45	50	47.5
3	BT	M	65	65	65
4	DIA	M	60	60	60
5	DR	W	65	70	67.5
6	DOA	M	55	85	70
7	FAS	M	70	85	77.5
8	FM	M	50	65	57.5
9	HI	W	55	70	62.5
S10	HS	M	60	65	62,5
11	HTD	M	55	70	62,5
12	IYY	W	55	65	60
13	LY	W	80	75	77.5
14	LS	W	60	85	72.5
15	MH	W	55	75	65
16	NI	W	60	80	70
17	NZ	M	55	65	60
18	NAD	M	50	70	60
19	NF	W	80	80	80
20	NH	W	60	70	65
21	PS	M	55	60	57.5
22	RER	W	60	65	62.5
23	ROR	W	65	70	67.5
24	SW	M	55	65	60
25	SOH	W	60	70	65
26	SUH	M	60	70	65
27	TA	M	60	65	62.5
28	UA	W	60	70	65
29	WR	M	55	65	60
30	YW	M	60	70	65
31	YA	W	65	90	77.5
32	YAH	W	70	75	72.5
The Mean:			59.8	69.6	
The Total Mean Score In First Cycle					64.7

The Students' Improvement in First Cycle

$$P = \frac{\text{Post Rate} - \text{Base Rate}}{\text{Base Rate}} \times 100 \%$$

$$\text{so, } P = \frac{64.7 - 53.4}{53.4} \times 100 \% = 21.16 \%$$

Appendix 14

**LIST OF STUDENTS' WRITING VALUE IN SECOND CYCLE
BY USING BRAINSTORMINGS TECHNIQUE**

NO	Students Initial	M/W	The Test		Mean
			1	2	
1	AN	W	70	80	80
2	AH	M	60	80	72.5
3	BT	M	80	85	72.5
4	DIA	M	60	75	67.5
5	DR	W	90	100	75
6	DOA	M	85	90	67.5
7	FAS	M	80	90	75
8	FM	M	70	80	72.5
9	HI	W	70	85	77.5
10	HS	M	75	80	72.5
11	HTD	M	85	85	75
12	IYY	W	70	80	75
13	LY	W	75	85	75
14	LS	W	85	95	70
15	MH	W	75	85	72.5
16	NI	W	75	80	75
17	NZ	M	70	75	80
18	NAD	M	70	80	75
19	NF	W	85	85	80
20	NH	W	75	96	70
21	PS	M	70	80	75
22	RER	W	70	85	65
23	ROR	W	85	95	75
24	SW	M	65	80	75
25	SOH	W	80	100	72.5
26	SUH	M	75	90	67.5
27	TA	M	70	85	70
28	UA	W	70	80	70
29	WR	M	65	80	72.5
30	YW	M	70	95	72.5
31	YA	W	90	95	80
The Mean:			74.6	84.5	
The Total Mean Score In Second Cycle			79.6		

The Students' Improvement in Second Cycle

$$P = \frac{\text{Post Rate} - \text{Base Rate}}{\text{Base Rate}} \times 100 \% \quad \text{so,} \quad P = \frac{79.6 - 53.4}{53.4} \times 100 \% = 49.06 \%$$

Appendix 15

**LIST OF STUDENTS' WRITING VALUE IN PRETEST UP TO SECOND CYCLE
BY USING BRAINSTORMINGS TECHNIQUE**

NO	Students Initial	M/W W	The Test				
			Pretest	1 st Cycle		2 nd Cycle	
				1	2	3	4
1	AN	M	45	55	60	70	80
2	AH	M	45	45	50	60	80
3	BT	M	65	65	65	80	85
4	DIA	W	60	60	60	60	75
5	DR	M	60	65	70	90	100
6	DOA	M	55	55	85	85	90
7	FAS	M	65	70	85	80	90
8	FM	W	50	50	65	70	80
9	HI	M	55	55	70	70	85
S10	HS	M	50	60	65	75	80
11	HTD	W	55	55	70	85	85
12	IY	W	50	55	65	70	80
13	LY	W	55	80	75	75	85
14	LS	W	60	60	85	85	95
15	MH	W	55	55	75	75	85
16	NI	M	60	60	80	75	80
17	NZ	M	50	55	65	70	75
18	NAD	W	40	50	70	70	80
19	NF	W	60	80	80	85	85
20	NH	M	45	60	70	75	95
21	PS	W	40	55	60	70	80
22	RER	W	60	60	65	70	85
23	ROR	M	65	65	70	85	95
24	SW	W	40	55	65	65	80
25	SOH	M	60	60	70	80	100
26	SUH	M	50	60	70	75	90
27	TA	W	55	60	65	70	85
28	UA	M	60	60	70	70	80
29	WR	M	40	55	65	65	80
30	YW	W	60	60	70	70	95
31	YA	W	55	65	90	90	95
32	YAH	M/W	45	70	75	70	80
The Mean:			53.4	59.8	69.6	74.6	84.5
The Total Mean Score				64.7		79.6	

CURRICULUM VITAE

Name : Susi Efriana
Registration Number : 08 340 0076
Sex : Female
Address : Sisundung.
Religion : Moslem
Place/Date of Birth : Sisundung, 18 July 1989
Father's Names : Parada Harahap
Mother's Names : Nurti alam Simbolon

Education background

1. Elementary school at SD Negeri 100120 Sisundung 1996-2002
2. Junior high school at MTSs YPKS Padangsidimpuan 2002-2005
3. Senior high school at MAN 2 Negeri Padangsidimpuan 2005-2008
4. Student of English Section at State College for Islamic Studies (STAIN) Padangsidimpuan 2008-2013

Organization

- LDK UI (Lembaga Dakwah Kampus Ulul 'Ilmi) STAIN Padangsidimpuan as a member, period 2009-2010.
- HMPS TBI (Himpunan Mahasiswa Program Studi Tadris Bahasa Inggris) STAIN Padangsidimpuan as a Coordinator of Education Department period, 2011-2012.
- KAMMI (Kesatuan Aksi Mahasiswa Muslim Indonesia) komisariat Padangsidimpuan as a member, period 2009-2010.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is the tool of communication that use of human in this world. By language human can understand what the each other want. It means that human is the social human that need the some equipment and helps. Without language human cannot develop and live well in this world and many languages that human can use such as English language.

English is one of the international languages in this world that use most people in every country. This language is use in technology, education and social. Indonesian is one nations that take a part in world society and the government have decide that the English must be teach at schools as the first foreign language, from primary school up to collage level.

English learning have four language skills must be simultaneously achieved by students namely listening, reading, speaking and writing. In listening and reading, students receive a message formulated by another. In speaking, students are engaged in communicating their own ideas and feelings. While in writing, students are engaged in putting down their ides and thought in the form.

Writing is one of language skills that necessary to be mastered by students. It is a skill that the exclusive domain of scribes and scholars in educational or religious institutions. It is the representation of language in textual medium through the use of

a set of sign or symbols known as a writing system. In this case, the communication occurs between writers and readers. The writer transfer his/her thought, opinions or comment in written form, which expect to be comprehended by the readers. The students are expecting to be able to express their thought in written form systematically.

Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing was one means for expressing thought and thus of the writing, it is independent upon both the natural ability and the experiences of individuals. Thus to improve the writing program in Junior High School is condition by what has been and was being done about writing experiences and the encouragement that is given to children to explore their environment and to expand.

Actually, many students cannot write sentences or text as well. It can prove based on the writer PPL experience in SMPN 1 Angkola Barat. Based on the English teacher explanation that speech is the teaching method is used usually there. The Speech method is the teacher more active than students. The students just accept the teacher explanation. The brainstorming technique is not used in teaching learning process because brainstorming obstructed of usual factor. Then the study sources of students just their English book. In last meeting the teacher give task and homework by group or individually. In fact, just little partly of students can understand the lesson, especially in writing.

There are many students problem can't write such as; lack of mastering grammar that make students often to make mistake in the structure of the sentences; lack of mastering vocabulary makes the students facing difficulties in choosing the appropriate words in writing text; no ideas that make students lazy and difficult begin to write; no motivation that make students shy and afraid have mistake in writing and lack of confidence.

In order to help the students feel comfortable with writing activity, writer would conduct a classroom action research for students who needed the facilitate learning in language class as at Seventh Grade of SMP Negeri 1 Angkola Barat do. Then writer interesting to used the brainstorming technique. That is base on the terminology severally pro as Alex Faickney Osborn 1953 in book Applied Imagination reveals that brainstorming is a useful way of generating radical solutions to problems, emphasizing in students' thinking process. The students can write what their want and thought, because in writing activity need more ideas. In other hand brainstorming can create student creativity in thinking, making students more spirit and active. Then, the students are easy, are enjoyed and are fluency when writing. So, the aim of English Teaching Learning is gotten.

Based on the explanation above, the writer has conduct a research about
“IMPROVING STUDENTS WRITING SKILLS THROUGH BRAINSTORMING
TECHNIQUES AT VII GRADE SMPN 1 ANGKOLA BARAT”.

B. The Identification of the Problem

Based on the explanation above, the problem this research can be formulation as the following;

1. Students lack of mastering grammar.
2. Students lack of mastering vocabulary.
3. Students don't have ideas to write.
4. Students missing motivation and lack of confidence in writing.
5. The teacher don't have the appropriate method in teaching English learning.

C. The Limitation of the Problem

There are genres of writing; they are exposition, description, discussion and narration. So, this research is basically limited to writing descriptive paragraph. These researches focus on to see the improvement of writing skill through brainstorming technique using picture and key word.

D. The Formulation of the Problem

Based on limitation of the problem mentioned above, the problem of the research can formulate as follows;

1. Does brainstorming technique improve the students writing skill at VII grade SMPN 1 Angkola Barat?

E. The Purpose of the Research

The aims of the research are expected:

1. To know that the brainstorming technique can improve the students writing skill at VII grade SMPN 1 Angkola Barat.

F. The Significances of the Research

The significances of the research are:

1. English teacher: The result of this research is expected to be useful for English teacher in improving their ability especially in teaching writing by using brainstorming technique.
2. Students: The result of this research is expected to increase students' interest and motivation in learning writing.
3. Other research: the result of this research will be very useful for those who are interested in doing a research related to this research.

G. The Definition of Key Term

To avoid vagueness and misunderstanding between the researcher and the reader, there the researcher states the terminologies are:

1. Improving is a verb that making something better. In oxford, improve is to make or become better.¹ So improving is going through better work to reach something. Improving consists of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.
2. Student, according to Hornby that student is a person who is studying at school or college.² While Indonesian dictionary says that student is a learner

¹*Learner's pocket Dictionary*, (Oxford University Press: Fourth Edition, 2011), p. 222.

²Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1187.

especially on the grade elementary, junior and senior high school.³ Based on those above definitions, the researcher concludes that student is a person who learns on the elementary, junior and senior high school for both formal and informal education.

3. Writing skill base on two words which is writing and skill

a) Writing is written works of an author or persons handwriting.⁴

b) Skill is ability to do something well.⁵

4. Brainstorming technique base on two words which is brainstorming and technique. The first, brainstorming is the technique that can use in writing learning, as explained in Oxford Learner's pocket dictionary brainstorming is the way of making a group of people all think about something at the same time, especially in order to solve a problem or to create good ideas.⁶ The second, technique is the way of doing something, especially one that needs special skills, or using skill with which somebody able to do something practical.⁷ So brainstorming technique is one of the techniques that teacher can use in English language. Based on the explanation above the writer can conclude that the brainstorming technique is good way to solve the student's problem in writing skill, especially at VII grade SMP N 1 Angkola Barat.

³Tim Pendulum Kamas Posit Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

⁴A.S. Hornby. *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2000), p. 502.

⁵*Ibid.*, p. 403.

⁶Oxford University Pers, *Op. Cit.*, p. 45.

⁷*Ibid.*, p. 443.

H. The Action of Indicator

Action research was any systematic inquiry conducted by teachers' researchers, principals, schools counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they taught, and how well their students learned. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.⁸

Action means the activities that would be done. The researcher would make the teaching program, lesson plan and also media that use to teach writing to the students, in the end of the actions that have been done. In this research, the researcher collaborated with teacher to become a team work who work together to solve the students' problem in increasing writing skill through brainstorming technique.

There were some picture sequence description would be taught in the classroom. In the first cycle the picture sequence description using brainstorming technique. The students write the topic and explain the picture base on their own. The second cycle the teacher giving some glue to students, such as; the students, the profession, family and daily activity.

⁸Geoffery E. Mills. *Action Research a guide for the Teacher Researcher* (New Jersey: Prentice Hall, 2000), p.6.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

1. The Description of Writing Skill

a. Writing Skill

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.

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According to Hornby, “writing is a group of piece writing, especially by a particular person or on a particular subject.¹ Beside it, writing is a personal act in which writer take ideas or prompts and transform them into “self initiated” topics.²

Then, According David Nunan, “writing is the mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.³

Writing is a skill must be having of the students. According to Edelstein stated that writing is the way of discovering who you are and what you think “in other words, by or trough writing readers will be able to know your character and what you think end have on your mind. It is relevant to Al-Qur’an in Suroh Al-Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: “Who has taught (the writing) by the pen”.

Based on the verse of Al-Qur’an above we can say that writing is important thing for us to improve our knowledge. In this case writing is important in education. On Islamic writing is very important in our life furthermore we can look at Suroh Al- Baqoroh verse 282 states:

¹A.S Hornby, *Op. Cit.*, p. 1561.

²J. Michael O, Malley at all, *Authentic Assessment for English Language Learners* (Addison Wesley Publishing Company), p. 138.

³David Nunan, *Practical English Language teaching* (America, the Mc grow Hill Companies), p. 88.

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاصْكُتُوهُ ۗ وَلْيَكْتُب بَيْنَكُمْ
كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۗ

Meaning: “O you who believe! When you contract a debt for a fixed period, write it down. Let a scribe write it down in justice between you. Let not the scribe refuse to write as Allah has taught him, so let him write”.⁴

According to Harry A. Greene and friends: writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual.⁵ And according to Bridge states that “writing is the stage in which the writer produces a rough draft of the paper”

On the other hand, Fajri also concludes that: writing is a description of language, which is understandable by someone using symbols. In other words writing can be defined as a tool of language describe to someone about messages by using visual writer symbol.⁶

Furthermore Brown describe that writing is away to end up thinking something, you cannot have started out thinking. Writing is. In fact a transaction

⁴Muhammad Muhsin Khan, *Interpretation of The meaning of The Noble Qur'an in English Language*, (Al-Madinah Al-Munawarah:Islamic University,1993), P. 75.

⁵Harry A. Greene and friends, *Developing Language Skills in the Elementary School*, (Boston, London,Sydney), p.284.

⁶ Fajri, *An Analysis of the Students Ability in Writing the Argumentative Essay*, (UMTS Padangsidempuan, 2006), P.6.



with words whereby you free yourself what you presently think feel and perceive. In other words, writing involves more than just producing sentences, moreover it is the way to help the writer to extend everything that comes to his mind and everything comes to his feeling.

Based on the explanation above, it is concluded that writing involves more than just producing sentences which consist of ideas, feeling and thought. To be able to write a piece of good writing, the writer must consider the qualities of conventions.⁷ The writer must also struggle with patience, strength of purpose deliberation and skill are all essential qualities of a writer working to perfect his or her writing.

b. Characteristics of Writing

There are some characteristics of written language from the perspective of a reader. Let's revisit those from a writer's review point.

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever, you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production Time

⁷Joyce Amstrong Carrol et al(ed), *Writing and Grammar: communication in Action Diamon Level* (New Jersey: Prentic Hall, inc, 2001), p. 3.

The good news is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use does speaking. Goods writer will learn to take advantages of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.⁸

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve theirs writing⁹

c. Process of Writing

Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the

⁸H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, 1994), p. 325-326.

⁹Zainil and Rusdi, *Language Teaching Seminar (Compiler)*, (Padang: Universitas Negeri Padang, 2006), p. 1.

individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student's background of experiences enlarge, the needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

The term process writing has been bandied about for quite a while in ESL classroom. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. Thus process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.¹⁰ Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus

¹⁰Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise* (USA: Cambridge University Press, 2002), p. 316.

it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

- 1) Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Kangguru stated the following activities provide the learning experiences for students as this stage.¹¹
 - a) Group brainstorming
 - b) Clustering
 - c) Rapid free writings
 - d) WH-Questions
- 2) Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft
- 3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.
- 4) Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for

¹¹Kangguru, "Kangguru in the classroom: *Teachers Guide SMA Package*" (<http://www.kangguru.edu.com>), p. 20.

language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader

- 5) Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages
- 6) Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing). The criteria for evaluation should be made known to students in advance.

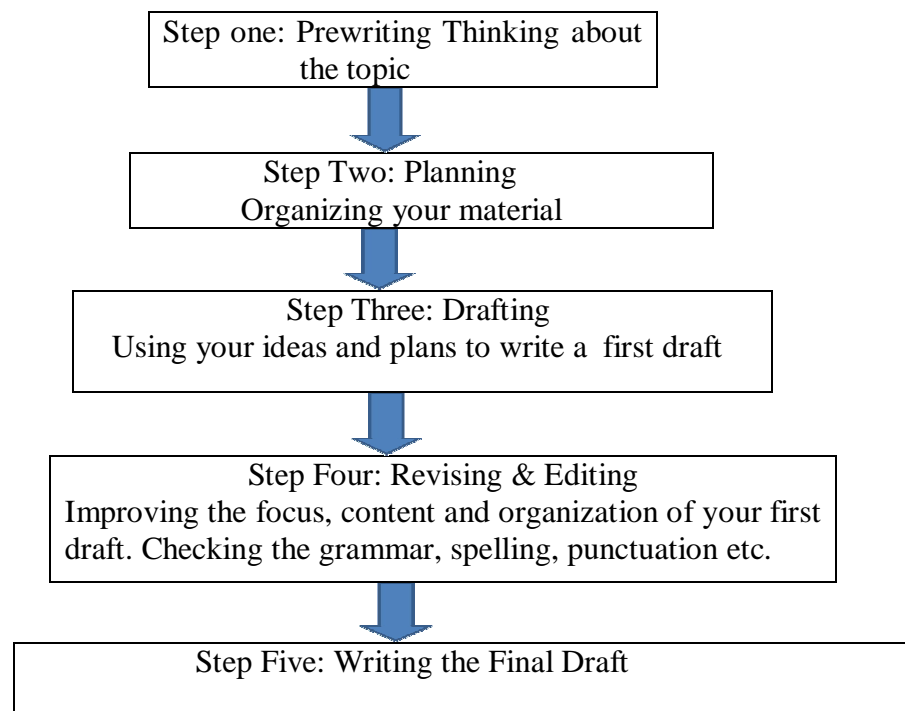


Figure 1. The chart of writing process.¹²

To make a good writing there are the writing process, according to Penny

Ur the writing process has three stages:

Stages 1: writing

Stages 2: reflection

Reflecting on the writing process

a) Preparation

b) Process

c) Product

Stages 3: conclusion¹³

While the writing process according to Mary Louise Holly and friends

states that writing process related to research;

a) Free-writing

b) Proposal writing

c) Writing downs

d) Writing up

e) Writing about¹⁴

To develop what is now term the process approach to writing instruction.

Process approaches do most of the following:

a) Focus on the process of writing that leads to the final written product.

b) Help student writers to understand their own composing process.

c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.

d) Give students time to write and rewrite.

e) Place central importance on the process of revision.

f) Let students discover what they want to say as they write.

¹²*Ibid.*, p. 21.

¹³Penny Ur, *A Course in Language Teaching* (USA: Cambridge University Press, 1991), p. 167-168.

¹⁴Mary Louise Holly and friends, *Action Research for Teachers: Traveling the Yellow Brick Road* (New Jersey: Columbus, Ohio, 2005), p. 238.

- g) Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention.
- h) Encourage feedback both from the instructor and peers.
- i) Include individual conferences between teacher and student during the process of composition.¹⁵

While process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the process approach confines student largely to narrative forms and that this represents a serious limitation on their ability. Martin argues that forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and that learners who are denied the opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality.

d. Techniques in Writing

To improving writing skill have some technique can use in process learning such as; wordmapping and quickwriting.¹⁶

- 1) Wordmapping is more visual form brainstorming. When students create wordsmaps. They begin with an idea at the top or center of blank piece of paper. They then think of related ideas or words and draw relationship with a series of boxes, circles, and arrows.

¹⁵*Op. Cit.*, David Nunan. p. 87.

¹⁶*Ibid.*, p. 97.

2) Quickwriting is where students begin with the topic, but they write rapidly about it. The teacher can give the students a time limit, usually 10 or 15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping, and just let the ideas and words come out without concern for spelling, grammar, or punctuation. Then they identify key ideas or interesting thoughts by underlining them. These ideas are then used in the first draft of their essay.

2. Description of Brainstorming Technique

a. Brainstorming Technique

Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.¹⁷ Creativity is the process of generating something new that has value. There are many ideas and concepts.¹⁸ It asks that students come up with ideas and thoughts that can at first seem to be a bit crazy. The idea here is that some of these ideas can be crafted into original, creative solutions to the problem you're trying to solve, while others can spark still more ideas. This approach aims to get students unstuck, by jolting them out of their normal ways of thinking.

¹⁷Wikipedia, "free encyclopedia" (<http://en.wikipedia.org/wiki/Brain-storming>, accessed at March 15, 2011 retrieved on 02 pm).

¹⁸James M. Higgins, *101 Creative Problem Solving Techniques; The Handbook of New Ideas for Business* (New York; Copyright, 1994), p. 3.

According Salem Saleh Khalaf Ibnian brainstorming is a technique used to encourage individuals to generate ideas and come up in a list of possible solution to a certain problem.¹⁹

Brainstorming technique divided in several methods, they are;

- 1) Free Wheeling Brainstorming is the technique where participant calls out their ideas when they occur to them and in no participant order. A recorder posts all ideas for everyone to see as they are presented.
- 2) Round Robin Brainstorming is the technique that provides each individuals an opportunity to participant. Each team member is asked, in turn, for an idea. Members my pass on any round as the session continues until all members have passed during the current round.
- 3) Slip Method of Brainstorming is a structure technique where each individual writes down their ideas on small and organized by the group.²⁰

Then Osborn explained that group could double their creative output with brainstorming. Brainstorming used with their team, it helps the students bring the diverse experience of all team members into play during problem solving. This increases the richness of ideas explored, meaning that they are can find better solutions to the problems students face. It can also help the students get buy in from team members for the solution chosen after all; they were

¹⁹Salem Saleh Khalaf Ibnian, *Brainstorming and Essay Writing in EFL Class* (Finland: Academic Publisher, 2011), p. 264.

²⁰PDF, *O*NET™-SOC Automated Job Matching system: a technical Assistance Guide* (National O*NET Consortium, 2003), p. 167.

involved in developing it. What's more, because brainstorming is fun, it helps team members bond with one-another as they solve problems in a positive, rewarding environment.

b. Principle of Brainstorming Technique

Osborn claimed that two principles contribute to "ideative efficacy," these being 1) Defer judgment and, 2) Reach for quantity. Following these principles were his four general rules of brainstorming, established with intention to reduce social inhibitions among group members, stimulate idea generation, and increase overall creativity of the group, as below;

- a) Focus on quantity: This rule is a means of enhancing divergent production, aiming to facilitate problem solving through the maxim quantity breeds quality. The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.
- b) Withhold criticism: In brainstorming, criticism of ideas generated should be put on hold. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas.
- c) Welcome unusual ideas: To get a good and long list of ideas, unusual ideas are welcomed. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking may provide better solutions.

- d) Combine and improve ideas: Good ideas may be combined to form a single better good idea, as suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of association.²¹

According Arthur B. Van Gundy the brainstorming has four principles as below;

- a) Defer Judgment.
- b) Quantity Breeds Quality.
- c) The Wilder the Better.
- d) Combine and Improve the Ideas.²²

The principles above have same aim is give to student's chance more free and easily getting idea so they can write or pour what they are want or thought. The students unusually are a competence that consist the standard value.

Brainstorming related activities is classic brainstorming. Its idea generations that focus on the problem and use the ideas of the group members as stimulate. So brainstorming related stimuli as below;

- a) Be one hand out is doing current benefit of some product or process and then transform them into winning number one ideas.

Example; Easy to hold package Best ergonomic design Dispenser
Current benefit *being the best* *way to realize idea*

²¹James Manktelow & Amy Carlson, innovation creativity technique (<http://code.pediapress.com>, p. 65)

²²Arthur B. VanGundy, *101 activities for teaching creativity and problem solving* (San Fransisco; Copyright Inc, 2005), p. 247-248.

- b) Drawing room is visit the museum or room then making list of experience and whatever their see at there.
- c) Idea shower is making list of more ideas based on the problem.
- d) Modular brainstorming is using the visualization or picture to get ideas.
- e) Rice storm is specialist using to consider way to improve the home computer.²³

Based on the explanation above the writer can conclude that stimuli of brainstorming are way to show ideas. It is can help and easier students in getting idea, because the forms are suitable with students need.

c. Typical Brainstorming Session

The typical brainstorming session consist of three phases; idea generation, idea clarification and idea evaluation.

- 1) Idea generation;
 - a) The team leader presents the topic to be brainstormed. The topic should be stated in specific, precise term and should be visible to all participants.
 - b) The team leader makes sure the team understand the problems, the object of the session and the method of brainstorming to be used.

²³Ibid., p. 251-284.

- c) A team record writes the ideas on a flip chart. Only one person talks a time ensure that the recorder is able to effectively record the ideas presented.
 - d) Team members begin generating ideas using the method selected for the session.
- 2) Idea clarification
- a) Review the list for understanding and eliminate duplication.
 - b) Do not discuss the idea now. Evaluation and discussion will occur in later stages in conjunction with the use of the other tool.
 - c) Clarification or modifications of an ideas in only done with the approval of the ideas originator.
- 3) Idea evaluation
- a) Review the list to eliminate or issue that is not related to the predetermined purpose of the session.
 - b) Idea evaluation is often performed in conjunction with other analytical tools such as multivoting and discussion matrix and it may take place outside the team meeting itself.²⁴

In other hand there are three useful brainstorming techniques such as; listing, free Writing and clustering, as below;

1) Listing

²⁴PDF, *O*NETTM-SOC* Automated Job Matching system, Op. Cit., p. 166-167.

Listing is brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrase come in to your mind. Your purpose is to produce as many ideas as possible in short time, and your goals are to find a specific focus for your topic. Such as;

2) Freewriting

Freewriting is brainstorming activity in which the students write freely about a topic because they are looking for a specific focus. The students write their ideas without worrying about appropriateness, grammar, spelling, logic or organization.

3) Clustering

Clustering is another brainstorming activity that the teacher can use to generate ideas.²⁵ In this technique the students write the topic at the center of paper and draw balloon around it. Then the students write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them.

d. Steps of Brainstorming

The teacher task in this technique is to give problem capable to stimulate students mind, so that they answer to, and teacher may not comment that opinion of student is correctness or wrong, nor require to be concluded,

²⁵Carrine Burton, *Shell Education* (Huntington Beach: Standard Compendium_Copyright, 2004), p. 8.

teacher only accommodating all statement of opinion of student, so that all student in class get innings, comment or needn't evaluation.

Student undertake to answer to the problem of by telling opinion, comment or enquire, or tell new problem, they learn and train to formulate its opinion with good sentence and Language. Less active student requires to be fished with question of teacher so that partaking to participate actively, and dare to tell its opinion Following is study stage using method of brainstorming;

1) Giving of motivation and information

Teacher explain the problem of faced along with its background and invite active educative participant to render its idea.

2) Identifying

At this phase of invited educative to be participant to give idea brainstorming as much as possible. All suggestion enter to be accommodated, to be written and do not be criticized. Group head and participant shall only enquire to ask clarification. This matter so that educative participant creativity does not be pursued.

3) Classification

All participant input and suggestion written. Step hereinafter classify pursuant to made criterion and agreed on by group. Classification can pursuant to structure other factors.

4) Verification

Groups collectively together refer back brain-storming which have been classified. Every idea tested with its problems. If there are brain-storming which is same to be taken one of them and irrelevant brain-storming can be scored out. To giver of brain-storming can be asked its.²⁶

e. Excellence and Weakness of Brainstorming Technique

Brainstorming in Indonesian Language is conceived of to pour the opinion. Especial thereby technique of brainstorming this is usage of brain capacities in formulates idea or submits idea. In course of brainstorming, someone will be claimed to release all idea as according to knowledge capacities and is psychological of him. Brainstorming is very precise technique to formulate the process easily and is efficient. Even thought, brainstorming is good way to solving the problem it has excellent and weakness, as below;

Excellence of technique of brainstorming that is;

- a) Children think to express opinion.
- b) Train student think swiftly and lapped over is logical.
- c) Stimulate student to always ready to have a notion related to problem of given by teacher.
- d) Improving student's participation in accepting lesson.
- e) Less active student get aid of its friend which have clever or from teacher.
- f) Happened healthy emulation.
- g) Child feels free and is happy.
- h) Democratic atmosphere and discipline can be grown.

²⁶<http://en.wikipedia>, Op., Cit, p. 12.

While is things required overcoming in usage of technique of brainstorming that is;

- a) Teacher less giving time which enough to student to think better.
- b) Less clever child always under developed.
- c) Learn only accommodating opinion have never formulated conclusion.
- d) Student do not immediately known whether its opinion wrong or correct.
- e) Do not guarantee result of trouble-shooting 6. Problem can expand up at which do not be expected.²⁷

Based on various the insufficiency above can overcome if a head or teacher in class can read situation and master class better to look for solution. Teacher should be able to become mediator and arrange situation in class as good as possible. Its way that is overbearingly really items to be submitted and make planning of process learn to teach Ripley.

B. The Review of Related Finding

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Sakiah “An Analysis on the Students’ Ability in Writing Narrative based on Pictures”.²⁸ The kind of research is qualitative research. Research found that pictures are a good media in

²⁷*ibid.*, p. 74.

²⁸Sakiah, *An Analysis on the Students Ability in Writing Narrative based on Pictures* (Script UMTS Padangsidempuan, 2005).

writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7.2

Secondly, a script of Nur Aisyah in STAIN Padangsidimpuan is “Improving Students’ Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan.”²⁹ The kind of research is quantitative research by gathering data through samples’ testing students of SMPN 5 Padangsidimpuan. She found that the picture sequence can improve the students writing ability. Then, the conclusions are: the students achievement in writing is 7.30

Finally, a theory and practice in language studies of Salem Saleh Khalaf Ibnian, “Brainstorming and Essay Writing in EFL Class”.³⁰ The kind of the research is quantitative research. Researcher found that the brainstorming had a positive effect on developing essay writing skill of experimental group students. The total value of students is 9.9.

C. The Conceptual Framework

In writing, there is process of communication between writer and reader, writer is a process in which writer express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching writing in order to improve students’ writing skill and purposed to get communication well. Having good fluently in writing make

²⁹Nur Aisyah, *Improving Students’ Writing Ability through Pictures at Seventh Grade of SMP Negeri 5 Padangsidimpuan* (Script STAIN Padangsidimpuan, 2012).

³⁰Saleh Khalaf Ibnian, *Brainstorming and Essay Writing in EFL Class* (Theory and practical English study: Academic Publisher in Finland, 2011).

students and teacher work together in the class. So, the purpose of teaching English can be reached.

Brainstorming technique is one of many ways in improving students' writing skill. Brainstorming is considered to be effective way of teaching writing because it enables the students to communicate effectively and give them many chances to practice target language. It needs the students to be more active, because this technique asks the students to express their idea into writing. The teacher as facilitator facilitates students to find something new topic in teaching learning process. The teaching learning process is focused on the students, so students must be active.

So, brainstorming technique gives chance to the students to use the target language creatively without ashamed and afraid. And brainstorming technique is expected brings better result in order to improve student's writing skills.

D. The Hypothesis of Action

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Brainstorming technique can improve students writing skill at seven grade of SMP N 1 Angkola Barat.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

The research would be conducted at SMP Negeri 1 Angkola Barat that is located on Jln. Sibolga, 15 km, Kelurahan Sitinjak, Kec. Angkola Barat, Kab. Tapanuli Selatan.

This research was planned finished in three weeks beginning on 22 until 6 April 2013. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. The Kinds of The Research

This research is designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.¹ Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for writing ability teaching, teaching applies pictures or changing student's prior writing ability at low competence to the better competence by its criteria.

¹L.R. Gay & Peter Airasian, *Educational Research* (New Jersey: Prentice Hall Inc, 2000), p. 593.

The main concept of classroom action research consists of four steps; namely planning, acting, observing and reflecting. According to PH.Simaremare, and friends the concept of classroom action research consists of five steps, they are 1) pengembangan focus masalah penelitian, 2) Perencanaan tindakan perbaikan, 3) Pelaksanaan tindakan perbaikan, observasi dan interpretasi, 4) Analisis dan refleksi serta, 5)Perencanaan tindak lanjut.²

It means 1) Development problem focus of research 2) Repair action of planning, 3) Repair action of doing, observation and interpretation, 4) Analysis and reflection, 5) Continuo action of planning.

Interpretation on cycles in classroom action research as Iskandar, quoted there will be basics' cycles of the research. They are general identification, reconnaissance, plan arrangement, development, implementation, evaluating, and finally repairing plan.³ This designed shows the improvement of practice in the classroom will be done through cycles to be implemented continuously to reach what the research want to do at first.

C. The Participants

In this research, participants were the students in VII-A of SMP N 1 Angkola Barat in academic year 2012/2013 where they were totally 32 students. Consist of 16 men and 16 women. They are the first class that have the different skill that is; high, low and more low.

²P.H.Simaremare and friends, *Modul Program Pendidikan dan Latihan Profesi Guru (PLPG) Tahun 2010* (Medan: Universitas Nomension, 2010), p. 141.

³Iskandar, *Penelitian Tindakan Kelas* (Jakarta: Gaung Persada Press, 2011), p. 29.

D. The Data Sources

In this research the writer got the data source from two sources, as below;

- a. Primer data source is the students as interrelated the research object directly.
- b. Secondary data source is the English teacher as the carry source.

E. The Instrumentation

The instrument used in this research was a test. This test was used to examine of the students' writing skill at VII grade SMPN 1 Angkila Barat. As according H Douglas Brown, Test is a method of measuring a person's ability, knowledge, or performance in a give domain. A test is a first method. It is an instrument a set of technique, procedures, or items that requires performance on the part of the test taker. Second, a test must measure. Some test measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills that the domain is overall proficiency in a language-general competence in all skill of a language.⁴

The test in this research is writing based on the picture, key word and chooses the topic. So the researcher used brainstorming technique that can use in group or individual. In making group the teacher divided students in eight groups. Each group is four students because total students are thirty two persons.

⁴H. Douglas Brown, *Language assessment Principle and Classroom Practice* (San Francisco: Longman, 2004), p. 3.

The students will be testing based on the topic that the researcher has given on first meeting and giving time limitation is 50 minutes to writing their ideas. Then, at the second cycle on the first meeting the students is asked to create an idea and discussing it with their group. Last meeting the students will write the paragraph based on the topic that the researcher has given by individually.

Value criteria the researcher divided the score into four criteria. They are the scores of grammar, vocabulary mechanics, and form (organization). The score of this test would be explained more clearly, the highest score was 25 and the lowest was line every criteria. Because the criteria of writing test there were 4, so the highest score were 100 in all of criteria.

Table 1
FSI Weighting Table

CONTENT	Proficiency Description			
	1	2	3	4
Grammar	25	20	15	10
Vocabulary	25	20	15	10
Mechanic	25	20	15	10
Form(organization)	25	20	15	10

Grammar

Score 25 = Few (if any) noticeable errors of grammar or word order.

Score 20 = Some errors of grammar or word order which do not however, interfere with comprehension.

Score 15 = Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

Score 10 = Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

Score 25= Use of vocabulary correctly

Score 20= Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

Score 15 = Limited vocabulary and frequent errors clearly hinder expression of ideas.

Score 10 = Vocabulary limitations so extreme as to make comprehension virtually impossible

Mechanics

Score 25 = Few (if any) noticeable lapses in punctuation or spelling.

Score 20 = Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.

Score 15 = Frequent errors in spelling or punctuation; lead sometimes to obscurity.

Score 10 = Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (Organisation)

Score 25 =Highly organized; clear progression of ideas well linked; like educated native writer.

Score 20 = Some lack of organization; re-reading required for clarification of ideas.

Score 15 = Individual ideas may be clear, but very difficult to deduce connection between them.

Score 10 = Lack of organization so severe that communication is seriously impaired.

SCORE: Grammar: ____ + Vocabulary: ____ + Mechanics: ____ + Form: ____ = _

Analytic methods of scoring for test writing.⁵

F. The Research Procedures

The required data would be collected by testing and observing. The main data would be observed by field notes as the qualitative data. It was used to describe data which are not amenable to being counted or measured in an objectively, and are therefore subjective, this kinds of data would be gathered through field notes. The data was used to describe the situation in the classroom during the learning process by pictures in the term of students, teacher and influential factors.

The quantitative data was used to present what would have been measured and it is considered as the objective data. This data would form as the students performance data to help teachers assess the pictures effectiveness on students' writing achievement.

Classroom action research concerns on certain procedures, namely planning, action, observation, and reflection. Kunandar stated that planning means developing an action plan which is critically done to improve what had been happened.⁶

⁵Arthur Hughes, *Testing For Language Teachers* (New York: Cambridge University Press, 1990), p. 91-93.

⁶Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT Rajawali Pers, 2011), p. 71.

Then action was the chosen action which is believed as the resolution for the problems. Observation, the third step in the classroom action research would be done comprehensively to figure out the process of the action. And finally reflection was recognizing and analyzed the action that would have been conducted in classroom as it will be figured out on the observation notes.

In this research the researcher would applied two cycles. Each cycle consists of two meetings. Each meeting consists of 80 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing and reflecting.

First Cycle

The first cycle the researcher would conduct for two meetings. Every meeting would do for eighty minutes. The researcher would observe all the activities in the classroom.

1. First meeting

This meeting the researcher prepares all the needed in this meeting as below:

a. Planning

- 1) Making lesson plan that is consist of the step of action.
- 2) Preparing the pretest to know the students writing skill.
- 3) Making learning planning approach that using brainstorming technique.
- 4) Preparing the topic to do Brainstorming along with the first test writing to be given to the students and made an instrument as a tool to see the students' writing skill improvement.

- 5) Discussing how the brainstorming to be done in teaching learning.
- 6) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.

b. Action

- 1) Doing the pre-test to know the student skill before.
- 2) Explaining the aim of the research and technique brainstorming to students.
- 3) Explaining presents tense as a glance.
- 4) Dividing the students in 8 groups, each group is 4 people, and total students are 32 person.
- 5) Giving learning material to students base on the picture by classical. The topic is the student's activity.
- 6) Using brainstorming to students in learning process.
- 7) Giving limited discussions time for students is 30 minutes to write a paragraph, each paragraph is 6 sentences.
- 8) Monitoring every step that has been planning.
- 9) Monitoring time allocation with the all activity is done.
- 10) Preparing the solution if have the problem when the action is done.
- 11) Collecting the student's discussion result.
- 12) Order the student to present theirs discussion result.

c. Observation

- 1) Discussion with the English teacher to observation planning.
- 2) Monitoring to brainstorming technique is done.

- 3) Making note every activity and the different when the technique brainstorming using in learning process is done.
- 4) Discussion with the English Teacher about the weakness or the finding activity during observation is done.

b. Reflection

- 1) Analyzing the finding during the observation is done.
- 2) Analyzing the weakness and the teacher progress that using brainstorming technique determines the follow up of activity.
- 3) Reflecting on brainstorming technique is used.
- 4) Reflecting on the teacher learning activity.
- 5) Reflecting on the students learning activity
- 6) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

2. Second meeting.

These meetings researcher expend to repair the problem in the meeting before;

a. Planning

- 1) Analyzing the reflection result in the first meeting and expend to repair to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
- 3) Encoding the problem on the learning process.
- 4) Designing the second preparing base on the first meeting.

b. Action

- 1) Giving explanation and hint about topic of pictures that will be applied.
The topics are about profession, they are; the farmer, the teacher, the nurse and the police.
- 2) Then organizing the group of students in 8 groups, each group is 4 students by the same friend.
- 3) Dividing the topic.
- 4) Giving the information about the topic before the students does write. So, they can discuss with their friend about the topic.
- 5) Giving limited discussions time is 50 minutes for students to write two paragraphs, every paragraph is 4 sentences.
- 6) Monitoring the discussion.
- 7) Monitoring time allocation with the all activity is done.
- 8) Collecting the students discussion result

c. Observation

- 1) Monitoring the teaching learning by using the brainstorming technique in teaching learning.
- 2) Recording the different is being.
- 3) Discussing the problem in process learning and giving solution.

d. Reflection

- 1) Analyzing the weakness and progress when brainstorming technique is done to determine the next activity planning.
- 2) Reflecting of brainstorming technique that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using brainstorming technique.
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle.

Second Cycle

This cycles the researcher evaluating all the activity in cycle before and repairing the problem. Conduct two meeting and every meeting will do eighty minutes.

1. Third meeting

a. Planning

- 1) Analyzing the reflection result in the first cycle and expend the third repairing to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
- 3) Encoding the problem and progress on the learning process.
- 4) Designing the third preparing base on the first meeting.

b. Action

- 1) Giving motivation to student.

- 2) Then organizing the group of students in 8 groups, each group is 4 students by the different friend.
 - 3) Order the students to create a topic base on the key word that researcher has given, and then discuss it.
 - 4) Giving limited discussions time is 50 minutes for students to write three paragraphs, each paragraph is 4 sentences minimally.
 - 5) Monitoring the discussion.
 - 6) Monitoring time allocation with the all activity is done.
 - 7) Collecting the students discussion result.
- c. Observation
- 1) Monitoring the teaching learning by using the brainstorming technique in teaching learning.
 - 2) Recording the different is being.
 - 3) Discussing the problem in process learning and giving solution.
- d. reflection
- 1) Analyzing the weakness and progress when brainstorming technique is done to determine the next activity planning.
 - 2) Reflecting of brainstorming technique that using in learning process.
 - 3) Reflecting of teaching activity and students learning result that using brainstorming technique.
 - 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

2. Fourth meeting

a. Planning

- 1) Analyzing the reflection result in the first cycle and expand the third repairing to be done in the next meeting.
- 2) Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
- 3) Encoding the problem and progress on the learning process.
- 4) Designing the third preparing base on the first meeting.

b. Action

- 1) Giving motivation to student.
- 2) Giving explanation and hint about the topic of the picture and key word that will be applied.
- 3) Giving the information about the topic before the students does write. So, every student can write correctly.
- 4) Giving limited discussions time is 50 minutes for students write three paragraphs, each paragraph is 5 sentences minimally.
- 5) Monitoring the brainstorming technique activity.
- 6) Monitoring time allocation with the all activity is done.
- 7) Collecting the students' task.

c. Observation

- 1) Monitoring the teaching learning by using the brainstorming technique in teaching learning.

- 2) Recording the different is being.
 - 3) Discussing the problem in process learning and giving solution.
- d. reflection
- 1) Analyzing the weakness and progress when brainstorming technique is done to determine the next activity planning.
 - 2) Reflecting of brainstorming technique that using in learning process.
 - 3) Reflecting of teaching activity and students learning result that using brainstorming technique.
 - 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

G. The Data Analysis

The data collected must be summarized and interpreted in order to help teacher makes decisions about the practice. The process of data analysis involves making sense out of text and image data. According to Creswell it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.⁷

Primarily, writer counted quantitative data by computing the score of writing test students. The formula was in following.

⁷Alison Wray, Kate Trott, et. al., *Projects in Linguistics: A Practical Guide to Researching Language* (London: Arnold, 1998), p. 187.

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X : the mean of the students

$\sum x$: the total scores

N : the students' size

In other hand, accounted the percentage of students' complete study used the formula as follow.⁸

$$P = \frac{\sum \text{siswa yang tuntas belajar}}{\sum \text{siswa}} \times 100\% \quad \text{or used the formula as follow;}$$

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage of students who get the point 70

R : the number of students who get the points up 70

T : the total number of students do the test

The formulation above is suited in students' criteria completeness (KKM) is 70 point and this research will not finally until all of students can get that point.

⁸Zainal Aqib, dkk. *Penelitian Tindakan Kelas untuk Guru SMP, SMA, SMK* (Bandung: CV Yrama Widya, 2008), p. 205.

Finally, writer summarized qualitative data by six steps as suggested by Creswell as in the following.⁹

Step 1: organize and prepare the data for analysis.

Step 2: read through all the data.

Step 3: begin detail analysis with a coding process it is organizing materials into 'chunks' before bringing meaning to those chunks.

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis.

Step 5: advances how the description and themes will be represented in the qualitative narrative.

Step 6: make interpretation or meaning of the data.

These steps actually supported by Kracauer in Denzin who depicted that the main task of researcher was to discover hidden meaning beyond text as a unity totally.¹⁰

⁹Alison Wray, Kate Trott, et. al., Op. Cit., p. 191-194.

¹⁰Norman K.Denzin and Yvonna S.Lincoln, *A Handbook of Qualitative Research*, translated by Darssiyatno and friends (Yogyakarta: Pustaka Pelajar, 2009), p. 499.

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

1. The Condition of Data

This research was done on Friday 22 March 2013 in SMP Negeri 1 Angkola Barat. Writer meet with head master and English teacher to take promise about the research will be done firstly. After that, talked the research aim and taken the English teacher helping about students' information. Then, the research plan was discussed with the English teacher before doing the action.

The participants of this research were the seventh grade students of SMP Negeri 1 Angkola Barat. The research participants were the students of class VII-A. It consists of 32 students. This class was chosen because the writer found the problems of writing in this class.

1. First Cycle

Before doing the cycles, the pretest gave to students to know their writing ability. The topic is 'My Experience'. The students could write a text based on their own in 3 sentences. They would express their idea in 15 minutes. After the students' paper was corrected the result of the pretest showed that there was no student got 70 point and did not understand about a good writing and points of the writing like grammar, vocabulary, mechanics and form. They did not enthusiastic

and interested in writing activity. Some of the students were lazy to do the writing and also they made noisy while doing writing test. So the teacher must work hard to improve them. The students writing score could see in table below.

Table 1
The Result of Pretest

Criteria of Writing	Mean Score	Total of Students
Grammar	11.87	32 students
Vocabulary	13.43	32 students
Mechanics	14.37	32 students
Form	13.43	32 students

Based on the table above the writer found that skill of students in writing still had low. There was no student got score 20 and 25 in every criterion or got 70 point. The score description of pretest above explained that mean score of grammar was 11.87, vocabulary was 13.43, mechanics was 14.37 and form was 13.43. The mean score of pretest was 53.4. So, there was no student complete in study. The score of students in pretest could see as chart below;

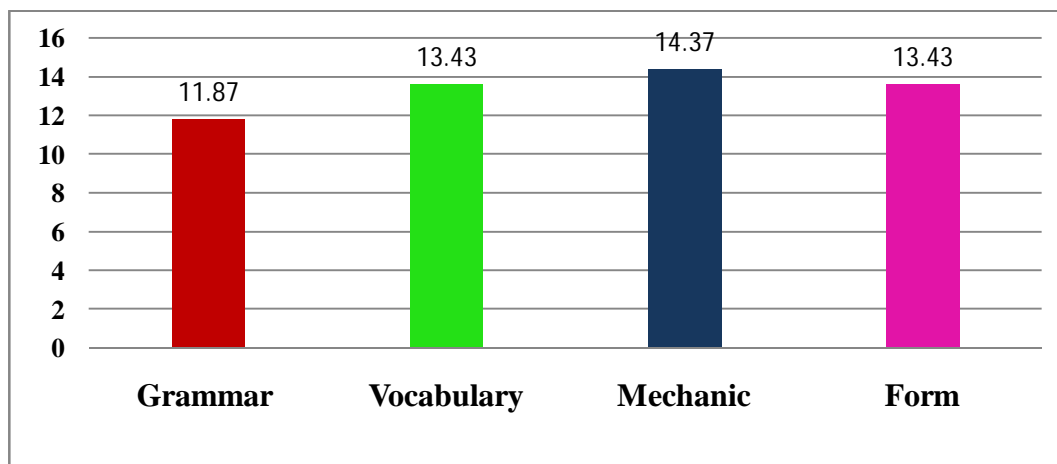


Figure 2: The Chart of Students Score in Pretest

Based on the chart above showed that the students low in grammar from the other criteria. So, the research focused to explained grammar majority in the next meeting.

a. First Meeting

Planning

The planning that had repaired to improving the students writing as below;

- 1) Designing the lesson plan.
- 2) Repairing the teaching learning material.

Action

After doing the pretest the writer began to doing the action in first cycle. In this meeting was done in 80 minutes. The action in first meeting was done based on the lesson plan that had repair through brainstorming technique. The teacher explained the aim of the research then explains the meaning of the

technique brainstorming and told the criteria that student should get firstly. After that, explained presents tense as a glance, and made the sample of the good sentence, because the students still low in this criteria that had been explained in pretest. Next, the students were induced to tell more ideas to made classroom activity effective. So than, dividing the students in 8 groups, each group is 4 people, and total students are 32 people and giving learning material to students base on the picture by classical. The topic is the student's activity. Before that, the students were asked discussed the topic and write 6 sentences in 30 minutes. When the discussion was be done the teacher monitoring every step that had been planning because the student understandable about the instruction. Finally, the teacher collected the students result.

Observation

Based on the observation result in first meeting could conclude that most of students didn't enthusiastic in teaching learning process, still made noisy in the class, students were not bravery in giving opinion, students were lack of interaction in group discussion.

Seeing the result of the observation the writer realized that the results of activities that have been done were not so successful in solving the students' problem in speaking. So, the activities should be changed, improved or added.

Reflection

Based on the students' result discussion was corrected, the value of students had been gotten was 45 point minimally, and 80 maximally. The class mean was 59.8. So the students were complete study was 4 of 32 students (12.5%) and 28 of 32 students (87.5%) were not complete. The progress and the weakness in those meeting could be seen as follow;

1) progress

There was 4 students can get 70 point. That was known of the students adding that could write their ideas based on the topic and criteria were given.

2) weakness

- a) The teacher lack in explaining the material.
- b) The students were not motivation in lesson.
- c) Students were difficult to get the ideas.
- d) More students mistake in write the sentences as; mistake in grammar, vocabulary, mechanics and forming the sentence.

Based on the progress and the weakness above, the result of students' task still had low. That considered of the students' score. So, the conclusion in firs meeting could be seen that more students did not understand how to write a good sentence than students understand. There was 4 of 32 students (12.5%) were complete study, and 28 of 32 students (87.5%) were not complete.

The improvement of students' result study could be seen in the table below;

- 1) The students' improvement in mean score

Table 2
The Result of First Meeting on First Cycle

Criteria of Writing	Mean Score	The percentage	Total of Students
Grammar	13.90	8.4%	32 students
Vocabulary	15.46	7.48%	32 students
Mechanics	15.15	3.12 %	32 students
Form	15.15	6.24%	32 students

Based on the table above could conclude that skill of students in writing still was low. The score description above explained that mean score of grammar was 13.90, vocabulary was 15.46, mechanics was 15.15 and form was 15.5. The mean score of first meeting was 59.8. So, there was no student complete in study. So there was no student got score 20 and 25 or the students value was 40 point minimally and 60 point maximally. The score of students could see in chart below;

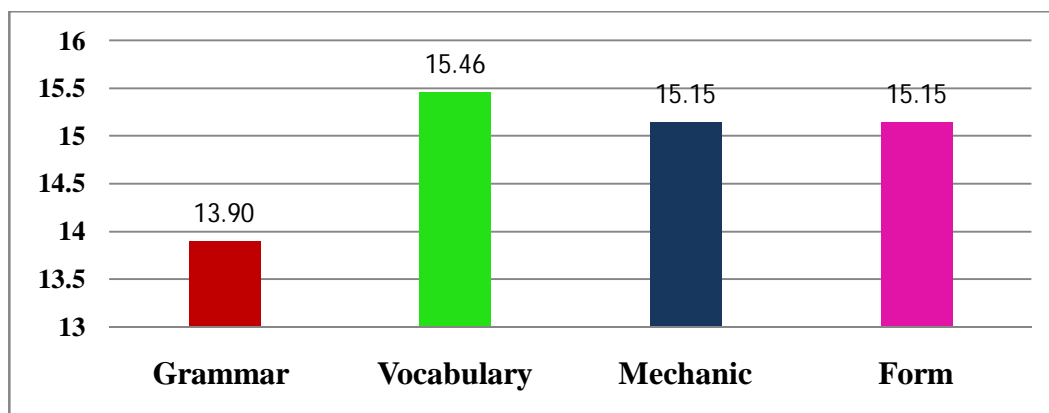


Figure 3: The Chart of Students Score in 1st Meeting

2) The percentage of students' completes study.

Table 3

The Improvement Percentage of Students' Complete Study in First Meeting

Test criteria	The students that complete study	Total of Students	The percentage of students that complete study
Pretest	-	32 students	-
First meeting	4 students	32 students	12.5 %

Based on the table above could concluded that the students' result study had been improved. That was 4 of 32 students (12.5%) were complete study, and 28 of 32 students (87.5%) were not complete. Even though the students writing skill had been improve, but was still far from the research aim. So the research should be continuing in next meeting.

b. Second Meeting

Planning

The planning that had repaired to improved the students writing in second meeting as below;

- 1) Designing the lesson plan.
- 2) Repairing the teaching learning material.

Action

Based on the result in meeting before, the action that used in second meeting should be focused in teaching present tense again. The first made a

simple sentence based on their activity in a day. The second asked them to tell more activity as individually. The third, they organized in a same group before. The fourth guided students in writing sentences, that was gave explanation and hint about topic of pictures had been applied. The topics were about profession, they are; the farmer, the teacher, the nurse and the police. The discussions time was 50 minutes for students to write two paragraphs, every paragraph was 4 sentences. The fifth, teacher monitored the discussion had been done so the discussion more conducive and effective. The sixth collected the students' discussion result.

Observation

The observation result in second meeting could conclude that the students skill in writing had been improve. They were more enthusiasts in teaching learning process and were brave in giving opinion.

Reflection

Based on the students' result discussion was corrected, the result in second meeting was 50 point minimally and 90 point maximally. The class mean was 69,6 So, there were 19 of 32 students (59.37%) are complete study, and 13 of 32 students (40.63%) are not complete. The progress and the weakness in those meeting were seen as follow;

1) progress

- a) There was 19 students can get 70 until 90 point. That was known of the students adding from 4 students to be 19 students that could write their ideas based on the topic and criteria were given.
- b) Many students could lead the discussion, so the discussion more effective.

1) Weakness

- a) The teacher still lack in explained the material.
- b) There was many students did not get 70 point or not complete in study.
- c) Perhaps students still was low in write the sentence.

It was seen from the result of students' task. That was 13 students (40%) did not get 70 point or not complete in study. But the students' writing skill had improved; it was seen from the students' mean score in pretest until second meeting. That was explained in the table below;

- 1) The improvement of students' mean score in second meeting

Table 4

The Result of Second Meeting on First Cycle

Criteria of Writing	Mean Score	The percentage	Total of Students
Grammar	17.34	69.36%	32 students
Vocabulary	17.96	71.84%	32 students
Mechanics	18.59	74.36%	32 students
Form	16.09	64.36%	32 students

Based on the table above could concluded that skill of students in writing still low. The score description second meeting above explained that mean score of grammar was 17.34, vocabulary was 17.96, mechanics was 18.59 and form was 16.09. The mean score of second meeting was 69.6.

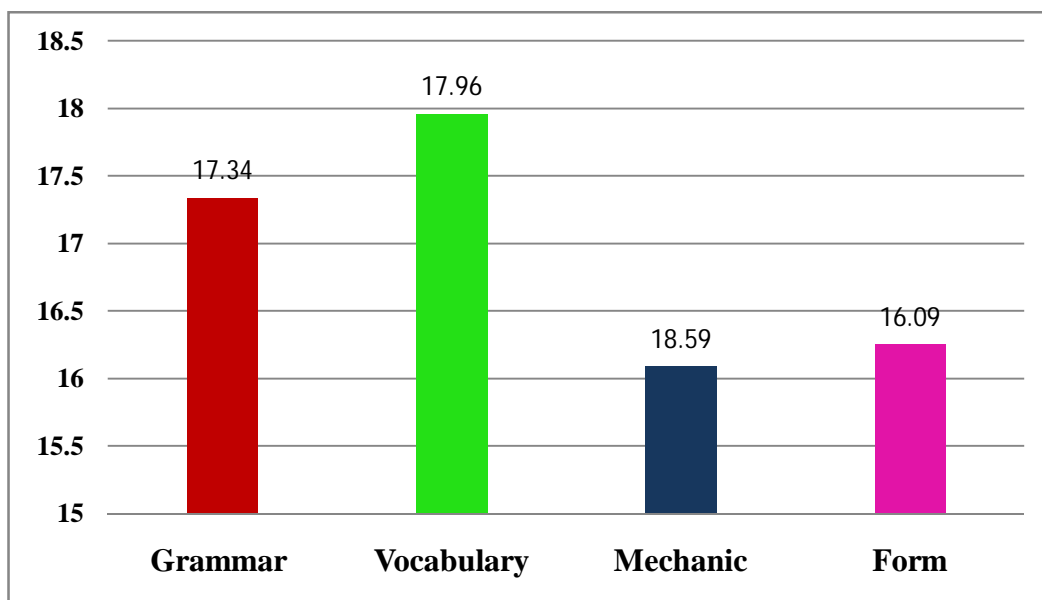


Figure 4: The Chart of Students Score in 2nd Meeting

Based on the chart above could seen that students vocabulary and grammar higher than mechanic and form. It was effected of the grammar had been focused in meeting before. Then the vocabulary that students used was simple and familiar. Most of students choose the topic about the farmer, because the farmer was the profession of students' family as majority.

2) The percentage of students' completes study

Table 5

The Students' Percentage of Study Completeness in Second Meeting

Test criteria	The students that complete study	Total of Students	The percentage of students that complete study
Pretest	-	32 students	-
First meeting	4 students	32 students	12.5 %
Second meeting	19 students	32 students	59.37%

Based on the table above could be concluded that the students' result study was improve from 4 students in first meeting be 19 students in second meeting. The improvement was 15 students it same 46.87%. Even though the students writing skill had been improve but it was still far from the research aim. So the research should be continuing in next meeting, or the second cycle.

2. Second cycle

This cycle applied in two meetings. Every meeting should be done in 80 minutes. That was to repair some trouble or lack in first cycle. So the writer should prepare a planning and action more maximally.

a. Third Meeting

Planning

The planning that repaired to improving the students' writing in second meeting in first cycle as below;

- 1) Designing the lesson plan.
- 2) Repairing the students' task.

Action

Based on the result in first cycle the action that used in third meeting was still the brainstorming technique. That was being used the time maximally in using brainstorming technique. Then the motivation gave to students. Before the action had done, the teacher gave the explanation about all criteria as glance. After that, organizing the group of students in 8 groups, each group is 4 students by the different friend. The teacher ordered the students to create a topic base on the key word that researcher has given, and then discuss it. The discussions time was 50 minutes for students to write three paragraphs, each paragraph is 4 sentences minimally. Next time allocation was monitored. Finally, collecting the students discussion result.

Observation

The students were being active in discussing and giving opinion. They could express their idea freely. The students were enthusiastic in teaching learning process, still made noisy in the class, students were bravery in giving

opinion, and students were being active in doing an interaction in group discussion. Sometime in teaching learning process students used English language in group discussion.

Reflection

Based on the students' result discussion was corrected, so the result of first meeting on second cycle that students got was 60 point minimally and 90 point maximally. The class mean was 74.6. There were 28 of 32 students (87.5%) are complete study, and 4 of 32 students (12.5%) are not complete. The progress and the weakness in those meeting were seen as follow;

1) progress

- a) There was 28 students can get ≥ 70 point. That was known of the students' improvement from firs cycle.
- b) Many students could lead the discussion, so the discussion more effective.
- c) Students were motivated in studying the lesson. It could be seen by their responses during the lesson.
- d) The students' could use the time discussion more effectively.

2) Weakness

Little perhaps of students still was low in write the sentence. It was seen from the result of students' task. That was 4 students (12.5%) did not get 70 point or not complete in study. But the students' writing skill had improved;

it was seen from the students' mean score in pretest until third meeting. That was explained in the table below;

Table 6
The Result of Third Meeting on Second Cycle

Criteria of Writing	Mean Score	The percentage	Total of Students
Grammar	19.37	73.6%	32 students
Vocabulary	19.06	76.24%	32 students
Mechanics	18.59	74.36%	32 students
Form	17.03	68.12%	32 students

Based on the table above could conclude that skill of students in writing had been improved. The score description of first meeting on second cycle above explained that mean score of grammar was 19.37, vocabulary was 19.06, mechanics was 18.59 and form was 17.03. So, the total mean was 74.6. It was seen in the chart below;

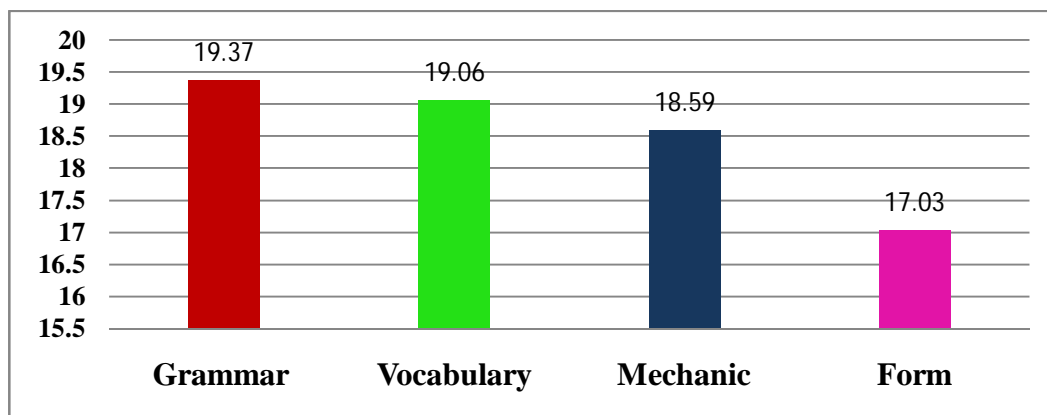


Figure 5: The Chart of Students Score at Third Meeting in Second Cycle

- 1) The percentage of students' completes study

Table 7

The Improvement Percentage of Students' Completes Study.

Test criteria	The students that complete study	Total of Students	The percentage of students that complete study
Pretest	-	32 students	-
First meeting	4 students	32 students	12.5 %
Second meeting	19 students	32 students	59.37%
Third meeting	28 students	32 students	87.5%

Based on the table above could be concluded that the students' result study was improved. It could be seen from students' improvement in pretest was no students can get point 70, up to first meeting on second cycle that was 28 students can get ≥ 70 point or 87% of students that complete in study. That was not complete as the research aim. So the research should be continuing in next meeting, or the fourth meeting.

b. Fourth Meeting

Planning

The planning that had repaired to improved the students writing in fourth meeting in second cycle as below;s

- 1) Designing the lesson plan.
- 2) Repairing the teaching learning material

Action

The action of second meeting on second cycle was done based on the lesson plan that had repair through brainstorming technique. The teacher gave motivation to student. Then the topic of the picture and key word that will be applied was explained. The teacher gave information about the topic before the students does write. So, every student can write correctly. The time discussions was 50 minutes for students write three paragraphs, each paragraph is 5 sentences minimally. The teacher monitored the brainstorming technique activity. Finally, the students' task was collected.

Observation

The students were being active and enthusiastic in teaching learning process. They could express their idea freely. They focused in write the task as individually, and bravery in giving opinion. In other hand they could use the time discussion more effectively.

Reflection

Based on the students' result discussion was corrected. The result of second meeting on second cycle was showed that students value was 75 point minimally and 100 points maximally. Then, there were 32 of 32 students or 100% were complete study. The total mean score from the pretest until the second cycle was 79. 6. So the research was finally in those meeting, because the research was clear, and the progress could be seen as follow;

- 1) progress
 - a) The brainstorming can improve the students writing skill
 - b) All students could get good point was 70 until 100 point.
 - c) Students were motivated in studying the lesson. It could be seen by their responses during the lesson.
 - d) The students' could use the time discussion more effectively.

The information of the students' improvements could be seen from the tables below;

- 1) The improvement of students' means score in fourth meeting

Table 8
The Result of Fourth Meeting

Criteria of Writing	Mean Score	The percentage	Total of Students
Grammar	21.71	86.84%	32 students
Vocabulary	21.09	84.36%	32 students
Mechanics	22.03	88.12%	32 students
Form	20.62	82.4%	Students

So, from score description of the table above writer concluded that the mean score of grammar was 21.71 or the percentage of improvement was 86.84.%, vocabulary was 21.09 or the percentage of improvement was 84.36%, in mechanics was 22.03 or the percentage of improvement was 88.12 %, in form was 20.6 or the percentage of improvement was 82.4 %. So, the

percentage of students' improvement value in pretest up to second cycle meeting was 49.06%, see in appendix 11. Then the description was seen in chart below;

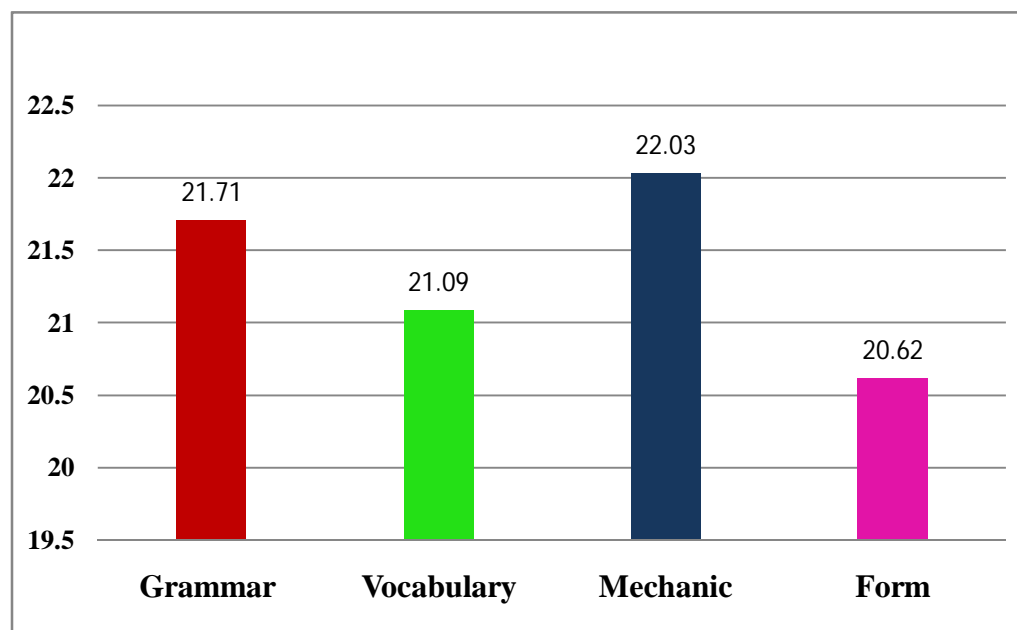


Figure 6: The Chart of Students Score in 4th Meeting

Based on the chart above could conclude that the brainstorming technique could improve the students score in all criteria. It could see from the students score was ≥ 20 .

B. The Comparative Result of the Action

Based on the action above the result of the students' writing skill through brainstorming technique by using picture could improve. It was seen from the

students' complete study in pretest up to second cycle or fourth meeting. Could be explaining in table below;

1. the comparative point and mean of students

Table 9

The Improvement of Students Mean in Pretest up to 4th Meeting

Cycle	Meeting	Mean score	The percentage of students that complete study
-	Pretest	53.4	0%
Cycle 1	1 st meeting	59.8	12.5 %
	2 nd meeting	64.7	59.37%
Cycle 2	3 rd meeting	76.4	87.5%
	4 th meeting	79.6	100%

Based on the data analysis, it could be concluded that all of the students got improvement on their point and mean. There was high improvement in mean score and the students' completeness study. In pretest, the students mean was 53.4 and completeness study of students was 0%. In first meeting students mean was 59.8 (12.5%). The second meeting students mean was 64.7 (59.37%). The third meeting mean was 76.4 (87.5%). The fourth meeting students mean was 79.6 (100%). So, the brainstorming technique helps students in writing activities.

2. The comparative of percentage students' completeness study

Table 10
The Comparative of Percentage Students' Completeness study

Meeting	The students that complete study	Total of Students	Mean score	The percentage of students that complete study
Pretest	-	32 students	53.4	0%
1st	4 students	32 students	59.8	12.5 %
2nd	19 students	32 students	69.6	59.37%
3rd	28 students	32 students	74.6	87.5%
4th	32 students	32 students	84.5	100%

The table above was described that the students could complete in study was nothing. In first meeting there were 4 could get ≥ 70 point or students could complete in study and the complete percentage was 12.5%. In first meeting was 19 students, the percentage was 59.37%. In third meeting was 28 students and the percentage was 87.5 % and fourth meeting was 32 students. The percentage was 100%.

The result of the research showed that students' skill in writing through brainstorming technique was effective because the result of each meeting was improved. So the result could be seen as the chart below;

3. The comparative of students mean in pretest up to second cycle

Table 11

The Comparative of Students Mean in Pretest up to 2nd Cycle

Meeting	Total Mean	Percentage
Pretest	53.4	0%
Cycle 1	64.7	21.16%
Cycle 2	79.6	49.06%

Based on the data analysis, it could be concluded that mean score of students always improve in every cycle. It was seen from the improvement mean score in pretest up to first cycle was 53.4 improved to 64.7 (21.16%). In second cycle improved to 79.6 (49.06%)

4. The improvement chart of students in criteria of writing

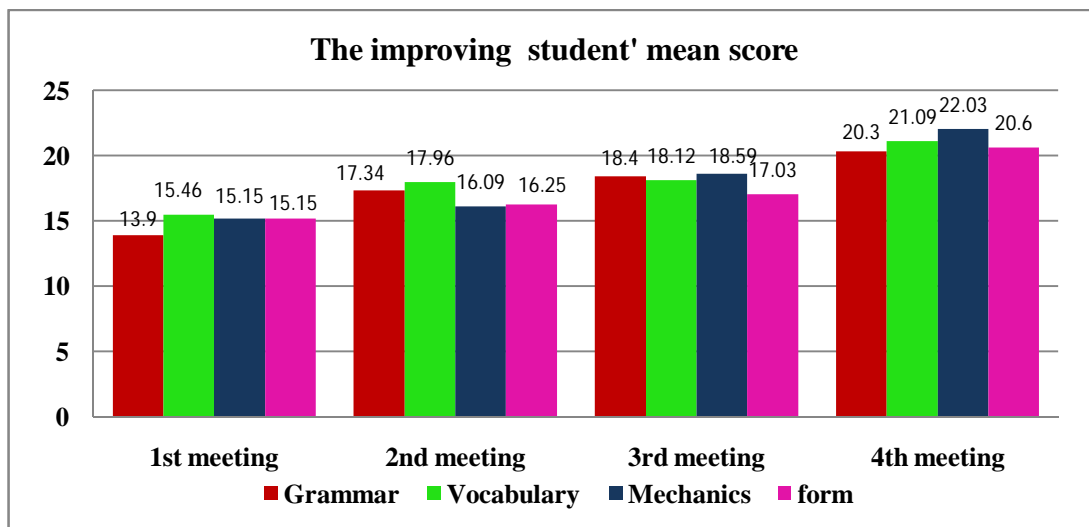


Figure 7: The chart of students score in 1st cycle up to 2nd cycle

The result indicated that there was an improvement on the students' writing skill through brainstorming technique. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle I and third meeting until fourth meeting concluded cycle II. So, the total meetings were five meetings, because the researcher made pretest before.

5. The chart of students' improvement mean

The Chart of Students' Improvement Mean in Writing Skill by Using Brainstorming Technique

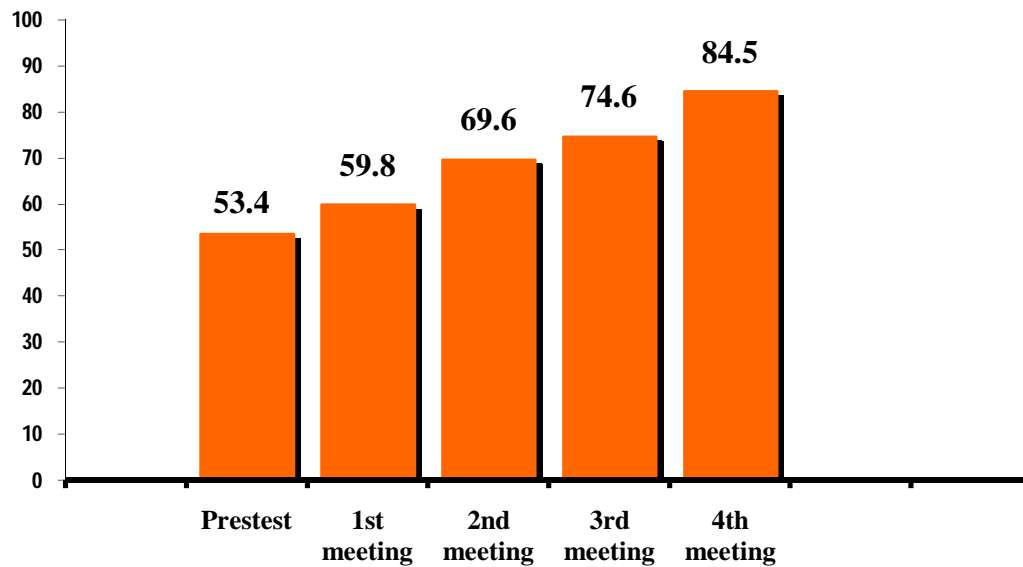


Figure 8: The Chart of Students' Mean in Pretest up to 4th Meeting

6. The improvement percentage of students in complete study

The Chart of Students' Improvement Percentage in Writing Skill by Using Brainstorming Technique

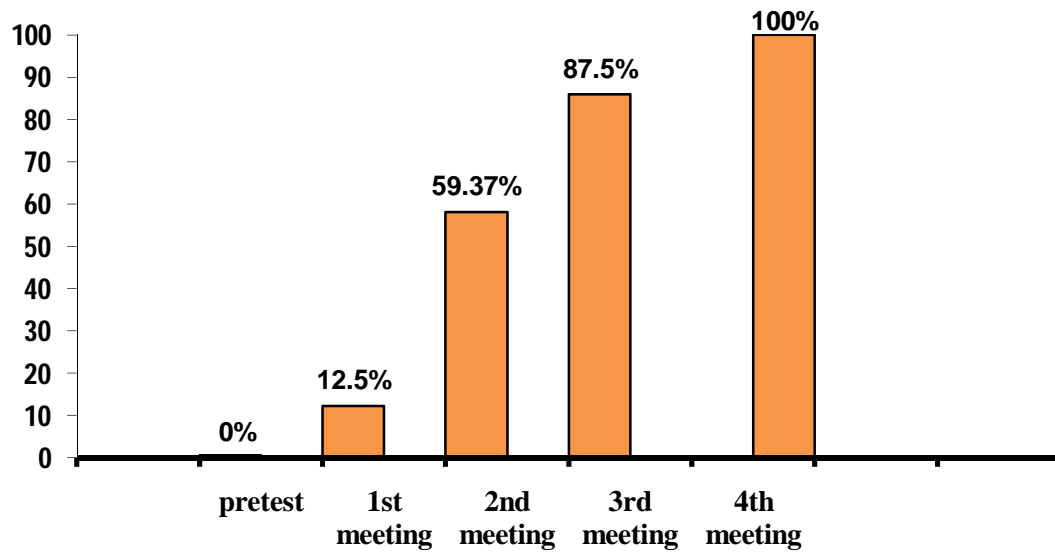


Figure 9: The Chart of Students' Complete Study in Pretest up to 4th Meeting

7. The Chart of students' improvement mean in pretest up to second cycl

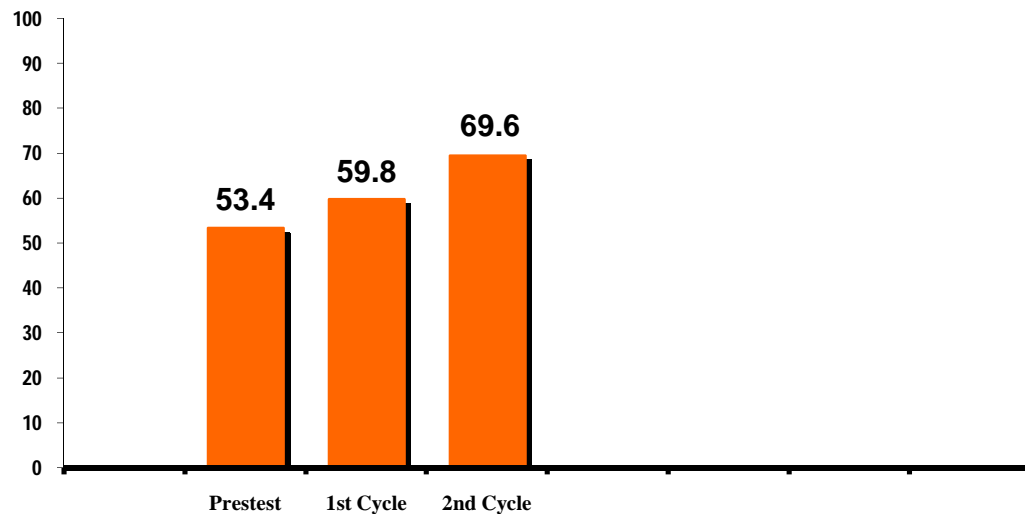


Figure 10: The Chart of Students 'Improvement Mean in Pretest up to 4th Meeting

C. The Analysis the Result of the Research

Based on the result of this research the students' problem in writing could solve by using brainstorming technique based on the picture. The picture gave an elicitation for students to think something and outcome more ideas. That was supported by the teacher's skill and his experience in process teaching learning. Then the teacher guided students how to write a good sentence based on the writing criteria.

The analysis above was strengthened of Osborn that had been introduced the brainstorming technique. He explained that group could double their creative output with brainstorming. Brainstorming used with their team, it helps the students bring the diverse experience of all team members into play during problem solving. This increases the richness of ideas explored, meaning that they are can find better solutions to the problems students face.

The technique above had been used by Salem Saleh Khalaf Ibnian in finishing a theory and practice in language studies" "Brainstorming and Essay Writing in EFL Class". Researcher found that the brainstorming had a positive effect on developing essay writing skill of experimental group students. It could seen from the total value of students was 9.9.

In this case, the result of this research about the improving students writing skill through brainstorming technique at VII grade SMP Negeri 1 Angkola Barat was same with the researcher before. Researcher found that brainstorming technique can

improve the students writing skill. That could seen from the students total mean was 79.6.

From the interpretation of the research result above, had become one of media that can be used by the English teacher and can assist students in learning writing. The Classroom activities in using brainstorming technique could maximize if the media and facilitates was supported. So, from analysis the result of the research writer explained that brainstorming could improve writing ability of students. It can be show with hypothesis of action.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the accounting result of the research so, the hypothesis that was “Brainstorming technique can improve students writing skill at seven grade of SMP N 1 Angkola Barat could be accepted. After analyzing the data, it was found out that the students’ score increased from the first cycle to the second cycle. It means there was an improvement on the students’ writing skill by using brainstorming technique. It could be seen from the improvement of the mean of the students’ score.

The first cycle consist of two meetings. From the writing test the mean score of the students showed improvement. The mean of the first meeting was 59.8 and second meeting was 69.6. The total mean in first cycle was 64.7 and improvement percentage was 21.16%. In the second cycle, the mean score of the students showed improvement. It could be seen from meeting to meeting. The fourth meeting was 74.6, the fifth meeting was 84.5. The total mean in second cycle was 79.6 and improvement percentage was 49.06%. It means there was an improvement on the students’ writing skill by using brainstorming technique.

B. The Suggestion

The result of this study showed that the brainstorming technique improved students’ writing skill. Therefore, the following suggestions are offered:

- a. Brainstorming technique can be used as an alternative way of teaching in teaching writing.
- b. For the teacher, it very wise to used brainstorming technique in teaching writing because this technique can motivation the students especially in writing.
- c. For the students, it is hoped that by using the students more interested in studying English writing. Because brainstorming can getting the new more idea and reflect they critical thinking to solve the problem. Then improve students' self confident to express their idea.
- d. For the writer, brainstorming technique as reference to further or other classroom action research more paying attention in the efficiency of time.

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