



**THE EFFECT OF BRAINSTORMING TECHNIQUE ON
STUDENTS' WRITING SKILL AT GRADE X MAS
AL-AMIN MOMPANG PADANG LAWAS**

A THESIS

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

Written By:

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

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LETTER OF AGREEMENT

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Padangsidempuan, January 2023
a.n. **Robiatul Aminah Hasibuan**
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Robiatul Aminah Hasibuan**, entitled "**The Effect of Brainstorming Technique on Students' Writing Skill at Grade X MAS AI – Amin Mompang Padang Lawas**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

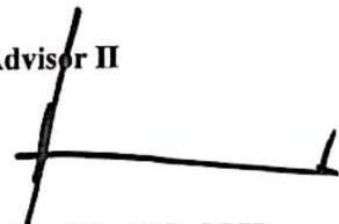
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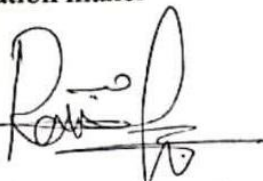
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ABSTRACT

This research focuses on the effect of brainstorming technique on students' writing skill at grade X MAS Al – Amin Mompang Padang Lawas. The problem that faced by students were: 1) Students' grammatical error, 2) Students feel hard to generate their ideas, 3) Students don't know the generic structure of descriptive text.

The formulation of the problem are how is the students' writing skill before learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas, how is the students' writing skill after learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas, and is there significant effect of using brainstorming technique on students' writing skill at grade X MAS Al- Amin Mompang Padang Lawas. The purpose of the research were to know how is students' writing skill before and after using brainstorming technique on students' writing skill at grade X MAS Al- Amin Mompang Padang Lawas, also to examine whether there is significant effect of using brainstorming technique on students' writing skill at grade X MAS Al – Amin Mompang Padang Lawas.

This research used quantitative research by using experimental method with true experimental design. The population were all of the students at grade X MAS Al- Amin Mompang Padang Lawas. The sample were X1 as experimental class, X2 as control class and both of classes consist of 25 students. The data were collected through pre-test and post-test in writing test and analyzed by using Independent Sample T-test.

The Result of the research showed the mean score of experimental class was higher than the mean score of control class. The mean score of experimental class was 77.92 and the mean score of control class was 68.72. It can be concluded that brainstorming technique is very useful on writing skill. In addition, $t_{count} > t_{table}$ ($5.098 > 2.0106$). It means there is a significant effect of brainstorming technique on students' writing skill at grade X Al- Amin Mompang Padang Lawas.

Key words: Brainstorming Technique, Writing Skill

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ABSTRAK

Penelitian ini focus pada pengaruh dari teknik brainstorming dalam keterampilan menulis pada kelas X siswa MAS Al-Amin Mompang Padang Lawas. Ada beberapa masalah yang dihadapi siswa: 1) Kesalahan tata bahasa siswa, 2) Siswa merasa susah dalam menghasilkan ide- ide, 3) Siswa tidak mengetahui struktur teks deskriptif.

Ada tiga rumusan masalah dalam penelitian ini, yaitu bagaimana keterampilan menulis siswa sebelum menggunakan teknik brainstorming terhadap siswa kelas X MAS Al-Amin Mompang Padang Lawas, bagaimana keterampilan menulis siswa sesudah menggunakan teknik brainstorming terhadap siswa kelas X MAS Al-Amin Mompang Padang Lawas, dan apakah ada pengaruh yang signifikan dalam penggunaan teknik brainstorming terhadap keterampilan menulis siswa kelas X MAS Al-Amin Mompang Padang Lawas. Penelitian ini bertujuan untuk mengetahui keterampilan menulis siswa sebelum dan sesudah menggunakan teknik brainstorming terhadap siswa kelas X MAS Al-Amin Mompang Padang Lawas, dan untuk menguji apakah ada pengaruh yang signifikan dalam keterampilan menulis menggunakan teknik brainstorming pada siswa kelas X MAS Al-Amin Mompang Padang Lawas.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh siswa kelas X MAS Al-Amin Mompang Padang Lawas. Sampelnya adalah kelas X I sebagai kelas eksperimen, kelas X 2 sebagai kelas kontrol, kedua kelas terdiri dari 25 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal menulis dan dianalisis menggunakan rumus Independent Sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata dari kelas eksperimen lebih tinggi daripada nilai rata-rata dari kelas kontrol. Nilai rata-rata dari kelas eksperimen adalah 77.92 dan nilai rata-rata dari kelas kontrol adalah 68.72. Selain itu, $t_{count} > t_{table}$ ($5.098 > 2.0106$). Sehingga dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan teknik brainstorming terhadap keterampilan menulis siswa pada kelas X MAS Al-Amin Mompang Padang Lawas.

Kata Kunci: Teknik Brainstorming, Keterampilan Menulis

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

Padangsidempuan, 24 January 2023

The Writer

Robiatul Aminah Hasibuan

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of productive skills. It is called productive skills because of the writer must produce his or her own ideas. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted illiterate culture. Writing is a process how to generate the letter, words and sentences. Writing is made from some components, they are contents, vocabularies, grammar, form, mechanics, style, coherence, topic, and cohesion.

In writing, there are many kinds of text; such as descriptive text, narrative text, recount text, hortatory text, spoof text, report text, explanation text, procedure text, analytical text. In this case the researcher focuses on descriptive text.

Descriptive text is a type of which is used by the writer or speaker to describe particular thing, person, place, animal, picture and or event to the readers or hearers.¹ The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, function, and so on, so that the

¹ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney : University of New South Wales Press. Ltd, 2005), p. 97-98.

readers or hearers can possibly notice what the writer about as if they could directly see it through their own eyes.²

Based on explanation above, writing is an important skill to be mastered in language learning. Writing is a tool for someone's who wants to share her or his story, knowledge, experience and others. Especially Descriptive text, that we can use to describe something such as place, picture, animal, thing, event and person.

Based on the current School-Based Curriculum, writing is one of the language skills that must be taught at senior high school. The teaching of writing aims to enable students to master the functional texts and monologue text or paragraphs in the form of descriptive, report, recount, narrative and procedure. In addition, based on Core Competency-*Kompetensi Inti (KI)*, and Basic Competency-*Kompetensi Dasar (KD)*, The first year students at senior high school are expected to get the meaningful ideas in terms of functional text and create simple or short essay in the form of descriptive to interact with people in their nearest environment. The form of writing which is taught in senior high school is presented in the form of text type, usually known as genre, which has clear purpose and pattern for each type. Descriptive text is one of the types of text in writing which are learned in the first senior high school.

² Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives", *Indonesian Journal of English Teaching and Applied Linguistic*, Vol. 2 (1), 2017, p. 67.

Based on the observation and interview with the English teacher at grade X MAS Al – Amin Mompang Padang Lawas, The teacher said her students can not write descriptive text well. The students have some problems in writing descriptive text. First, students have lack of understanding about the kinds of tenses. So that, they have an error in grammatical. They still have confused about what kinds of tenses that suitable to the text which they want to write.

Second, the students feel hard to generate their ideas while writing, so it makes them just write a short sentence. Third, the students are less understanding about the kinds of genre text. So, they do not understand about the generic structure of the text and which tense that used on descriptive text.³

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. That may be help teachers and students in learning to write will be better in the future. There are some techniques that can enhance students' descriptive writing ability, one of them is brainstorming technique.

According to Douglas Brown, “Brainstorming technique is useful technique in writing because it permits you to approach a topic with an open mind”.⁴ Brainstorming technique is a useful technique in writing and also a

³ *Private interview*, Nur Hasanah, S.Pd. English Teacher of MAS Al – Amin Mompang Padang Lawas Private Interview, on 17th November 2021, at 15. 00 PM.

⁴ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco State University, 2001), p. 349.

collaborative prewriting strategy. Brainstorming technique involves oral and pre-writing exercise for helping the learners and for expressing ideas by the teacher.⁵ Brainstorming is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem. Teaching students brainstorming technique in class is reasonable because it might assist them to cultivate their writing and create ideas that are necessary in second language acquisition. Brainstorming technique is a useful technique in developing students' ideas before they begin to write a task.

Brainstorming has many benefits for students to construct their good writing and to solve the students' writing skill. There are some reasons why researcher chose brainstorming to teaching writing. In the first place, this technique offers sufficient chance for understudies to communicate their thoughts uninhibitedly about the primary subject given by instructor, and afterward they could examine and share thoughts which one another. Second, conceptualizing offers the instructor a chance to help understudies more dynamic, giving criticism on thoughts, and helping understudies fostering the points. Third conceptualizing likewise assists with creating authoritative expertise as understudies have a chance to explain and coordinate thoughts before they compose.

⁵ Bilal Adel Al-khatib, The Effect of Using Brainstorming Strategy in Developing Creative Problem Skills among Female Students in Princess Alia University Collage, American International Journal of Contemporary Research Vol.2 No.10; October 2012, p. 31 accessed from www.aijcrnet.com on 1st February 2019 at 08.00 p.m.

Based on the explanation above, the researcher interests to do research about “The Effect of Brainstorming Technique on Students’ Writing Skill at Grade X MAS Al – Amin Mompang Padang Lawas”.

B. Identification of the Problem

Based on the background of the study above, there are some problems related to students’ writing skill at grade X MAS Al – Amin Mompang Padang Lawas. The students have lack of understanding about the kinds of tenses. So, they have a grammatical error. The students feel hard to generate their ideas. They do not understand about the generic structure of descriptive text.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focus on the students’ grammatical error, students can not generate their ideas before writing, and the generic structure of descriptive text. Then the researcher try to examine the effect brainstorming techniques on students’ writing skill especially descriptive text at grade X MAS Al – Amin Mompang Padang Lawas.

D. Formulation of the Problem

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

1. How is students’ writing skill before learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas ?

2. How is students' writing skill after learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas ?
3. Is there a significant effect of using brainstorming technique on students' writing skill at grade X MAS Al – Amin Mompang Padang Lawas ?

E. Purpose of the Research

1. To know how is students' writing skill before learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas.
2. To know how is students' writing skill after learning using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas.
3. To know whether there is or there is not a significant effect of using brainstorming technique at grade X MAS Al – Amin Mompang Padang Lawas.

F. Significances of the Research

The significances of the research are:

1. For the English teacher know students' ability in writing descriptive text. It gives some information about the technique in teaching writing and students' difficulties in learning.
2. For students, the result of this research is expected to increase students' interest and motivation in learning writing.

3. For other researcher, the result of this research is hoped help the other researcher who will do a research in the same topic.

G. Definition of The Operational Variables

According to the topic of this research “ The Effect of Brainstorming Technique on Students’ Writing Skill at Grade X MAS Al- Amin Mompang Padang Lawas”. Research found some terminologies that use it regarded important to be clarified about the topic. It is done for avoiding the misunderstanding between the write and reader, as following

1. Brainstorming Technique (Variable X)

Brainstorming technique base on two words which is brainstorming and technique. The first, brainstorming is when you deliberately try to think up new ideas. Brainstorming helps the learners to transfer the thought from the brain to tongue or to the members that relate to skills especially to writing.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. Therefore, brainstorming technique facilitate the students to elaborate their ideas.

2. Writing Skill (Variable Y)

Writing skill base on two words which is writing and skill. The first, writing is written works of an author or persons handwriting. Writing is an intellectual activity of finding the ideas and thinking about

⁶ Mojtaba Maghsoudi, Javad Haririan. “ The Impact of Brainstorming Strategies Iranian EFL Learners’ Writing Skill Regarding Their Social Class Status,” *International Journal of Language and Linguistics*, Vol. 1,No. 4-1, 2013, p.61.

how to express and arrange them into a statement and paragraph that is clear to be understood by the people. The second, skill is ability to do something well. Based on the explanation, it can be concluded that writing skill is an effort to express the writer's thinking, feeling, or ideas in written form.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of any sub chapters with detail as follow:

Chapter one consists introduction; background of the problem, identification of the problem, limitation of the problem, definition of terminologies, formulation of the problem, purposes of the research, and outline of the thesis.

Chapter two consists of theoretical description of writing skill, description about brainstorming technique, description about description text, description about conventional method, review of related findings, conceptual formwork and hypothesis.

Chapter three consists of research methodology; place and time of the research, research design, population and sample, instrument of collecting data, technique of data analysis.

Chapter IV consists of the result of the research, this chapter is talking about data analysis, description of the data and threats of research.

Chapter V consists of conclusion the result of the research, suggestion by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. 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 Brainstorming Technique

a. Brainstorming Technique

According to Douglas Brown, “Brainstorming technique is useful technique in writing because it permits you to approach a topic with an open mind”.⁷ Brainstorming mean the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problem.⁸ Brainstorming has a great importance in the teaching process, such as to help students to solve problems, to helps students from the ideas of others through the development and build on them, and help the cohesion of the students and build relationship among them.

Brainstorming activities were developed by Alex Osborn in 1963 in New York. Brainstorming is a group or individual creativity technique which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its

⁷ H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco State University, 2001), p. 349.

⁸ F. Jarwan, *Teaching Thinking: Defenition and applications. Amman*, (Amman Dar Al-fkir. Jordan, 2005).

members. It makes ideas flow and appear easily in students' mind when they begin to write. We do not have to worry about grammar, punctuations, spellings, and even complete sentences. Just record our ideas as they enter our mind. Brainstorming is an activity that is useful for them to start or generalize a new idea. Thus, brainstorming is an affective way on the production of ideas in writing.

Based on the definitions above, brainstorming is an activity to explore students' ideas to solve a problem or to expand knowledge. In this technique, students are free to give their ideas, opinions about the topic that given by the teacher.

b. Procedure in Brainstorming Technique

There are some steps or ways in teaching by using brainstorming technique, such:

1. Prepare a piece of paper.
2. Write down the topic sentence.
3. As quickly as possible, think of as many as you can. Make a list of everything that come to your mind about the topic.
4. Use word, phrases, and sentence. Forget about order of ideas, grammar, structure, or spelling.
5. Make a simple outline, go over the list to evaluate what you have written.
6. Next you are ready to write a paragraph.⁹

⁹ H. Douglas Brown.

From the explanation above, it can be concluded that the students can give their ideas as many as possible. In brainstorming process the students write everything without worry about true or false what they have write. Then, it makes the students more easy to write the descriptive text.

Lucy Pollard also explains that to run a group brainstorming technique effectively, here are some steps to do:

1. Brainstorming: write the topic or the title on the board and invite students to say anything at all connected to the topic.
2. Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting.
3. From the list of chosen items, students decide how the comment will be organized.
4. Students write the first draft of their piece of work.
5. When they have a good second draft, i.e. the content, relevance and organization satisfies them, they can move onto improving the language.
6. Finally, students can copy out their essays, in a clean, final version.¹⁰

¹⁰ Lucy Pollard. *Luccy Pollard' guide to teaching English* . (London: Luccy Pollard, 2008), P. 51-52.

Based on the explanations above, the conclusion are: the students are given freedom and chance to express what on their mind without criticized by teacher.

c. Principle of Brainstorming Technique

The key to successful brainstorming is adherence to the following brainstorming principles. According to Arthur Van Gundy, There are brainstorming principles:

1. Defer judgment. With hold all evaluation of ideas during idea generation.
2. Quantity breeds quality. The more ideas you list, the more high quality ideas you'll get..
3. The wilder the better. Although idea quantity is essential for idea quality, it may not always be sufficient.
4. Combine and improve ideas. Another way to ensure high-quality ideas to not let your ideas get lonely.¹¹

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;

1. No criticism of ideas. During a brainstorming session, criticism of the ideas developed should be avoided.
2. Building on what others have suggested. This rule aims to improve divergent production by facilitating problem solving

¹¹ Arthur Vangundy, *101 Activities for Teaching Creativity and Problem Solving*, (Pfeiffer:2005), p. 247-248.

3. Strange and wild idea are accepted. Good ideas can be joined to generate a single better good idea. It is said to stimulate the formation of thoughts through an association process.
4. Welcoming the large quantities of ideas. Unusual ideas are designed in order to get an excellent and extensive list of ideas.¹²

The principles mentioned above all have the same goal: to allow students more freedom and ease in generating ideas so that they can write or pour what they want or think. Students are unusually competent in that they hold the standard value.

d. The Advantages and Disadvantages of Brainstorming Technique

1. Advantages of Brainstorming Technique:¹³
 - a) The student can express a creative potential and find new ideas that is never thought before.
 - b) Generates ideas and solution that can be use elsewhere.
 - c) It is fun to express the feeling and thinking feely.
 - d) It can be applied in group or individual. Besides, the competition occurs friendly and enjoyable, if several groups are involved.
 - e) While a lesson as a refreshing change of pace, it can be use anytime a problem comes to light or at any time.

¹² Zahra Hashempour, "The Effect of Brainstorming as a Pre- Writing Strategy on EFL Advanced Learners' Writing Ability" 2, no.1(2015) :86-99,accessed from https://www.researchgate.net/publication/308556626_The_Effect_of_Brainstorming_as_a_Pre-writing_Strategy_on_EFL_Advanced_Learners'_Writing_Ability.

¹³ Zemach, Dorothy E and Carlos Islam, Writing in Paragraphs,(Spain: Macmillian, 2006),p.58

Based on the explanation above, the researcher concludes that brainstorming technique has advantages to be apply in writing activities. The advantages of brainstorming technique are the students can say their own ideas as much as they have without judging. It can build their creative thinking and then try to generate ideas without worry about grammar.

2. Disadvantages of Brainstorming Technique:

- a) Many ideas or suggestions are useless or not worth anything.
- b) It can take too much time if the group of the students is not controlled and is allowed to run for too long.
- c) The ideas of some students may have to be disposed (usually in group learning).

It can be concluded that besides brainstorming technique has advantages but also has disadvantages. Disadvantages of brainstorming technique are sometimes hard to determine which the useless ideas are during brainstorming season.

2. Writing Skill

a. Definition of Writing

Writing has been with us for several thousand years, and nowadays is more important than ever. When we write, unlike when we talk, we are engaged in an activity which is usually at the same

time both private and public.¹⁴ Writing is one of the language skills to convey thoughts, ideas, desires, and feelings which performed through written form. Writing is one of the process to express what on someone's mind through a lettering.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper.¹⁵ According to Lubis, writing is an activity for producing and expressing. It is producing sentences that expressing with the meaning of ideas, thus writing skill is the activity to transfer ideas through words and sentences, the ideas will change scientific.¹⁶ Means, everyone can give ideas with this way.

Furthermore, Brown argues that writing is a process of creating word whereby someone free from what he think, feel and perceive.¹⁷ Marianne Celce-Murcia states writing is the production of the written what that result in a text but the text must be read and

¹⁴ Geoffrey, at all, *Teaching English as a Foreign Language (2nd edition)*, (New York: Routledge, 2003), p. 116

¹⁵ Tiur Asih Siburian and Universitas Negeri Medan, "Improving Students' Achievement On Writing Descriptive Text Through Think Pair" 3, no. July (2013): 30-43, file:///C:/Users/USER/Downloads/Improving students achievement on writing descriptive text through think pair share.pdf.

¹⁶ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no.1 (2014), p.61

¹⁷ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

comprehend in order for communication to take place.¹⁸ So, the writing should be has meaning or purpose in order to make the reader understand and get the point from what have written about.

Based on the explanation, it can be concluded that wiring is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects to be clear understood by the readers and the writing is one of the important skill in learning English .

b. Writing Process

Writing is a set of activities that result in a text that can be read by anybody. The writing process is used not only to show what pupils know, but also to explore and develop ideas about certain topics. It takes multiple attempts to write a great text that clearly communicates thoughts, ideas, feelings, and emotion. These efforts refer to certain actions or behaviors that students use when learning a language.

The process of writing is process which the writers need stages for work be better. Every writer follows his or her own writing process. Often the process a routine that comes naturally and is not a step-bystep guide to which writers refer. Being conscious of writer

¹⁸ Marianne Celce-Murci and Elite Olisthain, *Discourse and Context in Language Teaching*, (Combridge University Press, P. 142.)

own writing process is especially helpful when writer find struggling with a particularly tricky piece.

There are five stages of writing process, they are:

1. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. Prewriting is the thinking, talking, reading and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise.

2. Planning (Outlining)

In this step, organize the idea into outline. As a first step toward making an outline, divide the ideas in the communication problems list further into sub lists and cross out any items that do not belong or that are not usable.

3. Writing

Step 3 in the writing process is writing the rough draft. Follow the outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect.

4. Polishing

This step also called revising and editing. Polishing is most successful if do it in two stages. First, attack the big issues of

content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

5. It is almost impossible to write a perfect paragraph on the first try. When students revise, they review their text on the basis of the feedback given in the previous stage.¹⁹

The nature of the writing process will help the writer produce stronger, more focused work because it highlights connections and allows for movement between research and the phases of writing.

c. Purpose of Writing

In addition, there are really only four common purposes in writing they are:

1. To inform, to inform is to transmit necessary information about the subject to the readers, and usually this means just telling the reader what the facts are or what happened.
2. To explain, writing to explain means writing to take what is unclear and make it clear.
3. To persuade, the most important writing we ever do in our personal life, our work life and may be our school life will probably persuasion. Your task in persuasion is to convince your reader to accept the main idea, even though it may be controversial.

¹⁹ Ann Hogue and Alice Oshima, *Writing Academic English, Fourth Edition*, (Pearson Education, 2006), p. 265-277

4. To amuse, writing to amuse requires that you focus on readers other than yourself. Writing to amuse gives you an opportunity to bring pleasure to others.

d. Assessment Criteria of Writing

Assessment is important because it drives student learning. Assessment is continuous systematic measure to review assess the learner improvements, weakness and strength using the obtained data and information for academic support. This involves gathering and interpreting information about student level of attainment of learning goals. In addition, good assessment can help students become more effective self- directed learners.²⁰

According to Brown and Bailey there are five categories of analytical scoring scale for writing assessment. The analytical rubric can be seen by the following table.²¹

²⁰ Darling-Hammond, L, Assessing Teacher Educatio: The Usefulness of Multiple Measure for Assessing Program Outcomes. *Jurnal of Teacher Education*, 59. No.2(2006). P.120

²¹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2004), p.246

Table 2.1
The Analytical Scoring Guidance by Brown and Bailey

| Categories | Maximal Score |
|-------------------|----------------------|
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Syntax | 25 |
| Mechanics | 5 |
| Total | 100 |

Based on explanation above, the researcher realizes that the assessment is really important in teaching and learning process. It is useful to know how far the student can catch the lesson.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one of the texts in genre. A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.²² Descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. Furthermore, Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the

²² Siburian and Medan, *"Improving Students ' Achievement On Writing Descriptive Text Through Think Pair."* p. 34

object to the reader clearly. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place.²³

Based on explanation the research concluded descriptive text is describe about person, place or thing, location or place etc including sensory language, precise language, figurative language and a logical organization.

b. Type of descriptive text

1. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

2. Describing an Event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3. Describing a Personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair,

²³ MalikatulLaila Journals, *Long Functional Text*, 2013, p. 234.

eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

4. Describing a Place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

5. Describing an Object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.²⁴

c. Social Function of Descriptive Text

The function of descriptive text is to give information. Social function of descriptive text are to describe a particular person, place or thing. According Malikatul Laila says, the social function of descriptive text is to inform he readers about the illustration of certain persons, places, or something in specific ways.²⁵

d. The Generic Structure of Descriptive Text

1) Identification

Introduces and identifies specific objects (a person, thing, anima, or event) intended to be described. It is used to gives a general idea about the object we want to describe.

²⁴ ²⁴ Siburian and Medan, "Improving Students ' Achievement On Writing Descriptive Text Through Think Pair." p. 34

²⁵ MalikatulLaila,p.234 - 235.

2) Description

Describes the intended object using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities.²⁶

e. Language Features

The language features of descriptive text include the following indicators:

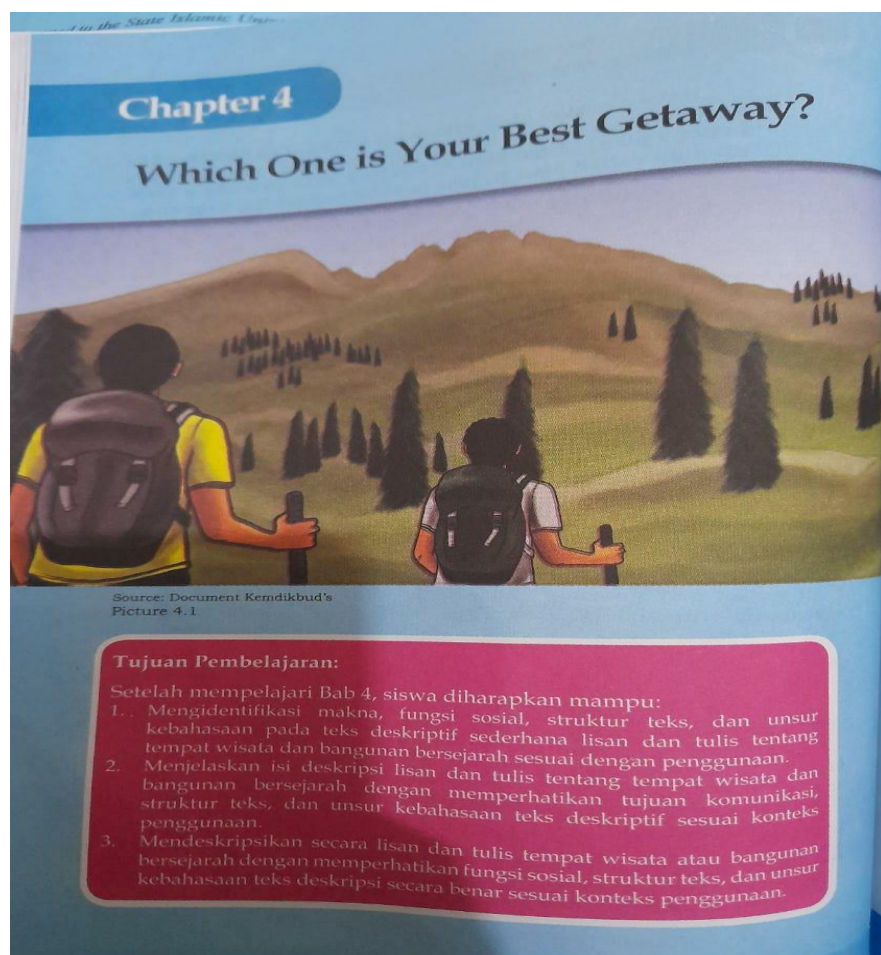
1. Certain nouns, such as teacher, house, my cat, bridge, etc.
2. Simple Present Tense.
3. Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, etc.
4. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
5. Relating verbs to give information about a subject, such as My mum is really cool
6. Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc.
7. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.

²⁶ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.89

8. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.
9. Figurative language, such simile, metaphor e.g. John is white as chalk, sat tight, etc.²⁷

f. Example of Descriptive text

Which One Is Your Best Getaway?²⁸



²⁷ MalikatulLaila Journals, *Long Functional Text*. p. 235.

²⁸ Widiati, Utami, et. al., *Bahasa Inggris SMA/MA/SMK/MAK Kelas ,3rd ed.* (Jakarta: Pusat Kurikulum dan Pembukuan, Balitbang, Kemendikbud, 2017).

Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>
Picture 4.3

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

58 Kelas X SMA/MA/SMK/MAK

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:

<http://www.history.com/topics/taj-mahal>

<http://www.tushky.com/blog/taj-mahal-in-agra/>

WRITING

Task 1: Editing - Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, *waterfal* and a *bowl giant*. The first error should be written *waterfall* because it was misspelled, and a *bowl giant* should be written *giant bowl* (remember how to make noun phrase). Now try to find the other errors and try to correct them.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God. The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about the beautiful Cuban Rondo Waterfall.



Source: <http://maghoroins01.student.um.ac.id/2012/08/02/kabupaten-malang/>
Picture 4.4

Task 3 - Writing a descriptive essay

Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas.

Using your word web, write an essay about that place. Include an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph (read again task 4 for text 1).

After you finish writing, ask yourself the questions used in the editing section (writing-task 1).

4. Teaching Descriptive Text by Using Brainstorming Technique

In language learning, the use of brainstorming technique is useful, Especially in writing activity. Find more ideas brainstorming technique can be used. Here some activities in class as follow.

a. Pre Teaching

- 1) The teacher enters the class.
- 2) The teacher says Salam to the students.
- 3) The teacher asks the students to pay together before teaching and learning process.
- 4) The teacher checks the attendance list.
- 5) The teacher asks the students feeling and provides motivation to be patient and spirit in study.

b. While Teaching

- 1) The teacher asks the student to prepare a piece of paper.
- 2) The teacher writes down the topic sentence in whiteboard.
- 3) The teacher asks the student to write some ideas, quickly as possible, think of as many as they can. Make a list of everything that come to their mind about the topic.
- 4) The Teacher asks the student to use word, phrases, and sentence. Forget about order of ideas, grammar, structure, or spelling.
- 5) The Teacher asks the students to make a simple outline, go over the list to evaluate what they have written.

- 6) Next the student are ready to write a paragraph according to generic structure of descriptive text.

c. Post teaching

- 1) The teacher collect the students' paper.
- 2) The teacher review and conclude the material.
- 3) The teacher close the learning process by praying together
- 4) The teacher says Salam.

5. Teaching Descriptive Text by Using Conventional Technique

Teacher's technique is intended as a teachers' effort in creating an environment system that enable the teaching process, the learning objectives that have been formulated can be achieved and succeeded. In learning process the teacher should be find the technique agree with the students. Because it makes the learning process are organized well.

a. Pre Teaching

- 1) The teacher enters the class.
- 2) The teacher says Salam to the students.
- 3) The teacher asks the students to pay together before teaching and learning process.
- 4) The teacher checks the attendance list.
- 5) The teacher asks the students feeling and provides motivation to be patient and spirit in study.

b. While Teaching

- 1) The teacher writes the material about descriptive text on the whiteboard.
- 2) The teacher explains the material that has written on the whiteboard.
- 3) The teacher asks the students for unclear explanation about descriptive.
- 4) The teacher answers the unclear explanation.
- 5) The teacher asks the student to write descriptive text.
- 6) The teacher correct the students' writing.

c. Post teaching

- 1) The teacher review and conclude the material.
- 2) The teacher close the learning process by praying together
- 3) The teacher says Salam.

B. Review of Related Findings

There are some related findings related to this research. The first is a theory and practice in language studies of Salem Saleh Khalaf Ibnian, "Brainstorming and Essay Writing in EFL Class".²⁹ 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.

²⁹ Saleh Khalaf Ibnian, *Brainstorming and Essay Writing in EFL Class* (Theory and practical English study: Academic Publisher in Finland, 2011).

The second, Semi Luxiana, the conclusion that there was the effect of using brainstorming technique toward ability in writing hortatory exposition text, where the mean the students' motivation in writing in hortatory exposition text in experimental class increase from 59.76% to 79.80%. In control class increased from 57.64% to 64.42% It can be said that there is the significant effect by using of brainstorming technique toward ability in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.³⁰

The third, Shela Rizkina. The conclusion that there was the effect of using brainstorming in writing, where the mean of post-test in experimental class was 82.27 and controlled class was 75.07. From the result, it can be concluded that there is a significant effect of using brainstorming in writing ability.³¹

The Forth research by Pitra Loka, He said the mean of the post- test was higher than pre-test, it show that the writing skill of the students under study improved significantly after being taught in descriptive test by using brainstorming technique. Based on the research, it can be conclude that

³⁰ Semi Luxiana, "The Effect of the Brainstorming Technique Toward Motivation in Writing Hortatory Exposition Text at Second Year Students of SMAN 1 Pangkalan Lesung of Pelalawan Regency" (Pekanbaru: Faculty Of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau, 2012) retrieved from :*repository.uin-suska.ac.id* on July 02nd 2017 at 10.00 a.m.

³¹Shela Rizkina, "The Effect of Brainstorming Technique in Writing Descriptive Text at VIII Grade of MTsN Stabat " (Medan: UIN Sumatera Utara, 2017) accessed from *repository.uinsu.ac.id* on July 02nd 2017 at 10.13 a.m

using brainstorming technique can enhance students' writing performance at SMP N 23 Jambi in the academic year 2018/2019.³²

The fifth, the research from Shabrina Rasyid Munthe. The researcher conclude that brainstorming technique is better than outlining technique on students' writing ability in descriptive text. Based on the research by using brainstorming technique, the students more interests and improving their writing descriptive text.³³

Based on related finding above, the researcher feels that Brainstorming Technique has such an effect on students' writing skill, and this study adds to previous findings. As a result, the researcher conducts research about "The Effect of Brainstorming Technique on Students' Writing Skill at Grade X MAS Al – Amin Mompang Padang Lawas".

C. Conceptual Frameworks

Writing is one of the most important skills. Writing is the ability to write words, sentences, paragraph with to ideas and grammar well. Talking about teaching in general and teaching English in particular is not about considering the material to be given, but also about students' mental condition. Shy students should be encouraged to take the part in the teaching-learning process. The teacher must choose the suitable technique for the students to easier them in practice writing. The students will be more

³² Pitra Loka, "The Effect of Brainstorming Technique on Studnets' Competence of VII Grade Students at SMPN 23 Jambi" *Thesis*, (Jambi, The State Islamic University Sulthan Thaha Saifuddin. 2019).

³³ Sharina Rasyid Munthe, "A Comparative Study Between Brainstorming and Outlining Technique in Students' Descriptive Writing Ability at Grade XI of SMA N 7 Padangsidempuan" *Thesis*, (Padangsidempuan, State Institute for Islamic Studies, 2015).

interested in writing and it will make them easy in composing or organizing the text. The conceptual framework that was done is as below:

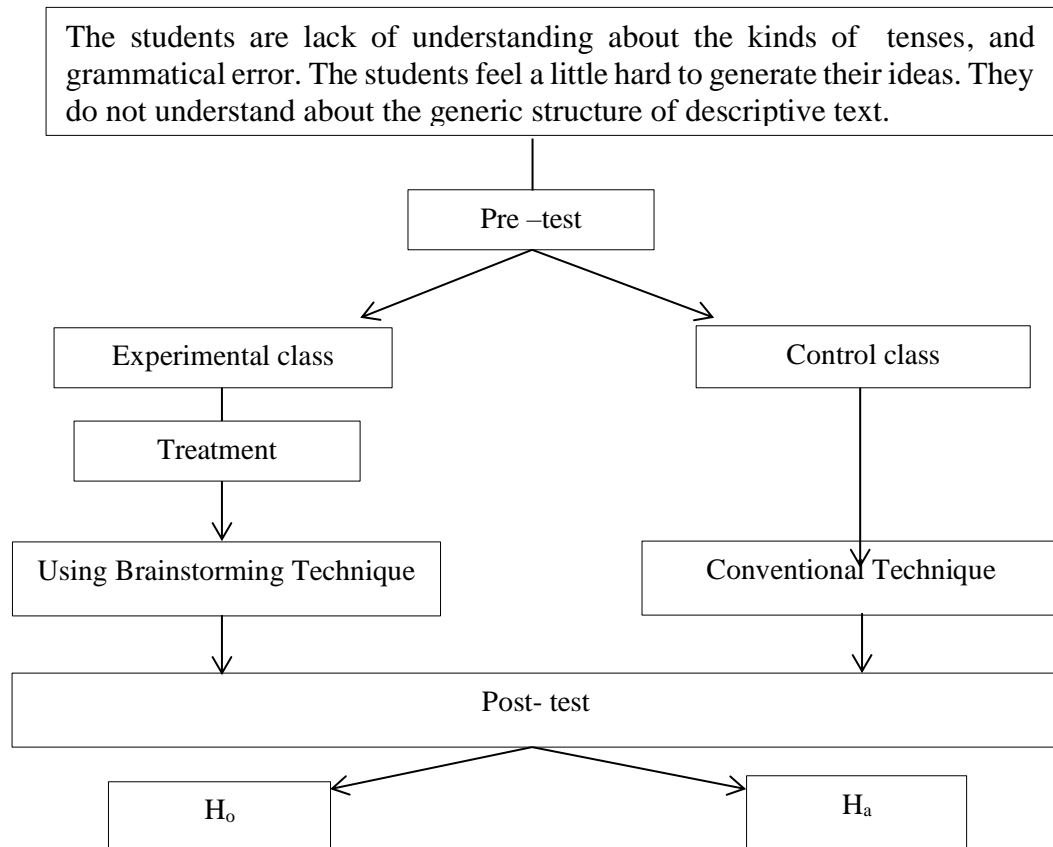


Figure 2.1
Conceptual Framework

D. Hypothesis

Hypothesis is the provisional result of the research. The hypotheses of this research are:

1. Alternative hypothesis (H_a): There is the significant effect of using Brainstorming Technique on students' writing skill at X Grade MAS Al- Amin Mompang Padang Lawas.

2. Null Hypothesis (H_0): There is no significant effect of using Brainstorming Technique on students' writing skill at X Grade MAS Al- Amin Mompang Padang Lawas.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was conducted at Grade X MAS AI – Amin Mompang Padang Lawas. The location at Street Prof. HM Yamin SH KM. 4 Sibuhuan market, Barumon sub-district, Padang Lawas regency, North Sumatera. This research started from November 2021 until August 2022.

B. Research Design

The kind of research is quantitative research with experimental method. True experimental used in this research with pretest – post test, control group design. The researcher used two classes, one of the class taught by using brainstorming and called as experimental class, meanwhile the other class taught by conventional technique (lecture) called as control class. The research design of this research can be seen in the following table.

Table 3.1
Table of Research Design

| Class | Pre-test | Treatment | Post-test |
|--------------------|----------|-------------------------|-----------|
| Experimental Class | √ | Brainstorming Technique | √ |
| Control Class | √ | Conventional Technique | √ |

C. Population and Sample of the Research

1. Population

The population as the data sources of this research are all of the grade X students MAS AI – Amin Mompang Padang Lawas consist of two classes. It can be seen in the following table :

Table 3.2
Population of the Grade X students MAS AI – Amin
Mompang Padang Lawas

| No | Class | Students |
|-------------------|-------|----------|
| 1. | X-1 | 25 |
| 2. | X-2 | 25 |
| Total of Students | | 50 |

2. Sample

Sample is a part of population which would be researched. The researcher used the total sampling for the sampling technique. The researcher used all the population as sample. It was because the total of the students (population) at the grade X of MAS AI- Amin Mompang is less than 100 students and only consist of 2 classes. Therefore, the sample of the research was the whole students at the grade X of MAS AI- Amin Mompang.

D. Instrument of Data Collection

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Instrument of the research is a tool of facility is used by the researcher in collecting data.

The researcher used writing test as the instrument for collecting the data. The students instructed to write a descriptive text based on the topic given by the research. The test given to both of experimental class and control class.

Those are some categories in giving marks in writing that indicators were taken from Brown and Bailey. First Content, the highest score of content is 30. Second organization, the highest score of organization is 20. Third vocabulary, the highest score of vocabulary is 20. Forth syntax, the highest score of syntax is 25, and the last is mechanic, the highest score of mechanic is 5. It also can be seen from this table.

Table 3.3
Indicators of Writing Descriptive Text³⁴

| No | Categories | Score | Performance Description | Score |
|----|--|-------|-------------------------|-------|
| 1 | Content (C) a. Topic b. Detail | 5 | Excellent | 6 x |
| | | 4 | Very Good | |
| | | 3 | Good to Average | |
| | | 2 | Fair to poor | |
| | | 1 | Very Poor | |
| 2 | Organization (O) a. Identification b. Description | 5 | Excellent | 4 x |
| | | 4 | Very Good | |
| | | 3 | Good to Average | |
| | | 2 | Fair to poor | |
| 3 | Vocabulary | 5 | Excellent | 4 x |
| | | 4 | Very Good | |
| | | 3 | Good to Average | |
| | | 2 | Fair to poor | |
| | | 1 | Very Poor | |
| 4 | Syntax (S) a. Use Present Tense b. Adjective | 5 | Excellent | 5 x |
| | | 4 | Very Good | |
| | | 3 | Good to Average | |
| | | 2 | Fair to poor | |
| | | 1 | Very Poor | |
| 5 | Mechanics (M) a. Spelling b. Capitalization c. Punctuation | 5 | Excellent | 1 x |
| | | 4 | Very Good | |
| | | 3 | Good to Average | |
| | | 2 | Fair to poor | |
| | | 1 | Very Poor | |

³⁴ H. Douglas Brown, Language Assessment Principle and Classroom Practices (New York : Pearson education, 2004).

E. The Validity and Reliability Instrument

1. The Validity of the Test

Valid means the instrument can be used to measure what it is supposed to measure. Validity is measure that show the levels of validity or validity of an instrument, an instrument that less valid or valid high validity.

In this research used content validity. Content validity was used to measure the test that is appropriate with the materials teach to the students or is appropriate with the syllabus based on the curriculum of Senior High School of year X of the first semester of English subject. The test will be validate by the English teacher at grade X MAS Al-Amin Mompang Padang Lawas.

2. The Reliability of the Test

Reliability is the consistency of results from assessments. In this research, the researcher used inter-rater reliability that measures the degree of agreement to assessing something. So the English teacher at grade X MAS Al- Amin Mompang was a corrector. The researcher used writing test to test the students' writing skill. Therefore, the scoring was based on analytic writing criteria. Then, the researcher concluded that the instrument was reliable and can be used to test the students' writing skill at grade X MAS Al-Amin Mompang.

F. The Procedures of the Research

In collecting data the researcher used test to students. The test applied to the experiment class and control class. The form of test is writing test. The test divided into two kind; pre-test and post-test. The procedures as bellow:

1. Pre-test

It is a test that was given before doing the treatment to the students. Before the researcher administered the treatment to the experiment class, the researcher has to know the students' aptitude in the experiment and control class. It's also used to determine the sample's homogeneity and normality level. Some procedures was followed by the researcher when administering the pre-test.

They are:

- a. The researcher prepared an instruction of writing test.
- b. The researcher distributed the test paper to both class; experiment and control class.
- c. The researcher explained what the student need to do.
- d. The researcher gave the time to the student to do the instruction.
- e. The researcher collected the test paper.
- f. The researcher checked the answer of students and counts the students' score.

2. Treatment

After giving the pre-test, the students was given a treatment. The experiment class taught by using Brainstorming Technique, while the control class teach by conventional strategy. The researcher had some procedures in treatment class. They were:

- a. Researcher opened learning activity with greeting. Then, asked students to pray together.
- b. The researcher explained the descriptive text by using Brainstorming Technique.
- c. The researcher gave a model of descriptive text and discusses about it with students
- d. The researcher asked the students to collect their writing.
- e. The researcher made summary or conclusion about important information from the text and the lesson.
- f. The researcher closed the class by taking a pray.

3. Post-test

After giving treatment, the researcher conducted a post-test. This post-test was the final in the researcher for measuring the treatment, whether was an effect or not Brainstorming Technique on students' writing skill. After conducting the post-test, the researcher analyzed the data. The researcher had some procedure. They were:

- a. The researcher prepared an instruction of writing test.
- b. The researcher distributed the paper of the test to students of experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher gave the time to the students to answer the questions.
- e. The researcher collected the test paper
- f. The researcher checked the answer of the students and counts the students' score.

G. Technique of Data Analysis

1. Requirement Test

a. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used SPSS v.24 using the *Shapiro- Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig) $>$ 0.05, the students' pre- test and post-test were normally distributed. If the significant value (sig) $<$ 0.05, the students' pretest and post- test were not normally distributed.

b. Homogeneity

Homogeneity test used to see the data from two classes will be same or different in variant case. Homogeneity test means to

know whether control class and experimental class have same variant or not. The researcher used SPSS V. 24 to calculate the data.

The test Criteria are:

1. If the significance value (sig) > 0.05 , the the data variance of the two classes is homogeneous (accept H_0).
2. If the significance value (sig) < 0.05 , the data variance of the two classes is not homogeneous (accept H_a).

c. Hypothesis

The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test with SPSS 24. The result it can be seen from the mean score. The mean score shows whether there is the difference between mean score of control class and mean score of experimental class. The researcher made the hypothesis from the data that have been analyzed by looking at the t count and compare it to t table.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of the effect of brainstorming technique on students' writing skill at grade X MAS Al- Amin Mompang Padang Lawas. The researcher had calculated the data using pre-test and post- test. This study applied quantitative research by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before using Brainstorming Technique

a. Description Data of Pre-test Experimental Class

As the experimental class, the researcher took class X1. Based on the students' answer in pre- test, the researcher had calculated the result of the students' answers. It can be seen from the table below

Table 4.1
The Score of Experimental Class in Pre-test

| Description | Pre-Test |
|--------------------|-----------------|
| Total | 1215 |
| Highest score | 65 |
| Lowest | 30 |
| Mean | 48.60 |
| Median | 50 |
| Modus | 40 |
| Range | 35 |
| Interval | 6 |
| Std. Deviation | 10.360 |
| Variant | 10.733 |

Total score is the total points that is got by students, the total score of experimental class in pre-test was 1215. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was about 48.60.

Then, median is the middle of value after all the data is sorted, the researcher got 50 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 40. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 6 in this data.

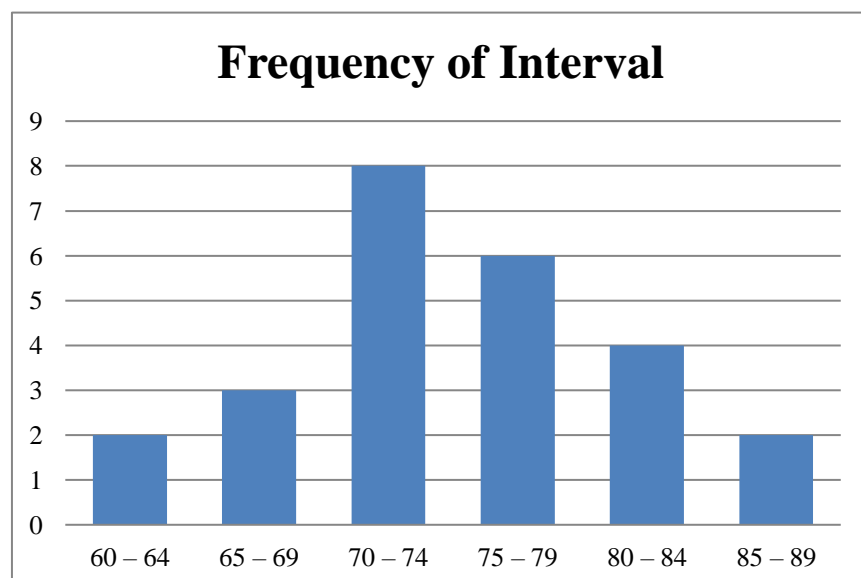
Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 10.360. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 10.733 . For frequency distribution of control class in pre-test can be seen in the table below.

Table 4.2
Frequency Distribution of Experimental Class in Pre-test

| No | Interval Class | Mid-Point | Frequency | Percentages |
|----|----------------|-----------|-----------|-------------|
| 1 | 30 – 35 | 32,5 | 2 | 8% |
| 2 | 36 – 41 | 38,5 | 3 | 12% |
| 3 | 42 – 47 | 44,5 | 8 | 32% |
| 4 | 48 – 53 | 50,5 | 6 | 24% |
| 5 | 54 – 59 | 56,5 | 4 | 16 % |
| 6 | 60 – 65 | 62,5 | 2 | 8% |
| | <i>I = 6</i> | | 25 | 100% |

From the table above, it can be concluded that the most students are in interval 42 – 47 (8 students / 32%). The least students are in interval 30 – 35 (2 students / 8%) and in interval 60 – 65 (2 students / 8%).

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 30 up to 35 was 2, 36 up to 41 was 3, 42 up to 47 was 8, 48 up to 53 was 6, 54 up to 59 was 4 and 60 up to 65 was 2. The histogram shows that the highest interval (60-65) was 2 and the lowest interval (30-35) was 2.



b. Description Data of Pre-test Control Class

As the experimental class, the researcher took class X2. Based on the students' answer in pre- test, the researcher has calculated the result of the students' answers as table below.

Table 4.3
The Score of Control Class in Pre-test

| Description | Pre-Test |
|--------------------|-----------------|
| Total | 1195 |
| Highest score | 65 |
| Lowest | 30 |
| Mean | 47.80 |
| Median | 45 |
| Modus | 40 |
| Range | 35 |
| Interval | 6 |
| Std. Deviation | 9.798 |
| Variant | 96.000 |

Total score is the total of points that is got by students. The total of score in pre-test control class was 1195. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30.

Next, mean can be said to be representative of the data set. Mean in this data was up to 47.80. Then, median is the middle of value after all the data is sorted, the researcher got 45 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 40.

Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 9.798. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 96.000.

Table 4.4
Frequency Distribution of Control Class in Pre-test

| No | Interval Class | Mid-Point | Frequency | Percentages |
|----|----------------|-----------|-----------|-------------|
| 1 | 30 – 35 | 32,5 | 2 | 8% |
| 2 | 36 – 41 | 38,5 | 4 | 16% |
| 3 | 42 – 47 | 44,5 | 5 | 20% |
| 4 | 48 – 53 | 50,5 | 7 | 28% |
| 5 | 54 – 59 | 56,5 | 4 | 16 % |
| 6 | 60 – 65 | 62,5 | 3 | 12% |
| | <i>I</i> = 6 | | 25 | 100% |

From the table above, it can be concluded that the most students are in interval 48 – 53 (7 students / 28%), The least students are in 30 – 35 (2 students / 8%).

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 30 up to 35 was 2, 36 up to 41 was 4, 42 up to 47 was 5, 48 up to 53 was 7, 54 up to 59 was 4 and 60 up to 65 was 3. The histogram shows that the

highest interval (60-65) was 35, and the lowest interval (30-35) was 2.

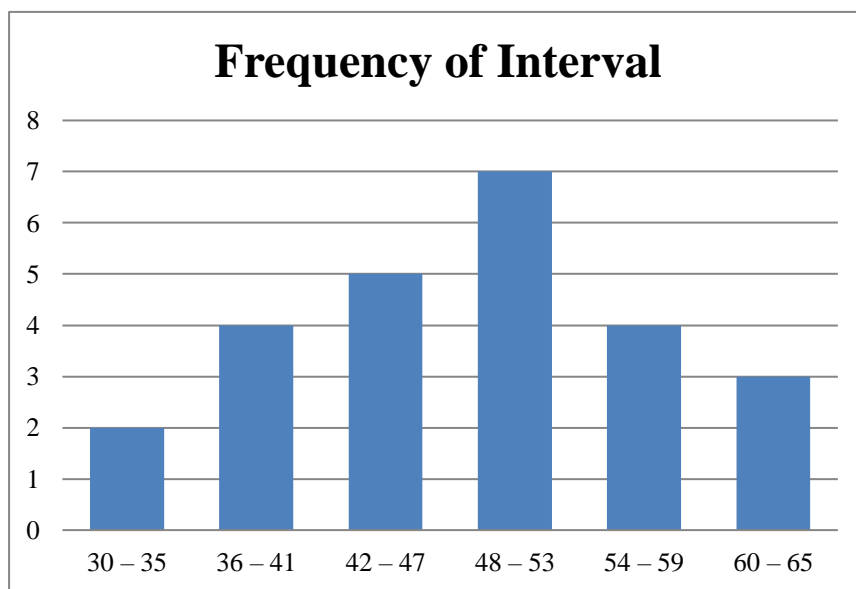


Figure 4.2: Pre-test Histogram of Control Class

2. Description of Data after using Brainstorming Technique

a. Description Data of Post-test Experimental Class

The calculation of the result that had been gotten from the students' writing descriptive text (writing test), after the researcher did the treatment by using brainstorming technique. The total score can be seen from the table below.

Table 4.5
The Score of Experimental Class in Post-test

| Description | Post-Test |
|---------------|-----------|
| Total | 1948 |
| Highest score | 90 |
| Lowest | 65 |
| Mean | 77.92 |
| Median | 78 |
| Modus | 75 |

| | |
|----------------|--------|
| Range | 25 |
| Interval | 4 |
| Std. Deviation | 6.639 |
| Variant | 44.077 |

Total score is the total of points that is got by students. The total score in post-test experimental class was 1948. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 90. While the lowest score, the smallest value in a data sequence. For the lowest score was 65. Next, mean can be said to be representative of the data set. Mean in this data was 77.92. Then, median is the middle of value after all the data is sorted, the researcher got 78 of median after calculating using SPSS v.24.

Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 75. Range is the differences between the minimum and maximum in the data, in this data it was 25. Distance between classes is understanding of interval, it was 4 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 6.639. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 44.077. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.6
Frequency Distribution of Experimental Class in Post-test

| No | Interval Class | Mid-Point | Frequency | Percentages |
|----|----------------|-----------|-----------|-------------|
| 1 | 65 – 68 | 66,5 | 4 | 16% |
| 2 | 69 – 72 | 70,5 | 5 | 20% |
| 3 | 73 – 76 | 74,5 | 7 | 28% |
| 4 | 77 – 81 | 79 | 4 | 16% |
| 5 | 82 – 85 | 83,5 | 3 | 12% |
| 6 | 86 – 90 | 88 | 2 | 8% |
| | <i>I</i> = 4 | | 25 | 100% |

From the table above, it can be concluded that the most students are in interval 73 – 76 (7 students / 28%). The least students are in interval 86 – 90 (2 students / 8%).

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 65 up to 68 was 4, 69 up to 72 was 5, 73 up to 76 was 7, 77 up to 81 was 4, 82 up to 85 was 3 and 86 up to 90 was 2. The histogram shows that the highest interval (86 - 90) was 2, and the lowest interval (65 - 68) was 4.

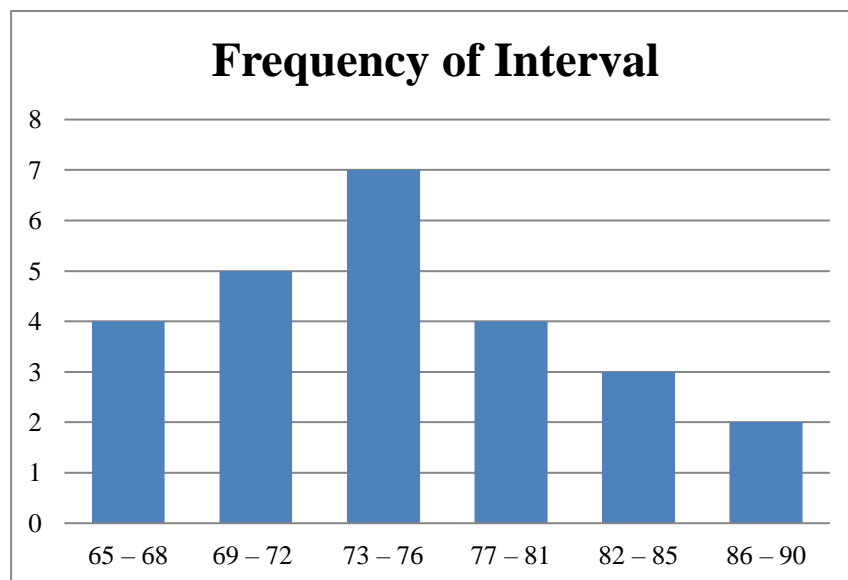


Figure 4.3: Post-test Histogram of Experimental Class

b. Description Data of Post-test Control Class

The calculation of the result that had been gotten from the students' writing descriptive text (writing test), after the researcher taught the writing by using conventional technique. The total score can be seen from the table below.

Table 4.7
The Score of Control Class in Post-test

| Description | Post-Test |
|--------------------|------------------|
| Total | 1723 |
| Highest score | 80 |
| Lowest | 60 |
| Mean | 68.72 |
| Median | 70 |
| Modus | 70 |
| Range | 20 |
| Interval | 5 |
| Std. Deviation | 4.895 |
| Variant | 23.960 |

Total score is the total of points that is got by students. The total score in post-test control class was 1723. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control post-test was 80. While the lowest score, the smallest value in a data sequence. For the lowest score was 60. Next, mean can be said to be representative of the data set. Mean in this data was 68.72.

Then, median is the middle of value after all the data is sorted, the researcher got 70 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 70. Range is the differences between the minimum and maximum in the data, in this data it was 20. Distance between classes is understanding of interval, it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 4.895. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 23.960. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.8
Frequency Distribution of Control Class in Post-test

| No | Interval Class | Mid-Point | Frequency | Percentages |
|----|----------------|-----------|-----------|-------------|
| 1 | 60 – 64 | 62 | 3 | 12% |
| 2 | 65 – 69 | 67 | 5 | 20% |
| 3 | 70 – 74 | 72 | 6 | 24% |
| 4 | 75 – 79 | 77 | 5 | 20% |
| 5 | 80 – 84 | 82 | 4 | 16% |
| 6 | 85 – 89 | 87 | 2 | 8% |
| | <i>I = 5</i> | | 25 | 100% |

From the table Above, it can be concluded that the most students are in interval 70 – 74 (6 students / 24%). The least students are in interval 85 – 89 (2 student / 8%).

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 60 up to 64 was 3, 65 up to 69 was 5, 70 up to 74 was 6, 75 up to 79 was 5, 80 up to 84 was 4 and 85 up to 89 was 2. The histogram shows that the highest interval (85 - 89) was 2, and the lowest interval (60 - 64) was 3.

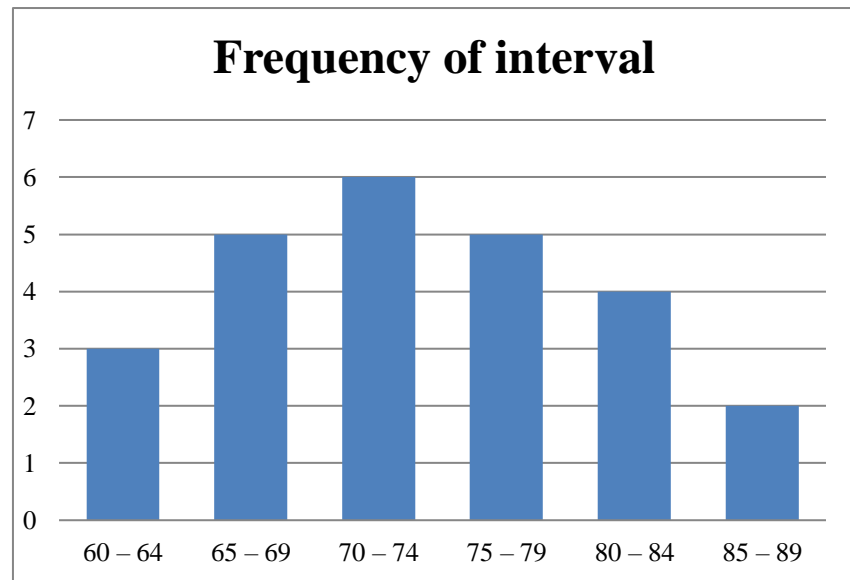


Figure 4.4: Post-test Histogram of Control Class

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24. It was obtained that the experimental class was 0.250 and the control class was 0.165.

Table 4.9
Normality in Pre- Test

| Test of Normality | | | | | | | |
|---|--------------------|---------------------------------|----|-------|----------------|----|------|
| | Class | Komogorov- Smirnov ^a | | | Shapiro - Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Result | Experimental Class | .117 | 25 | .200* | .950 | 25 | .250 |
| | Control Class | .169 | 25 | .064 | .942 | 25 | .165 |
| *. This is a lower bound of the true significance | | | | | | | |
| a. Liliefors Significance Correction | | | | | | | |

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

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

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 4.10
Homogeneity in Pre-Test

| Result | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| .010 | 1 | 48 | .919 |

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation, obtained a significance value (sig) was 0.919. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the pre-test value of the sample has a homogeneous variance.

b. Post- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05.

Table 4.11
Normality in Post- Test

| Test of Normality | | | | | | | |
|---|--------------------|---------------------------------|----|-------|----------------|----|------|
| | Class | Komogorov- Smirnov ^a | | | Shapiro - Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Result | Experimental Class | .117 | 25 | .200* | .969 | 25 | .609 |
| | Control Class | .243 | 25 | .001 | .921 | 25 | .054 |
| *. This is a lower bound of the true significance | | | | | | | |
| c. Lilliefors Significance Correction | | | | | | | |

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24, it was obtained that the experimental class was 0.609 and the control class was 0.054. The

test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

2) Homogeneity Test

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

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 4.12
Homogeneity in Post-Test

| Result | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 2.489 | 1 | 48 | .121 |

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation, obtained a significance value (sig) was 0.121. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the post-test value of the sample has a homogeneous variance.

C. Hypothesis Test

The researcher has calculated the data of post-test both of experimental class and control class, researcher has found that the data is normal and homogenous. Based on the result, to analyze the hypothesis the researcher used Independent Sample T-test with using SPSS. The result can be seen from the mean score. To see the effect on students' writing skill, the researcher would present the data analyze in the table below :

Table 4.13
Group Statistics

| | Experimental Class | | | Control Class | | |
|------------------|--------------------|---------------|----------------|---------------|---------------|----------------|
| | Mean | Std.Deviation | Std.Error Mean | Mean | Std.Deviation | Std.Error Mean |
| Pre-Test | 48.60 | 10.360 | 2.072 | 47.80 | 9.798 | 1.960 |
| Post-Test | 77.92 | 6.639 | 1.328 | 68.92 | 5.816 | 1.163 |

From the table above, it shows that the Experimental class is higher than control class. The score can be seen from the mean. The score in experimental class is 77.92 and the score in control class is 68.92. It means there is a change point on student writing skill after using Brainstorming Technique. The result of Independent Sample T-test was as follow :

Table 4.14
Result of T-test from the Both Averages

| Pre-test | | Post-test | |
|--------------------|--------------------|--------------------|--------------------|
| t_{count} | t_{table} | t_{count} | t_{table} |
| 281 | 2.01063 | 5.098 | 2.01063 |

Based on the results of calculation using Independent Sample T-test, in pre-test researcher found that t_{count} 281 while t_{table} 2.01063 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 - n_2 - 2 = 25 + 25 - 2 = 48$. Cause $t_{\text{count}} < t_{\text{table}}$ ($281 < 2.01063$), it means that hypothesis H_a was rejected and H_0 was accepted. But, in post-test researcher found that t_{count} 5.098 while t_{table} 2.01063 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 - n_2 - 2 = 25 + 25 - 2 = 48$. Cause $t_{\text{count}} > t_{\text{table}}$ ($5.098 > 2.01063$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of using brainstorming technique on students' writing skill at Grade X MAS Al- Amin Mompang Padang Lawas.

D. Discussion

In this researcher, the researcher discussed the result in related theories or findings. Where, Brown said “Brainstorming technique is useful technique in writing because it permits you to approach a topic with an open mind”. It means the goal of brainstorming is to generate ideas that help students to express their mind. The theory has proven that this technique was good for students. Brainstorming helped the students to generate their ideas, express the idea, creative thinking and it become a reference to write.

Based on the result of data analysis, the researcher discusses the result of this research on the effect of brainstorming technique on students' writing skill, where mean score of experimental class higher than control class. The mean score of experimental class after using brainstorming technique is 77.92 and mean score of control class by using conventional method is 68.72. It also can be seen from the research hypothesis, there is the significant effect of brainstorming technique on students' writing skill at grade X MAS Al- Amin Mompang Padang Lawas.

The researcher also discussed the result of this research and compare with the related findings. First, that has been discussed by Salem Saleh Khalaf Ibnian. Researcher found that the brainstorming had a positive effect on developing essay writing skill of experimental group students. He has same method but different design with this research. He used Quasi-Experimental design and this research used True- experimental design. The mean score in post-test of the Experimental class was 69.8947 and the mean score of control class was 28.6304.³⁵

Second, Shela Rizkina. She used same method, design, and indicator in measuring the result of writing test. The conclusion that there was the effect of using brainstorming in writing, where the mean of post-test in experimental class was 82.27 and controlled class was 75.07. The result was $t_{count} > t_{table}$ (2.917 > 2.009) which means hypothesis was

³⁵Saleh Khalaf Ibnian, "Brainstorming and Essay Writing in EFL Class".

accepted. From the result, it can be concluded that there is a significant effect of using brainstorming in writing ability.³⁶

Third, it was from Semi Luxiana, where the mean the students' motivation in writing in hortatory exposition text in experimental class increased from 59.76% to 79.80% and control class increased 57.64% to 64.42%. It can be said that there is the significant effect by using of brainstorming technique toward ability in writing hortatory exposition text.³⁷

From the result of the research that is previously stated, it was proved that the students of the experimental class who were taught writing by using brainstorming technique got better result than the control class that were taught writing by using conventional technique. It means the theory is proved.

E. Threats of the Research

The researcher has some threats in this research. First, every meeting divided into two times, it makes the student sometimes lose their focuses because change with another subject. Second, some students do not have a dictionary, it makes them late to finish the test. Next, some students too shy to ask the researcher about something not clear yet, that is why the students feel confuse on the test.

³⁶ Shela Rizkina, "The Effect of Brainstoming Technique in Writing Desriptive Text at VIII Grade of MTsN Stabat "

³⁷ Semi Luxiana, "The Effect of the Brainstorming Technique Toward Motivation in Writing Hortatory Exposition Text at Second Year Students of SMAN 1 Pangklan Lesung of Pelalawan Regency"

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research and calculation of the data, the researcher got the conclusions as follow:

1. The score of students' writing skill before learning by using brainstorming technique at grade X AI- Amin Mompang Padang Lawas was 48.60. it can be categorized to less category.
2. The score of students' writing skill after learning by using brainstorming technique at grade X AI- Amin Mompang Padang Lawas was 77.92. it can be categorized to good category.
3. The result prove that $t_{count} > t_{table}$ ($5.098 > 2.0106$). It means there is a significant effect on students' writing skill at grade X AI- Amin Mompang Padang Lawas after implementing brainstorming technique. So the hypothesis is accepted.

B. Suggestion

After the researcher finish this research, the researcher got many information in English teaching and learning process. Therefore researcher has suggestion below:

1. Generally, brainstorming technique can use as an alternative way of teaching in teaching writing. Especially for English teacher because this technique can motivation the students in writing.

2. The student should be more practice to use brainstorming technique when they are writing a text in order to increase their ability in writing skill.
3. For the other researchers, this research can help the other researchers who will conduct further research in the same topic.
4. The brainstorming technique can be used in group, so for other researcher can use the technique to see how is the effect in group.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experiment Class

| | |
|-------------------------|-------------------------------|
| Nama Sekolah | : MA Al – Amin Mompang |
| Kelas / Semester | : X / 1 (Ganjil) |
| Mata Pelajaran | : Bahasa Inggris |
| Materi Pokok | : Descriptive Text |
| Waktu | : 4 x 45 menit |
| Pertemuan | : 1, 2 (2x) |

A. KOMPETENSI INTI

3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioral dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR

- 3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal.

C. INDIKATOR PENCAPAIAN KOMPOTENSI

1. Menentukan gambaran umum teks tertulis berbentuk deskriptif
2. Menjabarkan informasi rinci tersuran teks tertulis berbentuk deskriptif
3. Menjabarkan informasi tertentu teks tertulis berbentuk deskriptif
4. Menentukan makta kata teks tertulis berbentuk deskriptif
5. Menyusun teks lisan dan tulis, pendek dan sederhana berbentuk deskriptif dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai koneksi penggunaan.

D. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu :

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif lisan dan tulis, tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaa.
2. Menjelaskan isi deskriptif teks lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi struktur
3. Menyusun teks lisan dan tuli, pendek dan sederhana berbentuk deskriptif sesuai konteks penggunaannya.
- 4.

E. MATERI PEMBELAJARAN

1. **Descriptive Text** : is a text used to give detailed information (description)about particular object.
2. **Social Function** : to describe a particular person, place or thing in detail.
3. **Generic Structure** :
 - a. Identification introduces an identifies specific objects (a person, thing, anima, or event) intended to be described. It is used to gives a general idea about the object we want to describe.
 - b. Descriptive describes the intended object using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities.
4. **Language Features**
 - a. Certain nouns, such as teacher, house, my cat, bridge, etc.
 - b. Simple Present Tense.
 - c. Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, etc.
 - d. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
 - e. Relating verbs to give information about a subject, such as My mum is really cool
 - f. Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc.
 - g. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.
 - h. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.
 - i. Figurative language, such simile, metaphor e.g. John is white as chalk, sat tight, etc.

5. **Topic** : Describing Place

F. TEKNIK PENELITIAN : Brainstorming

G. LANGKAH- LANGKAH KEGIATAN

1. Kegiatan Pendahuluan
 - a. Guru memasuki kelas.
 - b. Guru memberi salam kepada siswa.
 - c. Guru mengajak siswa untuk membaca doa sebelum memulai pembelajaran.
 - d. Guru memeriksa daftar hadir siswa
 - e. Guru menanyakan kabar siswa dan memberikan motivasi dalam belajar.
2. Kegiatan Inti
 - a. Guru meminta siswa untuk menyiapkan sebuah kertas
 - b. Guru menulis topic kalimat di papantulis.
 - c. Guru meminta siswa untuk menulis beberapa ide secepat mungkin dan sebanyak – bayanyaknya. Membuat daftar ide – ide yang dituliskan.
 - d. Guru meminta siswa untuk menuliskan dalam bentuk kata, frase, dan kalimat. Tanpa harus memperhatikan struktur, tata bahasa, dan ejaannya.
 - e. Guru meminta siswa menulis kalimat sederhana, kemudian mengevaluasi yang sudah ditulis.
 - f. Kemudian siswa mulai menulisnya kedalam sebuah paragraf sesuai struktur teks deskriptif.
3. Kegiatan Penutup
 - a. Guru mengumpulkan kertas siswas.
 - b. Guru meriview dan menyimpulkan materi pembelajaran.
 - c. Guru menutup pembelajaran dengan mambaca doa bersama.
 - d. Guru mengucapkan salam.

H. PENILAIAN

1. Content = 30
2. Organization = 20
3. Vocabulary = 20
4. Syntax = 25
5. Mechanic = 5

I. MEDIA, ALAT DAN SUMBER BELAJAR

Media, Alat Dan Sumber Belajar

- Media : Teks Descriptif
- Alat : Laptop, Whiteboard, Marker
- Sumber :

Buku siswa : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X. Edisi Revisi Jakarta: Kementrian Pendidikan dan Kebudayaan, 2019.

Mompang,

2022

Mengetahui,
Guru Kelas

Peneliti



Nur Hasanah Nasution,S.Pd.
NIP. -

Robiatul Aminah Hasibuan
NIM. 1820300051

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

| | |
|-------------------------|-------------------------------|
| Nama Sekolah | : MA Al – Amin Mompang |
| Kelas / Semester | : X / 1 (Ganjil) |
| Mata Pelajaran | : Bahas Inggris |
| Materi Pokok | : Descriptive Text |
| Waktu | : 4 x 45 menit |
| Pertemuan | : 1, 2 (2x) |

H. KOMPETENSI INTI

4. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioral dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

I. KOMPETENSI DASAR

- 4.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal.

J. INDIKATOR PENCAPAIAN KOMPOTENSI

1. Menentukan gambaran umum teks tertulis berbentuk deskriptif
2. Menjabarkan informasi rinci tersuran teks tertulis berbentuk deskriptif
3. Menjabarkan informasi tertentu teks tertulis berbentuk deskriptif
4. Menentukan makta kata teks tertulis berbentuk deskriptif
5. Menyusun teks lisan dan tulis, pendek dan sederhana berbentuk deskriptif dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai koneksi penggunaan.

K. TUJUAN PEMBELAJARAN

Setelah proses pembelajaran siswa diharapkan mampu :

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif lisan dan tulis, tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaa.
2. Menjelaskan isi deskriptif teks lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi struktur
3. Menyusun teks lisan dan tuli, pendek dan sederhana berbentuk deskriptif sesuai konteks penggunaannya.

L. MATERI PEMBELAJARAN

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3. **Generic Structure** :
 - a. Identification introduces an identifies specific objects (a person, thing, anima, or event) intended to be described. It is used to gives a general idea about the object we want to describe.
 - b. Descriptive describes the intended object using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities.
4. **Language Features**
 - a. Certain nouns, such as teacher, house, my cat, bridge, etc.
 - b. Simple Present Tense.
 - c. Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, etc.
 - d. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
 - e. Relating verbs to give information about a subject, such as My mum is really cool
 - f. Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc.
 - g. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.
 - h. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.
 - i. Figurative language, such simile, metaphor e.g. John is white as chalk, sat tight, etc.
5. **Topic** : Describing Place

M. TEKNIK :Conventional Teknik

N. LANGKAH – LANGKAH KEGIATAN

1. Kegiatan Pendahuluan
 - a. Guru memasuki kelas.
 - b. Guru memberi salam kepada siswa.
 - c. Guru mengajak siswa untuk membaca doa sebelum memulai pembelajaran.
 - d. Guru memeriksa daftar hadir siswa
 - e. Guru menanyakan kabar siswa dan memberikan motivasi dalam belajar.
2. Kegiatan Inti
 - a. Guru menulis materi tentang descriptive teks di papan tulis.
 - b. Guru menjelaskan materi yang sudah ditulis di papan tulis.
 - c. Guru bertanya kepada siswa tentang materi yang belum jelas.
 - d. Guru menjawab materi yang belum jelas.
 - e. Guru meminta siswa untuk menulis teks deskriptif.
 - f. Guru memeriksa tulisan siswa
3. Kegiatan Penutup
 - a. Review sekaligus menyimpulkan pembelajaran
 - b. Menutup pembelajaran dengan membaca doa
 - c. Mengucapkan salam

O. PENILAIAN

1. Content = 30
2. Organization = 20
3. Vocabulary = 20
4. Syntax = 25
5. Mechanic = 5

P. MEDIA, ALAT DAN SUMBER BELAJAR

Media, Alat Dan Sumber Belajar

- Media : Teks Deskriptif
- Alat : Laptop, Whiteboard, Marker
- Sumber :
Buku siswa : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X. Edisi Revisi Jakarta: Kementrian Pendidikan dan Kebudayaan, 2019.

Mompang,

2022

Mengetahui,
Guru Kelas

Peneliti

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Nur Hasanah Nasution,S.Pd.
NIP. -

Robiatul Aminah Hasibuan
NIM. 1820300051

APPENDIX 3

Pre-Test

Name :

Class :

Time : 45 minutes


Instruction : Please Write down a descriptive text by choosing one of topics given below !

1. My house
2. Idol
3. Destination

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2022

Validator



Nur Hasanah Nasution, S.Pd.

NIP. -

APPENDIX 4

Post-Test

Name :

Class :

Time : 45 minutes

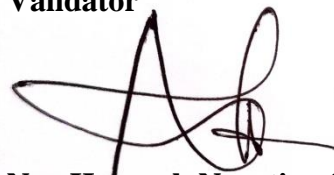
Instruction : Please Write down a descriptive text by choosing one of topics given below !

1. School
2. Event
3. Destination
4. Favorite thing
5. Idol

Mompang,

2022

Validator



Nur Hasanah Nasution,S.Pd.

NIP. -

APPENDIX 5

Score of Experimental Class in Pre-Test

| No | The Name of Students (n) | Pre- Test |
|--------------|--------------------------|-------------|
| 1 | SH | 50 |
| 2 | WM | 45 |
| 3 | TA | 35 |
| 4 | RV | 35 |
| 5 | AL | 40 |
| 6 | AM | 40 |
| 7 | AN | 60 |
| 8 | ARH | 65 |
| 9 | EV | 50 |
| 10 | FR | 50 |
| 11 | RY | 40 |
| 12 | HYS | 55 |
| 13 | HR | 35 |
| 14 | I ZS | 65 |
| 15 | LY | 55 |
| 16 | AAN | 65 |
| 17 | IM | 45 |
| 18 | ID | 40 |
| 19 | JN | 45 |
| 20 | SM | 50 |
| 21 | LH | 60 |
| 22 | MZ | 55 |
| 23 | MAS | 60 |
| 24 | PAW | 45 |
| 25 | MH | 30 |
| Total | | 1215 |

APPENDIX 6

Score of Control Class in Pre- Test

| No | The Name of Students (n) | Pre- Test |
|--------------|--------------------------|-------------|
| 1 | SH | 35 |
| 2 | WM | 40 |
| 3 | TA | 40 |
| 4 | RV | 50 |
| 5 | AL | 60 |
| 6 | AM | 55 |
| 7 | AN | 65 |
| 8 | ARH | 40 |
| 9 | EV | 55 |
| 10 | FR | 45 |
| 11 | RY | 45 |
| 12 | HYS | 55 |
| 13 | HR | 40 |
| 14 | I ZS | 60 |
| 15 | LY | 55 |
| 16 | AAN | 60 |
| 17 | IM | 50 |
| 18 | ID | 55 |
| 19 | JN | 30 |
| 20 | SM | 40 |
| 21 | LH | 35 |
| 22 | MZ | 60 |
| 23 | MAS | 35 |
| 24 | PAW | 45 |
| 25 | MH | 45 |
| Total | | 1195 |

APPENDIX 7

Score of Experimental Class in Post- Test

| No | The Name of Students (n) | Post- Test |
|--------------|--------------------------|-------------|
| 1 | ABN | 80 |
| 2 | AAI | 75 |
| 3 | AM | 85 |
| 4 | AK | 75 |
| 5 | ABP | 75 |
| 6 | IM | 84 |
| 7 | IR | 78 |
| 8 | MAH | 65 |
| 9 | RI | 70 |
| 10 | RS | 80 |
| 11 | SK | 83 |
| 12 | SH | 70 |
| 13 | SRL | 78 |
| 14 | SJ | 75 |
| 15 | ML | 78 |
| 16 | SW | 88 |
| 17 | AZ | 85 |
| 18 | LRZ | 80 |
| 19 | NJ | 75 |
| 20 | AR | 68 |
| 21 | FH | 90 |
| 22 | WS | 85 |
| 23 | IW | 74 |
| 24 | SAH | 68 |
| 25 | NLP | 84 |
| Total | | 1948 |

APPENDIX 8

Score of Control Class in Post- Test

| No | The Name of Students (n) | Post- Test |
|--------------|--------------------------|-------------|
| 1 | ABN | 70 |
| 2 | AAI | 72 |
| 3 | AM | 65 |
| 4 | AK | 70 |
| 5 | ABP | 65 |
| 6 | IM | 70 |
| 7 | IR | 70 |
| 8 | MAH | 65 |
| 9 | RI | 65 |
| 10 | RS | 65 |
| 11 | SK | 70 |
| 12 | SH | 72 |
| 13 | SRL | 70 |
| 14 | SJ | 72 |
| 15 | ML | 60 |
| 16 | SW | 70 |
| 17 | AZ | 85 |
| 18 | LRZ | 80 |
| 19 | NJ | 72 |
| 20 | AR | 75 |
| 21 | FH | 60 |
| 22 | WS | 70 |
| 23 | IW | 65 |
| 24 | SAH | 65 |
| 25 | NLP | 60 |
| Total | | 1723 |

APPENDIX 9

The Score of Pre-Test and Post-Test in Experimental Class

| NO | The Name of Students (n) | Pre- Test | Post -Test |
|--------------|--------------------------|-------------|-------------|
| 1 | SH | 50 | 80 |
| 2 | WM | 45 | 75 |
| 3 | TA | 35 | 85 |
| 4 | RV | 35 | 75 |
| 5 | AL | 40 | 75 |
| 6 | AM | 40 | 84 |
| 7 | AN | 60 | 78 |
| 8 | ARH | 65 | 65 |
| 9 | EV | 50 | 70 |
| 10 | FR | 50 | 80 |
| 11 | RY | 40 | 83 |
| 12 | HYS | 55 | 70 |
| 13 | HR | 35 | 78 |
| 14 | I ZS | 65 | 75 |
| 15 | LY | 55 | 78 |
| 16 | AAN | 65 | 88 |
| 17 | IM | 45 | 85 |
| 18 | ID | 40 | 80 |
| 19 | JN | 45 | 75 |
| 20 | SM | 50 | 68 |
| 21 | LH | 60 | 90 |
| 22 | MZ | 55 | 85 |
| 23 | MAS | 60 | 74 |
| 24 | PAW | 45 | 68 |
| 25 | MH | 30 | 84 |
| Total | | 1215 | 1948 |

APPENDIX 10

The Score of Pre-Test and Post-Test in Control Class

| NO | The Name of Students (n) | Pre- Test | Post -Test |
|--------------|--------------------------|-------------|-------------|
| 1 | ABN | 35 | 70 |
| 2 | AAI | 40 | 72 |
| 3 | AM | 40 | 65 |
| 4 | AK | 50 | 70 |
| 5 | ABP | 60 | 65 |
| 6 | IM | 55 | 70 |
| 7 | IR | 65 | 70 |
| 8 | MAH | 40 | 65 |
| 9 | RI | 55 | 65 |
| 10 | RS | 45 | 65 |
| 11 | SK | 45 | 70 |
| 12 | SH | 55 | 72 |
| 13 | SRL | 40 | 70 |
| 14 | SJ | 60 | 72 |
| 15 | ML | 55 | 60 |
| 16 | SW | 60 | 70 |
| 17 | AZ | 50 | 85 |
| 18 | LRZ | 55 | 80 |
| 19 | NJ | 30 | 72 |
| 20 | AR | 40 | 75 |
| 21 | FH | 35 | 60 |
| 22 | WS | 60 | 70 |
| 23 | IW | 35 | 65 |
| 24 | SAH | 45 | 65 |
| 25 | NLP | 45 | 60 |
| Total | | 1195 | 1723 |

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class

1. The score of X 1Class in pre-test from low score to high score:

| | | | | | | |
|----|----|----|----|----|----|----|
| 30 | 35 | 35 | 35 | 40 | 40 | 40 |
| 40 | 45 | 45 | 45 | 45 | 50 | 50 |
| 50 | 50 | 55 | 55 | 55 | 60 | 60 |
| 60 | 65 | 65 | 65 | | | |

2. High = 65

Low = 30

Range (R) = high score – low score

$$= 65 - 30$$

$$= 35$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.58$$

$$= 5.58$$

$$= 6$$

4. Length of Classes $= \frac{\text{range}}{\text{total of classes}} = \frac{35}{6} = 5.83 = 6$

| Statistic | | | |
|---|---------|-----------------|---------------|
| | | Result | Intervalclass |
| N | Valid | 25 | 25 |
| | Missing | 0 | 0 |
| Mode | | 40 ^a | 6 |
| a. Multiple mode exist. The smallest value is shown | | | |

| Intervalclass | | | | |
|---------------|-----------|---------|---------------|------------------------|
| | Frequency | percent | Valid Percent | Cumulati ve Percent |
| Valid 30 - 35 | 4 | 16.0 | 16.0 | 16.0 |
| 36 - 41 | 4 | 16.0 | 16.0 | 32.0 |
| 42 - 47 | 4 | 16.0 | 16.0 | 48.0 |
| 48 - 53 | 4 | 16.0 | 16.0 | 64.0 |
| 54 - 59 | 3 | 12.0 | 12.0 | 76.0 |
| 60 - 65 | 6 | 24.0 | 24.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

B. Result of Normality Test of Control Class

1. The score of X 2 Class in pre-test from low score to high score:

| | | | | | | |
|----|----|----|----|----|----|----|
| 30 | 35 | 35 | 35 | 40 | 40 | 40 |
| 40 | 40 | 45 | 45 | 45 | 45 | 50 |
| 50 | 55 | 55 | 55 | 55 | 55 | 60 |
| 60 | 60 | 60 | 65 | | | |

2. High = 65

Low = 30

Range (R) = high score – low score

$$= 65 - 30$$

$$= 35$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.58$$

$$= 5.58$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{35}{6} = 5.83 = 6$

| Statistic | | | |
|---|---------|-----------------|----------------|
| | | Result | Intervalclass |
| N | Valid | 25 | 25 |
| | Missing | 0 | 0 |
| Mode | | 40 ^a | 2 ^a |
| a. Multiple mode exist. The smallest value is shown | | | |

| Intervalclass | | | | |
|---------------|-----------|---------|---------------|------------------------|
| | Frequency | percent | Valid Percent | Cumulati ve Percent |
| Valid 30 - 35 | 4 | 16.0 | 16.0 | 16.0 |
| 36 - 41 | 5 | 20.0 | 20.0 | 36.0 |
| 42 - 47 | 4 | 16.0 | 16.0 | 52.0 |
| 48 - 53 | 2 | 8.0 | 8.0 | 60.0 |
| 54 - 59 | 5 | 20.0 | 20.0 | 80.0 |
| 60 - 65 | 5 | 20.0 | 20.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

C. Experimental- Control Class Normality Result in Pre-test

Descriptives

| Result | | | | |
|----------|---|---|--------|-------|
| | Experimental Class | Mean | 61,60 | 1,270 |
| | | 95% Confidence Interval for Lower Bound | 59,00 | |
| | | Mean Upper Bound | 64,20 | |
| | | 5% Trimmed Mean | 61,70 | |
| | | Median | 60,00 | |
| | | Variance | 48,386 | |
| | | Std. Deviation | 6,956 | |
| | | Minimum | 48 | |
| | | Maximum | 74S | |
| | | Range | 26 | |
| | | Interquartile Range | 9 | |
| | | Skewness | -,073 | ,427 |
| | | Kurtosis | -,371 | ,833 |
| | | Control Class | Mean | 62,34 |
| | 95% Confidence Interval for Lower Bound | | 59,39 | |
| | Mean Upper Bound | | 65,30 | |
| | 5% Trimmed Mean | | 62,61 | |
| | Median | | 62,00 | |
| | Variance | | 60,305 | |
| | Std. Deviation | | 7,766 | |
| | Minimum | | 44 | |
| | Maximum | | 74 | |
| | Range | | 30 | |
| | Interquartile Range | | 14 | |
| | Skewness | -,274 | | |
| Kurtosis | -,726 | ,434 | | |
| Mean | 62,61 | ,845 | | |

Test of Normality

| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--|--------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Result | Experimental Class | .117 | 25 | .200* | .950 | 25 | .250 |
| | Control Class | .169 | 25 | .064 | .942 | 25 | .165 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

APPENDIX 12

Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances

| Result | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| .010 | 1 | 48 | .919 |

APPENDIX 13

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class

1. The score of X 1Class in post-test from low score to high score:

| | | | | | | |
|----|----|----|----|----|----|----|
| 65 | 68 | 68 | 70 | 70 | 74 | 75 |
| 75 | 75 | 75 | 75 | 78 | 78 | 78 |
| 80 | 80 | 80 | 83 | 84 | 84 | 84 |
| 85 | 85 | 88 | 90 | | | |

2. High = 90

Low = 65

Range (R) = high score – low score

$$= 90 - 65$$

$$= 25$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.58$$

$$= 5.58$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{25}{6} = 4.16 = 4$

| Statistic | | | |
|---|---------|--------|----------------|
| | | Result | Intervalclass |
| N | Valid | 25 | 25 |
| | Missing | 0 | 0 |
| Mode | | 75 | 3 ^a |
| a. Multiple mode exist. The smallest value is shown | | | |

| Intervalclass | | | | |
|---------------|-----------|---------|---------------|---------------------------|
| | Frequency | percent | Valid Percent | Cumulati ve Percent |
| Valid 65 - 68 | 3 | 12.0 | 12.0 | 12.0 |
| 69 - 72 | 2 | 8.0 | 8.0 | 20.0 |
| 73 - 76 | 6 | 24.0 | 24.0 | 44.0 |
| 77 - 81 | 6 | 24.0 | 24.0 | 68.0 |
| 82 - 85 | 6 | 24.0 | 24.0 | 92.0 |
| 86 - 90 | 2 | 8.0 | 8.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

D. Result of Normality Test of Control Class

1. The score of X 2 Class in post-test from low score to high score:

| | | | | | | |
|----|----|----|----|----|----|----|
| 60 | 60 | 60 | 65 | 65 | 65 | 65 |
| 65 | 65 | 65 | 70 | 70 | 70 | 70 |
| 70 | 70 | 70 | 70 | 72 | 72 | 72 |
| 72 | 75 | 80 | 85 | | | |

2. High = 85

Low = 60

Range (R) = high score – low score

$$= 85 - 60$$

$$= 25$$

$$3. \text{ Total of Classes (K) } = 1 + 3.3 \log (n)$$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.58$$

$$= 5.58$$

$$= 6$$

$$4. \text{ Length of Classes } = \frac{\text{range}}{\text{total of classes}} = \frac{25}{6} = 4,16 = 5$$

| Statistic | | | |
|---|---------|--------|---------------|
| | | Result | Intervalclass |
| N | Valid | 25 | 25 |
| | Missing | 0 | 0 |
| Mode | | 70 | 3 |
| a. Multiple mode exist. The smallest value is shown | | | |

| Intervalclass | | | | |
|---------------|-----------|---------|---------------|--------------------|
| | Frequency | percent | Valid Percent | Cumulative Percent |
| Valid 60 - 64 | 3 | 12.0 | 12.0 | 12.0 |
| 65 - 69 | 7 | 28.0 | 28.0 | 40.0 |
| 70 - 74 | 12 | 48.0 | 48.0 | 88.0 |
| 75 - 79 | 1 | 4.0 | 4.0 | 92.0 |
| 80 - 84 | 1 | 4.0 | 4.0 | 96.0 |
| 85 - 89 | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

D. Experimental- Control Class Normality Result in Post-test

Descriptives

| Result | | | | |
|----------|---|---|--------|-------|
| | Experimental Class | Mean | 77.92 | 1.328 |
| | | 95% Confidence Interval for Lower Bound | 75.18 | |
| | | Mean Upper Bound | 80.66 | |
| | | 5% Trimmed Mean | 77.96 | |
| | | Median | 78.00 | |
| | | Variance | 44.077 | |
| | | Std. Deviation | 6.639 | |
| | | Minimum | 65 | |
| | | Maximum | 90 | |
| | | Range | 25 | |
| | | Interquartile Range | 10 | |
| | | Skewness | -.128 | .464 |
| | | Kurtosis | -.706 | .902 |
| | | Control Class | Mean | 68.72 |
| | 95% Confidence Interval for Lower Bound | | 66.70 | |
| | Mean Upper Bound | | 70.74 | |
| | 5% Trimmed Mean | | 68.63 | |
| | Median | | 70.00 | |
| | Variance | | 23.960 | |
| | Std. Deviation | | 4.895 | |
| | Minimum | | 60 | |
| | Maximum | | 80 | |
| | Range | | 20 | |
| | Interquartile Range | | 7 | |
| | Skewness | -.080 | .464 | |
| Kurtosis | .154 | .902 | | |

Test of Normality

| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--|--------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Result | Experimental Class | .110 | 25 | .200* | .969 | 25 | .609 |
| | Control Class | .243 | 25 | .001 | .921 | 25 | .054 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

APPENDIX 14

Result of Homogeneity in Post-Test

Test of Homogeneity of Variances

| Result | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 2.489 | 1 | 48 | .121 |

APPENDIX 15

The Result of Hypothesis Analysis

A. Pre-test

Group Statistics

| | Class | N | Mean | Std.Deviation | Std. Error Mean |
|--------|-------|----|-------|---------------|-----------------|
| Result | 1 | 25 | 48.60 | 10.360 | 2.072 |
| | 2 | 25 | 47.80 | 9.798 | 1.960 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Result | Equal variances assumed | .010 | .919 | .281 | 48 | .780 | .800 | 2.852 | -4.934 | 6.534 |
| | Equal variances not assumed | | | .281 | 47.851 | .780 | .800 | 2.852 | -4.935 | 6.535 |

B. Post -Test

Group Statistics

| | Class | N | Mean | Std.Deviation | Std. Error Mean |
|--------|-------|----|-------|---------------|-----------------|
| Result | 1 | 25 | 77.92 | 6.639 | 1.328 |
| | 2 | 25 | 68.92 | 5.816 | 1.163 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Result | Equal variances assumed | .944 | .336 | 5.098 | 48 | .000 | .9000 | 1.765 | 5.451 | 12.549 |
| | Equal variances not assumed | | | 5.098 | 47.183 | .000 | .9000 | 1.765 | 5.449 | 12.551 |

Titik Persentase Distribusi t (df = 1 – 40)

| df | Pr | 0.25 0.50 | 0.10 0.20 | 0.05 0.10 | 0.025 0.050 | 0.01 0.02 | 0.005 0.010 | 0.001 0.002 |
|-----------|-----------|----------------------|----------------------|----------------------|------------------------|----------------------|------------------------|------------------------|
| 1 | | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |
| 21 | | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 | 2.83136 | 3.52715 |
| 22 | | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 | 2.81876 | 3.50499 |
| 23 | | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 | 2.80734 | 3.48496 |
| 24 | | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 | 2.79694 | 3.46678 |
| 25 | | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 | 2.78744 | 3.45019 |
| 26 | | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 | 2.77871 | 3.43500 |
| 27 | | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 | 2.77068 | 3.42103 |
| 28 | | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 | 2.76326 | 3.40816 |
| 29 | | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 | 2.75639 | 3.39624 |
| 30 | | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 | 2.75000 | 3.38518 |
| 31 | | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 | 2.74404 | 3.37490 |
| 32 | | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 | 2.73848 | 3.36531 |
| 33 | | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 | 2.73328 | 3.35634 |
| 34 | | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 | 2.72839 | 3.34793 |
| 35 | | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 | 2.72381 | 3.34005 |
| 36 | | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 | 2.71948 | 3.33262 |
| 37 | | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 | 2.71541 | 3.32563 |
| 38 | | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 | 2.71156 | 3.31903 |
| 39 | | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 | 2.70791 | 3.31279 |
| 40 | | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

Titik Persentase Distribusi t (df = 41 – 80)

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

DOCUMENTATION

Pre-Test



Treatment



Post- test



DUMENTATION



CURRICULUM VITAE



A. Identity

Name : Robiatul Aminah Hasibuan
Reg. Number : 18 203 00051
Place/ Birth : Mompang, June 5th 2000
Sex : Female
Religion : Islam
Address : Mompang, Barumun Sub-district, Padang
Lawas Regency

B. Parents

Father's Name : H. Sehat Muda Hasibuan, Lc. MA.
Mother's Name : Hj. Nurhamidah Hasibuan, S. Pd.

C. Educational Background

1. Elementary School : SD Negeri 100160 Mompang, 2012
2. Junior High School : MTs Al – Amin Mompang, 2015.
3. Senior High School : MAS Al – Amin Mompang, 2018.
4. University : UIN SYAHADA Padangsidempuan, 2018-2023



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24 Desember 2021

Nomor : B2980 /In.14/E.1/PP.009/12/2021
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Zainuddin, M. Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Robiatul Aminah Hasibuan
NIM : 18 203 00051
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Brainstorming Technique on Students' Writing Skill at Grade X MAS Ai – Amin Mompang Padang Lawas

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Nomor: B - 2323 /In.14/E.1/TL.00/08/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

8 Agustus 2022

Yth. Kepala MAS Al-Amin Mompang Padang Lawas
Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

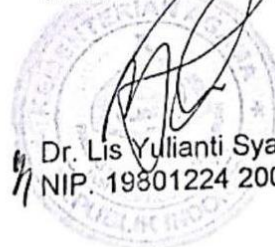
Nama : Robiatul Aminah Hasibuan
NIM : 1820300052
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Mompang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Barainstorming Technique on Students' Writing Skill at Grade X MAS Al-Amin Mompang Padang Lawas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
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YAYASAN MA'HAD AL-AMIN MOMPANG
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elurahan Mompang Kecamatan Barumun Kabupaten Padang Lawas Kode Pos 22763

SURAT KETERANGAN
Nomor: 124/MAS/VIII/2022

Yang bertanda tangan dibawah ini Kepala MAS Al-Amin Mompang Kecamatan Barumun Kabupaten Padang Lawas Provinsi Sumatera Utara dengan ini menerangkan bahwa:

Nama : Robiatul Aminah Hasibuan
NIM : 1820300052
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar telah melaksanakan penelitian di MAS Al-Amin Mompang yang dilaksanakan mulai tanggal 10 Agustus 2022 s/d 31 Agustus 2022 Untuk penulisan Skripsi dengan Judul "The Effect Of Brainstorming Teechnique on Students' Writing Skill at Grade X MAS Al-Amin Mompang Padang Lawas" Sesuai denga surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan Nomor: B-2323 /In.14/E.1/TL.00/08/2022 tentang Mohon izin mengadakan Penelitian untuk penulisan skripsi.

Demikian surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.



Mompang, 01 September 2022
Kepala Sekolah,

Anisah Hasibuan, S.Pd.I