

IMPROVING THE ABILITY AND MOTIVATION IN WRITING PROCEDURE TEXT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 4 PALU THROUGH BRAINSTORMING TECHNIQUE

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Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan penerapan teknik curah pendapat dalam meningkatkan kemampuan siswa dalam menulis teks prosedur dan mengetahui bagaimana penerapan teknik ini memotivasi siswa dalam menulis teks prosedur. Penelitian ini menerapkan desain kuasi eksperimental dengan nonequivalent pretest-posttest kelompok kontrol sebagai desainnya. Sampel dari penelitian ini dipilih dengan menggunakan teknik purposive sampling. Peneliti memilih kelas XI MIA 2 sebagai kelas eksperimen dan kelas XI MIA 5 sebagai kontrol kelas. Instrumen pengumpulan data yang digunakan adalah kuesioner dan tes. Data dikumpulkan dan dianalisa dengan menggunakan statistik uji-t dan metode deskriptif. Nilai rata-rata kelas eksperimen adalah 81.7, sedangkan nilai rata-rata dari kelas kontrol adalah 70.7, dengan menerapkan uji-t, ditemukan perbandingan yang menunjukkan bahwa nilai t-hitung (2.74) lebih tinggi dibandingkan nilai t-tabel (1.998). Dengan kata lain, nilai rata-rata siswa pada kelas eksperimen meningkat dari 55.9 ke 81.7. Penerapan teknik curah pendapat juga meningkatkan motivasi siswa dalam menulis teks prosedur. Hal ini dibuktikan dengan hasil kuesioner. Ditemukan bahwa nilai t-hitung (3.20) lebih tinggi dari nilai t-tabel (2.042). Nilai rata-rata motivasi siswa meningkat dari 73.0 ke 79.9. Hasil dari tes dan kuesioner menunjukkan bahwa hipotesa alternative (H_a) diterima dan hipotesa nol (H_0) ditolak. Hal ini membuktikan bahwa penerapan teknik curah pendapat efektif dalam meningkatkan kemampuan dan memotivasi siswa dalam menulis teks prosedur.

Kata Kunci: Menulis, Teks Prosedur, Teknik Curah Pendapat, Motivasi.

Writing is one of the four skills to be considered in teaching and learning English to improve students' writing ability. By learning writing, students can learn lot of things from the simplest thing until a complex one. If they have ideas, desires and everything to explain, writing can be used as an instrument that makes somebody else understand what we want to explain. Hammer (2004) states that the speakers of foreign language have to be able in writing skill as their own first language. In line with Hammer's opinion, Ramelan (1994) argues that as the one of important skill of man's culture, mastering writing skill can help people to share ideas, preserve thought, also in speech sound. It means that, writing can

influence other skills. Students have to master writing skill in order to be able to communicate well and to achieve their language skills. To support the students in improving their ability, they have to know about genres of the text. The purpose is to make the students not confused in writing.

Based on the preliminary research, it was found that the students had some problems in the writing lesson, particularly in writing procedure text. Firstly, when the English teacher asked them to write a procedure text, only few of them understand the procedure text. The result of their assignment of procedure text did not satisfactory. Some of them still had difficulties in using correct grammar and

imperative verb in the beginning of the sentence. That is why they had low vocabulary mastery and some of them still use Indonesian word in writing. It can be concluded that the students still had low ability in writing procedure texts.

Secondly, the students had lack of chances in training themselves to write. The teacher only gives exercises, like completing sentences, answering questions based on reading passage, reading the dialogue and other written task from handbook. Thus, when the teacher gives them blank papers and asked them to write a short paragraph, it makes them worry that they cannot find out the appropriate words. It means that the students need a chance to practice writing more. In order to gain students' actively participated in the class activities, teacher should be communicative and creative. Then, the appropriate teaching method, materials, technique, media or the combination of them are the important thing.

Brainstorming is one of the techniques that improve the students' ability in writing, particularly in writing procedure text. Zemach (2005) explains that brainstorming is an effective and efficient activity to generate ideas and thoughts that eventually lead to the solutions of several problems at a time. As linked to the quotation above, the researcher assumed that brainstorming was a good activity to get students involved in writing. When the students were given a topic to be developed into paragraphs, they must start to write the paragraphs based on the topic. Through brainstorming they were able to write down any word or idea that comes to their mind, so that the students can be easier to develop the paragraph. Brainstorming can help students to chose a topic, developed an approach to a topic, or deepen their understanding of the topic's potential. The goal of writing is a polished, organized piece of writing and brainstorming help a writer reach that goal. This technique can help

students to write the texts or paragraphs as creatively as possible.

Based on the background above, the researcher formulated her research question as follow:

1. *Can the application of brainstorming technique improve the ability of the eleventh grade students of SMA Negeri 4 Palu in writing procedure text?*
2. *Is there a significant difference of motivation of the eleventh grade students' ability of SMA Negeri 4 Palu who are taught with brainstorming technique between experimental class and control class in writing procedure text?*

The objective of this research was to prove that the application of brainstorming technique improved the ability of the eleventh grade students in writing procedure text. And, there was a significant difference motivation of the eleventh grade students' ability of SMA Negeri 4 Palu who were taught brainstorming technique between experimental class and control class in writing procedure text.

Literature Review

The Nature of Writing

Writing is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules and conventions. It deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. Raimes (1983: 3) indicates that "Writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions." It concludes that people can express their ideas, feelings, thought, etc in written form in order to make a good communication.

In writing, the writer must also master the rules of vocabulary, spelling, grammar,

morphology, and syntax. Therefore, many learners think that writing is a difficult. Richard and Renandya (2002:303) point out that “Writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text.” Shortly, the learners have to practice their writing as many as possible in order to produce a good written text.

Procedure Text

Procedure text is one of the texts in genre based approach. This text type is commonly called as instruction text. It uses pattern of command in building the structure. It uses the “to infinitive verb” which is omitted the “to”. It is a kind of instruction text which uses full command verb. Procedure text is commonly used to describe how to make something which is close to our daily activity. According to Turbill (2004:135) “The social purpose of procedure text is to tell how to do or to make something must be, e.g. recipes, crafts, instructions, games’ rules, science experiments”. Moreover, Sudarwati and Grace (2006:46) explain “Procedure text helps us to do or to make something. They can be a set of instruction or directions”. It means, procedure text is used to explain a process. The goal of procedure text is to achieve the final process that consists of a set of instruction. It also uses imperative sentences, action verbs, and connectives. Procedure text is a text which consists of a set of steps which should be completed in the right sequence to get the goal. In our daily life, we often have to perform some steps to make or get something done. The generic structure of procedure has three principal components namely (1) goal, (2) materials and (3) steps.

Brainstorming Technique

Brainstorming is the name given to a situation when a group of people meet to generate new ideas around a specific area of

interest. Using rules which remove inhibitions, people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions.

The process of brainstorming include generating topic, write down quickly any ideas that come into mind without evaluating, check the ideas that have listed and selecting the appropriate ideas to used in writing. The participants shout out ideas as they occur to them and then build on the ideas raised by others. All the ideas are noted down and are not criticized. Only when the brainstorming session is over are the ideas evaluated. The process of brainstorming is the students will write down every single idea that exists or comes into their mind when they are given a topic to be developed. Perhaps it may begin from their experience about a given topic even the topics that they create by themselves. The students simply write down their ideas in phrases or single words, not in a complete sentence. It is done in this way in order to save time. The words commonly used are verbs, nouns, adjectives, adverbs, or other parts of speech. The result of the students' first brainstorming might contain irrelevant ideas.

Applying Brainstorming Technique in Teaching Writing

There are several variations of techniques to be used in order not to make the students bored in the teaching and learning process. Therefore, in every meeting, the researcher used one variation technique of brainstorming which is different from the next other meeting. It is varied in every meeting. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be “brilliant.” Blanchard and Root (2003: 41) mention the procedures of brainstorming.

1. Begin with a broad topic.
2. Write down as many as ideas about the topic as you can in 5 minutes.
3. Add more items to your list by answering the question *what, how, when, where, why, and who*.
4. Group similar items on the list together.
5. Cross out items that do not belong.

By following those procedures and techniques of brainstorming technique, students are easier to write procedure text. There are some important points that the researcher adapt. In the first meeting, the researcher explained about kinds of the text, ask the students to identify the procedure text, and explain about the generic structure of procedure text. In this step, students are expected to understand about kinds of text that can be used in our daily activities. After they know kinds of the text, teacher explained the procedure of the brainstorming technique and divided the students into their group. For the first meeting, teacher applied the brainstorming techniques in order to make students understand about the procedure text. For the next meeting, the researcher explained the advantages of brainstorming in daily life, and about generic features of procedure text.

The processes of brainstorming that passed by the students were, first given topic (begin with a broad topic), generating the ideas, selecting the ideas, developing the ideas and arranging ideas, revising and editing them into a good paragraph by using the term of text given, in this case procedure text.

Motivation

In the teaching and learning process, the teacher plays an important role to motivate students to be active and interested in the learning activities. Harmer (1998) states teacher main tasks is to provoke the students' interest and involvement with the subject even they are not initially interested in. Moreover, Ur (1993) asserts that it is an

important part of the teacher's job to motivate the learners. Related to the statements above motivation is very important in teaching and learning activity. Motivation can be said as arrangement of efforts to prepare to certain condition. Motivation can be stimulated by outside/internal factor but it increases inside the people. In teaching and learning process motivation can also be said as everything of the activator inside the students who growth in learning activity.

There are two kinds of motivations. Ur (1993) states the two kinds of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation means that the urge to engage in the learning activity. While, extrinsic is the motivation derived from the external incentives. In other words, intrinsic motivation which comes from students themselves to be actively engaged in the learning activity and extrinsic motivation is the motivation that comes from the outside of the students such as rewards from others.

In relation with the importance of learning, how to create a condition or process in directing the students in learning process activity in this case, the role of teacher is very important, how the teacher has done the efforts to increase and to give motivation in order that the students can learn well, it needs a process and good motivation as well.

RESEARCH METHOD

This research was conducted by applying Quasi-Experimental design to prove that brainstorming can improve the eleventh grade students' ability in writing procedure text. The sample of this research was divided into two groups namely experimental group and control group without randomization that is Nonequivalent control group design. Both groups were given same test. The experimental group was given the treatment by applying brainstorming technique, while the control group was treated by using conventional method. The population of this

research was the eleventh grade students at SMA Negeri 4 Palu which consisted of six parallel classes. The researcher implemented purposive sampling technique in determining the sample of this research since the population is homogenous or having the same ability. The sample of this research was XI MIA 2 as experimental class and XI MIA 5 as control class.

Variable becomes the object or the focus of a research. It is possible to have more than one dependent variable in experiments”. Based on the statement above, it is obvious that quasi-experimental research has two variables. They are independent and dependent variable. Independent variable is the caused while dependent is the regarded as the effect. Thus, the independent variable is the application of brainstorming technique while the dependent variable is the ability of the eleventh grade students at SMA Negeri 4 Palu in writing procedure text.

The researcher used questionnaire and test in collecting the data. To gather the information on students’ motivation in the teaching and learning activity in the classroom researcher used the questionnaire. It was given twice to the student before the pre-test and after the post-test. The questionnaire was given to the experimental class. Furthermore, the researcher knew how students’ motivation when researcher applying brainstorming technique in the class through the questionnaire. Each questionnaire consists of 20 questions.

The Result of Questionnaire Classification

Classification	Scale Value
VSA = Very Strongly Agree	5
A = Agree	4
H = Hesitates	3
NA = Not Agree	2
VNA = Very Not Agree	1

The test was given to know the students’ ability in writing procedure text through brainstorming technique. The researcher asks the students to write the procedure text based on the topic given.

In analyzing the data of the test, the researcher used statistical analysis using the formula recommended by Arikunto (2010:308):

$$\Sigma = \frac{x}{N} \times 100$$

The data of this research were analyzed statistically and descriptively. The researcher analyzed the significant difference between experimental group and control group by using the formula recommended by Sugiyono (2013) as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 + SS_2}{(n_1 + n_2 - 2)} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Next, the mean deviation of questionnaire was analyzed by using formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\Sigma d}{N}$$

To prove whether the application of brainstorming technique is effective in improving students’ ability in writing procedure text or not, the researcher tested the hypothesis whether it is rejected or accepted. Thus, the hypotheses of this research are:

1. The application of brainstorming technique can improve students’ ability in writing procedure text.
2. There is a significant difference of motivation of eleventh grade students’ ability of SMA Negeri 4 Palu who are taught brainstorming technique between experimental class and control class in writing procedure text.

FINDINGS AND DISCUSSION

After analyzing the results of the data (test and non-test), the problem statement were answered. The alternative hypothesis

(Ha) is accepted and the null hypothesis (H0) is rejected. It is showed that the t-counted value (2.74) is greater that t-table value (1.998) and after getting the treatment, the mean score of the students in experimental class is improved from 55.9 to 81.7. Next, the result of questionnaire of experimental class shows that the t-counted value (3.20) is greater than t-table value (2.042), and the mean score of students' motivation is improved from 73.0 to 79.9. the comparison of students' achievement is as follows:

Comparison of Students' Achievement

Class	Mean Score	
	Pretest	Posttest
Experimental	55.9	81.7
Control	53,4	70.7

Based on the above table, there is a significant difference on the mean score between both classes in the pretest and the posttest. The mean score in experimental group increases significantly from 55.9 pretest to 81.7 in the posttest. It increases around 25.8. This technique indicates that there are six students who get the highest score (93.3), and only two students who get 60 in posttest. The achievement of the students also increase does not from 53.4 in the pretest to 70.7 in the posttest.

The application of brainstorming technique is able to improve students' ability in writing procedure text effectively. Students are able to brainstorm their ideas in detail information that related to the topic before they write. During the implementation of brainstorming technique, in the experimental class, the researcher find out that the students are active and pay attention to the teacher explanation. Before the students writing the procedure text, the researcher asks them about the kind of the text, what is procedure text is, the generic structure of procedure text, the kinds of transitional signals, verb, and the tenses that is used in procedure text.

After that, the researcher gives them a topic about drink, they are very enthusiastic to determine what kinds of drink that they want to write and active in sharing their ideas. It is proven, when the researcher asks them to mention the ingredients of how to make a mango juice. Then, the researcher points out some students to come in front of the class and write their ideas on the white board. The students decide which order to put those ideas in. Next, the students prepare the first draft; the focus at this stage is organization of the piece of writing. In addition, revision and editing the drafts are initially focused on content, relevance and organization. The final stage is the production of a finished piece of work. When, some of the students feel difficult to know the meaning of the word. Through this technique, students can enrich their vocabulary mastery, because when they do the exercise they find the unknown words then they ask it to the researcher. Also, the researcher allows them to open their dictionary. After that they write the unknown words in their textbook.

It looks different with the experimental class, the students in control class are passive during the teaching and learning process. When the teacher explains the materials, some of them talk to his friend, and the other only sit and listening the teacher without asking some questions. Some of the students pay attention to the teachers' explanation. It causes the scores in control class is low. In the control class, there are two students who get the highest score (66.6) in pretest, and there are six students get the lowest score (40). In posttest there are four students who get the highest score (86.6), and four students get lowest score was (40). In short, the application of brainstorming technique in improving students' ability in writing procedure text is effective because there is a progress in students' score.

Motivation

The following discussion related to the second problem statement of this research. It aims at knowing how the implementation of brainstorming technique improves students' in writing procedure text. The results from questionnaire show that t-counted value (3.20) was higher than t-table value (2.042). It indicates that brainstorming technique was motivated the students in writing procedure text.

There are several procedures in applying the brainstorming technique. The first is choosing a broad topic. After that, they may brainstorm the idea in their mind by writing all their ideas in a paper. They can compose more items to the list by answering the question *what, how, when, where, why, and who*. For example, when the researcher asked them to write procedure text about food, firstly they have to know what kind of food that they want to write, in this case "making fried rice." Then, they have to write what the steps in making fried rice, etc. Next, students have to group the similar items on the list together, and cross out items that do not belong. Lastly, they may construct the sentences and attention to the generic structure and language feature of procedure text. By applying brainstorming technique, the students are helpful in building up their ideas before they write, they were actively and improve their motivation in the teaching and learning process.

Based on the explanation above, it can be concluded that the students give positive response when the researcher applies brainstorming technique in writing lesson. In relation to the kinds of motivation, the researcher found that the students' motivation comes from themselves to be actively engages in the teaching and learning process. It called as intrinsic motivation. It can be seen, when the researcher asks some questions related to the topic of procedure text they are very active. Also, their motivation comes from the outside. Then,

students feel happy and very enthusiastic in learning activity when the researcher gives the students good score or reward. Shortly, students are motivated through the application of brainstorming technique not only in intrinsic motivation but also in extrinsic motivation.

CONCLUSION AND SUGGESTION

Conclusions

After collecting and analyzing the data, the researcher gets a conclusion that the application of brainstorming technique can improve students' ability in writing procedure text and there is a significant difference of students' motivation between experimental and control class. It can be seen from the result of t-counted value of the test (2.74) which was greater than t-table value (1.988). The mean score of experimental class was 81.7 and 70.7 in the control class. To sum up, after getting the treatment, the students' mean score of experimental class was improved from 55.9 to 81.7. Besides that, the implementation of brainstorming technique was significantly motivates the students during the treatment. It is proven by the results of questionnaire, the t-counted value (3.20) was greater than t-table value (2.042). Then, the mean score of students' motivation was improved from 73.0 to 79.9. In conclusion, the application of brainstorming technique improves students' ability and motivation in writing procedure text.

Suggestions

Related to the importance of writing as a skill, the researcher would like to share some suggestions. First, for the students, by applying brainstorming technique students understand how to write and buildup their ideas then write it in the written form. Brainstorming technique is not only to improve students' ability in writing procedure text, but also other kinds of the text, such as descriptive text, narrative text, and recount text. Next, for the English

teachers, the appropriate technique is important thing to improve students' ability in learning writing. Brainstorming technique can be one of the effective teaching ways to improve students' ability in writing not only in writing procedure text, but also other kinds of text. The last is for further researchers, she or he should observe the students' difficulties in learning English. They may apply this technique in other language skills or texts. It aims to get more information and enrich the research in.

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