

**THE EFFECT OF APPLYING BRAINWRITING STRATEGY
ON THE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT**

SKRIPSI

*Submitted in Partial Fullfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

DEBY YUSTIKA SARI
NPM : 1402050066

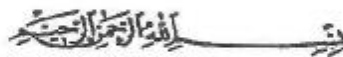


**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTRA
MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.unsma.ac.id> E-mail: fkip@unsma.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Deby Yustika Sari
N.P.M : 1402050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Brainwriting Strategy on the Students' Achievement in Writing Narrative Text

sudah layak disidangkan

Medan, Maret 2018

Disetujui oleh
Pembimbing

Hj. Darmawati, S.Pd, M.Pd

Dekan

Ketua Program Studi

Dr. Efrianto Nasution, S.Pd, M.Pd.

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Deby Yustika Sari
 NPM : 1402050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Brainwriting Strategy on the Students' Achievement in Writing Narrative Text

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan

-) Lulus Yudisium
-) Lulus Bersyarat
-) Memperbaiki Skripsi
-) Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd

Dra. Hj. Syamsuvarnita, M.Pd

ANGGOTA PENGUJI:

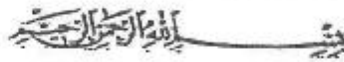
1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Dr. T. Winona Emelia, M.Hum
3. Hj. Darmawati, S.Pd, M.Pd

1.

2.

3.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Deby Yustika Sari
N.P.M : 1402050066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Brainwriting Strategy on the Students' Achievement in Writing Narrative Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018
Hormat saya
Yang membuat pernyataan,



Deby Yustika Sari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

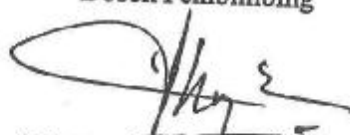
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Deby Yustika Sari
 N.P.M : 1402050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Brainwriting Strategy on the Students' Achievement in Writing Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23-03-2018	Abstract	[Signature]
	Acknowledgment	
	Table of Content	
26-03-2018	Chapter 1	[Signature]
	Chapter 2	
	Chapter 3	
	Chapter 4	
27-03-2018	Chapter 5	[Signature]
	Reference	
	Appendices	
27-03-2018	see to submit to Green table	[Signature]

Diketahui oleh:
 Ketua Prodi


 (Mandra Saragih, S.Pd, M.Hum)

Medan, 27 Maret 2018

Dosen Pembimbing

 (Hj. Darmawati, S.Pd, M.Pd)

ABSTRACT

Deby Yustika Sari: 1402050066 “*The Effect of Applying Brainwriting Startegy on The Students’ Achievement in Writing Narrative Text*”. Skripsi : English Education Program of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

The objective of the research was to find out the effect of applying brainwriting strategy on the students’ achievement in writing narrative text and to find out the students’ difficulties in writing narrative text by applying brainwriting strategy. The population of this research was tenth grade students of SMK Muhammadiyah 09 Medan at academeic year 2017/2018, which the total of population was 55 students which was distributed in two classes X TSM 1 and X TSM 2. The sample was 55 students. The were: experimental group was given treatment by applying brainwriting strategy and control group used direct method. The research was conducted by using an experimental research design. The experimental group was given pre-test, treatment and post-test and the control group was given pre-test and pot-test. The intrument of the research was written test, which was given in pre-test and post-test. The result of this research showed the t-observe value was higher than t-table (2,66>1,67) in which $t_{observe} > t_{table}$. The hypothesis alternative was accepted. It means that there is a significant effect of applying brainwriting strategy on the students’ achievement in writing narrative text.

Key Word : Brainwriting Strategy, Writing Narrative Text.

ACKNOWLEDGEMENTS



In the name of Allah SWT the most gracious and the most merciful. Firstly, the researcher would like to express her thanks to Allah SWT, who had given her blessing and mercies, so that she could finish the study. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW, who had brought human from jahiliyah into the islamiyah era. Thirdly, she would like to thanks to her beloved parents, Wagiyono and Supiati for their sincere prayers, love and support in moral and material during her academic year completing her study.

This research is entitled —The Effect of Applying Brainwriting Strategy on the Students' Achievement in Writing NarrativeText. In writing this study, there were many difficulties and problems faced by her and without much help from the following people, it might be impossible for her to finish it.

Further more, she would like to thanks to :

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara who had encouraged along her education in UMSU.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the Dean 1 of FKIP UMSU , who had given the recommendation to carry out this research.
3. Mandra Saragih S.Pd, M.Hum and Pirman Ginting S.Pd, M.Hum, as the Head and Secretary of English Departement of FKIP UMSU for their encouragement to the researcher during the process of writing this research.

4. Hj. Darmawati, S.Pd, M.Pd as the supervisor who had given her a lot of valuable suggestions, critics ideas, comments and guidances in writing this research.
5. Rohadi ST as the Headmaster of SMK Muhammadiyah 09 Medan who had given permission for her to conduct this research at that school.
6. All lectures, espaecially those of English Department who had given their guidance, suggestion and encouragement during her academic year at FKIP UMSU.
7. Her beloved eldest sister, Maya Andriyani, younger sister and brother Nurul Fitriani and M. Ikhsan Husada who had always supported and given spirits for her in finishing this reaserch.
8. Her great friends, Etika Sari, Siti Komariah, May Leny and Ruli Mahyuni who had helped, supported and finished the research together.
9. All of her classmates of VII-B Morning class year 2014/2018. And for all people whose names are not metioned, thank you for everything and much help. May Allah SWT bless all of us.

Finally, the researcher hopes that this study will be useful for the readers, especially the stuents of English Departement who want to do similar research and also for researcher herself. May Allah SWT bless all of us.

Medan, Maret 2018

The Researcher

Deby Yustika Sari

1402050066

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study.....	1
B. The Identification of the Study.....	4
C. The Formulation of the Study	4
D. The Objective of the Sttudy	5
E. The Scope and Limitation of the Study	5
F. The Significances of the Study.....	5
CHAPTER II REVIEW OF LITERATURE.....	7
A. Theoretical of Framework	7
1. Definitions of Writing	7
1.1 The Writing Process	8
1.2 The Purpose of Writing	9
1.3 The Types of Writing	11
2. Effect.....	12
3. Strategy of Teaching Writing	13

3.1 Brainwrtng Strategy	14
3.2 The Advantages and Disadvantages of Brainwriting.....	15
3.3 The Procedures of Brainwriting Strategy.....	16
4. Narrative Text.....	17
4.1 Generic Structure	17
4.2 Language Features	18
5. Assessing of Writing.....	18
B. Relevant Study	20
C. Conceptual Framework.....	22
D. Hypothesis.....	23
CHAPTER III RESEARCH METHODOLOGY.....	24
A. Location	24
B. Population and Sample	24
C. Research Design	25
D. The Instrument of the Research.....	27
E. The Technique of Collecting Data.....	30
F. The Technique of Analyzing Data.....	30
CHAPTER IV DATA COLLECTION AND DATA ANALYSIS.....	33
A. The Data Collection.....	33
B. The Data Analysis	39

C. Testing Hypothesis	46
D. Research Findings.....	47
CHAPTER V CONCLUSION AND SUGGESTION.....	48

REFERENCES

LIST OF TABLE

3.1 Population and Sample of Research	25
3.2 Research Design	25
3.3 Procedure of Research in Experimental Group.....	26
4.1 The Scores of Pre Test of Experimental Group.....	33
4.2 The Scores of Post Test of Experimental Group.....	34
4.3 The Result of Pre Test and Post Test of Experimental Group	35
4.4 The Scores of Pre Test of Control Group	36
4.5 The Scores of Post Test of Control Group	37
4.6 The Result of Pre Test and Post Test of Control Group	38
4.7 The Differences between Pre Test and Post Test of the Experimental Group.....	39
4.8 The Differences between Pre Test and ost Test of the Control Group	40
4.9 The Calculation of Mean and Standard Deviation Score of the Experimental Group.....	42
4.10 The Calculation of Mean Standard Deviation Score of the Control Group.....	43

LIST OF APPENDICES

APPENDICES 1 Lesson Plan of Experimental Group.....	51
APPENDICES 2 Lesson of Control Group	55
APPENDICES 3 Instrument of Research.....	59
APPENDICES 4 The Attendance List of Experimental Group.....	60
APPENDICES 5 The Attendance List of Control Group.....	61
APPENDICES 6 List of Students' Initial Name (Experimental).....	62
APPENDICES 7 List of Students' Initial Name (Control).....	63
APPENDICES 8 Students' Answer Sheet.....	64
APPENDICES 9 Documentation of Research.....	81
APPENDICES 10 Form K-1.....	84
APPENDICES 11 Form K-2.....	85
APPENDICES 12 Form K-3.....	86
APPENDICES 13 Lembar Pengesahan Proposal	87
APPENDICES 14 Berita Acara Bimbingan Proposal.....	88
APPENDICES 15 Surat Keterangan	89
APPENDICES 16 Surat Pernyataan.....	90
APPENDICES 17 Surat Izin Riset	91
APPENDICES 18 Surat Balasan Riset.....	92
APPENDICES 19 Berita Acara Bimbingan Skripsi	93
APPENDICES 20 Curriculum Vitae	94

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of four language skills that should be comprehended well by the students. It is very useful because it helps students to express idea and their thought in written text. Writing is a means of communication that the writer consciously learn and part of what makes it hard to learn is that written words usually have to express the writer meaning in the writer absence, have to “speak” all by themselves. According to Meyers (2005:2) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing. As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. Tarigan (1985:5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability.

Among four skills, writing is considered as the most difficult skill to be learned. This is because a writer needs to generate and organize ideas and also translate these ideas into readable text (Richard & Renandya, 2002:493). Eventhough writing seems to be the most complex skill among others yet, writing is very crucial to be mastered. Hedge (2005,p.9) states that there are some purposes of writing namely: (1) for pedagogic purposes, to help students learn the

system of language; (2) for assessment purposes, to examine a learner's progress or proficiency; (3) for real purposes, as a goal of learning which is to meet students' needs; (4) for humanistic purposes, to allow silent students to show their strengths; (5) for creative purposes, to develop self-expression; (6) for classroom management purposes, as a calm activity to settle students down; (7) for acquisitional purposes, as a careful made of working with language which enables students to explore and reflect on language in a conscious way, and (8) for educational purposes, to contribute for intellectual development and to develop self-esteem and confident.

In writing there are many different genres of texts such as narrative, recount, descriptive, expository and procedure. In Indonesia, teaching English for senior high school students aims to make students are able in four basic language skills; speaking, listening, reading and writing. Besides, in the Educational Unit Level Curriulum (KTSP) the students are also expected to have understanding in different kinds of text, including narrative text.

However in fact, based on the observation the students were still poor in writing. The students diffculted to generate and organize ideas and lack to create an orderly paragraph. There were some students who were introverted or silent that could not show their ability well. They assumed writing was difficult task because they could not transfer their ideas, thoughts, and feelings in writing by using English. It was categorally proved low scores obtained by the students. The low level of the students' writing mentioned above was probably caused by

several factors including learning materials, facilities, motivations, and teaching strategy

For these reasons, the researcher concluded that it was important to discuss a text that was going to be written to trigger ideas and also to enrich students' vocabulary about what they are going to write. Teachers need to make a good plan before teaching in class. Arends (2004: 97) asserts that good planning in teaching involves allocating the use of time, choosing appropriate methods of instruction, creating students' interest, and building a productive learning environment. Being able to determine teaching methodology used in the classroom prior to teach is essential, since teachers must feel empowered to teach all students effectively. Furthermore, Mustafa (2010) mentions that whatever methodology used in the class, the teachers' purpose is to help students to learn English by understanding the learners' needs. Therefore, the teachers need to select appropriate materials to fit the curriculum. By doing, students' outcomes are expected to be proved.

One of the most important things to consider solving this problem was by applying brainwriting strategy. Brainwriting strategy is an effective writing tool for students, especially those students who were suffering from the "writer's block". This strategy could help the students to write without noticing the grammatical first, because brainwriting strategy is a teaching strategy by which a teacher utters a particular problem for the learners to respond or to comment on without worrying making mistakes so that it became a fruitful learning process. This strategy was quite useful to generate as many as ideas as one can from a group of students. Brokop (2009: 9) states that the brainwriting strategy makes the students

have time to generate their ideas and feeling in written text. Beside that, the silent and unconfident students who are afraid to come out their ideas and feelings orally can be through a written in a group (Wilson 2013, 48). The ideas and feelingd are not likely to be lost in tha discussion beacuse they are written down. Introverts participants have the same chance to bring their ideas as extroveted. The students are asked to generate their ideas and feelings from one to anothers in a group that the topic is determined by the teachers. In order the written text of the group of students have a correlation and become a story.

Based on the description above, it was necessary to conduct research with writing narrative text with the title **“The Effect of Applying Brainwriting Strategy on The Students’ Achievement in Writing Narrative Text”**

B. The Indentification of the Study

The identified problems in this study were :

1. The students difficult to express their idea.
2. The students are low in vocabulary.
3. The students still difficult to find out their main ideas in written language.

C. The Formulation of the Study

Based on the background above, the research problem could be formulated as follows :

- a. Is there any significant effect of Brainwriting strategy on the students' writing narrative text?
- b. What are students' difficulties in writing narrative text?

D. The Objective of the Study

Based on the formulation of study, the aims of study according to the researcher was to discover:

- a. To find out the significant effect of Brainwriting Strategy in writing Narrative text.
- b. To investigate students' difficulties in writing narrative text.

E. The Scope and Limitation of the Study

The scope of the study is Brainwriting Strategy and limited on writing narrative text at tenth grade of SMK Muhammadiyah 09 Medan.

F. The Significances of the Study

- a. Theoretical Significance

The findings of the study are theoretically expected to be significant for giving contribution of students in writing and Brainwriting Strategy.

- b. Practical Significance

The findings of the study are expected to be significant for:

1. The researcher, to help her encourage and prepare herself to be a qualified and competent teacher of English in the future.

2. The teacher of English, as a reference to help them improve the quality of teaching writing effectively.
3. Other researchers who are interested in conducting a much deeper research on writing and brainwriting strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were needed to explain some concepts or terms applied in research concerned. The terms had to be clarified to avoid confusion. So the researcher and the reader might have the same perception of them.

1. Definitions of Writing

Meyers (2005:2) said that writing is a way to produce language, which you do naturally when you speak. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. writing is one of the important skill to master by the students. They use it to communicate to each other, as means of ideas and emotional expression. According to Tricia Hedge (1988, p.5), writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. Thus, a writer has to be able to write an effective writing in order to make a reader understands by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers. Writing is the most difficult skill in English, the writer should master English grammar, and the language is used in

writing completely different from the language use in spoken language and the word choice in writing is strictly chosen to make the writer's idea make sense. In conclusion, in writing the writer must know the grammar and vocabulary to create and generate the ideas or thoughts and by using Brainwriting Strategy the writers can generate or create their ideas in by discussing the whole thing that exist in writing.

1.1 The Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. According to Barbara Fine Clouse (2005, p.5-6), in the process of writing , the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer has lack inspiration. Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gather the ideas to write about. If you are like many pople. You may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of paper. Yow may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. The activities in prewriting are brainstorming, free writing, collecting data, note taking and outlining.

b. Drafting

Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft. In drafting the writers create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument.

c. Revising

Revising is a process when the writers rework the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writers should express the ideas in the best order and in the best way, so the reader can get the writer's idea. The writers review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience.

d. Editing

Editing is the last process of writing. In this process, the writers should hunt for errors especially in grammatical errors. The writers should edit more than once, so the writing can be free of errors. At this point in the writing process, the writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

1.2 The Purpose of Writing

The reason why a person composes a particular piece of writing. Focusing on purpose as one writer helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal

or informal the writing style should be, and how much should be written. However, writing has purposes as a way of communicating to deliver ideas to the readers. Based on Miller (2005, p.4), the purposes of writing are :

1. To describe what a writer hopes to accomplish
2. To amuse the readers
3. To persuade the readers (like in hortatory exposition)

While Carol A. Binder and Susan Lopez-Nemey, stated the purposes of writing as follow :

1. *To inform.* It means that writing can help readers to know what they do not know before they read the text. Writing gives information in many forms, such as newspaper, articles, books, magazines etc.
2. *To express an opinion.* It means that writing can express what the writer feels and expresses their idea or response about something.
3. *To convince.* To convince is same as to persuade. Writer can convince reader through their writing in discussing issue. Today, there are writers moreover journalists, who write their writing to convince so many in form of internet article, newspaper, magazines, books etc.
4. *To argue.* Besides to persuade, writing has also a purpose to argue an issue which is being talked by some people.
5. *To entertain.* It means that writing entertains readers from the text written. The examples of entertaining text are short story, novel, entertainment news etc it gives such refreshment for mind and imaginative idea and is included in the two kinds of text-narrative and recount text.

1.3 The Types of Writing

T. Hedge divides the types of writing into six categories, they are :

1. Personal writing

Personal writing is writing for oneself. These writing activities would normally be carried out in the first language but there may be good motivational reason for using them in the foreign language classroom. It includes, diaries, journals, shopping lists, and reminders for oneself addresses and recipes.

2. Public writing

This writing as a member of the general public organizations or institutions. It includes writing letter for inquiry, complaint, request, form filling and application.

3. Creative writing

Creative writing is kind of writing most commonly found at primary and lower secondary levels in mother tongue classroom, writing is not only for oneself but also shared with others. It includes poems, stories, drama, songs and rhymes.

4. Social writing

Social writing is a category, which all the writing that established and maintains social relationship with family and friends. It includes letters, invitations, and notes of thanks, congratulations, telephone messages and instructions to friends or to family.

5. Study writing

Study writing is also for oneself and may never be shown to others. The students make notes while reading, taking notes from lecture, making summaries, reviews, report of experiment or workshop.

6. Instructional writing

Instructional writing related to professional roles and it is needed by teacher, engineers and students in these and other field. It includes agendas, public notice, advertisements, curriculum vitae etc.

2. Effect

Effect is defined to change of ability that the students have after treated by using certain technique or ga s of teaching, Richard (2002: 133). Effect in this research means as any ability improvement after learning something. The effect is defined to change of ability that the students have after treated by using certain technique of teaching. The result of effect in teaching is the improvement of the students' achievement is the result of learning process which involves teachers with students. The improvement in which achievement by the students then realized in the form of score, so that it will be acknowledge the certain position of students in the class because the scores they have reflect their improvement in the learning process.

Effect can be defined as a result of an action or other cause (Soane and Hawker, 2006: 317). The effect is a change that happens and produces a result because there is a cause. The effect is a change that results when something is

done. The effect is very essential in deciding and looking for a way out. If the effect is positive, the result can be positive as well as the expectation of the researcher, and otherwise. In English writing is a significant skill that the students have to comprehend and master.

3. Strategy of Teaching Writing

Writing as the one of the four languages has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English. They can put their idea on a piece of paper by paying attention on grammar rule and vocabulary.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process. The students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learn English as foreign language need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development. According to Jjim (2005: 4), writing strategies are cognitive and metacognitive procedures writers use to control the production of writing. There are many strategies can be used in teaching writing. For example, alpha box, compensate or appropriate, jigsaw and brainwriting strategy.

3.1 Brainwriting Strategy

In this part, the researcher will describe about some definitions of brainwriting strategy from experts. According to Michalko (2004: 315), brainwriting is an approach to share ideas when a group produce written idea. It is good strategy to improve the students' writing skills. According to Brocop (2009: 9), brainwriting allows individuals to share ideas with through exchange ideas written on paper, or to share ideas via computer network. One of the group members written the idea, while the others read it and add feedback and their own ideas. Later, it is distributed to the others.

Same as expressed by Baxter (2001: 81), brainwriting suggests everyone to write some ideas or opinions on paper, whether in the form of a column and line. Every sheets then is passed on to other members in groups and they must try to increase or develop those ideas further by adding new lines or columns. Similar opinion is expressed by Brahm & Kleiner as cited by Wilson (2013: 44), that brainwriting is a strategy quickly produce ideas by asking participants to write their ideas on paper and exchange written ideas with the members of this group. it is valued more effective than to say their ideas orally as accured in brainstorming.

From some opinions above, it can be concluded that brainwritng is education strategy to increase the writing proficiency. In the implementation, brainwriting strategy helps the students to write their ideas on a piece of paper. The students can both add or exchnage ideas with the other students. This strategy

also gives benefits to encourage the passive students in the class to express their ideas in the form of writing.

3.2 The Advantages and Disadvantages of Brainwriting

The use of brainwriting strategy in learning activities also has the advantages and disadvantages. According to Wilson (2013: 48), has some advantages are follow:

- a. Produce ideas more than share ideas with the traditional opinion.
- b. Reduce the possibility of conflict between members in the group debate.
- c. Help members of the talk passive and less self confidence in their opinion expressed orally in a group sharing opinions.
- d. Reduce the possibility of fear when their opinion not accepted other members.
- e. Reduce anxiety when someone works in a culture.
- f. Can be combined with other technique creativitiy to increase the number of ideas that produced on particular subject or a particular matter.

However there are some disadvantages of the use of this strategy as is expressed by Wilson (2013: 48), that are follows:

- a. This strategy is less known compared with brainstorming strategy.
- b. Less of social interaction between participants as each participant wrote their ideas withut talking to participants.
- c. Participants may feel that they cannot be entirely express their ideas in writing.

- d. Handwriting can be a little difficult to disentangle and interpret the result of ideas and wrote the ideas.

3.3 The Procedures of Brainwriting Strategy

- a. Introduce the procedure.
- b. Hand out paper for each person to write down ideas.
- c. Provide a clear and legible problem statement.
- d. Describe the timing of the brainwriting (for example, three minutes for the first round, and two minutes for four subsequent round) and the process for passing the page the pages (for example, counterclockwise around a table). A page-passing process that is not clear could undermine the credibility of the method and waste time.
- e. Ask if anyone has any questions abot the problem statement or the brainwriting process.
- f. Remind people to read the ideas quickly before entering their own ideas and to feel free to add, modify and combine ideas. Let people know that extra paper is around the room if they run out.
- g. Begin the rounds. Announce the end of each round, and ask people to pass their paper to another person.
- h. At the end of the session, collect the brainwriting pages and post them for comment, additional ideas or review.

4. Narrative Text

Everyone likes a good story. We go to movie, read books and gravitate toward people at parties are for getting good stories. Another name for story is a narrative story. According to Rebecca (2003) , narrative text is a text which relates a series logically and chronologically related events that are caused or experienced by factors. She furthermore states that a key to comprehend a narrative is a sense of plot, theme, characters, events and how they relate. Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and in doing so entertains the readers. The character, setting and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

4.1 Generic Structure

In writing narrative text, it should consist of generic structure, such as: orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that narrative text includes:

1. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
2. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
3. Sequence of events: telling how the characters react to the complication. It includes their feelings and what they do.
4. Resolution: the problem (the crisis) resolved, either in happy or sad ending.

5. Coda; a closing remark to the story and it is optional. It is consisted of a moral lesson, advice or teaching from the writers.

It shows that there are some structures in narration must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of narration, following by telling end of the story.

4.2 Language Features

According to Anderson and Anderson, the language features of narrative text are:

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate descriptions of the characters and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters and give the information about what characters will do.

5. Assessing of Writing

Writing is one productive skill considered difficult especially for foreign learners as offered by Fauzy (2010:45). It is very complex activities since in this case writing does not only mean putting down graphic form on a piece of paper. It

involves at least five components. According to Haris (1969:68) some components in good writing are content, form, grammar, style and mechanic.

The explanation of the components above are:

1. Content

The substance of writing the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose (Haris, 1968:68).

2. Form

The organization of the content. Writing should content logical or associative connection and transition which clearly express the relationship of the idea described (Haris, 1969:68).

3. Grammar

The employment on grammatical form and syntactic pattern. Writing should be in the rules of grammar related to the tenses with sequence of time (Hris, 1969:68).

4. Style

The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise (Haris, 1969:68).

5. Mechanic

The use graphic convention of the language. Writing must use a good spelling punctuation, and tidy and clean writing.

B. Relevant Study

There were many observers used Brainwriting strategy in their observations on students' achievement in writing, the relevant observations based on the similarity of variable observations, they were either dependent variable or independent variable, there were relevant observations with the observation which was conducted as following:

First, the observation was from Ratih Purwati the title was "*The Use of Brainwriting Strategy to Improve the Students' Writing Skill in Descriptive Text (Classroom Action Research of Second Grade Students at MTSN 1 SUSUKAN in the Academic year of 2016/2017)*". Based on the observation which was conducted on MTsN 1 Susukan, academic year 2016/2017, the students were easy to make a written text especially in writing narrative text by introducing the procedure, handing out paper for each student to write down ideas, providing a clear and legible problem statement, managing the time in writing (for example, three minutes for the first round and two minutes for four subsequent rounds), reminding students to read the ideas quickly before entering their own ideas and feel free to add, modify and combine ideas, beginning the rounds by announcing the end of each round, passing the paper of writing to another students and the last collecting the brainwriting pages and post them for comment, additional ideas or review. This observation had the similarity with the last observation where this case made the students are not in difficulty to generate their ideas in writing. And

it helps the students who is silent in the classroom in conveying his brilliant ideas on a piece of paper without anyone underestimate those student.

Second, was from Nina Khayatul Virdyna entitled “*Teaching Writing Skill by Using Brainwriting*”. Based on the observation the students were easy to write because they made in like a group discussion that the students could generate or express their ideas without any fear because they felt they had members that would correct the wrong ones together. The researcher of this research also found the benefits in using this strategy. They were ideas are not likely to be lost in the discussion because they were written down, there was the equality in the group, introverts participants had the same chance to bring their ideas as extroverted and the position of the participants did not affect the discussion of ideas, provided anonymity prevails.

Third, the title was “*The Use of Brainwriting 6-3-5 Technique to Improve Students’ Writing Ability of Recount Text (A classroom Action Research of Eighth Grade of SMP Negeri 18 Semarang in the Academic Year 2014/2015)*” by Filda Hulwani Dewi. In this research, the researcher found the easy one to make the students especially the introverted or silent students could generate or express their ideas in written form more easily, the researcher stimulated the students to understand recount text and were able to produce it. The researcher helped them by giving guidances which made students were stimulated by the guidances then they produced ideas. In generating ideas, an idea from one student in a group could be a stimulus to the other students. The students were easier to generate ideas because they got stimulus from their friends.

C. Conceptual Framework

Based on theoretical above, the researcher synthesized that writing is one of four basic skills that can not be mastered as easy as speaking. Writing is not just combining some words or sentences, it has forms and rules that not equal with something we use in conversation. We need a lot of practices and have interesting strategies in order to make the students accustome to learn English. One of those strategies is the using brainwriting in the teaching of narrative text writing.

The researcher assumed that brainwriting strategy could be adapted in teaching learning English, especially writing narrative text. Brainwriting is an effective writing tool for students, especially for those students who were suffering “writer’s block” or for students who are not talk active or introveted. The strategy was mreant so students could generate or express their ideas in written form without feeling worry of the wrong grammtical, the students had members in a group that it made them were easy to make written text because they would get stimulus to generate or express their ideas when they read the writing of their members in a group and continued to generate the new one based on their ideas.

D. Hypothesis

Based on the problem statements that presented by the researcher, the research hypothesis was stated as follows:

- a. Hypothesis positive (H_a): there is significant effect in writing narrative text taught by applying Brainwriting Strategy.
- b. Hypothesis negative (H_o): there is no significant improvement in writing narrative text taught by applying Brainwriting Strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This research was conducted at SMK Muhammadiyah 09 Medan. It was located at Jl. Garuda Sei Sikambing Medan, North Sumatera. The reason of choosing that school as the location of the research because the researcher had found the weakness in school such as there was no facilities like laboratory of language and the students' willingness in writing English test was low because the English teacher still used conventional strategy in that school.

B. Population and Sample

1. Population

The population of this research was taken from tenth grade students of SMK Muhammadiyah 09 Medan at academic year 2017/2018 with the sampling frame consists of two classes or 55 students. They were X TSM 1 (25 students) and X TSM 2 (30 students).

2. Sample

According to Arikunto (2006: 134) if the population was under 100, all the population could be as sample. And if the population was over 100, the researcher could take 10%-15% or 20%-25% or more could be as sample. In this case 100% was taken as the sample of this research. The researcher took all students as the sample.

Table 3.1
Population and Sample of the Research

No	Classes	Population	Sample
1	X TSM 1	25	25
2	X TSM 2	30	30
Total		55	55

C. Research Design

This research was conducted by applying experimental research to find out the effect of applying brainwriting strategy on the students' achievement in writing narrative text. There were two groups namely the experimental and control group. The experimental group was taught by applying brainwriting strategy and the control group was not taught by any strategies. The design of this research could be seen as follows:

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	√	√	√
Control	√		√

In this research, there were three procedures done to collect the data. They were sequenced as follows:

1. Pre-test

Pre-test was given to both group the control and experimental groups. It aimed to make sure that the students in both groups had same performance.

2. Treatment

Treatment was given after pre-test. Both groups was taught the same material by applying different ways. The experimental group was taught by applying brainwriting strategy and the control group was taught by applying direct method (conventioanl method). The teaching procedure could be seen as follows:

Table 3.3

Procedure of Research in Experimental Group

No	Researcher	Students
1	The researcher splited the students into some teams, one team consisited of 6 students.	The students followed what the teacher said by having a seat based on their own team.
2	The researcher asked the students to make a fictioanl story that it was narrative text based on what from their own ideas and thoughts and asked the students to follow the generic stucture and language features of narrative text.	The students made a fictional story by choosing on of pictures given by the researcher based on from their mind.

3	The researcher asked the students to make the fictional story or narrative text in roatation from one student to another.	The students wrote their ideas on a piece of paper and after that she/he gave that paper to the next member in a team.
---	---	--

3. Post-test

Post-test was given after the treatment in experimental group. Then, the result of the post-test was comapred with the result of pre-test to find if there were some effects of applying brainwriting strategy in writing skill.

D. The Instrument of The Research

This research was used written test as the instrument to collect the data. The students were asked to write a narrative text based on the topics give.

To score the students performance in writing recount text, some criteria would be used. Heaton (2001) states that there five scoring competence scale namely content, organization, vocabulary, language use and mechanics. The specific criteria would be described as follows:

1. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring would be as follows:

26-30	Excellent to very good: knowledge able to substantive through development of topic sentence relevant to assigned topic
22-25	Good to average: some knowledge able of subject-adequate range-limited development of topic sentence-mostly relevant to topic, but lacks detail

17-21	Fair to poor: limited knowledge of subject-little substance inadequate development of topic
12-16	Very poor: does not show of subject-not substantive not pertinent or not enough to evaluate

2. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score use as follows:

18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
14-17	Good to average: some what choopy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
7-9	Very poor: essentially a translation, knowledge of English vocabulary, word from or not enough to evaluate

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It was aslo refers to the ability to use synonym, prefix, suffix exactly.

The criteria or scoring vocabulary used are:

18-20	Excellent to very good: sophiscated range, effective word/idiom choice and usage, word from mastery, appropriate register.
-------	--

14-17	Good to average: adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor: limited range, frequent errors of word, choice usage meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of english vocabulary, word from or not enough to evaluate.

4. Language Use

The criteria of scoring language use as follows:

22-25	Excellent to very good: effective complex construction- few errors argument, test, word order/function, article, pronouns, preposition
18-21	Good to average: effective but simple constructions- minor problems in complex construction-several errors of agreement, tense, number word order/function, articles, pronouns, preposition but meaning seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletions- meaning confused or obscured.
7-9	Very poor: virtually no mastery of sentence constructions rules dominated by errors-does not communicate or not enough to evaluate

5. Mechanism

The criteria of scoring mechanism is give below:

05	Excellent to very good: demonstrate mastery of conversations- few errors spelling, punctuation and capitalization writing sentence.
04	Good to average: occasional errors of spelling, punctuation, capitalization, writing sentences

03	Fair to poor: frequent errors of spelling, punctuation, capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very poor: no mastery of convention-dominated by errors of spelling, punctuation and capitalization, paragraph- hand writing illegible or not enough to evaluate

E. The Technique of Collecting Data

In this research, the researcher was conducted in three meetings for each group (control and experimental groups). The experimental group was given the treatment by applying Brainwriting Strategy while the control group was not given the treatment. The research procedures consisted of three parts namely, pre-test, the treatment and post-test.

F. The Technique of Analyzing Data

Before analyzing data, the researcher accomplished the procedure as following.

1. Reading the students' work in writing narrative text.
2. Identifying the ways of students' writing.
3. Scoring the students' writing in pre-test and post-test.
4. Listing the students' score from the lowest to the highest.
5. Calculating the total score pre-test and post test in experimental group and control group.
6. Finding the mean of the score of pre test and the post test in experimental group (X) and control group (Y) by using formula:

- a. Mean of variable X by using formula:

$$M_x = \frac{\sum fx}{n} \text{ (Sudijono, 2014 P.84)}$$

- b. Mean of variable Y by using formula:

$$M_y = \frac{\sum fy}{n}$$

7. Finding the standard deviation of variable X and Y by using fx^2 formula:

- a. Standard deviation of variable X by using formula:

$$SD_x = \frac{\sum fx^2}{n}$$

- b. Standard deviation of variable Y by using formula:

$$SD_y = \frac{\sum fy^2}{n}$$

- c. Standard error mean variable 1

$$SD_{m1} \text{ or } SD_{m1} = \frac{sd1}{\sqrt{n1-1}} \text{ (Sudijono, 2014.P.283)}$$

- d. Standard error mean variable 2

$$SD_{m2} \text{ or } SD_{m2} = \frac{sd2}{\sqrt{n2-1}}$$

- e. The difference of standard error between variable 1 and mean variable 2

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \text{ (Sudijono, 2012 :316)}$$

8. Testing hypothesis by applying test

$$t_o = \frac{M1-M2}{SE_{M1-M2}} \text{ (Sudijono, 2014.P.304)}$$

Notes:

M_x = Means for variable 1 or X

M_y = Means of variable 2 or Y

$\sum fx$ = Total multiplication of frequency and students' score

$\sum fy$ = Total multiplication of frequency and students' score

n = Number of cases

SD_x = Standard deviation for variable X

SD_y = Standard deviation for variable Y

$\sum fx^2$ = The square of total multiplication of frequency and students' score

9. Giving the interpretation to "t_o" by using formula:

$df = (N_1 + N_2) - 2$ (Sudijono, 2014, P.322)

df = Degree of freedom

N = Numbers of cases

It was used to know whether the experimental group get the result significantly after apply the technique.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. The Data Collection

The data of the study was obtained from the writing score. There were two kinds for each group, there were pre-test and post-test. The calculative score of each student from each group based on five indicators:

C : Contents

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The result of the pre-test and post-test were presented in the following tables:

Table 4.1

The Scores of Pre Test of Experimental Group

No	Students' Initial	Indicators					Pre Test
		C	O	V	LU	M	
1	AI	14	9	9	10	3	45
2	AFL	13	11	10	11	2	47
3	ASW	16	10	11	13	4	54
4	AY	10	12	12	9	4	47
5	BSS	13	10	11	14	3	51
6	DSF	13	10	8	10	2	43
7	DH	16	13	13	12	4	58
8	FS	16	14	14	11	3	58
9	GSP	17	16	14	13	3	63
10	HA	13	10	12	13	3	51
11	IS	20	17	16	15	4	72

12	LH	12	10	11	10	3	46
13	MAA	18	9	12	13	3	55
14	MAD	17	11	8	13	3	52
15	MAP	18	14	11	12	4	59
16	MAS	12	9	10	9	3	43
17	MHFN	16	13	14	11	3	58
18	MTH	12	15	12	9	3	51
19	MR	14	9	12	8	4	47
20	MRS	15	9	12	14	3	53
21	MWN	14	14	13	10	3	54
22	PA	18	16	16	15	4	69
23	RA	14	8	11	13	3	49
24	RE	17	8	7	13	3	48
25	RPT	17	15	13	9	4	58
26	RP	19	17	14	13	4	67
27	RR	16	14	8	10	3	51
28	WH	15	10	8	14	3	50
29	WPP	17	11	13	12	3	55
30	ZSP	19	16	14	15	4	68
	Total						1622

Table 4.2

The Scores of Post Test of Experimental Group

No	Students' Initial	Indicators					Post Test
		C	O	V	LU	M	
1	AI	20	16	17	17	4	74
2	AFL	14	11	10	11	3	49
3	ASW	19	15	16	15	4	69
4	AY	21	15	16	17	4	73
5	BSS	23	16	18	19	5	84
6	DSF	22	18	16	15	4	75
7	DH	23	17	19	17	4	80
8	FS	21	15	16	13	4	69
9	GSP	20	14	13	17	4	68
10	HA	22	14	15	15	4	70
11	IS	25	14	13	15	5	83

12	LH	24	18	16	17	4	79
13	MAA	23	19	16	17	5	80
14	MAD	22	17	15	18	4	76
15	MAP	21	17	14	16	4	73
16	MAS	23	19	16	15	4	77
17	MHFN	24	15	16	17	4	76
18	MTH	24	15	17	15	4	75
19	MR	22	17	15	16	3	73
20	MRS	24	20	16	17	5	82
21	MWN	20	16	15	14	4	69
22	PA	23	14	16	15	4	72
23	RA	21	17	14	12	4	68
24	RE	23	19	16	18	4	80
25	RPT	22	17	19	16	5	79
26	RP	26	18	17	19	5	85
27	RR	21	13	16	15	3	68
28	WH	23	14	13	13	4	67
29	WPP	20	15	16	14	4	69
30	ZSP	24	16	16	17	4	77
	Total						2219

Table 4.3

The Result of Pre Test and Post Test of Experimental Group

No	Stdents' Intial	Pre Test (X_1)	Post Test (X_2)
1	AI	45	74
2	AFL	47	49
3	ASW	54	69
4	AY	47	73
5	BSS	51	84
6	DSF	43	75
7	DH	58	80
8	FS	58	69
9	GSP	63	68
10	HA	51	70
11	IS	72	83
12	LH	46	79
13	MAA	55	80

14	MAD	52	76
15	MAP	59	73
16	MAS	43	77
17	MHFN	58	76
18	MTH	51	75
19	MR	47	73
20	MRS	53	82
21	MWN	54	69
22	PA	69	72
23	RA	49	68
24	RE	48	80
25	RPT	58	79
26	RP	67	85
27	RR	51	68
28	WH	50	67
29	WPP	55	69
30	ZSP	68	77
	Total	1622	2219

The highest score of Pre Test in experimental group was 58 and the lowest was 42. The highest score of Post Test in experimental group was 84 and the lowest was 65.

Table 4.4

The Scores of Pre Test of Control Group

No	Students' Initial	Indicators					Pre Test
		C	O	V	LU	M	
1	APN	14	9	9	9	3	44
2	AP	15	13	13	11	4	56
3	AAR	15	14	13	12	3	57
4	AW	13	10	9	10	4	46
5	AH	16	14	10	12	4	56
6	AI	16	13	13	10	3	55
7	BS	12	8	9	9	3	42
8	CKN	13	11	10	10	3	47
9	DE	15	14	9	11	3	52

10	DP	15	13	14	11	3	56
11	IM	13	12	10	12	4	53
12	JS	16	13	12	10	4	55
13	KW	12	8	9	10	3	42
14	MA	16	13	10	11	4	54
15	MAL	12	8	9	7	3	39
16	MAN	14	9	11	11	3	48
17	MHS	12	11	8	8	3	42
18	MRS	15	12	13	13	4	57
19	MM	15	14	14	13	4	60
20	MRP	15	10	8	8	3	44
21	MRFH	13	10	12	11	4	50
22	MRSU	18	11	9	9	3	50
23	MA	13	14	12	13	4	56
24	MWS	14	16	13	12	4	59
25	RS	11	7	8	8	3	37
	Total						1257

Table 4.5

The Scores of Post Test of Control Group

No	Students' Initial	Indicators					Post Test
		C	O	V	LU	M	
1	APN	15	10	11	10	3	49
2	AP	16	14	13	14	4	61
3	AAR	16	16	15	12	4	63
4	AW	13	10	10	10	4	47
5	AH	17	15	11	13	4	60
6	AI	18	13	14	11	3	59
7	BS	12	10	12	11	3	48
8	CKN	13	12	12	10	3	50
9	DE	16	15	11	13	3	58
10	DP	17	13	15	13	4	62
11	IM	14	12	12	13	4	55
12	JS	17	13	13	11	4	58
13	KW	13	12	10	11	3	49
14	MA	18	15	13	12	4	62
15	MAL	13	10	9	10	3	45

16	MAN	15	12	13	15	4	59
17	MHS	14	12	10	11	3	50
18	MRS	17	13	14	13	4	61
19	MM	22	18	16	19	4	79
20	MRP	16	14	9	10	3	52
21	MRFH	14	11	13	11	3	52
22	MRSU	18	13	15	12	4	62
23	MA	16	15	13	14	4	62
24	MWS	15	18	14	12	4	63
25	RS	17	13	15	13	4	62
	Total						1428

Table 4.6

The Result of Pre Test and Post Test of Control Group

No	Stdents' Intial	Pre Test (Y ₁)	Post Test (Y ₂)
1	APN	44	49
2	AP	56	61
3	AAR	57	63
4	AW	46	47
5	AH	56	60
6	AI	55	59
7	BS	42	48
8	CKN	47	50
9	DE	52	58
10	DP	56	62
11	IM	53	55
12	JS	55	58
13	KW	42	49
14	MA	54	62
15	MAL	39	45
16	MAN	48	59
17	MHS	42	50
18	MRS	57	61
19	MM	60	79
20	MRP	44	52
21	MRFH	50	52
22	MRSU	50	62

23	MA	56	62
24	MWS	59	63
25	RS	37	62
	Total	1257	1428

The highest score of Pre Test in control group was 59 and the lowest score was 37. The highest score of Post Test in control group was 63 and the lowest score was 40.

B. The Data Analysis

Based on the table 4.3 and 4.6, the following table were the differences score between Pre Test and Post Test in both experimental and control group.

Table 4.7

The Differences between Pre Test and Post Test of the Experimental Group

No	Students' Initial	Pre Test (X_1)	Post Test (X_2)	X ($X_2 - X_1$)
1	AI	45	74	29
2	AFL	47	49	2
3	ASW	54	69	15
4	AY	47	73	26
5	BSS	51	84	33
6	DSF	43	75	32
7	DH	58	80	22
8	FS	58	69	11
9	GSP	63	68	5
10	HA	51	70	19
11	IS	72	83	11
12	LH	46	79	33
13	MAA	55	80	25
14	MAD	52	76	14
15	MAP	59	73	14
16	MAS	43	77	34
17	MHFN	58	76	18

18	MTH	51	75	24
19	MR	47	73	26
20	MRS	53	82	29
21	MWN	54	69	15
22	PA	69	72	3
23	RA	49	68	19
24	RE	48	80	32
25	RPT	58	79	21
26	RP	67	85	18
27	RR	51	68	17
28	WH	50	67	17
29	WPP	55	69	14
30	ZSP	68	77	9
	Total	1622	2219	573

Based on the table 4.7 the mean score of experimental group were calculating as the following:

$$M_x = \frac{\sum x}{n}$$

$$= \frac{573}{30}$$

$$= 19,1$$

Which:

M_x : the mean score of experimental group

$\sum x$: the score of $X_2 - X_1$

N : sample of experimental group

Table 4.8

The Differences between Pre Test and Post Test of the Control Group

No	Students' Initial	Pre Test (Y_1)	Post Test (Y_2)	Y ($Y_2 - Y_1$)
1	APN	44	49	5
2	AP	56	61	5

3	AAR	57	63	6
4	AW	46	47	1
5	AH	56	60	4
6	AI	55	59	4
7	BS	42	48	6
8	CKN	47	50	3
9	DE	52	58	6
10	DP	56	62	6
11	IM	53	55	2
12	JS	55	58	3
13	KW	42	49	7
14	MA	54	62	8
15	MAL	39	45	6
16	MAN	48	59	11
17	MHS	42	50	8
18	MRS	57	61	4
19	MM	60	79	19
20	MRP	44	52	8
21	MRFH	50	52	2
22	MRSU	50	62	12
23	MA	56	62	6
24	MWS	59	63	4
25	RS	37	62	25
	Total	1257	1428	171

Based on the table 4.8 the mean score of experimental group were calculating as the following:

$$M_y = \frac{\sum y}{n}$$

$$= \frac{171}{25}$$

$$= 6,8$$

Which:

M_y : the mean score of experimental group

Σ_y : the score of $Y_2 - Y_1$

N : sample of experimental group

Based on the mean scores of both sample groups, the following table for calculating the correlation score in both group

Table 4.9

The Calculation of Mean and Standard Deviation Score of Experimental Group

No	Students' Initial	X ($X_2 - X_1$)	$X - M_x$	$(X - M_x)^2$
1	AI	29	9,9	98,01
2	AFL	2	-17,1	292,41
3	ASW	15	-4,1	16,81
4	AY	26	6,9	47,61
5	BSS	33	13,9	193,21
6	DSF	32	12,9	166,41
7	DH	22	2,9	8,41
8	FS	11	-8,1	65,61
9	GSP	5	-14,1	198,81
10	HA	19	-0,1	0,01
11	IS	11	-8,1	65,61
12	LH	33	13,9	193,21
13	MAA	25	5,9	33,04
14	MAD	14	-5,1	26,01
15	MAP	14	-5,1	26,01
16	MAS	34	14,9	222,01
17	MHFN	18	-1,1	1,21
18	MTH	24	4,9	24,01
19	MR	26	6,9	47,61
20	MRS	29	9,9	98,01
21	MWN	15	-4,1	16,81
22	PA	3	-16,1	259,21
23	RA	19	-0,1	0,01
24	RE	32	12,9	166,41
25	RPT	21	1,9	3,61
26	RP	18	-1,1	1,21

27	RR	17	-2,1	4,41
28	WH	17	-2,1	4,41
29	WPP	14	-5,4	29,16
30	ZSP	9	-10,1	102,01
				2244,87

Table 4.10

The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y ($Y_2 - Y_1$)	$Y - M_y$	$(Y - M_y)^2$
1	APN	5	-1,8	3,24
2	AP	5	-1,8	3,24
3	AAR	6	-0,8	0,64
4	AW	1	-5,8	33,64
5	AH	4	-2,8	7,84
6	AI	4	-2,8	7,84
7	BS	6	-0,8	0,64
8	CKN	3	-3,8	14,44
9	DE	6	-0,8	0,64
10	DP	6	-0,8	0,64
11	IM	2	-4,8	23,04
12	JS	3	-3,8	14,44
13	KW	7	0,2	0,04
14	MA	8	1,2	1,44
15	MAL	6	-0,8	0,64
16	MAN	11	4,2	17,64
17	MHS	8	1,2	1,44
18	MRS	4	-2,8	7,84
19	MM	19	12,2	148,84
20	MRP	8	1,2	1,44
21	MRFH	2	-4,8	23,04
22	MRSU	12	5,2	27,04
23	MA	6	-0,8	0,64
24	MWS	4	-2,8	7,84
25	RS	25	-18,2	331,24
				514,04

Based on the calculation of the table X and Y the following formula was implemented to find out the critical value of both group as the basic to the test the hypothesis of this research

$$1. SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{2244,87}{30}}$$

$$= \sqrt{74,82}$$

$$= 8,64$$

$$SE_{M1} = \frac{SDX}{\sqrt{N1-1}}$$

$$= \frac{8,64}{\sqrt{30-1}}$$

$$= \frac{8,64}{\sqrt{29}}$$

$$= \frac{8,64}{5,3}$$

$$= 1,63$$

$$2. SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$= \sqrt{\frac{514,04}{25}}$$

$$= \sqrt{20,56}$$

$$= 4,53$$

$$\begin{aligned}
 SE_{M2} &= \frac{SDY}{\sqrt{N2-1}} \\
 &= \frac{4,53}{\sqrt{25-1}} \\
 &= \frac{4,53}{\sqrt{24}} \\
 &= \frac{4,53}{4,8} \\
 &= 0,94
 \end{aligned}$$

The conclusion above show the following facts:

$$SD_x = 8,64$$

$$SD_y = 4,53$$

$$N1 = 30$$

$$N2 = 25$$

$$M_x = 19,1$$

$$M_y = 6,8$$

Next the following formula was implemented to find out the error of the standard deviation between M_x and M_y

$$\begin{aligned}
 SE_{M1-M2} &= \sqrt{SEM1^2 + SEM2^2} \\
 &= \sqrt{(4,53)^2 + (0,94)^2} \\
 &= \sqrt{20,5209 + 0,8836} \\
 &= \sqrt{21,4045} \\
 &= 4,62
 \end{aligned}$$

The result above was applied to test the hypothesis

$$\begin{aligned}
 t_o &= \frac{M1-M2}{SEM1-SEM2} \\
 &= \frac{19,1-6,8}{4,62} \\
 &= \frac{12,3}{4,62} \\
 &= 2,66
 \end{aligned}$$

After the data were calculated by using t-test formula, it was found that the result that t-observed was 2,66. Then after seeking in the table of distribution of t-observed as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df was:

$$\begin{aligned}
 Df &= N1 + N2 - 2 \\
 &= 30 + 25 - 2 \\
 &= 53 \text{ (showed that } t_{\text{table}} \text{ was } 0,05 = 1,67)
 \end{aligned}$$

From the result above, it showed that final of $t_{\text{observe}} = 2,66$ and the number of value of the $t_{\text{table}} = 1,67$

So the researcher found that $t_{\text{observe}} > t_{\text{table}}$ or $2,66 > 1,67$

C. Testing Hypothesis

In this research statistical hypothesis was used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$H_o : t_{\text{observe}} < t_{\text{table}}$$

$$H_a : t_{\text{observe}} > t_{\text{table}}$$

H_o : $p =$ there is no significant effect of applying brainwriting strategy on the students' achievement in writing narrative text.

H_a: $p \neq$ there is a significant effect of applying brainwriting strategy on the students' achievement in writing narrative text.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying brainwriting strategy got higher score than those who were not taught by applying any strategy. It was proved the result of t_{observe} which was 2,66 and t_{table} which was 1,67 = 0,05. So it means that the brainwriting strategy gave the significant effect on the students' achievement in writing narrative text.

So the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Brainwriting Strategy on the students' achievement in writing narrative text".

As for there were some difficulties that the students faced in writing, they did not know how to start their writing well, they were lack of vocabularies and grammatical, they had no spirit and willingness in writing because the were always given by diect method they were never taught by any strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, it was found that there was the significant effect of applying Brainwriting Strategy on the students' achievement in writing narrative text, which was proved $t_{\text{observe}} > t_{\text{table}}$ or $2,66 > 1,67$. The students who were taught by applying brainwriting strategy got the higher score than those who were not taught by any strategy. And there were some difficulties that the students faced in writing, they did not know how to start their writing well, they were lack of vocabulaies and grammatical, they had no spirit and willingness in writing because the were always given by diect method they were never taught by any strategy.

B. Suggestion

Related to the conclusion above, there were some suggestions, they were The English teachers are suggested to apply Brainwriting Strategy in teaching writing. By which the teacher may easily teach writing interestingly because it can be an alternative strategy to motivate the students in writing narrative text. The students are expected to do a lot of practice to master writing and easy to write the text by applying Brainwriting Strategy, because the students enjoyed in learning process to write the text. It is suggested to the other researchers to use this finding as source of the research.

REFERENCES

- Anderson, Mark and Kathy Anderso. *Text Types in English*. South Yara: McMillan Eucation. 2003
- Arends, R. I. 2004. *Learning to teach, (6th ed)*. New York: McGraw Hill.
- Arikunto, 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Baxter, Mike. 2001. *Product Design: Practical Methods For The Systematic Development of New Product*. United Kingdom: Nelson Thornes Ltd.
- Brocop, Flo and Bill Persal. 2009. *Writing Strategies for Learners who are Deaf*. Edmonton: NorQuest College.
- Clouse, Barbara Fine. *A Troubleshooting Guide Strategiesand Process for writers*, New York: McGraw-Hill, 2005.
- Filda Hulwani Dewi. 2014/2015. *The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text (A classroom Action Research of Eighth Grade of SMP Negeri 18 Semarang in the Academic Year 2014/2015)*
- Haris, David, 1969. *Testing English as a Second Lnuage*. New York McGraw-Hill Book Company.
- Heaton, JB.2001. *Writing English Lnaguage test*. London. Lognam group
- Hedge, T. 2005. *Writing, (2nd ed)*. Oxford: Oxford University Press.
- Meyers, A. 2005. *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays*, Longman
- Michalco, Michael. 2004. *PermainanBerpikir (Thinkertoys); "Handbook" parapebisnisKreatif*. Bandung: Kaifa.
- Miller, Robert Keith. *Motives for Writing*. New York: McGraw-Hill. 2005.

Mustafa, B 2010 . Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom practice. *TEFLINJournal: A Publication on the teaching and learning of English*. 12(2).

Nina Khayatul Virdyna. “*Teaching Writing Skill by Using Brainwriting*

Ratih Purwati, 2016/2017. “*The Use of Brainwriting Strategy to Improve the Students’ Writing Skill in Descriptive Text (Classroom Action Research of Second Grade Students at MTSN 1 SUSUKAN in the Academic year of 2016/2017)*”.

Rebecca, 2003. Teachingenglish4all.wordpress.com. *Narrative-Text-in-Teaching-English*.

Richard, J C &Renandya, W A. 2002. *Methodology in Lnguage Teaching : An Anthology of Current Practice*. Cambridge University Press: New York

Soane, C. & Hawker, S. 2006. *Compact Oxford English Dictionary for University and College Students*. New York: Oxford University Press.

Smashingmagazine, 2013/12. *Using-brainwriting-for-rapid-idea-generatin*.

Sudijono,Anas.2014.*Penganatr Statistika Pendidikan*, Depok. Raja Grafindo Persada

Tricia Hedge, *Writing* (Oxford: Oxford University Press, 1998), p.5.

Tarigan, 1985. *Time for Writing, Writing Resources Writing Process*.

Wiilson, Chaucey. 2013. *Brainwriting and Beyond*. USA: MorganKaufmann