CHAPTER I

INTRODUCTION

A. The Background of the Study

The Brainstorming Strategy in writing narrative paragraph is useful for the students age of senior high school at SMK Swasta PAB 2 Helvetia of on Jl. Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang, Sumatera Utara, Indonesia. Strategy is what actually happens in the classroom. According to Anthony in Brown (2007:2) strategy as a particular strict, contrivance used to accomplish an immediate objective. Brown (2007:16) says that strategy is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Brainstorming strategy launched by Alex F, strategy is a planning tool that can accommodate the creativity of individuals or groups who are trying to find solutions to specific problems by collecting all the ideas spontaneously contributed by its members and in this stategy there is a creative problem solving, imaginative. Then, brainstorming strategy is also often called brainstorming which is used as a strategy for creating creative ideas and literally means using storm-term brain problems. Creative problem-solving based on cognitive theory that adopts the concept of cognitive structure. It is a mental process of creating a solution to the problem. This is a special form of solving problems whose solution is independently created rather than learned with relief. creative problem solving always involves creativity (Qattami, 2010), it can be defined as a frame styles are designed to assist and enhance the understanding of the problem and then produce

new and different solutions and assessing their solutions using creative skills (Gardener, 2003). The writer find out some problems when PPL (Teaching Program Learning).The students in school Pab 2 Helvetia are difficult to writing narrative paragraph, the students are bored and not interested in writing narrative paragraph,the teachers dominantly apply conventional strategy while teaching and learning process. For this case, one of these strategy is brainstorming strategy which is choosen by the writer that expected to be useful to improve students achievement especially in writing narrative paragraph.

Brainstorming strategy is a practice in English where brainstorming is given by one student to other students in the class. Students devided into some small group. In small group, students share strengths and also develop their skills. This strategy also helps the students to develop their interpersonal skills. They learn to problems solving and improve their understanding a paragraph. by grouping the students, teacher easier to teach the students nd the students also were encouraged by the other friends. Therefore, there were some reasons based on writer's experience, such as:

The first based on the writer's experience in teaching practice program (PPL) in SMK PAB 2 Helvetia academic year 2016/2017. Writer found that students' problems which the student was still difficult to write a narrative paragraph. Some of the students were are less interested in following the teaching of English, especially in writing paragraph. Students argued English it very difficult to understand, and some of the students also think that English is not important because English is a foreign language. Therefore, students are very

difficult to write a narrative. Students in writing a narrative paragraph of lack of confidence. And studentslack of understanding in the form of narrative writing a paragraph.

The secondly reason, the students were bored and not interested in writing narrative paragraph. Because there are still many students were struggle to make the narrative paragraph, and the finally the students feel that they have an interest in writing a narrative paragraph themselves. They consider that it is difficult to write narrative, especially writing narrative paragraph, among them there are difficulties in combining the story content systematically. And those that difficulties in the use of capital letters and consonants, and difficulties in the used of punctuation and the used of the conjunction.

First reason for low interest student who is closely connected with this narrative essay writing is the selection strategy of learning that is not according to the wishes of students, so that students become bored. Whereas in the narrative required to make a quiet and comfortable atmosphere so that students can imagine a wider and ideas that there can flow smoothly, appropriate learning strategy is also needed in order to arouse students' motivation in writing, especially writing a narrative paragraph. Therefore, brainstrorming strategy very effective in learning a narrative which can help students create creative ideas in making a narrative paragraph.

The third reason, the students feel bored in studying writing in teaching learning process. Because the teacher did not used an interesting strategy. The students were easy to get bored in learning writing. While the teacher was

explaining about the material. There were some students who did not pay attention. They were talking to their seatmate. Here, writing become a serious problem. Because the teacher only focused on the handbook and spent time in the class to explain. As we know that writing ability is one of skills the students should master to enable the learners communicate their ideas with the reader in written form. Interesting strategy is very needed to make the teaching writing more effective and enjoyable.

Finally, the writer concluded that brainstorming strategy as the strategy in teaching narrative paragraph. Brainstorming strategy is one of this strategy effectively the students achievement in teaching narrative pargraph was a good strategy to comprehend the students' learning ability and make the students' to not get bored. This strategy could be help the teacher in teaching learning process. The other word, this strategy one of a good strategy for writing and the students develop skills in identifying main ideas and key concepts in the text. Then, the students could be put the event in a story, experience and other in writing of narrative paragraph. Besides, the strategy was guided the research to deliver the information of experience they had to the writing in a better way. And, thus, the students should be comprehend the narrative paragraph by answering the question about narrative paragraph.

Based on the reasons above, the writer choose the study on title **"The Effect of Applying Brainstorming Strategy on Student's Achievement in Writing Narrative Paragraph"**.

B. The Identification of the Study

Based on the background previosusly states, the following problems are identify as follows:

1. The students were difficult to writing narrative paragraph.

2. The students are bored and not interested in writing narrative paragraph.

3. The teachers dominantly applied conventional strategy while teaching and learning process.

C.   The Scope and Limitation of the Study

The scope of this research is writing. The limitation is on writing narrative paragraph by applaying brainstorming strategy on the Xth grade students of SMK PAB 2 Helvetia, 2016-2017 academic year.

D.   The Formulation of the Study

The formulation of the study are:

1. Is there any significant effect of applying brainstorming strategy on the students' writing achievement ?

2. How many percent is the effect of applying brainstorming strategy on the students' achievement in writing narrative paragraph?

E.   The Objectives of the Study

The objective of the study are:

1. To find out the effect of applying brainstorming strategy on the students' writing achievement.

2. To measure the percentage of the effect of applying brainstorming strategy on the students' writing achievement.

F. The Significance of the Study

The finding of the study were explored to give theoretical and practical significance. Theoretically, the significane of the study will be described below:

1. Theoretically

The writer hope this research can be used as references for the other writer who wants to conduct research about teaching writing skill.

2. Practically

a. For the headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the strategy.

b. For the English teachers, were suggested to applying brainstorming strategy on the students' achievement in teaching narrative paragraph. To reach the better result, it was better if the English teachers give the topic based on the students' knowledge and to make useful variation in teaching writing especially in narrative paragraph.

c. For the students, it was suggested that they should practice brainstorming strategy by themselves to increase their achievement in writing and make able to develop their ideas, and then, to adding their knowledge skill about narrative paragraph.

d. For the writer, to can knowledge about teaching brainstorming strategy and help improving in the school.

e. For the reader's at University of Muhammadiyah North Sumatera Liberar, to enrich reader's knowledge about teaching strategy and writing narrative paragraph.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have some perception on the concept of this study.

1. Writing

According to Pradiyono (2006:42) state that in writing, the students are encouraged to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genres. The study will focus on writing a text in form of paragraph. Writing is one of the for basic language skills besides listening, speaking and reading. Writing was an important factor for communication. Through writing, the writer can deliver their ideas: What the writer think and feel about something, so that the writer can interact with other people. By writing, the writer can express his or her experience to reader. For example, if we were a passive one, we can use writing as media to deliver one idea. By writing, the writer can tell the reader what they think clearly. And we were not shy to tell our experience because most of the readers do not know who the writer is.

However, the writing was a tool of communication. It means that in communication, writing was one way to deliver our idea, because by writing, the writer can do communication indirectly, the writer just write their idea on paper. The writer hopes that the reader knows what we mean by writing. By writing, the

activity of presenting through an pinion or idea in correct sentence can be done. It was because writing was an activity that involves our brain to expose a new idea. So, the writer can produce good sentences through the new idea that the writer should be able to produce interesting and understandable writing.

Writing should be interesting for the reader and demonstrate the writer's unawareness of the specific audience for whom she or he writer. Actually, the readers have different background knowledge, age and environment so the writer should consider them before starting to write. For example, if the writer wants to write "The policy of banking", the writer should consider about target reader and their background and knowledge. If the target reader was people who work at the bank, the writer may use banking term in his or her writing, because the readers were familiar with that language (term). So, the writer should use appropriate words for certain kinds of writing. In other occasion, adds that writing was the hardest skill. The reason was probably; the writer should be able to choose the appropriate words that relevant to their target reader and to conduct the idea into paragraph to impress the reader.

Furthermore, Laurer (2005:4) says that writing was processes by which we make meaning of our experience. If the writer have an experience and want to share with others, writing was a media to deliver it. By writing, the writer can tell the reader what does he or she feel, what does he or she do and what does he or she find? If he or she was an expert and he or she does study, he or she can report about his or her study by writing.

Suriamiharja (2002: 2) states is writing an activity which issued to thoughts and feelings with writing. Can is also interpreted writing is to communicate express thoughts, feelings, and desires to others in writing. Eric Gould, Robert Yanni, dan William Smith (2003: 18)writing is a creative act, the act of writing is creative because its requires to interpret or make sense of something a experience, a text, an event. Hargrove and Pottet in Abdurrahman (2005: 239) argues that writing is a visual depiction of the thoughts, feelings, and ideas using the symbols of the writing system of a language for communication purposes or notes. Writing also as a process of self discovering who you are and what you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and even their values.

Based on definition previously about writing,it can get conclusion that writing was a tool of communication that presents ideas. The idea can be developed become a paragraph. Writing was also a way to deliver the idea in particular occasion. Before writing, the writer should consider about the reader background. Furthermore, writing was process to tell the reader about the writer experience. It was a hard activity, because we use our brain to think hardly to express idea and to produce a good paragraph. To produce a good paragraph, the writer should know about definition and component of paragraph.

2. Process of the Writing

Composition involves the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons addressed. And the function of what was written. It was a complex activity

requiring a variety of skill; and there was no general agreement among teachers regarding the methods to be used in teaching it.

One of the clearest and most practical introductions to the process of teaching writing was by White and Arndt (2008). They view that writing as a complex, cognitive process that requires sustained intellectual effort over a considerable period of time. They suggest that producing a text involves six recursive procedures (recursive because they were nonlinear) (White and Arndt,2008: 98) as shown in the Figure 2.1.
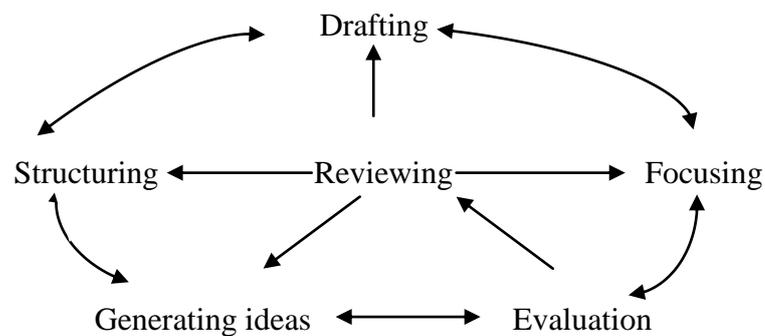
Source: White and Arndt, (2008: 99)

According to Carroll et al. (2001: 15) asserts that the process of writing occur in several stages:

a. Prewriting: include exploring topics, choosing a topic, and beginning to gether and organize details before write.

b. Drafting: involves getting ideas down on paper in taught the format that intend for the finished work.

c. Revising: is the stage in which rework the first draft to improve its content and structure.

d. Editing and Proofreading: involve correcting errors in grammar, spelling and mechanics.

e. Publishing and Presenting: are sharing the works with others.

3. Indicator of the Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

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

27-30	Excellent to very good: knowledge able substantive through development of tovple sentence relevant to assigned topic.
22-66	Good to average: Some knowledge able of subject adequate rangelimited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject – not substantive not pertiment or not enough to evaluate.

b. Organization

The organization refers to the students' ability to write the ideas, information in logical order. The topic and supporting sentences are clearly attached. The criteria of giving the some use as follow:

18-20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average: adeguate range, occasional error or word, choice but meining confused or obscured
10-13	Fair to poor: limited range, freguent error of words, choice usage, meaning confused or obsecured.
7-9	Very poor: essentially a translation knowledge of vocabulary, word from or not enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using word idiom to express idea logically. The criteria are:

20-18	Excellent to very good: Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register.
15-14	Good to Averange: Adequate range, occasional errors of words/idiom form, choice, usage but meaning not obcursed.
13-10	Fair to Poor: limited range, frequent, errors of words/idiom form, choice, usage but meaning not obcursed
9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idiom, word from, not enough to evaluate.

d. Language Use

Language use refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use the agreement in the sentences and some other words such as noun, adjectives and time signals. The criteria are:

25- 22	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, word / order function, articles, pronouns, preposition.
21-18	Good to Averange: some in effective complex construction frequent errors the use of sentences element
17-11	Fair to Poor: major problems in simple/ complex construction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very Poor: usually no material of sentence construction rules dominated by errors, not enough to evaluate.

e. Mechanics

The criteria of scoring mechanics are given below:

5	Excellent to Very Good: Demonstrates mastery of conventions, few error spelling, punctuation, capitalization, writing sentences.
4	Good to Average: occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscursed.
3	Fair to Poor : Frequent errors of spelling , punctuation, capitalization writing sentences, poor hand writing, meaning confused or obscured
2	Very Poor: No mastery conventions, dominated by errors of spelling , punctuation , capitalization, paragraphing, hand writing illegible or not enough to evaluate.

4. Genre of The Writing

The term "genre" is used to refer particular text types. It is a type or kind of text defined in terms of its social purposes, also at level of context dealing with social purpose. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. here are many kinds of genre (text type). They are:

a. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is kind of genre that has social function to retell event for the purpose of informing people entertaining.

c. Report

Report is kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

e. News Items

News items is a genre which has social function o inform the readers, listeners, or viewersabout events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is genre which has social function to share with others and account of an unusual or amusing incidents.

g. Narrative

Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

h. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description is a genre which has social function to describe a particular person, place or thing.

j. Hartatory Exposition

Hartatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a genre which has social function to explain the process involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion

Discussion is a genre which has social function to present (at least) two points of view about issues.

5. Narrative Paragraph

Narrative are more than simple lists of sentences or ideas. Narrative are stories. Stories generally tell ' what happened.' Who did what do whom and why (Susan Dymock: 2007). Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing srories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

The narrative of the world are numberless. Narrtive is first and foremost a prodigious variety af genres, themselve distributed amongst different substances- as though any material were fif to receive man's stories. Able to be carried by articulated language, spoken or written, mixed or moving images, gestures and the ordered mixture of all these substance: narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's Saint Ursula), stained glass windows, cinema, comic, new item, conversation.

Moreover, under this almost infinite diversity of forms, narrative is present in every place, in every society: it begins with the very history mankind and there nowhere is nor have been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural background.

5.1 Generic Sructure of Narrative

a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

b. Evaluation

A stepping back to avaluate the plight, usually to make the story more interesting (this element contains of sequence of events which talk about the activity or event in the past).

c. Complication

   Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

d. Resolution

   The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

e. Re-orientation (optional)

   A brief summary which is aimed to give or submit a moral lesson to the reader.

6. Criteria of Good Writing Narrative Paragraph

   Paragraph was basic unit of organize information. The paragraph consists of a single main idea which was supported by supporting detail. This opinion supported by some expert, like Harmer (2004:231) stated that a paragraph was a unit of thought that contains a group of related sentences and develops one central idea. Paragraph was a series of sentences about one idea called topic.

   Paragraph is a group of sentences that developed one main idea and developed a topic Smalley & Ruetten (2004:3). In writing paragraph, we should consider the topic sentence that should be narrowed down to a particular one as much as possiblein writing, generally we should make the out line of the writing, because the outline will make writing become easier. The outline of the paragraph it consisted of seven aspects as the following Smalley & Ruetten (2004: 3) and a paragraph was group of related sentences that develops one main idea and he adds to produce a good paragraph, the writer must consider some component or aspects in paragraph:

a. Topic Sentence

Topic was an important point to create a good paragraph; we choose the topic that very specific. So, the topic was very important in paragraph, without topic, you can not produce a paragraph. So, if you want to write a paragraph, you should choose the topic that was very specific. Because the topic was what would you tell to the reader about the writing.

b. TopicParagraph

After topic, in writing paragraph we need topic sentences. The topic sentence state the main idea of the paragraph. Topic sentence was a sentence that indicates general idea that would discuss in your paragraph. It was similar to Bossone (2001) ideas that topic sentences state the main idea of the paragraph.

c. Controlling idea

A good topic sentence states an idea or an attitude about the topic as well. This idea or attitude about the topic is called the controlling idea. The controlling idea will control what the sentences in the paragraph will discuss. All sentences in the paragraph should be relate to and develop the controlling idea. As indicated, a topic sentence introduce the topic and controlling idea about the topic. However, it is not enough to merely to have a topic and controlling idea. The controlling idea should be clear and focused on a particular aspect.

d. Supporting Sentence

The next part of the paragraph was the supporting sentence. Supporting sentence develop the topic sentence. In order to develop topic sentence, writer must write supporting sentence by giving specific details about the topic.

e. Conclusion Sentence

The last part of the paragraph was concluding sentence. Concluding sentence signals the end of the paragraph. The concluding paragraph was content of summary about the topic that explained before and it can be written like the topic sentence but in different ways.

f. Unity

As montioned earlier, each sentence in a paragraph should relate to the topic and develop controlling idea. If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted.

g. Coherence

A paragraph should have a topic and controlling idea, supporta, and unity. Another element that a paragraph need is coherence. A coherent paragraph contains sentence that are logically arranged and flow smoothly. Logical arrangement refers to the order of your sentence and ideas. There are various ways to order sentence, depending on the purposes. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved sentence combining and through the use of certain expressions, called transition, that provide the link between ideas.

h. Logical Arrangement

Paragraph should be organized. Begin our paragraph with a topic sentence that announces the idea of the paragrpah.

i. Smooth flow

Smooth flow refers to how well one idea or sentence leads into another, smooth flow can be achieved through sentence combining and through the certain expressions.

7. Learning Strategy

Sanjaya (2006: 126) said "Strategy as a plan, method or series of activities designed to a particular educational goal". In the other hand, Nurgayah (2011: 6) mention that strategy is said as a general pattern of teacher-students' action in educational process which is aimed as the concept of understanding effectively in system of teaching-learning process. Based on the definitions, there are two things that should be concerned about. First, learning strategy is a plan action (chain of action) including the application of method by using source of learning. Secondly, strategy is formed to gain some certain purpose.

8. Brainstorming Strategy

Brainstorming strategy, according to M. Sobry Sutikno (2007: 98) Brainstorming strategy can help students use their prior knowledge in their writing activity and recognize what skills and information they have and what they need to know (Rao, 2007). Moreover, teaching students different brainstorming techniques in class is reasonable because it might assist them to cultivate their writing and create ideas that are necessary in second language acquisition (Harmer, 2001).

Although the ideas created in this stage may or may not be directly related to the topic, brainstorming is a valuable technique in developing students' ideas

before they actually start their writing task (Harmer,2001). One of the most important features of brainstorming is that it does not need any preparation and it can be used at any level of education and under any circumstance (Buzan, 1993).

8.1 Purpose of the Brainstorming Strategy

The purpose of brainstorming is to guide people to new ways of thinking and break from the common way of reasoning. Brainstorming is the automatic act of note taking of ideas in preparation for different steps of writing. Some confirm to be helpful, others can be rejected it (Ledbetter, 2010). Moreover, MacDowell (2003) defined brainstorming as "the act of defining a problem or ideas and coming up with anything related to the topic. No matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after the brainstorming is completed" (p.5).

Tomlinson (2001) agrees with McDowell that brainstorming is prewriting activity in which a writer taking notes everything he can think of on as a set of subject without deciding the thoughts. Then, the writer looks at the result for patterns or other helpful data about the subject. One of the important points about brainstorming is that there should be no tension on the writer. Learners should simply open their minds to whatever pops into their brains.

8.2   Advantages of the Brainstorming Strategy

According to Roestiyah (2005:74) the advantage of Brainstorming strategy:

a.   Children are actively thinking for our opinion.

b.   Train students to think quickly and logically arranged.

c.   Increasing the participation of students in a lesson.

d. Students who are less active can be helped by theclever friend or teacher.

e. Children feel free and happy.

f. The ambiance of democracy and discipline can be grown.

g. Stimulating the students to think holistical.

9. Steps of Applying Brainstorming Strategy

Teaching writing paragraph, especially narrative paragraph is not easy for the teachers. That's why the teacher needs appropriate strategies in learning process. brainstormig strategy can be an alternative strategy for the teacher in teaching writing. This strategy can help and make easy for the students to write a good paragraph.

The researcher will explain procedure of braintorming and then teacher will ask the students to write narrative paragraph through brainstorming strategy. Applying brainstorming strategy in teaching writing narrative paragraph, it is hope that students will be able to understand narrative paragraph easily. According to Hollingsworth (2010:111) there are series of steps that should followed in setting up a brainstorming strategy session:

a. Identifying the problem

In preparation for a brainstorming session you should select a specific, as opposed to a general problem. This is extremely important, because a badly designed challenge could lead to lots of ideas which fail to solve the problem. For example: the problem "How should we behave on a field trip?" is too broad. To narrow the problem, two or three sub-problems might be formulated: How should

we behave on the bus? How should we behave going to and from the bus? How should we behave at the water station? When the problem has been reduced to its lowest common denominator, the selected sub-problems are posed as concise, definite question. Question of what, why, where, when, who and how serve to stimulate the creation of ideas. For example: Why is it needed? Where should it be done? Who should do it? How should it be done?

b. Preparing the group

Give yourself a time limit. It is recommended 25minutes, but experience will show how much time is required. Large groups may need more time to get everyone's ideas out. Alternatively, give yourself an idea limit. At minimum, he or she pushes for 50 ideas. But, 100 ideas are even better.

c. Leading the Ideation Session

Explain and write out four basic rules that must be faithfully followed:

- Criticism is ruled out: Judgment of ideas must be withheld until later.

- "Freewheeling" is welcomed. The wilder the idea the better, it is easier to tame down than to think up.

- Quantity is wanted: greater the number of ideas, the greater the likelihood that the ideas of their own, participant should suggest how ideas of others can be returned into better ideas or how two or more ideas can be combined to form still another idea.

d. Utilizing after Thought

Once the time is up, select the five ideas which you like best. Make sure everyone involved in the brainstorming session is in agreement.

e. Processing Ideas

Write down about five criteria for judging which ideas best solves the problem. Criteria should start with the word "should", for example, "it should be cost effective", it should be legal", it should be possible to finish before the end of this month", etc.

f. Implementing Ideas

Give each idea a score of 0-5 points depending on how well it meets each criterion. Once all the ideas have been scored for each criterion, he or she adds up the scores.

g. Deriving Generalization

The idea with the highest score will be best to solve the problems. But you should keep a record of all your best ideas and their scores in case best idea turns out not to be workable.

10. Procedure of Brainstorming Strategy In Teaching Narrative Paragraph.

a. The first use the brainstorming strategy in narrative paragraph, ask the students some names the famous folk tales or stories both novel and short stories.

b. The second Provide a text traditional stories such as Malin Kundang, Jonggrang, Bondowoso. Or foreign stories such as Cinderella and Pinocchio.

c.   Question and answer about the story. Or provide images that relate to the storyand then give the studentsspoken questions is it easy for students.

d.   Asking students in groups perform tasks such as preparing the story gaps or match the image with the story.

e.   Answering questions about the story.

B.   Conceptual Framework

Writing was challenging and complicated, actually. It concerts many elements such as the content, grammar, vocabulary, form, cohension and coherence, specific structures for each genre and functional text. Sometimes, they always afraid wrong in their write or they do not confidence with themselve and they got difficulties to develop their writing. So that, there were some factors such as they do not know about what the tense must to use when they will write. Their vocabulary was very less. Many teachers made their students are going bored and uninterested in writing. It made them could not write effectively. Some of teacher has not found appropriate strategy in teaching writing. They still used step to teach write a narrative paragraph to students. It would be more comfortable for the teachers if they teach write by applying imaginative strategy and simple step which can make them fell like writing. We used a narrative paragraph to see an achievement from our students in order to they can to write a narrative paragraph with see simple sentence and they can to share their experience at last by writing with their own.

C. Hypothesis

This research is to answer the question about whether yes or not the effect of applying brainstorming strategy on the students' achievement in writing narrative paragraph. To get the answer of question, the writer was propose alternative hypothesis H_a as below:

H_a : The applying of brainstorming strategy effect on the students' achievement in writing narrative paragraph.

CHAPTER III

METHOD OF THE RESEARCH

A. Location and Time

The research was conducted at SMK Pab 2 Helvetia, which located on Jl. Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang. In academic year 2016/2017the research of choosing this school related to the students' difficulty in writing narrative paragraph because almost the English teacher still the conventional strategy and in addition, many students have low abilities in writing skill. Based on the situations the researcher was conduct a research about the effect of Applying Brainstorming Strategy on the Students'Achievement in Writing Narrative Paragraph.

B. Population and Sample

The population of this research was conducted at ten grade students of SMK Pab 2 Helvetia. There are 3 classes and the total number of students are 110 students. Cluster random sampling technique was applied to determine the samples. The samples chosen are XAP-2 as the experimental group and XAP-1 as the control group. So, total numbers are 70 students. The design is figured as follows:

Table 3.1 Population and Sample

No.	Class	Population	Sample
1.	X AP1	35	35
2.	X AP2	35	35
3	X AP3	40	-
	Total	**110**	**70**

C.   Research Design

In this research, the writer was used an experimental design. It dealt with quantitative method. There are two different groups namely experimental group and control group. The experimental group was teach by applying brainstorming strategy while the control group applying Conventional strategy.

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Test
Experimental	✓	By Applying Brainstorming strategy	✓
Control	✓	By applying Conventional strategy	✓

D.   Instrument of the Research

This research was used writing essay test as instrument to collect the data. The students was asked to write a paragraph based on the topic that, given by the teacher.The test was divided in two sessions, the first is pretest given prior to the treatment. The second is post test which applied after conducting the treatment. There were five categories a good writing namely: content, organization, vocabulary or mechanism, and language use.

Based on the categories above, then the students ability in writing their text of Cinderella using chronological order was classified in quantitative and qualitative systems. The scale was as follows:

Table 3.3 Scale of Score Qualitative and Quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E. Technique of Collecting Data

The get the accurate data, in this study the writer used the test in the collecting the data, they were:

a. Giving Pre-test

The test was give before applying the strategy in both experimental and control clases. It was give to know the ability of students in writing narrative test in both group. For this pre-test, the writer asked the students to write a narrative paragraph based on the title. Pre-test was conducted before the treatment begin, pre-test was administrated to the sample, the experimental group and control group. The pre-test consist of Essay Test.

b. Giving Treatment

Both experimental and control groups was given in different treatment. The experimental group was taught with applying brainstorming strategy while control group was taught without applying brainstorming.

c. Giving Post –Test

After the teaching presentation both the experimental and control groups, the teacher gave a post test to each students in both experimental and control groups in order to know their mean score of experimental group and control group and control group after receiving treatment. The writer used post test to know the effect of brainstorming Teaching strategy on students' achievement in writing narrative paragraph.

d. Collecting the Students' Worksheet

After conducted the post-test, the researcher wascollected the students' worksheet.

F.   Technique for Analyzing the Data

After collecting the data from the test, the data analyzed by using the following procedure:

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group

2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.

3. Calculating the total score pre-test and post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

a. Calculating Mean Score:

$\bar{x} = \frac{\sum x_i}{n}$ (Sugiyono, 2015)

Note: $\bar{x}$ = Mean

$\sum x_i$ = The total of students' value

N = The number of students

b. Standard Deviation by Formula

$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}}$ (Sugiyono, 2015)

c. Calculating correlation Product Moment between X_1 and X_2

$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_{i^2} - (\sum X_i)^2\}\{n \sum Y_{i^2} - (\sum Y_i)^2\}}}$ (Sugiyono, 2015: 255)

d. Hypothesis test (t-test)

$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$ (Sugiyono. 2015: 274)

In which:

t = t-test

$\bar{X}_1$ = Mean of variable 1 (experimental group)

$\bar{X}_2$ = Mean of variable 2 (control group)

S_1 = standard deviation of sample 1 (experimental group)

S_2 = standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental goup)

n_2 = number of cases for variable 2 (control group)

r = correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

H_a: There was significant effect of applyingbrainstorming Strategy on the Students' Achievement in writing narrative paragraph.

H_0: There was no significant effect of applyingbrainstorming Strategy on the Students'Achievement in writing narrative paragraph.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicator.

C   : Content

O   : Organization

V   : Vocabulary

Lu   : Language Use

M   : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group.

Table 4.1
The Score of Pre-test of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AP	18	9	11	17	4	59
2	AR	17	6	6	13	4	46
3	ASH	26	12	12	11	5	66
4	AAH	13	8	7	18	3	49
5	AR	17	6	8	11	3	45
6	AS	20	17	13	14	4	68
7	BP	20	16	11	18	4	69
8	DSH	13	6	6	18	3	46
9	DW	21	12	11	15	4	63
10	DH	20	16	12	13	4	65
11	DI	13	6	6	8	1	34

12	DW	17	6	6	7	3	39
13	EPU	17	8	9	12	4	50
14	IMS	15	11	6	10	3	45
15	IS	13	6	6	8	3	36
16	IWN	26	13	11	11	4	65
17	IKS	21	11	11	11	3	57
18	IH	23	13	14	14	4	68
19	JA	13	6	6	6	3	34
20	MA	13	6	4	6	1	30
21	MA	15	9	6	6	4	40
22	MA	15	7	7	8	3	40
23	MA	14	7	7	8	3	39
24	MH	26	12	13	14	5	70
25	MI	13	6	8	7	4	38
26	MJK	14	6	6	7	3	36
27	ME	18	9	7	9	4	47
28	MU	18	11	11	15	4	59
29	MS	17	7	7	11	4	46
30	NR	23	14	12	12	4	65
31	PA	21	11	12	18	3	65
32	PNF	26	12	13	11	4	66
33	RI	13	6	6	5	3	33
34	SA	14	6	6	8	3	37
35	SA	18	8	7	11	4	48
SUM							1.763
MEAN							50,37

The table above shown the data of this research consist of the students'
initial (sample) and the students' score in pre-test of the experimental group can
be seen in the table 4.1 above. The data in the table 4.1 showed that the highest
score of pre-test in experimental group was 70 and the lowest was 30. So the total
score of pre-test in experimental class was 1763. The mean of pre-test in
experimental class was 50,37.

Table 4.2
The Score of Post-test of Experimental Group

No.	Students' Initial	C	O	V	Lu	M	Score
1	AP	22	16	12	21	4	75
2	AR	22	15	12	22	4	63
3	ASH	27	19	19	19	5	84
4	AAH	26	15	14	18	4	72
5	AR	25	15	13	18	4	70
6	AS	27	16	16	17	5	81
7	BP	28	16	18	23	5	77
8	DSH	22	16	12	21	4	52
9	DW	28	13	18	22	5	86
10	DH	25	15	13	18	4	71
11	DI	26	14	11	20	4	66
12	DW	29	16	14	19	5	83
13	EPU	27	13	12	19	5	76
14	IMS	27	16	17	22	5	87
15	IS	29	16	15	20	5	72
16	IWN	26	16	14	23	4	83
17	IKS	27	15	15	20	4	81
18	IH	27	13	12	19	4	75
19	JA	27	18	15	21	4	85
20	MA	28	13	12	19	5	66
21	MA	26	16	17	22	5	86
22	MA	27	12	11	20	5	54
23	MA	27	16	17	19	5	84
24	MH	27	17	18	22	5	89
25	MI	26	16	19	15	4	68
26	MJK	26	16	19	22	5	61
27	ME	28	16	19	22	5	62
28	MU	27	17	19	19	5	87
29	MS	28	16	19	22	5	66
30	NR	27	18	19	20	5	89
31	PA	24	16	14	16	5	74
32	PNF	27	19	18	18	5	87
33	RI	27	18	16	21	4	60
34	SA	27	16	16	19	4	82

35	SA	18	16	16	22	4	76
SUM							2.630
MEAN							75,14

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 89 and the lowest was 52. So the total of post-test in experimental class was 2630. The mean of post-test in experimental class was . 75,14

Table 4.3
The Score of Pre-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AMS	20	10	10	11	4	55
2	AES	16	14	11	11	4	56
3	AA	13	7	6	7	3	36
4	AI	13	9	8	12	3	45
5	BHP	13	6	6	7	3	35
6	BP	14	8	7	11	3	43
7	DA	13	8	8	9	3	41
8	DSO	16	9	6	11	4	46
9	EL	13	8	6	8	4	39
10	ER	13	8	8	11	3	43
11	FS	13	7	7	11	4	42
12	FS	22	16	14	17	5	74
13	IF	15	7	7	10	3	42
14	JU	13	6	5	6	3	33
15	JS	13	8	7	11	4	43
16	MA	17	8	7	13	4	49
17	MF	13	8	8	12	3	44
18	MF	17	7	8	11	3	46
19	MR	15	8	7	11	4	45
20	MWN	21	12	12	18	4	67
21	MA	18	12	8	11	5	54

22	MV	14	6	6	7	3	36
23	MA	16	6	11	11	4	48
24	MS	15	11	8	11	4	49
25	NA	16	7	8	9	4	44
26	NRN	13	7	7	12	4	43
27	PK	18	11	8	18	4	59
28	PMW	16	8	7	7	4	42
29	RF	21	12	12	15	4	64
30	RA	14	8	8	18	4	52
31	RR	16	9	11	13	4	53
32	SRA	13	7	6	10	3	39
33	SAMK	15	8	7	10	4	44
34	SN	16	6	6	9	3	40
35	SDT	14	7	6	10	3	40
SUM							1631
MEAN							46,6

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table 4.3 above. The data in the table 4.3 showed the highest score of pre-test was 74 and the lowest was 33. So the total score of pre-test in control class was 1631. The mean of pre-test in control class was 46,6.

Table 4.4
The Score of Post-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1	AMS	20	19	16	13	5	73
2	AES	23	12	8	18	4	65
3	AA	24	16	14	12	4	70
4	AI	21	6	11	18	4	60
5	BHP	18	11	12	11	3	55
6	BP	19	12	13	12	4	60
7	DA	21	16	11	18	5	71
8	DSO	22	15	16	17	5	75

9	EL	19	14	11	16	4	64
10	ER	24	13	14	19	4	74
11	FS	16	13	9	13	4	55
12	FS	26	11	17	18	5	77
13	IF	22	13	14	14	4	67
14	JU	24	18	13	17	4	76
15	JS	22	14	8	18	4	66
16	MA	23	11	9	18	4	65
17	MF	25	13	12	22	5	77
18	MF	25	11	11	14	4	65
19	MR	23	17	15	16	5	76
20	MWN	22	16	13	17	4	72
21	MA	21	14	12	19	4	70
22	MV	22	16	16	13	4	71
23	MA	20	17	15	19	5	76
24	MS	20	15	19	18	5	77
25	NA	21	12	15	19	4	71
26	NRN	24	13	12	11	4	64
27	PK	27	14	14	12	4	71
28	PMW	22	14	18	13	5	72
29	RF	22	12	13	18	4	69
30	RA	23	16	16	18	4	77
31	RR	22	16	16	18	4	76
32	SRA	23	13	11	22	5	74
33	SAMK	20	11	16	17	4	68
34	SN	22	15	16	17	5	75
35	SDT	22	12	16	18	4	72
SUM							2.446
MEAN							69,89

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.4 above. The data in the table 4.4 showed the highest score of post-test was 77 and the lowest was 55. So the total score of post-test in control class was 2446. The mean of post-test in control class was 69,89.

Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 75,14 and the mean score of control group was 69,89. The data showed that the mean score of students in experimental group who were taught by applying *brainstorming strategy* was greater than the mean score of students in control group who were taught by applying *conventional strategy.*

B. Data Analysis

The effect of applying brainstorming strategy on the students' achievement in writing narrative paragraph. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.5
The Differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X_1)	Post-Test (X_2)	$\sum X_1^2$	$\sum X_2^2$
1.	AP	55	73	3.025	5.329
2.	AR	56	65	3.136	4.225
3.	ASH	36	70	1.296	4.900
4.	AAH	45	60	2.025	3.600
5.	AK	35	55	1.225	3.025
6.	AS	43	60	1.849	3.600
7.	BP	41	71	1.681	5.041
8.	DSH	46	75	2.116	5.625
9.	DW	39	64	1.521	4.096
10.	DH	43	74	1.849	5.476
11.	DI	42	55	1.764	3.025
12.	DW	74	77	5.476	5.929
13.	EPU	42	67	1.764	4.489
14.	IMS	33	76	1.089	5.776
15.	IS	43	66	1.849	4.356
16.	IWN	49	65	2.401	4.225
17.	IKS	44	77	1.936	5.929

18.	IH	46	65	2.116	4.225
19.	JA	45	76	2.025	5.776
20.	MA	67	72	4.489	5.184
21.	DY	54	70	2.916	4.900
22.	LY	36	71	1.296	5.041
23.	PN	48	76	2.304	5.776
24.	MH	49	77	2.401	5.929
25.	MI	44	71	1.936	5.041
26.	MJK	43	64	1.849	4.096
27.	ME	59	71	3.481	5.041
28.	MU	42	72	1.764	5.184
29.	MS	64	69	4.096	4.761
30.	NR	52	77	2.704	5.929
31.	PA	53	76	2.809	5.776
32.	PNF	39	74	1.521	5.476
33.	RI	44	68	1.936	4.624
34.	SA	40	75	1.600	5.625
35.	PT	40	72	1.600	5.184
TOTAL		$\sum X_1 = 1631$	$\sum X_2 = 2446$	$\sum X_1^2 = 68845$	$\sum X_2^2 = 172214$

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test score of experimental class. For experimental class, the lowest score was 30 and the highest was 70 for pre test and the lowest score was 52 and the highest was 89 for post test.

For control class, the lowest score was 33 and the highest was 74 for pre test and the lowest score was 55 and the highest was 77 for post test.

The mean score was calculated as follows:

The average (Mean)

1. Pre Test of Experimental Group

$$\overline{X} = \frac{\sum X_i}{N}$$

$$\overline{X} = \frac{1763}{35}$$

$$\overline{X} = 50{,}37$$

2. Post Test of Experimental Group

$$\overline{X} = \frac{\sum X_i}{N}$$

$$\overline{X} = \frac{2630}{35}$$

$$\overline{X} = 75{,}15$$

Standard Deviation of X Post Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	X	X^2
1	75	5.625
2	63	3.969
3	84	7.056
4	72	5.184
5	70	4.900
6	81	6.561
7	77	5.929
8	52	2.704
9	86	7.396
10	71	5.041
11	66	4.356
12	83	6.889
13	76	5.776
14	87	7.569
15	72	5.184
16	83	6.889
17	81	6.561
18	75	5.625
19	85	7.225
20	66	4.356
21	86	7.396

22	54	2.916
23	84	7.056
24	89	7.921
25	68	4.624
26	61	3.721
27	62	3.844
28	87	7.569
29	66	4.356
30	89	7.921
31	74	5.476
32	87	7.569
33	60	3.600
34	82	6.724
35	76	5.776
Jumlah	2.630	201.264

$$SD = \sqrt{\frac{N\sum X^2 - \left(\sum X\right)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{35(201264) - 2630^2}{(35)(35-1)}}$$

$$SD = \sqrt{\frac{127340}{1190}}$$

$$SD = \sqrt{107,01}$$

$$SD = 10,34$$

Standard deviation of X Pre Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	X	X^2
1	59	3.481
2	46	2.116
3	66	4.356
4	49	2.401
5	45	2.025
6	68	4.624
7	69	4.761
8	46	2.116
9	63	3.969
10	65	4.225
11	34	1.156
12	39	1.521
13	50	2.500
14	45	2.025
15	36	1.296
16	65	4.225
17	57	3.249
18	68	4.624
19	34	1.156
20	30	900
21	40	1.600
22	40	1.600
23	39	1.521
24	70	4.900
25	38	1.444
26	36	1.296
27	47	2.209
28	59	3.481
29	46	2.116
30	65	4.225
31	65	4.225
32	66	4.356
33	33	1.089
34	37	1.369

35	48	2.304
Jumlah	1.763	94.461

$$SD = \sqrt{\frac{N\sum X^2 - \left(\sum X\right)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{35(94461) - 1763^2}{(35)(35-1)}}$$

$$SD = \sqrt{\frac{197966}{1190}}$$

$$SD = \sqrt{166,36}$$

$$SD = 12,9$$

Table 4.7
Calculating Correlation Product Moment between X_1 and X_2

No.	$\sum X_i$	$\sum X_i$	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	59	75	3.481	5.625	4425
2	46	63	2.116	3.969	2898
3	66	84	4.356	7.056	5544
4	49	72	2.401	5.184	3528
5	45	70	2.025	4.900	3150
6	68	81	4.624	6.561	5508
7	69	77	4.761	5.929	5313
8	46	52	2.116	2.704	2392
9	63	86	3.969	7.396	5418
10	65	71	4.225	5.041	4615
11	34	66	1.156	4.356	2244
12	39	83	1.521	6.889	3237
13	50	76	2.500	5.776	3800
14	45	87	2.025	7.569	3915
15	36	72	1.296	5.184	2592
16	65	83	4.225	6.889	5395

17	57	81	3.249	6.561	4617
18	68	75	4.624	5.625	5100
19	34	85	1.156	7.225	2890
20	30	66	900	4.356	1980
21	40	86	1.600	7.396	3440
22	40	54	1.600	2.916	2160
23	39	84	1.521	7.056	3276
24	70	89	4.900	7.921	6230
25	38	68	1.444	4.624	2584
26	36	61	1.296	3.721	2196
27	47	62	2.209	3.844	2914
28	59	87	3.481	7.569	5133
29	46	66	2.116	4.356	3036
30	65	89	4.225	7.921	5785
31	65	74	4.225	5.476	4810
32	66	87	4.356	7.569	5742
33	33	60	1.089	3.600	1980
34	37	82	1.369	6.724	3034
35	48	76	2.304	5.776	3648
Total	**1.763**	**2.630**	**94.461**	**201.264**	**134.529**

(Sugiyono, 2015: 255)

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X^2)\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{(35)(134529) - (1763)(2630)}{\sqrt{[(35)(94461) - 1763^2][(35)(201264) - 2630^2]}}$$

$$= \frac{4708515 - 4636690}{\sqrt{\{3306135 - 3108169\}\{7044240 - 6916900\}}}$$

$$= \frac{71825}{158773}$$

$$r = 0.4524$$

C. Testing Hypothesis

H_a: p = 0, there is a significant effect of applying brainstorming strategy on the student's achievement in writing narrative paragraph.

H_0:   p = 0, there is no significant effect of applying brainstorming srategy on the students' achievement in writing narrative paragraph.

Determining the value of t-test with formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{s_1^2}{N_1} + \dfrac{s_2^2}{N_2} - 2R\left(\dfrac{s_1}{\sqrt{N_1}}\right)\left(\dfrac{s_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{75{,}14 - 50{,}37}{\sqrt{\dfrac{107{,}01}{35} + \dfrac{166{,}36}{35} - 2(0{,}4524)\left(\dfrac{10{,}34}{\sqrt{35}}\right)\left(\dfrac{12{,}9}{\sqrt{35}}\right)}}$$

$$t = \frac{24{,}77}{\sqrt{4{,}37}}$$

t = 11,852

After accounting the data previously by using t_{test} formula that critical value 11,852 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $n_1 + n_2 - 2 = 70 - 2 = 68$ that t_{table} is 1,995 for 0.05. It could be concluded $t_{test} > t_{table}$ or 11,852 > 1,995 so, Ho is rejected and Ha is accepted or "there was the effect of applying brainstorming strategy on the students' achievement in writing narrative paragraph".

D. The significant effect of Applying the Brainstorming Strategy on the Students' Achievement in Writing Narrative Paragraph

The percentage of applying this model was:

$D = r^2$ x 100%

$= 0,4524^2$ x 100%

$= 0,2047$ x 100%

$= 20,47\%$

It meant the effect of X variable toward Y variable or the effect of applying Brainstorming Strategy on the students' achievements in writing narrative paragraph was 20,47% and 79.53% was influenced by other factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying brainstorming strategy got higher score than those who were taught by using the conventional strategy. It was proved from the result of t-test which was 11,852 and t_{table} which was 1,995 ($t_{test} > t_{table}$, 11,852>1,995). So, the fact showed that the students' writing achievement in narrative text was more significant than those by using conventional method. Total of significant effect was 79,53% was influenced by other factors and the test of hypothesis was found that $t_{observe} > t_{table}$ (11,852>1,995).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, conclusions can be drawn as the following:

1. There were effects of applying brainstorming on students' achievement in writing narrative paragraph that they could find easier to express their ideas and thoughts to write paragraph especially narrative paragraph.

2. The students' achievement taught by applying brainstorming in writing narrative paragraph got better achievement than those who were taught by applying conventional strategy in writing narrative paragraph.

B. Suggestions

From the conclusions above, the suggestions are advisable for improving the teaching of English writing in particularly writing narrative paragraph. The suggestions are staged as the following:

1. For the Headmaster, the headmaster should be attention of teaching strategy in the school, could increase awareness of teacher in order to give an effective strategy for students so that the students do not get bored.

2. For the English teacher, especially for the English teacher of SMK PAB 2 Helvetia. They can try brainstorming in teaching English to increase their knowledge and by applying a good strategy the students are easier and

motivated to learn English. The English should select a strategy that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use brainstorming as an active strategy to teach in the class.

3. For the students, the students should be active in the classroom because in the brainstorming the students are supported to be active in learning process, its hope that the students can be increase the knowledge.

4. For the reader, it is suggested to use an effective strategy in teaching learning process, to make the students more interested in studying English.

5. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.