

**THE EFFECT OF APPLYING BRAIN WRITING STRATEGY ON THE STUDENT
WRITING ACHIEVMENT ASSISTED WORDLESS PICTURE BOOK MEDIA**

SKRIPSI

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ABSTRACT

Siti Fatimah. NPM:1402050370 “The Effect of applying brain writing strategy on the student writing achievement assisted wordless picture book media”. Skripsi, English Department, Faculty of Teachers’ Training and Education - University of Muhammadiyah Sumatera Utara, Medan 2018.

The objective of this research was to find out the effect of that applying brain writing strategy on the student writing achievement assisted wordless picture book media. This research applied experimental research. The population of this research was taken from the Eight grade and the second year students of junior high school in SMP Ali Imron Medan Jl.Tembung at academic 2017/2018 with the total population were 133 students. This research was applied purposive sampling. This research used experimental research design namely One group pre-test and post-test, Therefore, the research took one class as the experimental class. The sample was taken from third parallel classes with the total number of sample was 30 student. The researcher were given treatment strategy. The instrument of collecting data writing test which consist of one items. The data were analyzed by using t-test formula. The result of the data showed that $t_{\text{observe}} 6.8 > 2.42857 t_{\text{table}}$ 2.0 with degree of freedom (df) = n-k. The hypothesis was accepted. It proves applying brain writing strategy on the student writing achievement assisted wordless picture book media.

Keyword: Brain writing strategy writing achievement, wordless picture book media.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the basic language skills, writing has a complex process. Therefore, writing is not as easy as what people think. It is a comprehensive achievement which consist of grammar, vocabulary, punctuation, word selection, and topic. By writing students understand the grammar of the text. How the students get the information about the text after they write and then how the student about the story after they write. Writing is an act of discovery and knowledge creation by means and language and the purpose of the writing is how the students can make their creation with the writing one way that can be used to find of out students knowledge about English is by analyzing. In reality, based on the observation that was conducted by the research during the teaching practice program (PPL), there were several problems that were found in SMP Ali Imron Medan.

1. Most of the students did not know how to build sentence such as grammatical correctly, limitation, generic structure of each text.
2. The students might also have ideas in their mind, mind, but they did know now how to express them in writing. Therefore, teacher as the Facilitator must be able to design a good concept of teaching to encourage the students especially to write a good piece of writing.
3. Most of students did not interest in learning writing because they didn't have many ideas and they confuse about a materials.

4. The research found that was also caused by inappropriate which was used which was used by the teacher. The teacher mostly taught the students only about the theories asked the student to memories them without giving chance for the students to practice their writing achievement. Based on situation, the teacher as educator must be able to formulated an interesting English process in an approach or method.

In reality, students writing ability is low, based on the observation that was conducted by the researcher during the teaching internship program (PPL), students' ability in writing quite low. Most students could not write well. They write the text without focusing to the main idea also coherence of the sentences. Meanwhile, a good writing should be supported by the unity of the paragraphs, completeness and coherence, good grammar and vocabulary. Most of the students did not know how to build sentences such as grammatically correct, and generic structure of each text. The students might also have ideas in their mind, but they did not know how to express them in writing. Therefore, teacher as the facilitator should be able to design a good concept of teaching to encourage the students, especially to write a good piece of writing. The researcher found that was also caused by inappropriate which was used by the teacher. The teacher mostly taught the students only about the theories, asked the students to memorize them without giving chance for the students to practice their writing skill. Based on situation, the teacher as a educator should be able to formulate an interesting English process in a approach or method.

One of learning strategy overcoming that problem is brain writing strategy research believes more use brain writing strategy to teach writing and can be handle one of learning brain writing is giving students an opportunity to share what they know about a subject without taking the risk of being wrong. It encourage students to think about they might already know about topic to be studied, and the follow - up discussion it elicits helps foster students' prior knowledge as well engaging their interest in the subject to be studied in addition Judy Raymond and Charline (2012-228) have shown that brain writing is to help students generate ideas he student are divided into smaller group to response a topic write down their ides and then exchange and add to one another lists, it seems that brain writing help the students in arrangement their ideas, explore their ideas into lists and make a sentence based on the listing of ideas their write down. States that there are some of using brain writing strategy can help the students in organizing ideas in understanding the purpose of writing. Then this strategy will help the student to connect several teacher also wrote arranged from the most controlled to the feast controlled. Several teacher also wrote that this approach is relatively easy for writing can to help student for development idea. Beside on explanation and problem above the researcher want to see the effect of applying brain writing strategy on the students' writing achievement assisted wordless picture book media.

B. The Identification of the Problem

The problems of this study were formulated as follows:

1. There were many students who had limited vocabulary, and grammatical so that, they were difficult to understand the writing text.
2. The teacher didn't teach the writing by brain writing strategy.
3. The students were bored to read the text because it is not interested.
4. The effect of applying brain writing strategy on the students writing achievement assisted wordless picture book media.

C. The Scope and Limitation

The scope of this research was focused on writing achievement by using applying brain writing strategy limited of this research in academic 2017/2018 and it was limited in descriptive text.

D. The Formulation of the Problem

Based on the background, the problem of the study was formulated as is there any effect of applying brain writing strategy on the students writing achievement assisted wordless picture book media.

E. The Objectives of the Study

In line with the problem of the study, the objective of the study was to find out the significant the effect of applying brain writing strategy on the students writing achievement assisted wordless picture book media.

F. The Significance of the Study

The result of this research was expected to be useful for.

a. Theoretically:

To add knowledge, experience and in sight in teaching writing, especially in teaching descriptive text by wordless picture book media.

b. Practically:

1. For students, to develop their achievement on writing descriptive text by applying brain writing strategy.
2. For the teachers, to provide the English teacher to plan and conduct a better and interesting teaching learning process, especially in teaching writing descriptive text, and
3. For other researchers, who is interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research was related to the accumulated ideas from various theories. In doing research, the purpose must be in order to make the same perspective of the implementation in the field. The terms were used in a particular context and aimed to give a clear concept to avoid understanding between the researcher and the readers. The researcher begins to clarify the term and concept, so that the readers and the researcher may have the same perception on them.

1. Effect

Effect in this research means as any ability improvement after learning something. Improvement in learning as certain proof of success or ability of student in doing the learning activities which based on their level of class.” Effect is defined to change of ability that the students have by using certain technique of teaching. It’s usually in experimental technique in which an idea or hypothesis are tested or verified by setting up situation in which the relationship between the different subjects or variable can be determined.

An improvement in which achieved by the students then are realized in the form of the score so that was acknowledged the certain position of students in the class because they score they have reflected their improvement in the learning process. Therefore, effect can be defined as the result of the product of teaching the technique of teaching has a big role in making improvement in the students’ ability.

2. Applying

JS. Badudu and Sutan Mohammad Zain (Badudu & Zain, (1994:1487) says the applying was the case, way or result. Based on such understanding could be that the application was an action that done either individually or on groups with a view to achieve the goals that had been formulated” as for elements implementation include:

1. Existence of program implemented.
2. Presence of the target group, namely people who are targeted and expected and expected to receive benefits from the program.
3. Existence of execution, either organization or individuals who responsible for the management, implementation and supervision of the implementation process and supervision of the implementation process.

3. Brain Writing

Brain writing strategy gives student opportunity to share ideas based on their knowledge. Brain writing is generating of ideas of quality from every person in the group. It means that this strategy to help students to generate quality of ideas of each students. Each student can write any ideas in their ideas should have good quality to explore to other. Brain writing is giving students an opportunity to share what key know about what they might already know about a topic to be studied, and the following – up discussion elicits helps to foster knowledge as well as engaging their interest in the subject to be studied in addition Judy Raymond and Charline (2012:2018) have shown that brain writing is to help student generate ideas the students are divided into smaller group to response a

topic write down their ideas and the exchange and add to one another lists. It seems that, brain writing help the students in arrangement their ideas, explore their ideas into listing of ideas their write down. Finally, we can say that brain writing strategy is a strategy that can be used by the teacher in teaching writing to generate their ideas and gives student an opportunity without taking risk of being wrong based on their ideas gives student an opportunity without taking risk of being wrong based their knowledge about what their thinking about subject.

3.1 Steps Brain Writing

1. Students and teachers discuss the of writing to be written.
2. Students are given the opportunity to perform individual or group pretreatment process both indoor and auditor. If in groups things discussed (discussed) and suggestions of ideas of friends should be poured in the sheet / idea card.
3. Students are given the opportunity to write independently (alone).
4. When finished writing the draft. Students notes are exchanged for other students, paired / random and they brain writing other friends' posts.
5. Students are asked to give suggestions ideas. And the like on the writing of a friend he read in writing on the idea card sheet.
6. After the writing is returned along with the idea card, the students improve their writing again.
7. Teachers and other students reflect (respond and evaluation) written friend who served.
8. Posts collected and evaluated by teachers.

3.2 The Advantages and disadvantages Brain Writing

1. Advantages brain writing

Brain writing strategy can give many advantages to the students and teachers in writing skill. states that there are some of using brain writing strategy can help the students in organizing ideas in understanding the purpose of writing. Then this strategy will help the student to connect

2. Disadvantages of brain writing

- a. Not all participant would try hard to come up with original ideas. As they don't have speak up until the end won't be about their creativity being placed under the lens.
- b. Not everyone is good at articulating his or her thoughts by brain writing.
- c. The final output may be only quantity with no quality as the moderator had no opportunity.

4. Wordless Picture Book

Wordless Picture Book contains little or no text. It presents a whole new set of challenges. The picture may perform a variety of functions, depending on the type of book. They can tell the entire story without any text at all, provide an interactive dimension provide n educational element. Wordless picture support creative expression and can be used to explore different art media and technology. According to Fulton (2006: 4) Wordless Picture Book is just what they sound like - books without words (or sometimes with animal words) that tell a story through pictures. Because they don't rely on words to express their stories, Wordless Picture Book can be used to develop important skills, such as:

- 1) Detecting Sequence
- 2) Identifying Details
- 3) Noting cause and effect relationships
- 4) Making judgment
- 5) Determining main ideas
- 6) Making inference

4.1 The Advantages and The Disadvantages Wordless Picture Book Media

1. Advantages of Wordless Picture Book Media

- a. Interpret meaning from picture.** In Wordless Picture Book, text is absent or minimal, so students apply meaning to the story. Since there are no words on the page to define, limit, or prescribe a story, each student is able to create his or her own story and develop characters for their story. This allows students to include their own culture, values, and understanding within the story.
- b. Help students develop language and writing skills.** The wordless picture presents the visual plot clearly.
- c. Wordless Picture Book develops a student's oral language** too because it allows the students to create stories using experiences, prior knowledge, and their understanding of the event in each illustration.
- d. Able to create text in a different language.** Everyone has a different idea and thought. Students can bring their own experiences and culture to the story that they tell. When students read and listen to Wordless Picture Book, they are exposed to the different cultures represented in their classroom. Also, students understand the need for stories to include humor or to be entertaining. As students include humor in their stories, they learn to accept and appreciate both their feelings and those of others.

- e. **Understand sequence and story plots better because of the picture give the detail and plot complexity.** They can tell the story by describing the pictures and what is happening on each page. Afterwards the students should be able to loosely describe what happened in the beginning, middle, and end of the book (sequencing).

2. Disadvantages of Wordless Picture Book Media.

- a. The class can be noisy because it's a group discussions.
- b. Time consuming this strategy may be time consuming if the class is big and the teacher cannot an amusing classroom atmosphere.

5. Descriptions of Method, Approach, Strategy, and Technique

5.1 Method

Method is way of teaching language by following systematic principle and procedures. A method include the actual activities the learner and the teacher are engaged in while teaching and learning a language. A theory of language is put into practice in a method. A is more abstract than teaching activities knowledge of methods is part of the knowledge base of teaching. In helps to widen a teachers repertoire of techniques. Method are also usually based on set of beliefs about pedagogy was to find the right method a methodological magic. Formula that would work for all learner at all times.

Method are contrast with approaches, which are more general, philosophical orientation such as communication language teaching that can encompass arrange of different procedures.

5.2 Approach

Approach refers to “theories about the nature of language learning that serves as the source of practice and principle in language teaching.” An approach describes how language is used and how its constituent parts interlock in order words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning in the literature of English language teaching.

The term “method and approach” are often used in the nature of language learning. An approach is axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

5.3 Strategy

Strategy is learning activity that must be done so that the teacher and student learning objectives can be achieved efficiently. Stated that “A strategy may be defined as a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a planned problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information.”

5.4 Technique

According to Brown (2001:16) technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with a method and therefore were harmony which and approach as well.

More clearly stated that technique as a super ordinate term to refer various activities that either teachers or learners perform in the classroom. In this case technique is helped someone to improve the students achievement in mastering the language. So it will very usefully to be applied in the classroom, with the technique teaching process was facilitated in the classroom enjoyable to study.

6. Achievement

Learning a process in individual self who doing an interaction with their achievement to get change in their behavior. The achievement is measured to reflection the purpose of the teaching Students' achievement is a change which involve the people to be change in their attitude and behavior. Teaching purpose is purpose which describe a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behavior which can be observed and measured).

Affective was the changing of behavior that affect someone liens to do something. There are acceptance, sign with the acceptance by using their senses and response. Decision, decide a problem with a simple up to complex. Psychomotor was the skill to did something, ready to did it base on physic and emotion, self control and become a habit. Therefore, it was conclude that the achievement was reaching particular goal, statues or standard especially by effort, skill courage, etc.

From the explanation above, the achievement would be got from students' achievement test that related to cognitive domain in the teaching learning process. Teaching purpose is purpose which describe a knowledge, skill, attitude that must

be gained by the students as a result (teaching that called in behavior which can be observed and measured). It was got in score form. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting and suitable level comprehension of the text of the students. In achievement, the teachers are demanded to be creative in creating the better technique on strategy. It means that the teacher play a major role in determining the effectiveness of reading program.

7. Writing

Writing can be seen as a mental process. First, the students will have to understand the function of language. He has learned for instance, that there are rule in writing. These rules can be applied to express the idea. Words must be selected. The correct rules are needed to make meaning comprehensible. In other words, there should be relations between one word to another or one sentence. Good writing is when the reader can understand the message and can make conclusion from the writing itself. It means that, teacher cannot understand the message in the written form, we cannot say that it is good writing.

7.1 Genre of Writing

Genre must deal with kinds of text. It has communicative purpose or social function, generic structure, or text organization and language feature. Genre is based on accession, function, behavior, and interaction structures. Each of text uses different language feature. That are many genres: a) Narrative: has function to amuse, entertain and deals with actual or various experience in different ways. b) Recount: has function to retell events for purpose or informing/entertaining. c)

Descriptive: has function to describe a particular person, place or thing. d) Report: has function to describe the way are things are with reference to arrange of natural man made and phenomenon environment. e) Procedure: has function to describe how something is accomplished through a sequence of action or steps. f) Explanation: has function to explain the purpose involved in the formation or working of natural on socio-cultural phenomenon. g) Discussion: has function present information and opinion about issues in more one of an issue. h) Anecdote: has function to share with other and account of an unusual amusing incident. i) Spoof: has function to tell event with a humorous twist and entertain the readers. j) News: has function give information and the events.

7.2 Process of Writing

Process is the stage where the researcher goes through in order to produce a writing matter. Elaborate a stage of writing process as follows :

1. Prewriting: freely exploring topic and beginning to gather organized details before you write.
2. Drafting: getting your ideas down on paper in roughly the format you intend.
3. Revising: concerning any errors and improving the writings from the content.
4. Editing and proof reading: Polishing the writing: fixing error in grammar, spelling mechanics.
5. Publishing and presenting: sharing your writing.

8. Text

A text is a sequence or paragraph that represent extend unit of speech according to Sanggam and Kison (2008:1) a text is both a spoken and written text.

A spoken text is meaning spoken text. It can be word or phrase or sentence or a discourse or an advertisement or paragraph or an essay or an article or a direction or an advertisement an essay or an article or a book, etc. A text refers to any meaning full short or long spoken or written text.

8.1 Text types

Text types are general semantic – functional concepts and are not be confused with text from (advertisements, editorials, sermons, list poems, telephone, books, novels).

There are 5 major:

- a. Descriptive text
- b. Procedures
- c. Narrative
- d. Recount
- e. Report

a. Descriptive Text

The simple type of academic writing would writing is descriptive. Its purpose is to provide fact or information. An example would be summary of an article or a report of the result of an experiment. The kinds of instruction for a purely descriptive assignment include: identify, report, record, summarize define.

b. Procedures text

Procedures text is a text explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. The Communicative purpose of this text is to describe how something is made through a sequence action or steps. there are three generic

structures in procedure text. The first is goals or purpose the second is materials or tools, The third and last steps or method to know the text that we read is procedure or not simple you can read the title if the title is started with to make or how to us it can be certainly the text is procedures text.

c. Narrative text

A narrative text as story that created constructive from. A narrative is commonly found in fiction. That is why we often see a narrative as story. We have to keep in mind that very narrative at least one we have to keep in mind that at retells past events, usually in the order in which they happened. Its purpose is either to inform or to entertain the audience. There is no complication among the participant and that differentiates from the narrative. A recount text is at text that tells you apart of the experience, a recount has an orientation, that “rounds off” the sequence of events. In text, you find words and phrases used to start, content a sentence with the next one, and finish your composition. The details is a recount text very narrative consists at last one complication among the participants. Because most stories are explored base in the story plotting, then the stories are narrative texts.

d. Recount text

Recount is a piece of text retells past events, usually in the order in which they happened. Its purpose is either to in from or to entertain the audience. There is no complication among the participant and that differentiates from the narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events. And a reorientation that “rounds of” the sequence of events. In the text, you find words and phrases used to start connect a sentence

with the next one, and finish your composition the details in a recount text can include what happened, who took place, when it happened and why it occurred.

e. Report text

Report text is a text that describe something in general every text has a communicative purpose. Communicative purpose of report text is present information about something in general. Report text has two generic structures the first general classification is usually in the first paragraph of the text. This part usually introduces the topic of the report or tells what phenomenon under discussion is. It can be a short description of the subject or in can be definition from the subject that is describe. The second is, description in the part we usually was describe the details of the topic or subject, such as physical appearance, parts, qualities, habits or behavior Every paragraph in the part of description usually gives us information about one feature of the subject. .

9. Descriptive Text

Descriptive text is a group of sentences develops one main idea about describing thing, place, person, and animal. The description must be organized so that the reader can vividly imagine the scene being described. The arrangement of the details in a descriptive text depends on the subject. The selection and the description of details depend on the describers purpose. Descriptive text is one of the genre text in English. In general, descriptive a text that describes person, thing, or place in specifically. There are some experts define about definition of descriptive text. Describes that description is about the sensory experience how

something looks sounds, Tastes. Mostly it is about visual experience, but also deals with other description Kinds of perception

More over fine the social function of descriptive text is to describe a particular person, place, or thing. Descriptive text provides all of information that is used to describe person, place, or thing.

In summarize, descriptive text is a kind of text that is intended to describe someone, something, or place by introducing trough the characteristic and description of the object in order to make the reader sense and imagination about something. Besides that, this text consists of several paragraphs which are used to represent the descriptive the object.

9.1 The Characteristic of Descriptive Text.

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion. Jenny Hammond (1992) divided into three generic structure of descriptive text namely:

a) Generic structure

1. *Identification*: Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.
2. *Description*: Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that was contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all.

3. Paragraphs build the description of the subject. The description can be. Physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristic of the subject which is the unique of the special aspect that the subject has.
4. *Conclusion*: The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

9.2 The Example of descriptive text

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands .Gregory is as finicky about visitors as he is about what he eats, befriendng some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag

snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Generic structure :

Identification : Gregory is my beautiful

Description : he walks with pride and grace with pride and grace
Grace performing a dance of disdain he enjoys TV
commercials those for meow Mix 9 lives Gregory is
finicky

9.3 Kinds of Descriptive Text

a. Describing a personality

If we want to describe a person, the first that we do is to recognize his or her individual characteristics. They need to describe people occurs fairly in archaism of physical attribute (hair, eye) emotional (warm, nervous and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever perception, and lesson) consequently the writer describes the person clearly.

b. Describing a place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden or park. The best way to describe a place by presenting some concrete example, such as hotel, home, a school and so on. Further, it is essential to describe the size and agreement of the square involved.

c. Describing a process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something is happened and done. That's way the writer should consider the steps for completing the process and also the verbs are usually used in the imperative form.

d. Describing an object

The best way to describe an object accurately is providing the physical characteristics of an object such as the size, the shapes, the form, the color, etc. Therefore the writer will describe all the picture of the object.

e. Describing

In describing an event, the writer should be able to memorize and remember what had happened in that event. Suppose, the writer will write and discuss the accident happened two days ago. In that case he or she has to explain all details related to the event clearly. In did it makes the reader fell the event in the real situation.

B. Conceptual Framework

Descriptive text provides all of information that is used to describe person, place, or thing. In summarize, descriptive text is a kind of text that is intended to describe someone, something, or place by introducing trough the characteristic and description of the object in order to make the reader sense and imagination about something. Besides that, this text consists of several paragraphs which are

used to represent the descriptive the object The purpose of descriptive text Description is used in all forms of writing to create a vivid impression of a person, place, object Brain writing on the student writing achievement assisted wordless picture book media is a approach has activities that help students to solve their problem in getting higher score. By thinking students can develop their ideas by comparing and setting the ideas that test presents with their ideas and know what ideas that can be discussed. Practice with their friends can make student share each other and test their ideas to get better ideas. Every student may have different opinions about ideas discussed. By sharing and testing their ideas, students get self-confident to use their own language in the writing activity because they are sure that their ideas are good. This activity also will help students to write descriptive text because they encourages students the use new vocabulary words it will help your students writing be more interesting and full of details that they get from practice activity. It will make them easily in organizing their ideas and write them in to good descriptive text by their own words.

Brain writing assisted by wordless picture book media, the students was more interesting and active. They will more comprehend the text clear

C. Hypothesis

The two hypothesis was formulated as follow

Ha : “There is a significant effect of applying brain writing strategy on the Student writing achievement assisted wordless picture book media.”

Ho : “There is no significant effect of applying brain writing strategy on

The student writing achievement assisted wordless picture book
Media.”

CHAPTER III

RESEARCH METHOD

H. Location and Time

This research was conducted at SMP Ali Imron Medan Jln. Bersama No. 21 Bandar Selamat Medan during academic year 2017/2018.

I. Population and Sample

1. Population

The population was the whole subject of research. Population was set or collected of all elements processing one or more attributes of interest. The population of this research was taken from the VIII grade students of Ali imron Medan, that consist of VIII-1=30 students, students VIII-2= 30 students. So the entire of the students consist 60 students.

Table 3.1
The Population

Class	Population
VIII-1	30
VIII-2	30
Total	60

2. Sample

. The research was used cluster random, sampling was a sampling technique where the entire population is the divided into groups, or clusters, a random

sample and description in the table where the entire population is divided into groups, or clusters, a random sample and description in the table as follows:

Table 3.2
The sample

Class	Sample
VIII-1	30
Total	30

As the result, VIII-1 was taken as the sample of this research, and it functions as experimental group. The experimental group was taught by using applying brain writing strategy.

J. Research Design

The research was conducted by using an experimental quantitative research. There was one group of student in this study, Namely one group pre-test post-test. The design was applied in order to investigate the effect of applying brain writing on the students' writing achievement assisted wordless picture book media.

Table 3.3
Research Design
One Group Pre-Test Post-Test Design

Sample	Pre – Test	Treatment	Post-Test
---------------	-------------------	------------------	------------------

Experimental	O_1	Brain writing (x)	O_2
Group			

Where :

O_1 : pre-test before giving treatment

X : treatment by using brain writing strategy

O_2 : post-test after giving treatment.

K. Instrument of Collecting Data

In collecting the data, the research was used writing test. The writing test was given which a clear realty defined to the topic, which motivate them to write. Therefore the samples was asked in writing descriptive text which descriptive text is one of the genre text that describes person, think, place, person or place in specifically. The collected the data use and important part in conducting a study. The data of this study were collected by using a test. In collecting the data, pre-test, treatment and post test was used. The test of pre-test was the same in experimental group.

a. Pre-Test

Before treatment, a pre-test was administered to the experimental group. The functions of pre-test was used to find out the students' achievement in writing before having treatment, The pre-test was writing test.

b. Treatment

The activities during the treatment were used brain writing strategy in teaching descriptive text in the experimental group.

Table 3.4
Treatment of experimental group

Experimental Group

Teacher Activities	Students Activities
1. Teacher greeted students to open the class (good morning).	1. The was given response.
2. Teacher tolled the students about learning objectives.	2. Students listened the learning objectives.
3. Teacher introduced the material and explained to the students about the theory of descriptive text (definition, generic structure, language feature, and grammatical).	3. The students was listened the teachers' explanation or teacher
4. Teacher asked the students to choose one wordless picture book media.	4. The Students to choose wordless picture book media.
5. The teacher guide the students and gave the pre- test to the students to written individual.	5. The Students listened to write individually
6. The teacher was introduced the concept of brain writing strategy.	6. The students was listened the teachers' explained or teacher
7. The teacher was asked the student written descriptive text	7. Students were paired with friends.
8. The teacher was collected the students sheets and score	8. Students listen carefully to teachers' explanation.
9. The teacher was given the post-test teacher ask the students to written	9. Students did the test and written on materi.
10. The teacher was collected the post-test.	10. Students was submitted their test to the teacher.

c. Post- test

After teaching it was given post – test to the experimental group in order to see the result whether the method and media given the effect or not the test of pre-test are same, the was writing test.

E. Teaching of Collecting Data

In collecting data, some steps were applied as follow:

1. Giving pre- test to experimental group.
2. Giving the treatment to experimental group by using brain writing strategy and wordless picture book media.
3. Giving post- test to experimental group.
4. Listing the scores of pre- test and post test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data was analyzed the data

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

2. Determining T-test by formulation.

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression.

$$\hat{y} = a + bx$$

With :

$$b = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

\hat{y} = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation:

$$D = r^2 \times 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis were described whether the hypothesis is accepted or rejected. The statistical hypothesis formula is:

Ho: T – critical < T – table

Ha: T – critical > T – table

Where:

Ho : There is no significant effect of applying brain writing strategy on the student writing achievement assisted wordless picture book media.

(The hypothesis is rejected)

Ha: There is a significant effect of applying brain writing strategy on the student writing achievement assisted wordless picture book.

(The hypothesis is accepted)

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the writing test. There were two kinds of test for the experimental group, pre-test and post-test. The following was students' score on the pre-test and post-test of the experimental group. That was the results of the pre-test and post-test in the experimental group in table 4.1

Table 4.1

The Score of Pre-test and Post-test of Experimental Group

No	Name	Pre-Test	Post-Test
1	AB	60	85
2	AA	65	90
3	AA	65	85
4	AS	70	95
5	AP	65	80
6	BB	50	75
7	DS	30	75
8	FH	54	80
9	IN	70	90
10	ML	70	95
11	MM	65	90
12	NA	55	75
13	NP	70	95
14	NR	65	85
15	NA	72	90
16	RR	53	80
17	SF	60	80
18	SK	65	85
19	SP	56	75
20	KN	70	90
21	SA	65	85
22	SW	60	80
23	PR	56	85

24	JR	54	80
25	RK	50	75
26	RB	60	85
27	DS	80	95
28	JJ	65	80
29	KL	70	85
30	HS	50	80
TOTAL SCORE		1840	2525
MEAN		61,33	84,17

Based on the data in table 4.1 showed that mean of pre-test was 61,33 and the mean of post-test was 84,17.

B. Data Analysis

1. Finding Correlation

Table 4.2
The Calculation Table of Experimental Group

No	Name	Pre-Test	Post-Test	X ²	Y ²	XY
1	AB	60	85	3600	7225	5100
2	AA	65	90	4225	8100	5850
3	AA	65	85	4225	7225	5525
4	AS	70	95	4900	9025	6650
5	AP	65	80	4225	6400	5200
6	BB	50	75	2500	5625	3750
7	BS	30	75	900	5625	2250
8	FH	54	80	2916	6400	4320
9	IN	70	90	4900	8100	6300
10	ML	70	95	4900	9025	6650
11	MM	65	90	4225	8100	5850
12	NA	55	75	3025	5625	4125
13	NP	70	95	4900	9025	6650
14	NR	65	85	4225	7225	5525
15	NA	72	90	3025	5625	4125
16	RR	53	80	4900	9025	6650
17	SF	65	85	4225	7225	5525
18	SK	60	80	3600	6400	4800
19	SP	56	75	3136	5625	4200

20	KN	70	90	4900	8100	6300
21	SA	65	85	4225	7225	5525
22	SW	60	80	3600	6400	4800
23	PR	56	85	3136	7225	4760
24	JR	54	80	2916	6400	4320
25	RK	50	75	2500	5625	3750
26	RB	60	85	3600	7225	5100
27	DS	80	95	6400	9025	7600
28	JJ	65	80	4225	6400	5200
29	KL	70	85	4900	7225	5950
30	HS	50	80	2500	6400	4000
	TOTAL SCORE	1840	2525	115454	213875	156350

$$N = 30$$

$$\sum X = 1840$$

$$\sum Y = 2525$$

$$\sum X^2 = 115454$$

$$\sum Y^2 = 213875$$

$$\sum XY = 156350$$

Based on the data in table 4.2 finding the correlation between pre-test and post-test by using this formula:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{30(156350) - (1840)(2525)}{\sqrt{30(115454) - (1840)^2} \sqrt{30(213875) - (2525)^2}}$$

$$r_{xy} = \frac{4690500 - 4646000}{\sqrt{(3463620 - 3385600)(6416250 - 6375625)}}$$

$$r_{xy} = \frac{44500}{\sqrt{(78020)(40625)}}$$

$$r_{xy} = \frac{44500}{\sqrt{3169562500}}$$

$$r_{xy} = \frac{44500}{56298,87}$$

$$r_{xy} = 0,8$$

2. Determining T-test by formulation.

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,8 \sqrt{30-2}}{\sqrt{1-(0,8)^2}}$$

$$t = \frac{0,8 \sqrt{28}}{\sqrt{1-0,64}}$$

$$t = \frac{0,8 \sqrt{28}}{\sqrt{0,36}}$$

$$t = \frac{0,8 (5,29)}{0,6}$$

$$t = \frac{4,07}{0,6}$$

$$t = 6,8$$

From the t-test above, $t_{\text{observe}} = 6,8$ with $df = n-2$. So, $30-2=19$ and $t_{\text{table}} = 2,.$

If $t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis H_a is accepted and $6,8 > 2,42857$. So, the hypothesis was accepted.

2. Testing Linear Regression

$$\hat{y} = a + bx$$

In finding \hat{y} find the value of a and b with the following this formula

With:

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$b = \frac{30(156350) - (1840)(2525)}{30(115454) - (1840)^2}$$

$$b = \frac{4690500 - 4646000}{(3463620) - (3385600)}$$

$$b = \frac{44500}{78020}$$

$$b = \frac{44500}{78020}$$

$$b = 0,57$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{2525}{30} - (0,57) \frac{1840}{30}$$

$$a = \frac{2525}{30} - (0,57) \frac{1840}{30}$$

$$a = 84,17 - 34,96$$

$$a = 49,21$$

After finding the value of a and b, input the value and the finding as at the following :

$$\hat{y} = 49,21 + 0,57$$

3. Calculating Determination

$$\begin{aligned} D &= r_{xy^2} \times 100\% \\ &= (0,8)^2 \times 100\% \\ &= 0,64 \times 100\% \\ &= 64\% \end{aligned}$$

From the determination above it was know that the effect of applying brain writing strategy on the student writing achievement assisted wordless picture book media. Achievement was 64% and from other factor.

C. The Findings

By consulting analyzing of the data, it is clearly stated that there was an effect of It can be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 61,33 in pre-test and 84,17. Applying brain writing strategy on the student writing achievement assisted wordless picture book media.

Based on the testing of hypothesis, the value of $t_{\text{observe}} > t_{\text{table}}$ it means that there was a significant effect of effect of applying brain writing strategy on the student writing achievement assisted wordless picture book media. The value of the effect was about 64%.

CHAPTER V

DATA COLLECTION AND DATA ANALYSIS

A. Conclusion

Based on the data analyzing in Chapter IV, the conclusion can be drawn as the following:

From the determination it was known that effect of applying brain writing strategy on the student writing achievement assisted wordless picture book media. was 64% and 36% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there were students' in writing achievement, which is proven from the result of the test $t_{\text{observe}} > t_{\text{table}}$ or $6,8 > 2.42857$ The fact hypothesis H_a was accepted and H_o was rejected.

B. Suggestion

The study showed that the applying brain writing strategy on the students' writing achievement assisted wordless picture book media. Based conclusion given, the researcher suggest that:

Based on the conclusion the researcher suggested:

1. English teachers should apply brain writing strategy in their teaching learning process so that they can improve their student's achievement in writing descriptive text because this Strategy is designed to let students sharing their ideas to write a text especially descriptive well
2. Student should apply this learning strategy in writing because it can stimulate students' thinking when the student their own idea and share to others.

Therefore. The students will find by applying brain writer to write down their ideas into a good text.

3. To the readers who interested in further study related to this research should explore the knowledge to enlarge their understanding about how improve students' achievement in writing and search other references.

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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Fatimah
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 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Brain Writing Strategy on the Students' Writing Achievement Assisted Wordless Picture Book Media

sudah layak disidangkan.

Medan, Maret 2018


Disetujui oleh:
 Pembimbing


 Fatimah Sari Sregar, S.Pd, M.Hum


Diketahui oleh:

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BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
 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, 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Siti Fatimah
 NPM : 1402050370
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Applying Brain Writing Strategy on the Students' Writing Achievement Assisted by Wordless Picture Book Media

Ditetapkan : (A) Lulus Yudisium
 () Lulus Bersyarat
 () Memperbaiki Skripsi
 () Tidak Lulus

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

PANITIA PELAKSANA

Ketua,


Dr. Elfrianto Masution, S.Pd., M.Pd.

Sekretaris,


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