

**THE IMPLEMENTATION OF BRAINSTORMING STRATEGY
IN TEACHING WRITING FOR 9TH GRADE STUDENTS
OF SMP BUSTANUL ULUM PAGUYANGAN BREBES**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
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Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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MOTTO

“Sopo Sing Tekun Bakal Tekan Senajan Nganggo Teken”



DEDICATION

I dedicate this thesis to:

My Beloved Parents, Lutfi Khamami & Nur Hayati

My Beloved Husband, Abdul Mukhlis

My Beloved Daughter, Khadeeja Khanza Humaira

My Beloved Brother, Zidan Maulana

Myself



PREFACE

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Purwokerto, 23 March 2023

I who declare,



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**THE IMPLEMENTATION OF BRAINSTORMING STRATEGY
IN TEACHING WRITING FOR 9TH GRADE STUDENTS
OF SMP BUSTANUL ULUM PAGUYANGAN BREBES**

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ABSTRACT

This research was aimed at describing the implementation of writing by using a brainstorming strategy in teaching English in 9th grade at SMP Bustanul Ulum Paguyangan. Brainstorming strategy is a way to elicit students ideas to make them ready for teaching and learning process. This strategy was implemented by the English teacher of 9th grade of SMP Bustanul Ulum Paguyangan. This research is a qualitative research using observation, interview, and documentation as the data collection techniques. The subject of this research were the ninth grade students and teacher of SMP Bustanul Ulum Paguyangan. This research found that the teacher used brainstorming strategy through questioning, grouping, and mapping. The concept of mapping was applied by design main ideas using charts in order to students know what they will write next. Meanwhile, the questioning used the 5W+1H principle to compose questions which the answers will be used as material for writing a text. In implementing the brainstorming strategy, the teacher divided students into groups and given a problem to be discussed. Students were asked to write a narrative, procedure, or recount text. Then, each group delegated a student to present their result of teamwork and given a feedback from the teacher.

Keyword: *brainstorming, teaching writing, teaching strategy*

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching and learning is an activity that has educational value, where the educational value itself must give color and there is interaction that occurs between the teacher and students. The interaction naturally has educational value because it is to achieve the teaching and learning goals that have been formulated before the teaching activities are carried out. So that teachers at least have strategies in teaching and delivering learning materials. The strategy presented must also be effective so that the teaching and learning process becomes conducive and also becomes interesting in its presentation¹.

In writing activities, the teacher has an important role in directing students and having sensitivity toward changes and needs in accordance with the students' conditions. In this case, teachers are certainly required to be able to use various strategies in learning so that students do not feel bored. When the teacher enters the classroom, the teacher receives two adjustments, namely teaching and management. Where, teaching has meaning as an effort in assisting students in achieving the specific goals of teaching, while what is meant by management is that teachers maintain interactive, educational, effective, and efficient learning conditions².

Afterwards, there are at least three in teaching activities, namely apperception, main activity and closing. In other languages, apperception is known as an introduction that contains motivation or makes the spirit of learning from students, apperception is carried out at the beginning of learning with the aim of increasing the sense of enthusiasm of students, but

¹ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010), p. 4

² Syaiful Bahri Djamarah, *Guru & Anak Didik Dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2010), 140

in reality there are still very few teachers who are aware of the importance of apperception in learning, they are instead focused on the core of learning which if done without apperception actually causes saturation³.

In this case, apperception can be done in various ways, including by using the brainstorming strategy, this strategy has advantages when carried out in the early stages of learning, with the aim of encouraging and also repeating the previous learning material. Therefore, the brainstorming strategy can be an interesting topic in research to be discussed.

The main activity is the next process which contains learning material delivery. In this process, the teacher will be easier in conveying the learning material because the students have been attracted by the brainstorming in the apperception. Thus, the teaching activity can be run well and effectively. Hereafter, the closing is the last stage in the teaching activity which contains conclusions or reviews of the learning material that was delivered by the teacher. Thus, students can find out the learning indicators they have achieved through the material that has been given⁴.

It is undeniable that teachers are actors who play an important role in the educational process, especially the formal education process in Indonesia. So that teachers must have good behavior and abilities in optimizing their students. Teachers must also be able to develop the presentation of learning that is not only to transfer understanding, skills, and attitudes, and also be able to improve student discipline and intimacy. Therefore, teachers are required to be able to create freedom in thinking and opinion of students in accordance with the development they have, and teachers are required to improve their competence⁵.

³ Dedaktik Nasution, *Asas-Asas Mengajar* (Jakarta: Bumi Aksara, 2012), 151

⁴ B. Uno Hamzah and Dkk, *Belajar Dengan Pendekatan Pelajaran Aktif Inovatif Lingkungan Kreatif Menarik* (Jakarta: Bumi Aksara, 2013), 29

⁵ Mardia Hayati, *Desain Pembelajaran Berbasis Karakter* (Pekanbaru: Al-Mujtahadah Press, 2012)

Many subjects require students to be able to express their opinions in order to carry out communicative learning. Expressing opinions is a need for students to be able to channel students' ideas, ideas, and thoughts related to the subject. However, this is sometimes a problem for students, where there are still many students who cannot or rather do not have the courage to express their opinions to the teacher. In this regard, the ability to express this opinion can be honed by the teacher in each subject. Thus, students are familiar with the strategy of expressing opinions. The ability to express opinions is interpreted as an effort to defend personal rights and express thoughts, feelings and beliefs directly, honestly, and in an appropriate way, namely by not hurting or harming yourself or others⁶.

Several of the characteristics of the ability to argue can be in the form of freely expressing the contents of ideas, thoughts and opinions. This can be done through words or actions. It would be dare to argue directly in open communication and be able to express it in full from the beginning, continuation, until the end. It is important to have a stand and be able to refuse if not on the same mind as others. This also can be done by conveying aspirations and ask for opinions from other people's thoughts⁷.

In addition, expressing opinions correctly has characteristics including being able to express happy and unpleasant feelings in the right way, being able to view life and react to it properly and actively, being able to accept limitations that are owned by continuing to try with the strengths it has to achieve what it wanted. Therefore, both succeed and fail he will still have self-esteem and confidence. This is necessary to be able to bring students to meet one of the learning objectives to be achieved⁸.

⁶ Mardia Hayati and Nurhasnawati, *Desain Pembelajaran* (Pekanbaru: Cv. Mutiara Pesisir Sumatra, 2014

⁷ Uskino and Dkk, "Kemampuan Dan Sika Berpendapat Dalam Pembelajaran Klarifikasi Nilai Pada Siswa Sekolah Menengah Atas. Ronggolawe Tuban," *Jurnal SNasPPM Universitas PGRI 3*, no. 1 (2018): 12.

⁸ *Ibid.*, 23

So from these needs and problems, it is clear that teachers must be able to find and formulate the right strategies in learning so that the class will be active and innovative. The use of appropriate strategies in supporting students' abilities will produce superior student character and personality, and can improve students' ability to express opinions that they have in learning. One strategy that can be used and relevant to this strategy is the Brainstorming strategy⁹.

Based on the results of preliminary observations made by the author at Bustanul Ulum Paguyangan Junior High School, the author found that there was an implementation of the brainstorming strategy by teachers at the junior high school, in general the author observed that not all subjects in the school used this strategy, but in writing learning, students of Bustanul Ulum Junior High School did use the brainstorming strategy so that the learning process became interesting and communicative.

Therefore, the right solution in the learning process is to use student-centered learning strategies. The purpose of teaching is for students can play an active role and can improve their ability to express students opinions during the learning process. A strategy that can improve the ability to express students' opinions according to researcher is to use the brainstorming strategy. One of the applications of this strategy in Bustanul Ulum Junior High School is in the ninth grade students of Bustanul Ulum Junior High School, where this strategy is carried out in English¹⁰.

By applying this strategy, it contains the meaning of an effort to make the teaching and learning process interesting and can train students' minds to express opinions, so indirectly this strategy provides an opportunity for students to participate in expressing their respective opinions and at the same time activities students in the learning process, because the more activities students do in expressing opinions, encouraging

⁹ *Ibid.*, 25

¹⁰ *Ibid.*

students to be active in learning and improve the ability to express opinions¹¹.

Based on the explanation above, the author is interested in researching deeper and further related to this theme, so as a limitation of research, the author provides a title in this study with the title: “THE IMPLEMENTATION OF BRAINSTORMING STRATEGY IN WRITING FOR 9TH GRADE STUDENTS OF SMP BUSTANUL ULUM PAGUYANGAN BREBES”.

B. Conceptual Definition

The operational definition in this study serves as a general understanding and unity of perception or point of view of readers and authors, therefore the author classifies several things in the operational definition of this study are:

1. Brainstorming Strategy

Linguistically, the term strategy comes from the Greek, that is, *metodos*. This word consists of two syllables, namely "*metha*" which means through and "*hodos*" which means way. Strategy means the way through which to achieve the goal. Thus that strategy means something that must be passed to present the lesson in order to achieve the purpose of teaching.

The Brainstorming strategy is a form of discussion strategy to collect ideas, opinions, information, knowledge, experiences, from all students. Zainal Aqib said the Brainstorming Strategy is a way of teaching that is carried out by the teacher in the classroom, by throwing a problem into the classroom by the teacher then the student answers or expresses an opinion or comment so that maybe the problem develops

¹¹Melia Nofriata and Ofianto, “Pengaruh Metode Pembelajaran Brainstorming Terhadap Kemampuan Berfikir Kuualitas Pada Mata Pelajaran Sejarah Di SMA, ,” *Jurnal Halaqah* 1, no. 4 (2019): 355–375

into a new problem or can be interpreted as a way to get a lot of ideas from a group of humans in a short time¹².

Based on the opinions above, it can be concluded that the Brainstorming strategy is the freedom of students to argue and conclude the entire opinion in a team in the same frame of mind, through problems raised by the teacher to increase students' creativity in thinking to find solutions to solve a problem in the learning process. This strategy is also known as a strategy of collecting a large number of ideas from a group of people in a short period of time. This strategy is often used in problem solving/solving, brainstorming activities are very useful for awakening the spirit of learning and a fun atmosphere into group activities, as well as developing the creative ideas of each student. This strategy is used to generate as many ideas as possible regarding a particular topic¹³.

2. Teaching Writing

Writing is a process of thinking that has a number of inherent elements, such as remembering, connecting, organizing, imagining, reviewing, and so on. So writing is a thinking process that is implemented in a language. In general, it can be known that the purpose of writing is to express and convey ideas clearly and effectively to other parties, namely readers¹⁴.

Then writing learning specifically is an effort to teach how to write in English which is the universal language properly and correctly, student writing activities are an awareness that there are many possibilities of good and correct wording or arrangement, including in writing learning to also focus on spelling, pronouns, hyphens,

¹² Kamsinah, "Metode Dalam Proses Pembelajaran Studi Tentang Ragam Dan Implementasinya," *Jurnal Lentera Pendidikan* 11, no. 1 (2008).

¹³ Hayati and Nurhasnawati, *Desain Pembelajaran*.

¹⁴ Hamidulloh Ibda, "Peningkatan Keterampilan Menulis Resensi Buku Ilmiah Pada Mahasiswa Melalui Program Satu Semester Satu Resensi (TUTER TENSI)," *Disastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 2, no. 1 (2020): 1

punctuation, which has a relationship with the observance and conveyance of information in a writing¹⁵.

3. Teaching English as a Foreign Language

Teaching is a process that guiding and facilitating learning that conducted by a teacher towards students or learner¹⁶. Teaching is derived from word “teach” based on the Cambridge dictionary defined as give lessons towards subject at school, university, etc¹⁷. It can be said that teaching is activity that showing or helping someone how to do something, giving instructions, guiding in the study of something providing with knowledge.

Unlike in other countries such as Malaysia and Singapore that used English as a second language, Indonesia is more likely to be taught only as a foreign language. It means the English occurs mostly in classroom, rather than during daily conversation. As stated by Oxford and Shearin, a foreign language is a language that only used during formal education¹⁸. English in a foreign language is taught in schools, often widely but it does not play an crucial role in national or social life¹⁹. Thus, teaching English as a foreign language concluded that English is taught in an area where it is not ruled by English people, colonized by England, or culturally and ethnically influenced by The Great British for great deal.

¹⁵ Cahyani, *Pembelajaran Bahasa Indonesia*.

¹⁶ Brown, *Principles of Language Learning and Teaching*, San Fransisco: Longman, 2000, p. 7

¹⁷ Online media, <https://dictionary.cambridge.org/dictionary/learner-english/teach?q=Teach>, accessed on Saturday 8th April 2023

¹⁸ Oxford & Shearin, *Language Learning Motivation: Expanding The Theoretical*, The Modern Language, 1994, p. 57

¹⁹ Geoffey broughton et al, *Teaching English as A Foreign Language (Second Edition)*, London: Taylor & Francis e-Library, 2003, p. 5

C. Research Questions

Based on the background explanation above, the research question is, “How to implement the brainstorming strategy in teaching writing to ninth grade students at Bustanul Ulum Paguyangan Junior High School, Brebes?”

D. Objectives and Significances of the Study

Based on the formulation of the problem above, the purpose of this study is to describe and the benefits of this study are as follows:

1. Theoretical Benefits

As for the theoretical benefit of this research, it is to find out how to apply or implement the brainstorming strategy in the ninth grade at Bustanul Ulum Paguyangan Junior High School, Brebes Regency.

2. Practical Benefits

In practical terms, this research has several benefits such as providing understanding and knowledge to both the author and readers of this study regarding the application or implementation of the brainstorming strategy in the ninth grade at Bustanul Ulum Paguyangan Junior High School, Brebes Regency.

E. Structure of the Research

Systematics of discussion is an illustration related to the discussion framework that will be discussed in this study, in this study the author divides into five chapters, namely:

Chapter I Introduction, is a chapter that contains the background of the problem, operational definition, problem formulation, research objectives and benefits, and discussion systematics.

Chapter II is the Literature Review and Review of relevant Studies, which explains the theory of Education and the theory of the brainstorming strategy.

Chapter III is a Research Strategy, where this chapter contains discussions such as types of research, research approaches, data search techniques, data processing strategies, and data analysis techniques.

Chapter IV contains the results of the research, namely related to the Implementation of the brainstorming strategy in teaching writing to grade IX students at SMP Bustanul Ulum Paguyangan, with the content of an overview of the research object and research results.

Chapter V or Closing, in this chapter contains conclusions, limitations, and suggestions.



CHAPTER II

LITERATURE REVIEW

A. Teaching Method

Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and students. It occurs during certain definable activity²⁰. Method can be defined as description of teacher and students' activities during the instructional process. It is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach²¹. Thus, the teaching method viewed as a series of procedures or activities used to teach language in a certain way²². There are several teaching methods that can be used in teaching English especially in teaching writing. One of the teaching methods is brainstorming.

1. The Definition of Brainstorming

Linguistically, the term strategy comes from the Greek, that is, *metodos*. This word consists of two syllables, namely "metha" which means through and "hodos" which means way. Strategy means the way through which to achieve the goal. Thus that strategy means something that must be passed to present the lesson in order to achieve the purpose of teaching. According to Syaiful Bahri Djamarah that the learning strategy is a teaching strategy as a tool to achieve the expected goals. Furthermore, Syaiful Bahri Djamarah explained that the learning strategy has a position in teaching, namely as follows: Strategy as a tool

²⁰ Hilmiah, "English Teaching Methods Used by English Tutors in Teaching Vocabulary for Young Learners at GLC English Course of Palangka Raya", *A thesis*, IAIN Palangka Raya, 2016, p. 17

²¹ Richards & Theodore, *Approaches and Methods in Language Teaching*, Cambridge University press, 2001, p. 19

²² Deborah, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, websport: library unlimited, 2006

of extrinsic motivation, strategy as a learning strategy, and strategy as a tool to achieve goals²³.

The brainstorming strategy is a form of discussion strategy to collect ideas/ideas, opinions, information, knowledge, experiences, from all students. Zainal Aqib said the brainstorming strategy is a way of teaching that is carried out by the teacher in the classroom, by throwing a problem into the classroom by the teacher then the student answers or expresses an opinion or comment so that maybe the problem develops into a new problem or can be interpreted as a way to get a lot of ideas from a group of humans in a short time²⁴.

Based on the opinions above, it can be concluded that the Brainstorming strategy is the freedom of students to argue and conclude the entire opinion in a team in the same frame of mind, through problems raised by the teacher to increase students' creativity in thinking to find solutions to solve a problem in the learning process. This strategy is also known as a strategy of collecting a large number of ideas from a group of people in a short period of time²⁵. This strategy is often used in problem solving/solving, brainstorming activities are very useful for awakening the spirit of learning and a fun atmosphere into group activities, as well as developing the creative ideas of each student. This strategy is used to generate as many ideas as possible regarding a particular topic.

According to Muhamin, the brainstorming strategy is a strategy used to infer a number of opinions in one team on the same frame of mind. The brainstorming strategy is very helpful in finding a solution to a problem that requires high creativity in solving it. With this strategy,

23 Djamarah, Strategi Belajar Mengajar (Edisi revisi), Jakarta: Rineka Cipta, 2006, p. 217

24 Aqib, Zainal, Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif), Bandung: Yrama Widya, 2013

25 Aqib, Zainal, Model-Model, Media, dan Strategi...,

various possible solution processes that can be carried out or ideas that can be evaluated, and prioritized to be implemented²⁶.

The strategy of collecting a large number of ideas from a group of people in a short period of time. This strategy is often used in problem solving/solving, brainstorming activities are very useful for awakening the spirit of learning and a fun atmosphere into group activities, as well as developing the creative ideas of each student²⁷. This strategy is used to generate as many ideas as possible regarding a particular topic. In the implementation of this Brainstorming strategy, the task of the teacher is to provide problems that are able to stimulate the students' minds, so that they respond, and the teacher should not comment that the student's opinion is right/wrong. The purpose of using this technology is to drain what the students think in response to the problems raised by the teacher to the class²⁸.

This brainstorming strategy is also one of the strategies that relies on question and answer between students and teachers. So that the questions used are one of the keys in the success of this strategy. The strategy that will be discussed by the author in this study is more inclined to the strategy of giving questions to students, this has many functions such as remembering previous learning, reviewing previous learning, and also preparing the learning to be delivered.

2. Steps of Brainstorming Strategy

There are several steps that are often used in this strategy. They are:

1. The teacher divides the students into groups, after the students are divided into groups, then each group determines the group leader.

²⁶Amin, "Penerapan Metode Curah Gagasan (Brain Storming) Untuk Meningkatkan Kemampuan Mengemukakan Pendapat Siswa."

²⁷ Roestiyah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2012)

²⁸Abdul Karim, "Penerapan Metode Brainstorming Pada Mata Pelajaran IPS Untuk Meningkatkan Hasil Belajar Kelas VIII Di SMPN 4 Rumbio Jaya," *Peka: Jurnal Pendidikan Ekonomi* 5, no. 1 (2017)

2. The teacher explains the rules for implementing Brainstorming and determines the topic of discussion or problem to be studied.
3. The master writes the topic of discussion on the board, In addition, the teacher also prepares the main questions that the group leader must ask his group so that this question will become a fishing word in this brainstorming strategy.
4. The teacher chooses a student to be a minutes that will write down all the ideas or opinions submitted by the learner.
5. The master gives time off and asks the minutes to display notes that have been made and recorded or pasted on the board.
6. The teacher mixes the class to evaluate the ideas that have been collected to select relevant ideas and discard irrelevant ideas and conclude learning²⁹.

4. Advantages and Disadvantages of Brainstorming Strategy

The brainstorming strategy is such one of the effective tools in writng. However, the brainstorming has its advantages and disadvantages. According to Kamsinah, there are several known advantages in this strategy, including:

- a) Stimulating all learners to express new opinions and ideas.

The process of brainstorming is conducted to stimulate ideas. Many students get stuck in the writing process because they feel burdened with the writing task. They can not be conveying their ideas well. Seow in Richards and Renandya stated that students form their ideas related to a stimulus. The stimulus can be in the form of a piece of information, a topic, a provocative question, a visual image, and a graphic organizer³⁰. In line with that, Scarry and Scarry, brainstorming can help learners in delivering their opinions

²⁹ Istarani, *Kumpulan 40 Metode Pembelajaran*, Medan: Media Persada, 2012, p. 35

³⁰ Richards, J and Renandya, W. *Strategyology in Language Tecahing*, USA: Cambridge University Press, 2002, p. 316

or ideas which come to mind³¹. In applying the brainstorming strategy, students will be easily stimulated to express their ideas or perceptions of something.

- b) Generating answers or opinions through chain reactions.

Brainstorming is designed to facilitate lateral thinking. Students get the benefits from the brainstorming strategy for generating ideas or opinions in a creative format. Brainstorming produces creative ideas which even the students do not realize that they can think of those ideas.

- c) Can be used in large groups or small groups.

The implementation of brainstorming activity can be done individually or in a group. It generates enthusiasm and a desire to join through an open invitation to participate and its fast and free approach. Students usually let their talking and well-spoken classmates dominate the question-and-answer period to get encouragement to participate. By applying brainstorming to a group, students will gather a variety of ideas and be able to organize paragraphs well, so that students writing skills will be improve.

- d) Does not require many professional tools³².

In applying the brainstorming strategy, it does not necessary a lot of tools or materials to support it. Brainstorming is usually only based on group discussions, ideas or opinions. One way to see an idea from a different perspective is to brainstorm. There are no strict rules in applying brainstorming.

In addition, Gunarto mentioned the disadvantages of brainstorming that found. They are: a) Students who are less attentive and less courageous to express opinions will feel compelled to convey their thoughts, b) Answers tend to be easy regardless of the opinions

³¹Scarry and Scarry, *The Writer's Workplace with Reading: Building College Writing Skills (6th Ed.)*, Boston: Thompson Learning, Inc, 2008, p. 8

³²Kamsinah, "Metode Dalam Proses Pembelajaran Studi Tentang Ragam Dan Implementasinya," 12

that are chained, c) Learners tend to assume that all opinions are accepted, d) Require further evaluation to determine the priority of the opinions submitted³³.

Meanwhile, it was found that brainstorming also has several disadvantages. According to Hijriyanti, the disadvantage of the brainstorming strategy is limited time allocation for students who have no ideas. Brainstorming might not solve the problem because some of the students do not have enough time to develop their ideas³⁴. As stated by Mulya Rizky, the disadvantage of brainstorming is placed in attempting to control students' nonverbal behaviour might inhibit their own creativity. Besides, when brainstorming is applied in a group of participants, the students have to listen to others and they might spend time repeating their ideas until they get sufficient attention³⁵.

5. Types of Brainstorming Strategy

According to Chesla, there are four types of brainstorming strategy that can be used to generate, clarify, and organize ideas into the writing. They are free writing, clustering or mapping, listing or bulleting, and questioning which are elaborated as follows:

a) Free Writing

Free writing is the best-known and most common prewriting technique. This works well when students have several thoughts about a topic but can not deliver them in writing. It helps students to serve as a development tool and stimulate their isolated ideas into good writing. Freewriting is a technique in which writing quickly about anything that comes to mind for a certain period of time without stopping in order to gather ideas.

³³Gunarto, *Model Dan Metode Pembelajaran Di Sekolah* (Semarang: Unissula Press, 2013)

³⁴Hijriyanti, "Implementation of Brainstorming Technique to Improve Students' Writing in Recount Text," *A thesis*, UIN Ar Raniry Banda Aceh, 2020, p. 14

³⁵Mulya, "The Use of Brainstorming Technique to Improve Writing Descriptive Text of the Eight Grade Students at SMP Negeri 01 Sindue," *A thesis*, Tadulako University, 2021, p. 23

In addition, it can be conducted by spending a predetermined period of non-stop writing time and focusing on a specific topic. In freewriting, mostly flow is an essential element during the writing process. The key is to keep writing grammar, spelling, or idea values. However, students can consider it later to produce good writing³⁶. Free writing guides the students to face the self-criticism or doubts. It is also utilised for collecting initial thoughts on a topic and developing it. Besides, it can give students the fullest different perspectives on informative articles and help them in new and interesting ways by doing a good free writing exercise.

b) Clustering or Mapping

Clustering or mapping is defined as a kind of brainstorming technique or strategy that contains a diagram, a map, or a visual character. Montoya stated that the students are allowed to put ideas down in a cluster or map format which contains ideas in a visual form³⁷. According to Chesla, mapping is defined as a graphic organizer or simple process used for exploring simple topics and investigating the connection between many diverse ideas³⁸.

In addition, Ferris and Hedgcock mentioned that clustering is a structured strategy to guide students with tools for creating or arranging the words, phrases, sentences, concepts, memories, and propositions attracted by a single stimulus³⁹. In line with that, Seow in Richards and Renandya explained that clustering can stimulate students' thoughts in developing creative thinking into writing. The

³⁶ Chesla, *Write Better Essays in just 20 Minutes A Day (2nd Ed.)*, New York: LearningExpress, 2006, p.32

³⁷Montoya, 3 Brainstorming Techniques- Getting It Out Before Writing It Down, 2008, available at [http://www.3-Brainstorming-Techniques-Getting-It-Out-Before-Writing-It-Down\(EMP\)-EMarketing-Performance.htm](http://www.3-Brainstorming-Techniques-Getting-It-Out-Before-Writing-It-Down(EMP)-EMarketing-Performance.htm)

³⁸ Chesla, *Write Better Essays in just 20 Minutes A Day (2nd Ed.)*, New York: LearningExpress, 2006, p. 39

³⁹ Ferris & Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice (2nd Ed.)*, New Jersey: Lawrence Erlbaum Associates, Inc, 2005, p. 151

visual characters triggered the flow of association and are particularly good for students who can not be placing their thoughts⁴⁰.

c) Listing or Bulleting

According to Ayu Rizky, a listing is a great strategy for brainstorming which is also known as bulleting. It connected many thoughts and ideas on a given topic and encourages students to put their ideas in the form of an ordered list.⁴¹ In line with that, Ferri and Hedgcock suggest that listing involves creating words, phrases, and ideas which offer another way to generate concepts and sources for further thought and exploration⁴². Listing is elaborated as a helpful strategy for students who might be constrained by unsure concerns about expressing their thoughts in grammatically correct sentences. It increases the students' creativity to develop diverse ideas in a sequential arrangement so that students will manage the whole writing easily. Therefore, the students can actualize good writing by arranging the ideas which have been listed before.

d) Questioning

This technique of brainstorming is defined as the way to produce ideas by asking several questions; what, who, when, where, why, and how. The students can use the answers of those questions to develop the writing. As stated by Chesla, this technique is fundamentally useful when students choosing a topic and when focusing a topic selected⁴³. It is a great brainstorming strategy

⁴⁰Richards and Renandya, *Strategyology in Language Teaching*, USA: Cambridge University Press, 2002, p. 316

⁴¹Ayu, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo", *A thesis*, Universitas Negeri Yogyakarta, 2016, p. 32

⁴² Ferris, and Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice (2nd Ed.)*, New Jersey: Lawrence Erlbaum Associates, Inc, 2005, p. 149

⁴³ Chesla, *Write Better Essays in just 20 Minutes A Day (2nd Ed.)*, New York: LearningExpress, 2006, p. 37-39

which the questions will help students rapidly develop a great deal of information about their writing projects.

Different from some of the other brainstorming strategies, in this strategy, students should ask questions with wide thought given to each question deliberately. The better focused the answers, the more information will be collected and can be used in the writing. However, not every question can be applied to each writing. In this regard, students have to be flexible and use the format as it best fits with the topic in applying this strategy⁴⁴.

B. Teaching Writing

1. The Definition of Writing

Writing is a process of thinking that has a number of inherent elements, such as remembering, connecting, organizing, imagining, reviewing, and so on. So writing is a thinking process that is implemented in a language. In general, it can be known that the purpose of writing is to express and convey ideas clearly and effectively to other parties, namely readers⁴⁵.

There is one activity that really supports writing learning activities, which is the activity of reading a lot. Where the activity of reading is the first step a person can write well with his own writing style. In addition, a good writer is certainly a good reader, the ability to read at least provides several advantages including, First, adding ideas and enriching ideas from various sources of information, Second, by reading understand how the tastes of readers, Third, have an understanding of learning to write quickly, of course, because they often read various writing patterns⁴⁶.

⁴⁴ Ayu, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo", *A thesis*, Universitas Negeri Yogyakarta, 2016, p. 33

⁴⁵Ibda, "Peningkatan Keterampilan Menulis Resensi Buku Ilmiah Pada Mahasiswa Melalui Program Satu Semester Satu Resensi (TUTER TENSI)."

⁴⁶V Andra, "Korelasi Antara Kemampuan Membaca Kritis Dengan Kemampuan Menulis Argumentasi Siswa Kelas VII A Smp Negeri 9 Kota Bengkulu.,"

Then, there are at least three stages in the writing process, the three stages are pre-writing, writing, and revision. A good writer certainly gets and runs these three stages without any overlap. Pre-authorship is an activity that discusses how the direction of the idea or the direction of writing will be written, then after knowing this it will be continued with writing and the last is that revision is an improvement of the writing. Writing is a second language skill after speaking⁴⁷.

2. The Process of writing

According to Harmer, there are four main elements of writing process. They are elaborated as follows:

a) Planning

The first process of starting the writing process is planning. It is the most crucial stage that a writer has to develop an idea. It contains the process of gathering information and organizing it. The writer has to plan and consider the purpose, audience and content structure to start writing. Hutchinson in Hijriyanti stated that making the developing ideas more interesting by developing ideas clearly and easy to understand, including specific details and examples⁴⁸. This writing process can help students to explore their ideas in a specific time period.

b) Drafting

Drafting is explained as the process of putting ideas and thoughts into sentences. Harmer in Hijriyanti argued that in this step students have to concentrate to get their ideas on paper, organize the information logically, develop their topics in sufficient detail and focused on the fluency of the writing⁴⁹.

c) Revising

⁴⁷Cahyani, *Pembelajaran Bahasa Indonesia*.

⁴⁸Hijriyanti, "Implementation of Brainstorming Technique to Improve Students' Writing in Recount Text," *A thesis*, UIN Ar Raniry Banda Aceh, 2020, p. 8

⁴⁹ *Ibid.*, p. 8

As stated by Ayu rizky, revising is include of adding, deleting, rearranging, or substituting words, phrases, sentences, and even entire paragraphs in order to represent the ideas more accurately⁵⁰. In this process, the revision aimed to make students' drafts appropriate considering the grammar, capitalization, punctuation, spelling, etc. In line with that, revising is the activity which makes the better draft by correcting and re-reading⁵¹.

d) Editing

The end of the writing stage is editing which is utilized to make a product of the writing. This stage will be checking and correcting the form, evidence, layout, etc. It is also crucial to see whether there are unclear words, ambiguous words, or confusing words to understand. Therefore, students have to edit their draft and made changes if necessary to generate the final draft⁵².

3. The Component of Writing

Writing explains as a kind of linguistic behaviour which presented the sounds of language through visual symbols. It is a complex process that requires the specialized skill of the writer's knowledge of the language structure used in the sentence⁵³. There are components that develop a writing. According to Heaton in Nilma stated that five significant components in writing are content, organization, language use, vocabulary, and mechanics. They are elaborated as follows:

a) Content

The content of writing has to be clear so that the message can be delivered well and informative to the reader.

⁵⁰Ayu, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo", *A thesis*, Universitas Negeri Yogyakarta, 2016, p. 16

⁵¹Hijriyanti, "Implementation of Brainstorming....", p. 9

⁵²Harmer, *How to Teach English*, Essex: Pearson Education Limited, 1998

⁵³Nilma, "The Impact of Brainstorming Strategies towards Students' Writing Skill," *TEFL Overseas Journal*, Vol. 2, 2016, p. 151

b) Organization

In writing concerns, organization is defined as the writer arranging and organising the ideas or the information in the writing. The organization in writing is the order: chronological order, impotence order, general to a particular order, and question to answer.

c) Language Use

Language use or grammar becomes a crucial component in writing. It is used in writing descriptions and other forms of writing that involve correct language and point of grammar.

d) Vocabulary

Vocabulary is a word or phrase that is used to compose a sentence. This is a necessary component of writing skills. It can help the reader to understand the content of a piece of writing.

e) Mechanics

Mechanics is another important aspect of writing. This involves capitalization, punctuation, and spelling. Readers will easily understand the intent of an article if the writing is composed with good and correct mechanics⁵⁴.

4. Teaching Writing

Writing can be said as a communication tool. It is a complete process which involves certain grammatical rules in organizing facts. Writing tends to contain the results of human thought itself. So there is a need for guidance or teaching in writing. In teaching, there needs to be an approach. According to Harmer, there are two approaches that educators can apply to students in order to achieve the objectives of teaching writing. They are focusing on the product of the writing process and focusing on the process itself. Focusing on the writing

⁵⁴Nilma, "The Impact of Brainstorming Strategies towards Students' Writing Skill," *TEFL Overseas Journal*, Vol. 2, 2016, p. 152

process can lead the writer to those who advocate a process approach in writing⁵⁵.

The teacher should be able to understand how to teach writing to students. There are several reasons which stated the teacher should teach writing. *First*, as reinforcement, the students usually find the visual demonstration useful to write sentences. It helps students to write their project using a new language shortly after they have studied it. *Second*, language development which the actual process of writing guides students to learn. *Third*, learning style is used by students to gather ideas. Students tend to have different learning styles. There are fast in finding and stringing the ideas to write it down. However, there are also those who need a longer time. They need to think and produced ideas in a slower way. *Fourth*, writing skill which is known as the crucial skill that one has to master. The important reason for teaching writing is that it is a basic language skill. It might as important as speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, and how to reply to advertisements⁵⁶.

Teaching writing to students becomes one of the important things that have to be done well by teachers. It caused English to be one of the compulsory subjects that have to be taught to students. Teaching writing is helped to make students achieve the functional level, to communicate written, and oral in solving daily problems. When the teacher decides to teach writing to students, the teacher not only teaches how to develop their ideas in writing but also take serious attention to tell how to write English correctly grammatically. Supported by Brown that teaching is to guide and facilitate learning, enable the students to learn, and set the condition for learning⁵⁷.

⁵⁵Harmer, *How to Teach English*, Essex: Pearson Education Limited, 1998, p. 25

⁵⁶ *Ibid.*, 79

⁵⁷ Brown, *Principles of Language Learning and Teaching*, NY: Longman, 2004,

5. Principles of Teaching Writing

In teaching writing, the teacher must consider several principles that will be used in teaching writing. Brown pointed out some principles for teaching writing. They are (1) Understanding students' reason for writing, (2) Providing many opportunities for students to write, (3) Providing feedback helpful and meaningful, (4) Teacher must clarify himself/herself, for the students, and how their writing will be evaluated⁵⁸.

In addition, Nation in Rizky Ayu stated some principles in teaching writing. The following principles can be used to evaluate the teaching and learning process:

a) Meaning-focused Input

Students can use experience and knowledge for their writing capital. Writing will be successful and meaningful if students prepare and understand what they write. Students can choose a topic as a preparatory step in writing or through previous work done on either topic at first or second language.

b) Meaning-focused Output

Students must write with the aim of conveying the message in the writing. By writing, students will be able to communicate with readers, and readers will get information from writers. In this regard, students will feel successful in their writing if the messages written are delivered well to the readers. It also helps to upgrade their language knowledge.

c) Language-focused Learning

Students should be able to know about the parts of the writing process and be able to discuss their own and others' writing. They must have conscious strategies for dealing with this part of the writing process. Students must pay attention to spelling, vocabulary, or punctuation to convey the message in the writing to the reader.

⁵⁸Ibid., p. 61

Furthermore, the teacher must also be able to provide feedback to motivate students to write and create their written project.

d) Fluency Development

Students should increase their writing speed so that they can write with simple ideas but at a reasonable speed. Repeated practice and starting with things that are easy to understand will be able to develop students' fluency in writing⁵⁹.

C. Review of Relevant Studies

Based on several sources related to this research, the researcher presents some previous studies related to this study. The results of the comparison are as follows:

1. A journal entitled "*Brainstorming Technique in Teaching Writing Description*" was written by Febri Anggraini in 2020. The objective of this study is to find and describe whether there is any significant difference between students who are taught by using brainstorming techniques and the students who are taught by using conventional technique to teach writing skills at tenth grade of MA YPI Darul Huda Lubuk Harjo. The result of this study was brainstorming technique was significant to increase students' writing skills at the tenth grade of MA YPI Darul Huda Lubuk Harjo. The similarity is both of these studies use brainstorming as the technique towards writing skills. Meanwhile, the difference between this study with the study that written by the researcher is placed to the research strategy. Febri's study was conducted by quantitative strategy, whereas, this research was conducted by qualitative strategy.
2. A thesis entitled "*Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo*" was written by Rizky Ayu Mardhikaningrum from Universitas

⁵⁹Ayu, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo," A *thesis*, Universitas Negeri Yogyakarta, 2016, p. 20

Negeri Yogyakarta in 2016. The study is aimed to improve the eight grade students' writing ability by using brainstorming techniques at SMP N 1 Nanggulan Kulon progo. The result of this study was the implementation of the brainstorming technique improved the eight grade students' writing ability. The research written by Rizky Ayu has similarities in improving the writing ability using brainstorming techniques and has a difference in the type of research strategy. Rizky Ayu used a quantitative strategy, meanwhile this research used a qualitative strategy.

3. A journal entitled "*The Impact of Brainstorming Strategies towards Students' Writing Skill*" was written by Nilma Taula'bi' from TEFL Overseas Journal in 2016. The result of this study was the brainstorming strategies have impact toward writing skills for the third semester students of English Education Study Program of FKIP UKI Toraja Academic Year 2015/2016. This study has similarities with the study written by Nilma, it placed in the variable of study; brainstorming and writing skill. Meanwhile, the differences between both studies were the objective and the research strategy. Nilma's study aimed to find out the impact of brainstorming towards writing skills and used the quantitative strategy. Meanwhile, this study described the implementation of brainstorming towards students' writing skills and used qualitative strategys.

CHAPTER III

RESEARCH STRATEGY

A. Type of the Research

This research is a case study which will be conducted at the ninth grade students of SMP Bustanul Ulum Paguyangan. This study was carried out using the qualitative approach with descriptive quality design. According to Sugiyono, qualitative research is descriptive. It concludes that collected data was in the form of words rather than number⁶⁰. Descriptive research has a definition of research that discusses the acquisition of information related to a recent phenomenon. Therefore, the descriptive quality design used in this study to analyze the implementation of brainstorming strategy in teaching writing.

B. Setting of the Research

This study was conducted at SMP Bustanul Ulum Paguyangan which located at Jl. Raya Patuguran 154, Winduaji, Paguyangan District, Brebes Regency, Central Java. SMP Bustanul Ulum Paguyangan Brebes was chosen because the school has applied the brainstorming strategy and it was interested to be discussed.

C. Subject and Object of the Research

1. Subject of the Research

Research subject defines as to limit the subject of research as an object, thing or person where the data for the research variable is connected and formulated⁶¹. Subject in this research is an English teacher and the ninth grade of students especially IX-B at SMP Bustanul Ulum Paguyangan. Those subjects have been chosen because they have a crucial roles and have sufficient information to support this research.

⁶⁰ Sugiyono, 2010

⁶¹ Arikunto, 2016

2. Object of the Research

According to Sugiyono, the research object is explained as scientific aims to collect the data with specific purposes and functions about something objectives, valid, reliable regarding a particular variable⁶². The object within this study is the implementation of brainstorming strategy in apperception writing at SMP Bustanul Ulum Paguyangan.

D. Technique of Data Collection

In research, it is necessary to collect data that is useful for finding information related to the topic. There are several techniques in collecting data, including: observation, interviews, and documentation. In this study, the techniques mentioned above are used to obtain the required information and data.

1. Observation

Observation is conducted to explain the situation that is examined, containing the activities that happened, individuals which involved in the activity and the relationship between the situation, events, and individuals⁶³. The observation was conducted 5 times; the 14th-15th, the 21st-22nd, and the 28th of February. During the observation, the researcher has been prepared to do field notes in order to write the results of the observation. Therefore, the field notes contain original notes and can be proven from the results of observations conducted, the data can be used as an instrument in analyzing the topic of brainstorming strategies in teaching writing.

2. Interviews

Interviews are one of the most generally used and basic strategys of collecting qualitative data which is used to collect data related to people's opinions, beliefs, and feelings about phenomena in their own

⁶²Sugiyono, 2014

⁶³Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, Yogyakarta: Graha Ilmu, 2006, p. 219

words⁶⁴. It can be defined as a meeting of two people to obtain information and idea by asking questions and getting the answers⁶⁵. By this strategy, data can be obtained through direct, guided interviews between the author and the person giving information by using the questions list. In this study, the researcher was conducted an interview to an English teacher and some students of the ninth grade students at SMP Bustanul Ulum Paguyangan.

3. Documentation

Documentation is a strategy used to collect data and obtained information in the form of books, archives, writing numbers, documents, and pictures. It can be in the form of reports and information that can help research then be observed and analyzed to achieve the conclusion of the research⁶⁶. In this study, the documentation used were English lesson plans, students' absences, and pictures taken of the class activities.

E. Technique of Data Analysis

Data analysis is mentioned as a process in which researchers systematically search and arrange the data to increase their understanding of the data to enable them to present what they learned to others⁶⁷. As stated by Miles and Huberman, data analysis divided into three. They are data reduction, data display, and conclusions⁶⁸. Here are the clear explanations about data analysis process of this research:

1. Data Reduction

The first of the three steps of qualitative data analysis is described as data reduction. Data reduction explains the process of

⁶⁴Ary et al, *Introduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

⁶⁵Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2007, p. 186

⁶⁶ Sugiyono, 2010

⁶⁷ Ary et al, *Introduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

⁶⁸ Miles and Huberman, "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft", *Educational Researcher*, 1984, Vol. 13, p.20-30

selecting, focusing, simplifying, abstracting, and transforming data obtained in field notes or scripts. In this regard, the researcher observed the teaching and learning process, documentation and interview to obtain the selected data derived. It needed the appropriate data that can be used in the research. The data related to the research should be focused on and written on field notes attached by the date, time, place, and explanation of the activities during the teaching and learning process.

2. Data Display

Data display is the second step in the model of qualitative data analysis. It goes a step beyond data reduction to provide an organised, compressed assembly of information that permits conclusion drawing. The data can be extended in the form of text or a diagram, matrix, or chart that contains a way of arranging and thinking about more textually embedded data. It purposed to analyze the result of the observation and interview conducted by the researcher. In the implementation of this step, the set of information that is structured and possible of drawing conclusions will be presented in the form of a narrative.

a. Observation of teaching and learning process

Observation is conducted in the classroom activity during the teaching and learning process. It purposed to know how is the process of teaching and learning and the situations of the classroom through the brainstorming strategy. The observation is supported by noting the results and collecting the information for the next step.

b. Interview the teacher and students

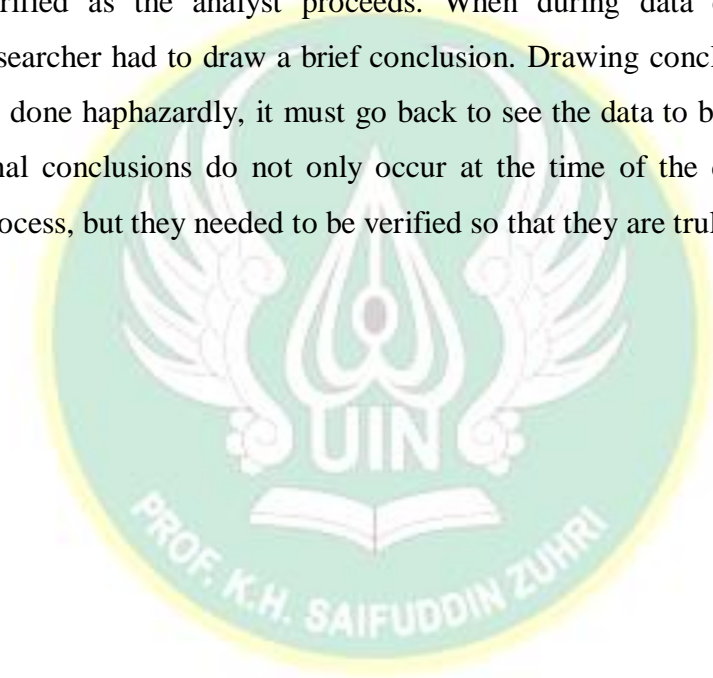
An English teacher and students of ninth grade at SMP Bustanul Ulum Paguyangan will be interviewed to obtain information about the general description of the implementation of the brainstorming strategy in the classroom. The result of the interview can support the data of observation to draw the conclusion of the research.

c. Documentation

Documentation is conducted for evidence and accuracy of data related to information during the research. Documentation also serves as supporting data to strengthen the results of observations and interviews. In this study, documentation can be in the form of lesson plans which guided the teacher in implementing brainstorming in the class.

3. Conclusions

The last step in analysing the data is a conclusion. The conclusion is verified as the analyst proceeds. When during data collection, the researcher had to draw a brief conclusion. Drawing conclusions can not be done haphazardly, it must go back to see the data to be verified. The final conclusions do not only occur at the time of the data collection process, but they needed to be verified so that they are truly accountable.



CHAPTER IV

FINDING AND DISCUSSION

A. The Implementation of Brainstorming in Teaching Writing

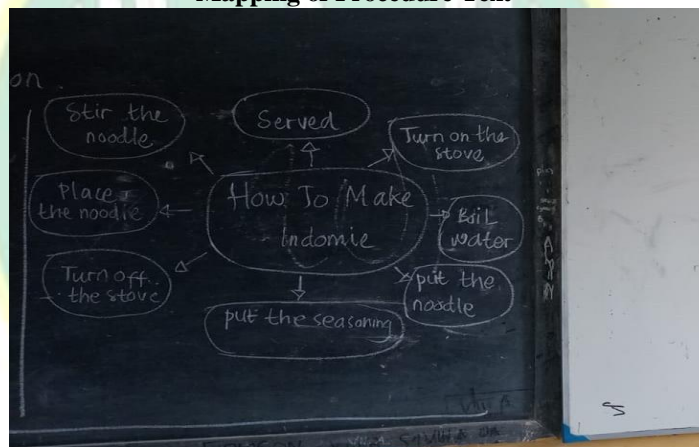
1. Classroom Activity

Observations were undertaken in February-March 2023 in ninth grade at SMP Bustanul Ulum Paguyangan according to the agreement and permission from the school. In practice, the observations were conducted five times in different classes. This was done to observe the teacher's implementation of the brainstorming strategy in the lessons she taught. Observations were made according to the English teacher's class hours. In this regard, the English subject for the ninth grade at SMP Bustanul Ulum Paguyangan was held by Mrs Suryati.

The first and second observation was conducted on Tuesday, 28th of February 2023 among 9th-grade students of SMP Bustanul Ulum Paguyangan. In the early morning, Mrs Suryati taught the class on IX-D. Meanwhile, in the afternoon Mrs Suryati taught class IX-A. Mrs Suryati started those classes by greeting and praying together. She was calling the roll students individually to find out their presence. Some students seemed still to be making small talk with each other. Then, the students were asked a question by the teacher to attract their motivation in learning English. Mrs Suryati asked them, *“Is there anyone who often to cooking Indomie here?”*. Students were looking interested in the questions raised by the teacher because the activity was carried out close to their daily lives. Almost all the students claimed that they often make Indomie. The teacher continued the discussion by asking what are the stages of cooking Indomie. Some of the students explained the steps enthusiastically. Mrs Suryati accommodated the students' responses to be written on the blackboard.

The students were directed by the teacher to the learning material; procedure text. Mrs Suryati explained the definition, purpose, the generic structure, and analysis of the information related to the steps in a procedure text. The class situation was quite conducive, students paid attention to the teacher's explanation. Furthermore, in writing a procedure text Mrs Suryati used a brainstorming strategy by mapping the steps to do in making something. How to cook Indomie was chosen as an example of the procedure text that used mapping concepts in its preparation. This was done because students were familiar with the steps to be written so that it would be easier to understand the learning material about procedure text.

Picture 4.1
Mapping of Procedure Text



Mrs Suryati asked the students again about the steps in making *Indomie*. The answers of students were accommodated and then written in mapping concepts on the blackboard. It started by turning on the stove, boiling water, putting the noodle, putting the seasoning, turning off the stove, placing the noodle, stirring the noodle, and then serving. They were the steps on how to cook instant noodles called *Indomie*. Hereafter, Mrs Suryati conducted to write of the procedure text based on the mapping. She also mentioned the ingredients and tools needed in the making of *Indomie*.

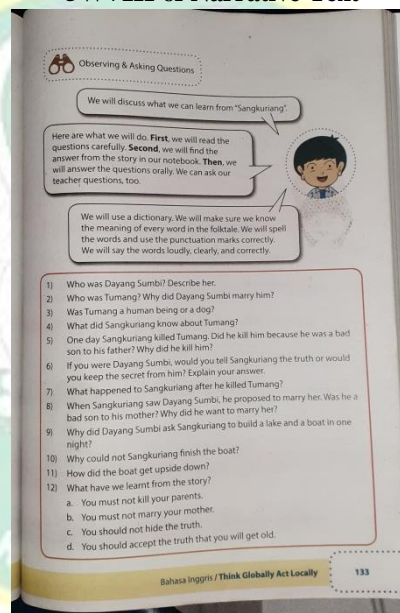
After the students were given an explanation of the mapping concept from the preparation of the procedure text, Mrs Suryati assigned the students to make a procedure text that began with the concept of mapping. The provisions applied to the two classes taught by Mrs Suryati were the theme chosen in writing procedure text by students was free with the allocated time of 30 minutes. In the two classes that were taught procedural text material, most of the students chose themes that were not far from their daily lives, such as how to make coffee, how to fry tempe, or how to turn off the computer. In the process of writing procedure texts, some students faced the same difficulties, they had an obstacle with limited vocabulary. Some students decided to find the vocabulary needed in the dictionary, whereas some tried to discuss it with their friends.

As an assessment to measure the level of understanding, students were asked to present the results of their procedure text in front of the class. All the students in turns reading their procedure text made by themselves. They conducted a quite well presentation, even some of them practiced every step of the procedure text with their body movements. Mrs Suryati also gave feedback to every student who came forward. This was enough to affect the level of self-confidence and students' understanding of the procedure text. Before ended the class, Mrs Suryati also provided material reinforcement to students regarding the material that had been delivered. Time was over, and the class ended with Mrs Suryati reciting hamdalah and prayer.

The third and fourth observation was held on Thursday, 2nd of March 2023. This observation was carried out twice a day following the teaching schedule of Mrs Suryati. In the morning it was held in class IX-A, meanwhile, in the afternoon it was carried out in class IX-C. Mrs Suryati started the class activities by greeting and praying together then checked the students' attendance by calling each student's name. At the beginning of learning, students are asked to give their opinions about the

authenticity of a fairy tale that they know. Initially, some students seemed to want to argue, but they lacked confidence. However, there was a student who delivered his opinion that there were fairy tales that actually happened like Malin Kundang as evidenced by a stone statue. It attracted the other students' opinions, they said that fairy tales were just fiction or essays that have moral values to be used in real life. They also mentioned examples such as Si Kancil, Tangkuban Perahu, and Timun Emas. Mrs Suryati appreciated the students' responses and accommodated all of their answers.

Picture 4.2
5W+1H of Narrative Text



Therefore, Mrs Suryati directed the students towards the learning material in the book about Narrative Text. The explanation about the definition, generic structure, and language features conveyed to the students. The atmosphere of the learning class was passive so Mrs Suryati pointed out a student to read a narrative text that was attached to their book entitled Bawang Putih and Bawang Merah. Then, the students were guided by the teacher to translate the narrative text into Bahasa to be easily understood. It seemed some students initiatives take a note and marked the unfamiliar vocabulary. Hereafter, Mrs Suryati continued to

analyse a narrative text through a question concept. It contained of 5W+1H; What, Who, Where, When, Why, and How. Based on the two classes that taught by Mrs Suryati, the students seemed familiar with the concept. However, the students still need guidance in analysing a narrative text.

The students were divided into groups that contain five students in each group. Mrs Suryati shared a piece of paper with each group. On the piece of paper, there was a title of fairy tales that were familiar or known by students. The students were tasked to discuss the title that was given to them using the questioning concept or 5W+1H. Then, they were assigned to write a narrative text based on the questioning concept they made. The provision in both classes was the students did not allow to use Google in writing the narrative text. They had to discuss with their group following their knowledge and their own language.

Some of the students started to discuss and be active to conveyed their ideas. However, some of them were still confused and decided to ask the teacher. After 30 minutes left, Mrs Suryati asked all the groups to point out a student to be delegation. The delegation of the group would be presenting the result of teamwork. In class IX-A, there were no students that ready to be the first presenter so Mrs Suryati appointed groups randomly to come forward. Meanwhile, the students of IX-C volunteered themselves to present their teamwork in turn. Mrs Suryati gave feedback and reinforcement learning material to each group. The class was almost over, and the students guided by the teacher ended the learning activity by reciting hamdalah and prayer.

The fifth observation was held on Friday, 3rd of March 2023. In this meeting, the researcher also interviewed some students and Mrs Suryati as the English teacher of ninth grade at SMP Bustanul Ulum Paguyangan. In the early meeting, Mrs Suryati greeted the students, guided them to pray together, and checked the presence of students. The interaction between Mrs Suryati and the students was to build a

comfortable class atmosphere. As the stimulation, Mrs Suryati asked the students, “Can you guys mention your happiness experiences, please?”. The students responded to the question excitedly through varied answers. There was answered when they were on holiday, when they were the winner of the championship, and when they got a lot of gifts on their birthday. Therefore, a student asked to tell her happy experience to her friends. Mrs Suryati appreciated the presentation by saying “good job!”.

After the students showed by a student presentation, they were directed to the learning material about Recount Text by the teacher. The explanation of the definition, generic structure, and language features was delivered by Mrs Suryati to the students. In delivering recount text material, Mrs Suryati applied a brainstorming strategy through mapping concepts to stimulate students in writing. During the learning process, the students had no crucial obstacle in understanding the mapping concept, so they were tasked directly to create a recount text based on the mapping concept. The recount text made by students was told about the students’ happy experiences that happened to them. It made students easier to understand the learning material.

In writing the recount text, the problems found were about the students' limited vocabulary and the grammar that was known that the verb used was past tense. Mrs Suryati asked the students to collect their tasks to be corrected. The students’ tasks were chosen randomly and the owner of the books was called by Mrs Suryati to present their recount text. The feedback was given by Mrs Suryati to every student have been presenting their recount text. the learning process ended, Mrs Suryati recited hamdalah and guided the students’ prayer.

2. Brainstorming Strategy in Apperception for Teaching Writing

Learning is the process of making changes to the thoughts, knowledge, and behaviours that students acquire from a teacher. Various strategies or techniques in the teaching and learning processes should be experienced by the teachers to ensure that the knowledge can be delivered effectively to the students so that the learning objectives will be achieved. One approach to attract the students' learning motivation is apperception. The appropriate apperception procedure will make the students relaxed and passionate. It was caused by positive behaviour reflected by the learning process. This apperception has the procedure that is connecting the lessons used strategies. One of the strategies often used at SMP Bustanul Ulum Paguyangan was the brainstorming strategy for writing.

In teaching writing, the strategy must be appropriate for the purpose of the study. The teacher must determine the strategy to be used in delivering learning material to students. The strategy chosen is not only good but also suitable and appropriate according to the conditions of the students. Based on the information obtained, the English teacher used the brainstorming strategy to teach writing. This strategy has been used since 2017. Previously the teacher tried various teaching strategies but brainstorming was the most suitable strategy for the students at SMP Bustanul Ulum Paguyangan. The teacher applied brainstorming at the apperception stage to teach writing in accordance with the level of students who will be taught. Students were invited to discuss or expressed their opinion about a problem which will then be connected to the learning material they will learn. This strategy stimulated students to think and created ideas for a topic which will be written. As the teacher said in the interview:

I started teaching in 2015 but began using this brainstorming strategy in 2017. In many teaching strategies that I have tried, brainstorming is very suitable and easy to apply following students' conditions.

In line with that, brainstorming is a strategy which can help someone to initiate some sort of thinking process to search a great idea⁶⁹. It can give a student some power to develop their ideas before writing⁷⁰. It was related to Zainal Aqib, the brainstorming is a way of teaching that is conducted by the teacher in the classroom, by throwing a problem then the student answers or expresses an opinion or comment so that maybe the problem develops into a new problem or can be interpreted as a way to get a lot of ideas from a group of humans in a short time⁷¹.

There were several reasons behind the teacher's use of the brainstorming strategy in the class. The teacher wanted to create an active and more lively class situation. Students strived to be critical and participate in learning activities. However, in reality, there were still many students who were passive and lack confidence in their abilities. Therefore, through the brainstorming strategy, students unconsciously participated in learning. Students will easily remember things that have been discussed in class. As explained by the teacher in the interview:

The reason I used the brainstorming strategy in teaching writing was that students can understand the point of learning material easily from the discussions they created before putting in the sentences. They could be more critical in thinking. Learning activities could also feel alive and more active because of the participation of students. They could produce sentences even paragraph related to their ideas in discussion

In the implementation of brainstorming strategy, the students assigned individually and groups. The students given a strategy to attract their ideas which found in the determined topic. In the groups, the

⁶⁹Brown, *Teaching by Principles: and Interactive Approach to Language, Pedagogy*, New York: Pearson Education, 2001

⁷⁰Kendall and Khuon, *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners*, United States of America: Stenhouse Publishers, 2006, p. 4

⁷¹Nofriata and Ofianto, "Pengaruh Metode Pembelajaran Brainstorming...", p.

teacher divided the students in to groups. They were gave a problem or topic that should be done by discussing or finding the ideas each other to be written. A student in every groups were delegated to presenting their team work results which formed by their ideas. In the last of presentation, the teacher gave feedback or evaluated them. It can be seen in the following interview transcript:

I started the application of this strategy by stimulating students to participate in learning activities, I ask about things that interest them. So they respond to my question. Then I also formed a group to have a discussion about the determined problem. From there they will look for ideas to complete the task. The results of their group work are then presented to other groups.

The procedure of implementation of brainstorming strategy in the Mrs Suryati's class were related to the steps that mentioned by Istarani. The teacher divides the students into groups. They have been given a determined topic of discussion or problem to be discuss. The teacher asks to choose a student to write down all the ideas. Then, display the notes that have been made or recorded. Finally, they are doing a evaluation towards the note displayed⁷².

B. Students' Responses on Brainstorming Strategy for Writing

According to the observation and interview results, the students of the 9th grade at SMP Bustanul Ulum Paguyangan admitted that the teaching and learning activity by using brainstorming strategy towards writing was easy and interesting. It was understandable because Mrs Suryati taught the writing in a interesting way. They were able to found the idea through discuss or sharing the opinions each other.

Besides, students feel helped by the application of the brainstorming strategy. The reason is to start the class, the teacher gives an introduction in advance so that students know about the learning material they will receive.

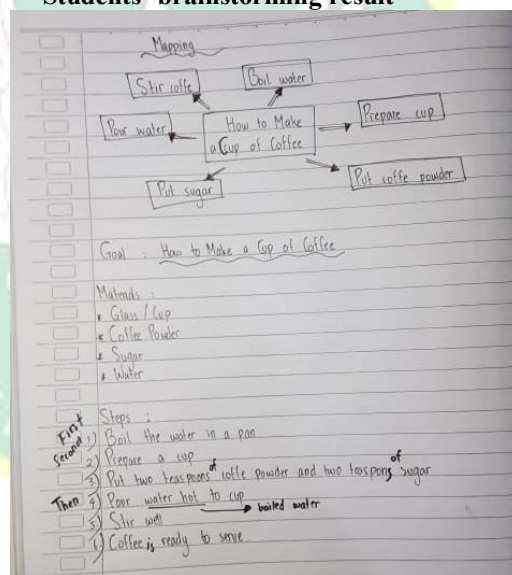
⁷² Istarani, *Kumpulan 40 Metode Pembelajaran*, Medan: Media Persada, 2012, p.

Students were also allowed to participate and delivered their opinions about an issue being discussed. As stated a student from the interview,

The teaching strategy used by Mrs Suryati is attractive, she asks related questions before heading to the learning material. So we can discuss it first and the ideas we get also make it easier in writing.

Based on the observation, the students explored their ideas from the concept of mapping that has been conveyed by the teacher. Then produced the ideas into words and sentences. In this activity, the students has understood about the concept of brainstorming strategy. They were able to make ideas that would be used in their writing in a quick way.

Picture 4.3
Students' brainstorming result



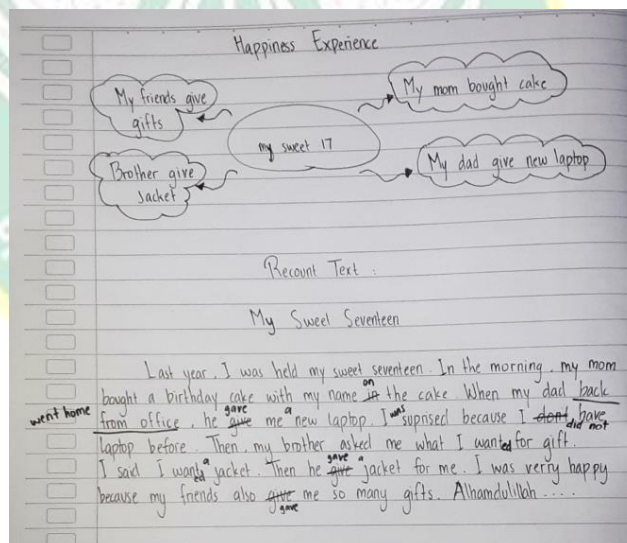
From the picture above, brainstorming could encourage the students to write because they felt at ease in doing the tasks. Brainstorming could help the students to organize and generate their ideas. It helped them to create meaningful sentences and develop paragraphs easier. It could be identified that the actions applied were effective to improve the teaching and learning activities of writing. As stated from a student in the interview,

Yes, it is quite helpful in writing procedures and recount text. From the brainstorming using the mapping concept that was taught, we have an idea of what to write in the next

According to the interview transcript, it can be said that the teacher's explanation about the materials was clear enough because the students were able to produce sentences into paragraphs well related to the topic. However, in the process of learning there were still problems faced by students. The students still has obstacle with the vocabulary and many grammatical mistakes in producing sentences. It was proved in the interview by a student,

The problem is in vocabulary and grammar, I want to write words but sometimes I forget. Then, in writing a recount I was still confused about verbs and grammar of the past tense.

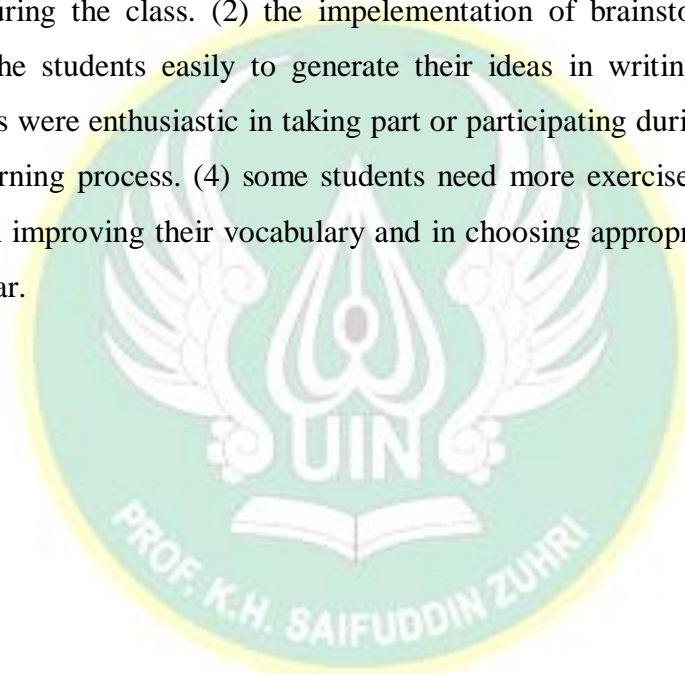
Picture 4.3
Students' brainstorming result



Based on the students' task above, it can be seen that there were some mistakes related to grammatical mistakes made by students. In this regard, the topic was clear enough and complete enough and the details were almost related to the topic. Meanwhile, in terms of grammar aspect, most of the sentences had grammatical mistakes but they did not affect the

meaning. Also in terms of vocabulary, there were still some misuses of word forms.

In reference to the explanation above, it can be concluded that there were some points in accordance with the implementation of brainstorming in the teaching and learning activity of writing. Based on the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. The results were as follows; (1) the implementation of brainstorming in the teaching and learning of writing got positive responses from students. They put their efforts to do the activities and participated well during the class. (2) the implementation of brainstorming strategy made the students easily to generate their ideas in writing. (3) some of students were enthusiastic in taking part or participating during the teaching and learning process. (4) some students need more exercises that can help them in improving their vocabulary and in choosing appropriate words also grammar.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection and data analysis, it was found that the implementation of the brainstorming strategy at SMP Bustanul Ulum Paguyangan has been going on since 2017. Brainstorming was applied to the conditions and situations of students for learning writing individually or in groups. The brainstorming strategy was able to stimulate students to understand the points in the learning material. The procedure of implementation of the brainstorming strategy were: First, the teacher divided the students into groups. Second, the students were given a problem to be discussed. Third, the students were asked to write a narrative, procedure, or recount text. Next, each group delegated a student to present their result of teamwork. Finally, feedback was given by the teacher after the groups were presented.

The concept used by the teacher in applying the brainstorming strategy were mapping and questioning so that the students can generate and organize their ideas for writing. The concept of mapping is applied by the teacher to students to design main ideas using charts so that they know what they will write next. While the concept of questioning uses the 5W+1H principle to compose questions which the answers will be used as material for writing a text. In line with Turkenik that the best way to get ideas is let your mind run free in all directions around it. Thus, writing down the ideas helps the students to remember what they want to write and organize the ideas before they write into a paragraph.

B. Limitations

In every research has limitations whether in the preparation, scope, strategyology, data collected or data analyzed. Like other research, in this study, there are some limitations. They are as follows:

1. This study only focused on the descriptive in implementation of the brainstorming strategys for teaching writing. There was no explanation

on how to measure the effectiveness of using this strategy in teaching writing.

2. This study did not expose the problem of the implementation brainstorming strategy clearly. So there was no problem-solving explanation in the classroom activity.

C. Suggestion

The implementation of brainstorming strategy in teaching writing to the 9th grade at SMP Bustanul Ulum Paguyangan was good. However, based on the analysis above, there are some suggestions offered as follows:

1. The English teacher should find a suitable concept of brainstorming strategy to avoid some misunderstanding by students.
2. The English teacher must be finding a suitable strategy to improve students' vocabulary in order to help them in writing.
3. The English teacher must perform better in delivering the concept of the brainstorming strategy or combine it with other strategies to increase the student's enthusiasm for writing.

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APPENDICES

APPENDIX 1
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP BU Paguyangan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/Ganjil
Materi Pokok : Procedure Text
Alokasi Waktu : 2 JP

A. Kompetensi Dasar

3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.

B. Tujuan Pembelajaran

1. Menganalisis urutan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan dengan tepat.
2. Menyimpulkan teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan dengan tepat.
3. Membuat teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan dengan sikap kreatif, dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.3. Menyampaikan motivasi (tujuan & manfaat) dengan mempelajari materi hari ini.

4. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh.	
Kegiatan Inti	
Literasi	Peserta didik diberi motivasi dan panduan untuk mengamati dan mencatat tentang kata-kata sulit, informasi dari sebuah teks prosedur.
Critical Thinking	Peserta didik membandingkan dan menganalisis kalimat.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan latihan . Do the assignments given: 1. Exercise 1 : Fill in the table of Spoken Steps 2. Exercise 2 : Conclude the procedure text given (How to Make Instant Noodle)
Communication	Peserta didik mengomunikasikan hasil kerjanya, mempresentasikan hasil kerjanya di depan kelas, diberikan umpan balik dan penguatan materi oleh guru.
Creativity	Peserta didik membuat teks prosedur mereka sendiri
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal. 2. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan. 3. Tindak lanjut, siswa membuat teks prosedur mereka sendiri. 	

D. Penilaian

- Sikap: Observasi saat pembelajaran tentang sikap kritis, kerja sama, dan komunikatif.
- Pengetahuan: Tugas menjawab exercise pada LKS terkait teks prosedur
- Keterampilan: (a) Proses: diskusi, pengerjaan LK, (b) Produk: hasil karya tulis teks prosedur

E. Media Pembelajaran

- Sebuah Teks Prosedur

Paguyangan, Februari 2023

Kepala Sekolah

Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP BU Paguyangan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/Ganjil
Materi Pokok : Narrative Text
Alokasi Waktu : 2 JP

A. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tertulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait fairy tales, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

1. Menganalisis urutan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita dongeng dengan tepat.
2. Menyimpulkan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita dongeng dengan tepat.
3. Membuat teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita dongeng dengan sikap kreatif, dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.3. Menyampaikan motivasi (tujuan & manfaat) dengan mempelajari materi hari ini.4. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh.
Kegiatan Inti

Literasi	Peserta didik diberi motivasi dan panduan untuk mengamati dan mencatat tentang kata-kata sulit, informasi dari sebuah teks naratif
Critical Thinking	Peserta didik membandingkan dan menganalisis kalimat.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan judul dari sebuah dongeng. Do the assignments given: 1. Make a narrative text related to the title of fairy tales with your own words.
Communication	Peserta didik mengomunikasikan hasil kerjanya, mempresentasikan hasil kerjanya di depan kelas, diberikan umpan balik dan penguatan materi.
Creativity	Peserta didik membuat teks naratif mereka sendiri
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal. 2. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan. 3. Tindak lanjut, siswa membuat teks naratif mereka sendiri. 	

D. Penilaian

- Sikap: Observasi saat pembelajaran tentang sikap kritis, kerja sama, dan komunikatif.
- Pengetahuan: Tugas menjawab exercise pada buku LKS terkait teks naratif.
- Keterampilan: (a) Proses: diskusi, pengerjaan LK, (b) Produk: hasil karya tulis teks naratif

E. Media Pembelajaran

- Sebuah Teks Naratif

Paguyangan, Februari 2023

Kepala Sekolah

Guru Mata Pelajaran

Asy'ari, M.Pd

Suryati, S.Ag

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP BU Paguyangan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/Ganjil
Materi Pokok : Recount Text
Alokasi Waktu : 2 JP

A. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tertulis dengan memberi dan meminta informasi terkait peristiwa lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

1. Menganalisis urutan teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa masa lalu dengan tepat.
2. Menyimpulkan teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa masa lalu dengan tepat.
3. Membuat teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa masa lalu dengan sikap kreatif, dan penuh tanggungjawab.

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
3. Menyampaikan motivasi (tujuan & manfaat) dengan mempelajari materi hari ini.	
4. Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh.	
Kegiatan Inti	
Literasi	Peserta didik diberi motivasi dan panduan untuk mengamati dan mencatat tentang kata-kata sulit, informasi dari sebuah teks recount
Critical Thinking	Peserta didik membandingkan dan menganalisis kalimat.

Collaboration	Peserta didik diminta berdiskusi untuk menyusun konsep dari membuat sebuah teks recount berdasarkan pengalaman yang menyenangkan
Communication	Peserta didik mengomunikasikan hasil kerjanya, menyimpan hasil pekerjaannya dalam lembaran HVS sebagai hasil dari portofolio kerja kemudian guru memberikan tanggapan dan penguatan materi.
Creativity	Peserta didik membuat teks recount mereka sendiri
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal. 2. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan. 3. Tindak lanjut, siswa membuat teks naratif mereka sendiri. 	

D. Penilaian

- Sikap: Observasi saat pembelajaran tentang sikap kritis, kerja sama, dan komunikatif.
- Pengetahuan: Tugas menjawab exercise 1 and 2 pada buku LKS
- Keterampilan: (a) Proses: diskusi, pengerjaan LK, (b) Produk: hasil karya percakapan/ video

E. Media Pembelajaran

- Sebuah Teks Recount

Paguyangan, Februari 2023

Kepala Sekolah

Guru Mata Pelajaran

Asy'ari, M.Pd

Suryati, S.Ag

APPENDIX 2
FIELD NOTES

Researcher : Non Participant
Date : Tuesday, 28th February 2023
Grade : Ninth Grade of SMP Bustanul Ulum Paguyangan
Teacher : Mrs. Suryati, S.Ag
Topic : Procedure Text

Tanggal	Hasil
Selasa, 28 February 2023	<p>Guru memasuki kelas IX-D dengan mengucapkan salam dan menyapa siswa. Beberapa siswa masih terlihat sibuk mengobrol satu sama lain. Selanjutnya guru memimpin doa untuk mengawali pembelajaran. Guru memanggil siswa satu-persatu untuk melakukan absen presensi. Siswa diajak melakukan brainstorming untuk pemanasan sebelum memulai pembelajaran. Guru mengajukan pertanyaan berkaitan dengan materi yang akan dipelajari “<i>Siapa yang sering memasak Indomie?</i>”. (Siswa terlihat tertarik dengan pertanyaan yang dilontarkan guru karena kegiatan tersebut dilakukan dekat dengan keseharian mereka). Hampir seluruh siswa menjawab dengan sepakat bahwa mereka sering memasak Indomie. Guru melanjutkan dengan pertanyaan bagaimana tahapan dalam memasak Indomie. Beberapa dari mereka antusias menjelaskan dengan runtut tahapan-tahapannya.</p> <p>Guru mengarahkan siswa pada materi yang akan dipelajari yaitu tentang Procedure Text. Siswa diberikan contoh sebuah teks prosedur cara memasak mie instan dengan konsep <i>mapping</i> langkah-langkah yang harus dilakukan. Setelah siswa diberikan penjelasan tentang definisi, tujuan, generic struktur dan analisis tentang informasi yang terkait dalam urutan teks prosedur, guru meminta siswa membuat</p>

	<p>sebuah teks prosedur diawali dengan konsep <i>mapping</i>. Dalam hal ini siswa diberi kebebasan dalam memilih tema untuk menciptakan sebuah teks prosedur. Beberapa siswa mengalami kesulitan dalam menulis teks prosedur dikarenakan keterbatasan kosa kata yang mereka miliki. Ada yang terlihat sibuk membuka kamus untuk mencari kosa kata ada juga yang terlihat diam saja tidak mengerjakan apa-apa. Siswa cenderung menulis contoh teks prosedur yang berkaitan dengan hal yang sering mereka jumpai, seperti bagaimana cara membuat kopi, cara menggoreng tempe, dan cara mematikan komputer. Kemudian, guru meminta siswa secara sukarela mempresentasikan hasil teks prosedur yang mereka tulis.</p> <p>Sebelum mengakhiri kelas, guru memberikan feedback kepada beberapa siswa terkait hasil teks prosedur yang dipresentasikan. Penguatan materi dengan me-review materi yang telah disampaikan juga dijelaskan kembali oleh guru. Sebagai pemantapan materi, guru meminta siswa untuk melanjutkan penulisan teks prosedur di rumah. Siswa yang belum mempresentasikannya hari ini akan ditunjuk secara acak pada pertemuan selanjutnya. Guru menutup kegiatan pembelajaran dengan mengucapkan hamdalah dan salam.</p>
<p>Selasa, 28 Februari 2023</p>	<p>Pembelajaran di kelas IX-A diawali dengan berdoa bersama dan dilanjutkan absensi kehadiran siswa. Guru melakukan pengantar yang sama seperti di kelas sebelumnya untuk membuka materi pembelajaran dengan bertanya terkait seberapa sering siswa memasak mie instant. Sebagian siswa mengangkat tangan, sebagiannya lagi menjawab suka memasak Indomie namun tidak dalam skala sering. Mereka diminta untuk menyebutkan apa saja yang perlu dilakukan dalam memasak Indomie. Guru kemudian mengarahkan siswa</p>

pada materi yang akan dipelajari yaitu Procedure Text dilanjutkan dengan penjelasan mengenai definisi, tujuan, dan generic structure.

Sebelum siswa diminta untuk membuat teks prosedur, guru memberikan sebuah metode brainstorming untuk menstimulasi ide siswa dalam penyusunan teks prosedur. Guru mencontohkan konsep *mapping* tentang langkah-langkah yang harus dilakukan dalam memasak Indomie; menyalakan-mendidihkan-menuang-mengaduk-menyajikan.

Tema yang berlaku sama seperti kelas sebelumnya dimana siswa bebas memilih tema apa yang akan mereka buat menjadi sebuah teks prosedur. Dalam proses penulisan, siswa cukup mampu memahami tentang konsep *mapping*. Siswa merasa terbantu dalam penulisan dengan alur yang sudah ada. Namun, masih ada sebagian yang terlihat bingung dan berusaha untuk bertanya pada temannya.

Guru mengecek hasil kerja siswa dan meminta secara sukarela untuk siswa mempresentasikan teks prosedur yang mereka buat. Siswa dengan semangat bergantian untuk mempresentasikan hasil kerja mereka di depan kelas. Sebelum mengakhiri kelas, guru memberikan feedback dan mengoreksi sebagian hasil kerja mereka. Sebagai penguatan materi siswa diminta untuk membuat satu teks prosedur untuk tugas di rumah. Pembelajaran diakhiri dengan berdoa bersama dan salam.

Researcher : Non Participant
 Date : Thursday, 2nd March 2023
 Grade : Ninth Grade of SMP Bustanul Ulum Paguyangan
 Teacher : Mrs. Suryati, S.Ag
 Topic : Narrative Text

Tanggal	Hasil
Kamis, 2 Maret 2023	<p> Guru memulai kelas IX-A dengan salam, doa bersama, dan melakukan absensi kehadiran. Pada awal kegiatan pembelajaran, siswa diminta berpendapat mengenai keaslian dari cerita dongeng. Beberapa siswa tampak ingin berpendapat namun kurang percaya diri, hingga akhirnya dengan sukarela seorang siswa menyampaikan bahwa cerita dongeng ada yang kejadiannya asli terjadi seperti cerita Malin Kundang yang dibuktikan dengan patung batunya. Namun, siswa lainnya merespon bahwa ada juga cerita dongeng yang hanya fiktif beserta menyebutkan contohnya; Si Kancil, Tangkuban Perahu, dan Timun Emas. Guru menampung semua jawaban siswa, kemudian mengarahkan siswa pada materi pembelajaran yaitu Narrative Text. </p> <p> Guru meminta siswa membuka buku LKS mereka dan membahas peta konsep dari teks naratif. Definisi, generic struktur, hingga struktur kebahasaan dari teks naratif dijelaskan oleh guru. Keadaan kelas kembali pasif, hingga akhirnya guru menunjuk secara acak seorang siswa untuk membacakan sebuah narrative text berjudul <i>Bawang Putih and Bawang Merah</i>. Selanjutnya, guru membimbing siswa untuk menerjemahkan teks naratif tersebut agar mudah dipahami siswa. Terlihat beberapa siswa secara inisiatif mencatat terjemahan. </p> <p> Guru menjelaskan tentang bagaimana sebuah teks </p>

	<p>naratif tersusun dari konsep 5W+1H yaitu <i>Who, Where, When, Why, What, and How</i>. Guru meminta siswa untuk membentuk grup berisikan 5 siswa setiap grup. Setiap grup masing-masing disajikan satu judul dongeng yang telah dipersiapkan oleh guru dalam bentuk lintingan kertas kecil. Tugas mereka yaitu menyusun sebuah teks naratif berdasarkan judul yang diperoleh dan menggunakan konsep 5W+1H dalam waktu 30 menit. Siswa tidak diperbolehkan menggunakan mesin pencarian Google untuk menuliskan dongeng tersebut. Mereka harus melakukan diskusi dan menuliskan dongeng tersebut sesuai pengetahuan dan bahasa mereka sendiri. Beberapa kelompok terlihat mulai aktif berdiskusi dan mengumpulkan ide-ide dari tiap anggotanya. Namun, ada juga kelompok yang bingung dan menanyakan hal tersebut kepada guru. Seperti pada materi sebelumnya, dalam menyusun teks naratif siswa memiliki kendala dalam mencari kosa kata.</p> <p>Setiap kelompok menunjuk salah satu siswa sebagai perwakilan kelompok untuk maju mempresentasikan hasil kerja mereka. Awalnya tidak ada yang mau maju hingga guru menunjuk secara acak siswa untuk mempresentasikan hasil kerja kelompoknya. Kelompok yang sudah maju berhak menunjuk kelompok selanjutnya. Guru memberikan feedback pada setiap kelompok yang telah mempresentasikan hasil kerja mereka. Pembelajaran pun ditutup dengan salam dan doa bersama.</p>
Kamis, 2 Maret 2023	<p>Pembelajaran di kelas selanjutnya IX-C diawali dengan salam, menyapa siswa dan melakukan absensi kehadiran. Guru melakukan stimulasi diawal kegiatan pembelajaran sama halnya dengan kelas sebelumnya. Siswa dimintai pendapat mereka berkaitan dengan keaslian dari sebuah</p>

cerita dongeng. Ada yang berpendapat bahwa dongeng adalah cerita asli kehidupan, ada juga yang berpendapat bahwa dongeng hanya karangan yang memiliki nilai moral untuk dijadikan pembelajaran di kehidupan nyata. Guru memberikan apresiasi terhadap jawaban mereka. Kemudian guru mengarahkan siswa pada materi yang akan dipelajari yaitu Narrative Text. Penjelasan mengenai definisi, generic struktur, dan struktur kebahasaan disampaikan oleh guru kepada siswa. Guru juga membahas sebuah teks naratif yang tersedia di LKS siswa. Kemudian guru menyampaikan penyusunan naratif teks menggunakan konsep 5W+1H yaitu *Who, Where, When, Why, What, and How*.

Guru membentuk beberapa kelompok terdiri dari 5 siswa untuk kemudian memberikan lintingan kertas yang berisi judul dongeng kepada setiap kelompok. Kemudian setiap kelompok diminta untuk berdiskusi membuat konsep 5W+1H untuk menciptakan sebuah teks naratif berdasarkan judul yang diperoleh. Setiap kelompok mengumpulkan ide-ide dari para anggotanya. Ketentuan pada kelas sebelumnya juga diterapkan pada kelas ini, yaitu alokasi waktu 30 menit untuk penyusunan teks naratif. Siswa juga tidak diperkenankan untuk menggunakan Google Translate, yang mana mereka harus menyusun teks naratif berdasarkan pengetahuan dan bahasa mereka sendiri.

Setelah 30 menit, setiap kelompok menunjuk seorang siswa sebagai perwakilan untuk mempresentasikan hasil kerja kelompok masing-masing. Terdapat kelompok yang dengan sukarela maju mempresentasikan hasil kerja mereka dan mendapat apresiasi dari guru dan teman-temannya. Secara bergilir kelompok lain mulai maju satu persatu.

	Feedback dan penguatan materi diberikan oleh guru kepada setiap kelompok. Pembelajaran selesai, guru memimpin doa dan salam.
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Researcher : Non Participant
 Date : Friday, 3rd March 2023
 Grade : Ninth Grade of SMP Bustanul Ulum Paguyangan
 Teacher : Mrs. Suryati, S.Ag
 Topic : Recount Text

Tanggal	Hasil
Jum'at, 3 Maret 2023	<p>Guru mengawali kegiatan kelas dengan menyapa siswa, berdoa bersama dan mengecek kehadiran siswa. Sebagai stimulasi, guru bertanya tentang pengalaman yang menyenangkan siswa. Beberapa dari siswa menjawab saat pergi berlibur, saat juara kelas, saat mendapat kado ulang tahun, dan lain-lain. Salah seorang siswa diminta untuk menceritakan secara singkat pengalamannya yang menyenangkan.</p> <p>Guru mengarahkan siswa materi pembelajaran pada pertemuan ini tentang materi Recount Text. Definisi, generic struktur, dan struktur kebahasaan dijelaskan oleh guru kepada siswa. Guru menggunakan metode brainstorming dengan konsep mapping untuk menjelaskan cara menuliskan sebuah teks recount. Siswa ditugaskan untuk membuat konsep mapping sebelum menuliskan sebuah teks recount. Teks recount yang dimaksudkan berisi tentang pengalaman yang menyenangkan yang pernah dialami siswa. Dalam praktiknya, siswa terlihat tidak kesulitan untuk menentukan konsep yang mereka buat. Hanya saja siswa masih banyak yang terkendala dengan grammar dalam penyusunan teks</p>

recount.

Setelah siswa selesai membuat teks recount, guru meminta mereka mengumpulkan hasil karya masing-masing. Untuk mengoreksi hasil kerja siswa, guru secara acak memilih buku siswa yang dikumpulkan dan meminta membacakannya di depan kelas. Guru memberikan feedback pada masing-masing siswa yang maju. Alokasi waktu pembelajaran hampir selesai, guru menutup kegiatan kelas dengan membimbing siswa mengucapkan hamdalah dan salam.



APPENDIX 3

INTERVIEW RESULT

Interview Guru

1. Metode apa yang anda gunakan untuk menyampaikan materi writing?

Saya menggunakan metode brainstorming

2. Sejak kapan anda menggunakan metode ini?

Saya mulai mengajar sejak tahun 2015, tapi baru memakai metode ini sekitar tahun 2017. Dari banyak metode yang saya coba, brainstorming memang yang paling cocok buat diaplikasikan seseuai kondisi dan situasi anak-anak.

3. Apa yang membuat anda memilih metode ini untuk pembelajaran writing?

Alasan digunakannya metode ini ya tentu saja karena respon siswa yang bagus terhadap metode yang saya pakai, siswa bisa memahami poin-poin pembelajaran. Dari diskusi juga mereka kan bertukar pikiran atau pendapat, dari sanalah mereka menemukan ide-ide yang bisa digunakan buat menulis.

4. Apakah siswa dapat mengikuti pembelajaran dengan baik dengan metode yang anda gunakan?

Sejauh ini baik ya, mungkin masih ada beberapa yang pasif atau malu-malu tapi hal ini wajar karena setiap siswa memiliki karakter berbeda-beda.

5. Apakah penerapan metode ini berpengaruh terhadap pembelajaran di kelas khususnya writing?

Tentu, dengan penerapan metode brainstorming membuat suasana jadi lebih hidup. Siswa kan dituntut menjadi aktif jadi tentu sangat berpengaruh terhadap suasana kelas. Mereka berpartisipasi untuk saling menyampaikan pikiran, ide, dan pendapat terhadap suatu masalah.

6. Kelebihan apa yang menjadikan metode ini cocok digunakan untuk mengajarkan writing?

Tidak perlu banyak tools untuk menerapkannya, hanya butuh skill komunikasi untuk siswa jadi sangat mudah diterapkan oleh seorang guru. Siswa juga akan memiliki hubungan komunikasi yang baik dengan teman-temannya karena dengan dibentuk kelompok siswa jadi terbiasa untuk menyampaikan dan menerima pendapat.

7. Kesulitan apa yang anda hadapi ketika mengaplikasikan metode ini untuk mengajarkan writing?

Masih perlu mengembangkan metode ini, karena konsep dari metode ini tentu banyak bukan hanya dengan menggunakan bagan atau pertanyaan saja. Saya akan terus mengulik bagaimana siswa bisa terbiasa dengan metode ini dan lebih mudah dalam memahami pelajaran.

8. Bagaimana respon siswa ketika anda mengaplikasikan metode ini untuk pengajaran writing?

Cukup bagus ya, karena ada yang aktif sekali, ada yang malu-malu walaupun dia tahu jawabannya, ada juga yang masih pasif. Tapi sedikit-sedikit siswa terbiasa dan termotivasi dengan teman lainnya.

9. Apakah metode ini digunakan untuk pembelajaran bahasa Inggris pada skill selain writing?

Biasanya iya, saya nerapi brainstorming pada pembelajaran Bahasa Inggris mencakup semua skill dan materi pembelajaran.

10. Bagaimana cara mengaplikasikan metode ini terhadap pembelajaran writing?

Awalnya saya akan bertanya terlebih dahulu kepada siswa, biasanya saya buat pertanyaan yang berkaitan dengan materi yang akan dipelajari. Nah dari sana mereka akan berpartisipasi kan. Kemudian saya juga membentuk mereka ke dalam kelompok dengan memberikan sebuah tugas atau masalah yang harus didiskusikan. Dari sanalah mereka akan bekerja sama untuk menyampaikan ide mereka kemudian dituliskan. Hasil dari kerja kelompok mereka yang akan dipresentasikan ke depan kelas. Biasanya saya juga akan memberikan feedback apakah sudah benar atau ada yang diperbaiki.

11. Kesulitan apa yang siswa hadapi ketika menggunakan metode ini selama pembelajaran writing?

Kesulitan yang seringkali siswa hadapi terletak di kosakata/vocabulary. Ini yang akan menjadi PR saya selanjutnya dalam mengarahkan siswa untuk menguasai banyak kosakata. Kemudian, pada recount teks biasanya terdapat pada grammarnya ya, karena kan bentuknya past tense jadi siswa masih bingung. Namun ada sebagian yang sudah mahir juga.

Interview Siswa

1. Bagaimana metode pengajaran writing yang sudah kalian terima?

Metode yang dipakai bu Suryati cukup menarik dan ngebuat kita harus aktif. Guru bertanya dulu nanti muridnya yang menjawab atau menebak tentang materi yang akan

2. Kelebihan apa yang dirasakan selama pengajaran writing menggunakan metode ini?

Lebih mudah buat nentuin kalimat yang mau ditulis caranya kita dibentuk kelompok terus diskusi sama temen-temen. Dari hasil diskusi bisa jadi acuan buat penulisan teks contohnya kaya narrative, recount dan lainnya. Kalo konsep mapping bisa ngebantu kita buat ngarahin selanjutnya kita mau tulis apa berdasarkan bagan yang kita buat.

3. Kesulitan apa yang dihadapi selama mempelajari writing menggunakan metode ini?

Sulitnya di bagian vocabulary sama grammar. Kalo mau nulis kata kita seringnya lupa atau bahkan ga ngerti katanya itu apa. Terus kalo nulis recount text sulitnya ada di bagian grammar karena bentuk kata kerjanya masih suka salah dan lupa.

4. Apakah dengan menggunakan metode ini dapat memudahkan pembelajaran writing?

Iya, pake metode ini bisa ngebantu banget apalagi buat nulis prosedur dan recount text dari bagan konsep mapping kita bisa dapat ide buat mengetahui apa yang mau kita tulis selanjutnya.

5. Apakah guru menggunakan metode ini untuk pembelajaran lainnya selain writing?

Iya, rata-rata setiap mau memulai pelajaran pasti guru bertanya dulu yang berhubungan dengan materi yang mau dipelajari. Kita disuruh nebak dulu atau berpendapat terhadap sesuatu masalah.

APPENDIX 4
CLASSROOM ACTIVITIES



(The teacher is delivering the learning material)



(The students is discussing the task by grouping)



(The students are writing narrative text)



(The students are writing recount text by grouping)



(The researcher interviewing the teacher)



(The researcher interviewing the teacher)

APPENDIX 5
OBSERVATION LETTER



YAYASAN BUSTANUL ULUM AL MUBAROK WINDUAJI
Akte Notaris No. 22/1990
SMP BUSTANUL ULUM PAGUYANGAN
TERAKREDITASI "A"

NSS : 202.03.29.04.050

NPSN : 20326446

NDS : C.08122002

Alamat : Jl. Raya Patuguran No. 154 Winduaji-Paguyangan 52276

SURAT KETERANGAN

Nomor : 015/ S.6 /SMP 050/III 2023

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama Bustanul Ulum Paguyangan, Kecamatan Paguyangan, Kabupaten Brebes, dengan ini menerangkan bahwa:

Nama : Nur Halimatussa'diyah
NIM : 1617404036
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Instansi : UIN K.H. Syaifuddin Zuhri Purwokerto

Telah melakukan penelitian di SMP Bustanul Ulum Paguyangan, Kecamatan Paguyangan, Kabupaten Brebes, Provinsi Jawa Tengah.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Paguyangan, 28 Februari 2023

Kepala SMP Bustanul Ulum
Paguyangan



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