THE EFFECT OF BRAINSTORMING TECHNIQUE IN WRITING INVITATION TEXT TO THE ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 14 MUSI BANYUASIN

THESIS

BY
OKKI WANDIRA
NIM 372017003

ENGLISH STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY MUHAMMADIYAH OF PALEMBANG

AUGUST 2021

THE EFFECT OF BRAINSTORMING TECHNIQUE IN WRITING INVITATION TEXT TO THE ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 14 MUSI BANYUASIN

THESIS

Presented to
University Muhammadiyah of Palembang
In Partial Fulfillment of The Requirements
For the degree of sarjana in English language education

By
Okki Wandira
NIM 372017003

ENGLSIH STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH PALEMBANG

AUGUST 2021

This thesis written by Okki Wandira has been certified to be examined

Palembang, August 25th 2021

Advisor I,

Dr. Tri Rositasari, M.Pd.

Palembang, August 25th 2021

Advisor II,

Dian Septarini, S.Pd.,M.Pd.

This is to certify that Sarjana's thesis of Okki Wandira has been approved by the board of Examiners as one of the requirements for the Sarjana Degree in English Education August 25th 2021.

Examiners,
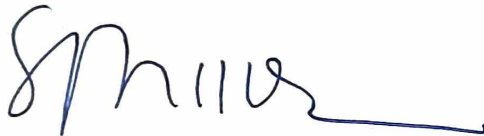
Dr. Tri Rositasari, M, Pd.   Chairperson

Dian Septarini, S.Pd., M.Pd.   Member
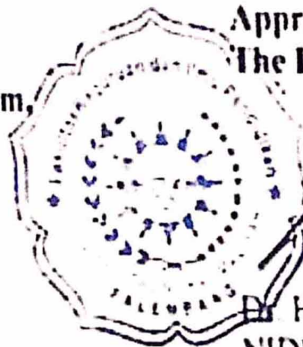
Sherly Marliasari , S.Pd.,M. Pd.   Member

Acknowledged by
The Head of
English Education Study Program,

Sri Yuliani, S Pd , M.Pd
NIDN.0217077105

Approved by
The Dean of FKIP UMP,

Dr H Rusdy A.S., M.Pd.
NIDN. 0007095908

SURAT PERNYATAAN KEASLIAN KARYA

Yang bertanda tangan dibawah ini:

Nama   : Okki Wandira

NIM   : 372017003

Program Studi   : Pendidikan Bahasa Inggris

Tlp/Hp   : 082383586133

Menyatakan bahwa skripsi berjudul:

The Effect of Brainstorming Technique in Writing Invitation Text to the Eleventh Grade Students of Upt Sma Negeri 14 Musi Banyuasin.

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipertanggung jawabkan.

Palembang, 25 Agustus 2021

Yang menerangkan

Mahasiswa yang bersangkutan

Okki Wandira

Nim: 372017003

iv

Motto:

"Always be yourself no matter what they say and never be anyone else even if they look better then you"

Dedication:

- MY beloved parents, Alkat and Hartati. This thesis is my little tribute to my parents. When world closes its doors on me,mom and dad open its arms for me. When people close their ears to me, they both open their hearts to me. Thank you for always being there for me. I love mom and dad more than you know.

- My beloved sister and brother, Niki Palentin, Sri Safitri And Revki Karamoy thank you for all support, help, and always give me motivation.

- All of my beloved friends in the English Education Study 2017, especially my close friend in class Dwi utami melenia, Aisyah asyrofiah, Ayu vramita sari. Thank you so much for your support, help, sharing, and always together writing a thesis.

- The head of English Study Program, Sri Yuliani, S.Pd., M.Pd. thank you for your help, advice, and support.

- Dr. Tri Rositasari, M.Pd my advisor I and Dian Septarini, S.Pd., M.Pd. as my advisor II. Thank you so much for your guidance, advice, help, patience, support, spirit and encouragement in conducting this thesis

- Last but not least, I wanna thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times

- Thank you for almamater, Universitas Muhammadiyah Palembang

The Effect of Brainstorming Technique in Writing Invitation Text to The Eleventh Grade Students of UPT SMA Negeri 14 Musi Banyuasin

Abstract

The title of this thesis is "The Effect of Brainstorming Technique in Writing Invitation Text to The Eleventh Grade Students of UPT SMA Negeri 14 Musi Banyuasin'. The problem of this research: was there any significant effect of brainstorming technique on students' writing invitation text? Therefore, the objective of this research is was to find out whether or not there is any significant effect of using Brainstorming technique on the students' writing invitation text. The population of this research is all of The Eleventh Grade Students of UPT SMA Negeri 14 Musi Banyuasin there were six classes and the total of population are 188 students. The data were collected through a written test. After that, the data were collected by using t-test and SPSS 22. The result of the data analysis showed that t-obt 6.957, and the critical value 1.697 and df was 30. It means that the t-obt 6.957 was highest than critical value 1.697. Consequently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be concluded that it was effective to teach writing invitation text by using brainstorming technique to the eleventh grade students of UPT SMA Negeri 14 Musi Banyuasin.

Key words: *Teaching, Writing, Invitation Text, Using brainstorming Technique*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

First and foremost, the Highest Gratitude and Gratefulness reward are only for Allah SWT who has given blessing and ability to the writer to fulfill and complete this thesis entitle "The effect of brainstorming technique in writing invitation text to the eleventh grade students of UPT SMA Negeri 14 Musi Banyuasin. Shalawat and Salam are also delivered to our Prophet Muhammad SAW who has brought Islam at the Rahmatan Lil Alamiin.

The writer would like to express her gratefulness to the Rector *Universitas Muhammadiyah Palembang* Dr. Abid Djazuli, S.E., M.M., Dean of Teacher Training and Education Faculty Dr. H. Rusdy AS., M.Pd.. Sri Yuliani, S.Pd.,M.Pd. as Head of English Education Study Program who have taught and helped the researcher during the study.

The writer gives the highest appreciation to her advisors Dr. Tri Rositasari, M.Pd. and Dian Septarini, S.Pd.,M.Pd. who have guided, helped, advised, supported, given the incredible suggestions and comment for the researcher to the settle this time on time be better. This thesis was still far from perfect. Indeed any critics, comments, and remarks were very welcomed. The last but not least, the writer hopes this thesis will be useful for everyone who reads it and for other researchers.

Palembang, August 25th 2021

The writer

OW

vii

CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendices

1. Scoring Writing Rubric
2. Research Instrument
3. The Score of Writing Test Try Out
4. The Score of Writing Test Pretest
5. The Score Of Writing Test Posttest
6. Usulan Judul Skripsi
7. Surat Keterangan Rater
8. Surat Tugas Pembimbing Proposal
9. Kartu Bimbingan Proposal
10. Undangan Simulasi Proposal
11. Daftar Hadir Simulasi Proposal Mahasiswa
12. Daftar Hadir Dosen Penguji Proposal Simulasi Proposal
13. Bukti Perbaikan Proposal
14. Surat Keputusan Pembimbing Skripsi
15. Surat Permohonan Riset Dari UMP
16. Surat Izin Riset dari Diknas
17. Surat keterangan penelitian
18. Kartu Bimbingan Skripsi
19. Surat Persetujuan Ujian Skripsi
20. Surat Permohonan Ujian Skripsi
21. Daftar Hadir Dosen
22. Bukti Perbaikan skripsi
23. Dokumentasi

CHAPTER I
INTRODUCTION

This chapter presents; (1) background, (2) problem, (3) the limitation of the research, (4) the objective of the research, (5) the significance of the research, and (6) the hypotheses of the research.

A. Background

As an international language, English has become an important language that connects people around the world who want to communicate with other people from different countries. In Indonesia, English is a foreign language which is considered important to be introduced in the field education. Education in Indonesia takes English is one of the main subjects from elementary up to senior high schools and also examined in the national examination to determine students' graduation. According to Wilsana, Marhum & Kamaruddin (2015), in the process of English learning, the most important components are teacher's performance, learning facilities, and students' attitudes towards English learning.(P.23) A teacher's performance can be seen in his/her behavior towards work of teaching. The factors affecting the performance of teachers are attitude, method of teaching, classroom management, and motivation.

According to Sulaiman (2017), teaching is such a verbal interaction among the teacher and the students in a good learning (p.1). According to Schlechty (2004), teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. What schlechty meant by teaching being 'an art' is that teacher must create situations to facilitate learning and then motivate learners to have interest in what is being transmitted to them. It means that teaching is a learning process interaction to encourage students to behave well. Alexander LG (1975) said that all of four basic language skills are listening, speaking, reading, and writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most

important of these skills, since to some extent they presuppose the other two"(P.8). In this section, the writer focused on writing skill. Writing is one of the language skills that should be taught besides the other skills.

According to Fahmi aulia batubara (2017) Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills. Writing is a skill that is required in written communication.(P.2) A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph.

According to Lubis (2014), writing is an activity for producing and expressing, it is producing the words and sentences then it is expressing with the meaning of ideas. Additionally Wibowo (2013), writing is the mean of communication that enable someone to communicate to each other (P.2). In writing the readers are able to know and understand more about the information because they are able to read repeatedly until they achieve the point. Writing is different from speaking where the listener only listens to the speaker once. According to Mustika (2015), writing is the single most important invention in human history, Writing is a skill which requires organization of ideas to be communicated in a text (P1). According to Syahri & Sulaiman (2017), in teaching writing the teacher should give a clear writing framework that covers easy procedures or steps that enable them to write and it is suggested that beginners can write free writing, free topic or theme (P103).

According to Leo (2007), writing is a process of expressing ideas or thought in words should be done at our leisure.(p.1) When the teacher teach something that the students already have knowledge about it, the students may be bored and not enthusiastic to learn. It is because human beings naturally have desire to know things.

Therefore, it is important for teacher to provide their students with something new to be learned. To do that, teacher should have strategies in introducing the new information.

The United Nations Educational, Scientific and Cultural Organization (UNESCO 2012) noted that the index of reading interest in Indonesia has only reached 0.001. That means, for every 1,000 people there is only one person who has an interest in reading. People in Indonesia read an average of zero to one book per year. It does not need to be compared to Japan and America, which read 10-20 books a year on average. Reading to write, there are four language skills that have been introduced in linguistics so far. The four skills include listening, speaking, reading and writing skills. Those skills are closely related to one another. Indeed, if a person has good listening skills, usually his speaking skills are also good. Then, if someone has a good level of reading skills, usually he is also able to write well. In other words, we shouldn't of expect someone to write well if they don't like reading! Based on the results of observations, the best average score of Indonesian English proficiency tests is usually in the listening and speaking aspects. Generally, their value is "poor" in writing skills. In fact, many universities in overseas specifically require higher writing scores than speaking, because the main challenge of studying at a world-class overseas university is the ability to write academic (academic writing).

Based on the writer observation and interview with teacher of english and the eleventh grade students of UPT SMA Negeri 14 Musi Banyuasin. The writer found that the students have some problems they are (1) students have limited vocabulary (the scores in appendices) (2) student get difficult when writing invitation text (3) student did not active in the class activity. To improve students of UPT SMA Negeri 14 Musi Banyuasin in writing invitation text, the writer proposed one technique that effective to students. The technique is name brainstorming, According to Alex Faickney Osborn in his book: The Father of Brainstorming (1967), brainstorming is a situation where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions.

According Kendal and Khuon (2006), brainstorming is given students power to develop their ideas before writing.(P.4) Similary, Muschla (2011) argues brainstorming as a strategy to identify, expand, and develop ideas for writing.(P.6) It can be a powerful method in the development of ideas. However, brainstorming is not simply a technique for generating ideas, but also a technique for organizing ideas. In addition, clark (2003) brainstorming is aimed to compose writing ideas to produce good written text. Brainstorming encourages students to learn organizing their whole writing. It is one of the effective ways to enhance students' writing performances. By applying brainstorming technique, students can organize the arrangement of the paragraph well.

People are able to think more freely and they suggest spontaneous new idea as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated Because of its functions brainstorming activity is often implemented in the beginning of the lesson. One of the strategies is to have students brainstorming on a new topic to generate concepts. It is because brainstorming is aimed at activating background knowledge in which students learn how to generate ideas. It means that brainstorming plays essential roles to facilitate students' comprehension on new topics. In addition, by doing brainstorming teachers can see to what extent and their students think like about the topic of the lesson.

Based on the background above, the writer conducted a research study under the title: "The effect of Brainstorming Technique in Writing Invitation Text to the Eleventh Grade Students of UPT SMA Negeri 14 Musi Banyuasin".

B. The problem of the research

Based on the background of research above, the problem of the study was as follows: "was there any significant effect of brainstorming technique on students' writing invitation text?"

C. The limitation of the research

This study was focused on applying Brainstorming technique on students' writing invitation text.

D. The objective of the research

Based on the statements of the research problems above, the objective of the research was to find out whether or not there is any significant effect of using Brainstorming technique on the students' writing invitation text.

E. Significance of the research

By conducting this research the writer enlarged her knowledge and obtained experience in doing research. The writer expected that this study would be useful for the teacher of English, the students, and the writer. For the teacher of English would be useful teach their students easily. Hopefully, the teacher can teach more effective and easy with brainstorming technique. For the students the study would be helpful for students to learn about writing invitation text, it can make the students easy to understand the material that is gave by the teacher. For the writer this study is expected to be beneficial to improve teaching skills, enlarge her knowledge, and gave her some experiences in conducting an educational research, especially in teaching writing invitation text the used of brainstorming.

F. Hypotheses of the research

According Sugiyono (2011), hypothesis is a temporary answer where the formulation of the research problem has been expressed in the form question sentence. In accordance with theoretical and conceptual frame, the hypotheses were formulated as follow:

1. Null Hypothesis (Ho): There was no significant effect of applying Brainstorming technique in writing invitation text.
2. Alternative Hypothesis (Ha) : There was a significant effect of applying Brainstorming technique in writing invitation text

REFERENCES

Ababio Bethel T (2013). *Nature of Teaching: What Teachers Need to Know and Do.* International Journal for Innovation Education and Research, vol.1-03

Alex F Osborn (1967): The Father of Brainstorming. https://www.skymark.com/resources/leaders/osborn.asp

Batubara, Fahmi Aulia (2018) *improving students' ability in writing of announcement through gallery walk technique of eight grade at Mts jami'yatul alwashliyah Tembung in academic year 2016/2017.*

Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy. (2nd ed.).* New York: Longman

Brown, H. Douglas (2007) *Principle of Language Learning and Teaching San Fransisco* State University: Pearson Education, Inc

Brown, H. Douglas. 2004 *Language Assesment: Principles and Classroom Practices.* New York: Pearson Education.

Brown, H. Douglas.(1994). *Teaching by Principles An Interactive Approach to Language Pedagogy.* San Fransisco State University: Englewood Clifts.

Brown, H. Douglas.2001. *Teaching by Principles: and Interaactive Approach to Language Pedagogy.* New York: Pearson Education.

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

Cikal Mutiara Mustika, 2015. *Teaching Writing Descriptive Paragraph By Using Questioning to The Seventh Grade StudentS At State Junior High School 1 of Betung* (Unpublished Undergrade Thesis) Faculty of Teacher Training and Education, Universitas PGRI Palembang

Clark, Irene. L., et al. (2003). *Concepts in Composition: Theory and Practice in the Teaching of Writing.* New Jersey: Lawrance Erlbaum Associates Publishers.

Coe, R., Aloisi, C., Higgins, S., & Major, L E. (2014). What Makes Great Teaching. *Review of the Underpinning Research.* [JOURNAL]

Cresswell. J. W (2012) *Planning, Conducting, Evaluating. Quantitative and Qualitative Research*, (4th ed). New York, NY : Person

David. (2017). What is the Difference Between Population and Sample. Access on www.statisticssolutions.com/what-is-the-difference-between-population-and-sample/. [ONLINESOURCE]

Ferris, Dana. R., and Hedgcock, John S. 2005. Teaching ESL Composition: Purpose, Process, and Practice (2nd Ed.). New Jersey: Lawrence Erlbaum Associates, Inc.

Frankel and Wallen. (1993). *How to use Design and Evaluate Research in Education.* New York: Mcgraw Hill. Publishing Company.

Frankel, J.R & wallen, N. E. (2012). *How to Design and Evaluate Research in Education.* (7th ed). San Francisco: McGraw-Hill Higher Education.

Frankel. JR and Wallen. NE. (1990). *How to Design and Evaluate Research in Education.* New York: Mcgraw-Hill,Inc

H. Douglas Brown, (2004) *Language Assessment Principles and Classroom Practices,* (New York: Person Longman,), 20. [JURNAL]

Harsyaf, H. N & Izmi, Z (2009) *Teaching Writing.* Jakarta: Ministry of National Education PPPPTK

Hatch, Evelyn and Hosein Farhady (1982) *Research Design and Statistic.* Los Angeles: Newurry House

John A Lott (2008) *The Academy of Teaching Professor Emiritus in Pathology*: College of Medicine

Kendall, J.,and Khuon, O. (2006). Writing Sense: *Integrated Reading and Writing Lessons for English Language Learners.* United States of America: Stenhouse Publishers.

L.G. Alexander. *Practice and progress*, (London: Longman Group Ltd, 1975). P. viii [JURNAL]

Leo, Susanto, et al (2007). *Essay Writing English for Academic Purpose. Ed. 1st,*Yogyakarta: C.V. AndiOffest.

Litell, Joy. 1985. *Basic Skills in English* (Green Level). New York: McDonal, Litell, & Company

Lubis, R. Fahmei (2014), *Writing Narrative Text*, English Education

Montoya, M. 2008. 3 Brainstorming Techniques – Getting It Out Before Writing It Down.http://www.3-Brainstorming-Techniques-Getting-It-OutBefore-Writing-It-Down(EMP)-EMarketing-Performance.htm

Muschla, G.R (2011). *Practice Makes Perfect: Exploring Writing.* New York: McGraw-Hill Companies, Inc.

Peha, Steve, (2004). *What is Good Writing.* New York: Learning express, LLC.

Scarry, S., and Scarry, J. 2008 *The Writer's Workplace with Readings: Building College Writing Skills* (6th Ed.). Boston: Thompson Learning, Inc.

A.   Schlecty (2004), *The Art of Teaching.* Prentice Hall Inc., New York

Sequira, A. H. (2012). Introduction to Concepts of Teaching and Learning *Research Gate* [JOURNAL]

Siahaann, Sanggam (2008) The Englissh Paragraph. Yogyakarta: Graha Ilmu, 2008.

Sugiono (2011) *Metode Penelitian Kuantitaf Kualitatif dan R&D.Bandung*: Alfabeta

Sulaiman, M (2017). Teach the students Not The Books (A Handbook of TEFL,. (1st ed). Palembang

Sulaiman, M. 2017. *Teach the Students not the Book*. Palembang: CV Amanah. [BOOK]

Syahri & Sulaiman (2017). TEACH the Student Not The Books (A HANDBOOK OF TEFL). 1st ed. Palembang : NoerFikri

Syahri, I.,Sulaiman, M., & Susanti, R (2016) *Metodology Penelitian Pendidikan Bahasa*, Roemah sufie

Syahri, L., Sulaiman, MGS., & Susanti. R (2017). *Metodology penelitian pendidikan bahasa*Palembang: Roemah Sufie

UNESCO. Mendikbud: Sistem Belajar Perbukuan Untuk Wujudkan Buku Bermutu, Terjangkau dan merata. Maret 2017. https://www.kemdikbud.go.id.blog hasil web. Mendikbud: Sistem Belajar Perbukuan Untuk Wujudkan Buku Bermutu, Terjangkau dan merata.

Webster, (2012) Formal Invitation.

https://www.merriam-webster.com/dictionary/invitation

Wibowo, K. Arif (2013). *Improving student's Writing Ability in Narrative Text By Using Chronological 3D Pictures As Media*. English Language Teaching Forum, University Negeri Semarang.

Wilsana, A.,Mahrum,M.,& Kamarudin,A (2015). Teaching vocabulary to grade VIII student at SMP Negeri 9 Palu by using word wall strategy e-jurnal bahasantodea, vol. 3 No.2.ISSN 2302-2000

Yanghmale, F (2003) Content Validity and Its Estimation. Journal of Medical Education.