

**TEACHING WRITING SKILL BY USING *BRAINWRITING* 6-3-5 STRATEGY
TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 21 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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THESIS

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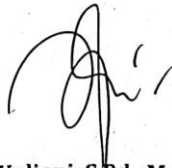
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Surat Pernyataan Keaslian Karya

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Menyatakan bahwa skripsi berjudul:

Teaching Writing Skill by Using *Brainwriting* 6-3-5 Strategy To The Eighth Grade Students of Smp Negeri 21 Palembang, beserta seluruh isi nya 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 dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 15 Maret 2023

Yang menyatakan,



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Motto and Dedication

Motto:

“Have good friends around you, have good peers. Surround yourself with good people cause you are a good person too.”

(Mark Lee)

Dedication:

This is dedicated to:

1. My beloved parents, Mr. Kurniawan and Mrs. Dewi. Thank you so much for your love, care, support, and prayers. There are no words which can describe my biggest thanks for you.
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ABSTRACT

Qathrunnada, Sausan, 2023. *Teaching Writing Skill by Using Brainwriting 6-3-5 Strategy to the Eighth Grade Students of SMP Negeri 21 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Masagus Sulaiman, S.Pd., M.Pd. (2) Sri Yuliani, S.Pd., M .Pd.

Keywords: *Writing, Recount Text, Brainwriting 6-3-5 Strategy.*

The objective of this research was to find out whether teaching recount text using Brainwriting 6-3-5 technique in writing skill significant difference or not. The method used in this research was quasi experimental method. The population of this research was all the eighth grade students of SMP Negeri 21 Palembang. The total number of population was 297 students. The sample was 64 students taken from 297 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by using independent sample t-test. The analyses proved that teaching recount text using Brainwriting 6-3-5 technique on writing skill helped students in understanding recount text better. The mean in posttest of experimental group was 84.53, it was higher than the mean posttest of the control group which was 45.94. The result of T-Test obtained significance (sig. 2 tailed) was 0.000, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It showed that there was significant difference on students' skills in writing who were taught by Brainwriting 6-3-5 than those who used conventional method.

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice.

Last but not least, researcher hopes that thesis will be useful for the university and the next researcher in the future.

Palembang, February 11th 2023

The researcher,

SQ

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the problem, objectives of the study, significance of the study.

A. Background of the study

Writing is an activity of expressing and developing idea in a written form. Writing is a process of communication in which message is delivered to a reader using a conventional graphic system (Haerazi, Irawan, Suadiyatno, and Hidayatullah, 2020). Gelb (as cited in Indrilla, 2018) define that writing is how people communicate their thoughts and feelings through visible signs, which are understandable not only to themselves but also to everyone else.

Writing involves putting down in what the writer thinks or feels as it comes to writer's mind and no one can deny that writing is one of the four skills that has important parts in communication, also a complex skill. People must comprehend spelling, grammar, sentences, vocabulary, and structures as the units in writing. (Boyle, ramsay, and struan 2019).

Writing skills include one of language skills that involve active and productive abilities. Writing skills are an attempt to promote language in order to express thoughts and feelings that exist in a person (Abbas, & Herdi, 2018). Utami, Pabbajah, and Juhansar (2018) state that teachers should have an ability to use word diction, grammar, and writing mechanics including the use of capital letter, spelling, and punctuation to accomplish the goals of writing.

On the other hand, Bartan (2017) mentioned, writing is a teachable and learnable skill for both native and non-native speakers. Writing skills are also highly important activities in schools and colleges. The teacher assigns composition tasks to students beginning in elementary school and continuing through college.

In teaching and learning process of writing, each student had a different understanding of learning that is why teacher's abilities play an important role in evaluating (Chan, 2019). Therefore many teachers had experienced that most of the main problems that made students do not start to write because lack of confidence and enthusiasm (Choi & Lee, 2018).

There may be various reasons for students to not writing, they have never written much in their first language or assume they have nothing to say and are incapable of coming up with ideas. However, writing requires students to combine all of their techniques and abilities, both in terms of vocabulary and sentence structure (Zilka, Rahimi, & Cohen, 2019).

Sitorus (2018) who reported that students still have low writing skills, they do not know enough about vocabulary, idea organization, grammar, and make wrong organization and the placement word in constructing phrases in sentences or paragraphs. Moreover, Yundayani (2019) state "learning writing is not an easy activity for many EFL learners who have insufficient vulnerability outside of the class to authentic language".

In fact, based on the data of The World's Most Literate Nations (WMLN) 2016 study by Central Connecticut State University it showed that Indonesia is ranked 60th out of 61 in literate behavior and literacy (Totoh, 2020). In terms of teaching writing in EFL (English as Foreign Language) classroom, teachers faced challenges related to lack of the use of technology in the classroom, classroom management in the large class, and different learning styles of students (Ali & Ramana, 2018). Some studies had conducted to investigate the Indonesian EFL students' problems in writing. Rahmatunisa (2014) investigated the Indonesian EFL learners' problems in writing argumentative essay. This study revealed that the EFL students had problems in terms of linguistics, cognitive, and psychological.

Jaelani, R. (2017) stated that Many EFL students are less interested in have low creativity because the teacher's techniques and methods are not appropriate for EFL Learners. They can't write well, they lack of vocabulary mastery and they can't express their ideas using appropriate vocabulary

And correct grammatical forms. Furthermore, the teachers faced challenges related to having a large class, which made the learning process ineffective, and the time for teaching writing is limited, making it difficult for students to understand the materials that were explained, Ariyanti (2016).

Since the researcher conducted the interview and observation to the teacher and eighth grade students of SMP Negeri 21 Palembang, the researcher found that students had difficulties in writing namely, lack of vocabulary, difficult for students to develop their ideas and to write them into sentences.

Considering the problem above, in teaching writing to the students, the teacher should provide a prepared and presented framework that covers simple procedures or processes that require them to start writing and suggest that beginners to write free writing with such a free topic or theme (Sulaiman, 2021). However, in teaching writing many things happened and experienced by teachers as they developed their writing skills.

There will always be mistakes in expressing ideas and feelings, even if we have the opportunity to prepare beforehand, Haerazi et al. (2020). Therefore, writing fluency needed to be acquired. In addition, Rahmatika (2019) state that the process of constructing ideas in the form of paragraphs or texts is considered as the role of creativity in teachers' writing skills. Having a high level of creative thinking means allowing them to organize and generate new ideas in their learning, Khikmah (2019). Therefore, creativity is a critical factor in producing good writing.

In this case, to attain the writing skill, several techniques can be used by the teacher in teaching writing process. In this study, the researcher used Brainwriting 6-3-5 technique. The Brainwriting 6-3-5 technique is one of the groups of brainstorming techniques that was developed by Bernd Rohrbarch in 1969. Litcanu, Prostean, and oros (2015) explain that, Brainwriting is an alternative method to brainstorming.

Brainwriting 6-3-5 particularly useful with a group of people who were unlikely to contribute many ideas in an open group session such as brainstorming. Brainwriting 6-3-5 is a group creativity technique

Used in marketing, advertising, design, writing, and product development. It is also known as the 6-3-5 method or method 635.

Cline (as cited in Michalko, 2007, p. 77) state that brainwriting strategy is a strategy used by the teacher in writing, it is almost similar to brainstorming. Brainwriting 6-3-5 technique is simple, rather than ask participants to yell out their ideas, ask them to write down their ideas about a particular topic or problem on sheets of paper for 5 minutes, then have each participant pass their paper to the person on their right, then for the next person, who reads the ideas should developing or generate new ideas and repeats. After that, collect the sheets and post them for immediate discussion (Wilson, 2013, Using Brainwriting for Rapid Idea Generation).

Brainwriting overcomes production blocking by allowing all group members to generate ideas at the same time, and written down their ideas more or less. Based on explanation above the researcher conducted the research, entitled: **“Teaching Writing Skill by Using Brainwriting 6-3-5 Strategy to the Eighth Grade Students of SMP Negeri 21 Palembang”**.

B. Formulation of the Problem

In relation to the background of the study, the researcher formulated the question as follows: “was there any significant difference among the eighth grade students’ writing skill of SMP Negeri 21 Palembang in learning recount text who were taught by using Brainwriting 6-3-5 strategy and those who used conventional method?”

C. Objective of the Study

The objective of this study was to find out whether or not a significant difference of the eighth students’ writing skill of SMP Negeri 21 Palembang in learning recount text taught by Brainwriting 6-3-5 strategy than those who used conventional method.

D. Significance of the Study

1. Researcher

This study could help the researcher to enhance the knowledge and to know the effectiveness by using brainwriting 6-3-5 as a teaching method in writing.

2. Students

This study expected to help students understand recount text easily and correctly with fun way by using brainwriting 6-3-5 technique. Build their motivation to learn English also make students feel enjoy and easy to understand the lessons especially in writing subject.

3. English Teachers

This study expected to help the teachers achieve the goal of a clear change in the steps of teaching and learning process especially in writing subject.

4. Other Researchers

This research can be considered as a reference for further study, also insights to other researcher about what things have to be considered in every teaching and learning writing using brainwriting 6-3-5 Technique.

E. Hypotheses of the study

The Hypotheses of this study were formulated as follows:

1. H_a (alternative hypotheses):

There was a significance difference of the students' writing skill before and after teaching writing use brainwriting 6-3-5 technique.

2. H_0 (Null Hypotheses):

There was no significance difference of the students' writing skill before and after teaching writing use brainwriting 6-3-5 technique.

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