

**DEVELOPING STUDENTS' WRITING SKILL THROUGH
BRAINSTORMING OF THE ELEVENTH CLASS OF
SMK NEGERI 3 PALOPO**



THESIS

Submitted to the English Studies of Tarbiyah Department STAIN Palopo in Partial Fulfillment of
Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

Composed By'

NURMANINGSI

NIM 06.19.3.0051

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE OF ISLAMIC STUDIES
STAIN PALOPO
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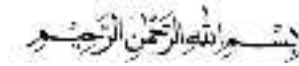
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Palopo, 3 Desember 2010
The Writer

NURMANINGSI

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ABSTRACT

Nurmaningsi, 2010 “ Developing Student’ Writing Skill through Brainstorming of the eleventh class of SMK Negeri 3 Palopo”.
Consultant (1) Dr. Rustan M.Hum and (11) Madehang S. Ag. MPd.

Key words : Developing Writing Skill, Brainstorming.

This thesis attempts to developing students writing skill through brainstorming at the eleventh class of SMK Negeri 3 Palopo there was are research question that discussed, namely does the use of brainstorming technique give positive contribution to the development students writing skill at the eleventh class students of SMK Negeri 3 Palopo.

This thesis used pre experimental research. The target population of this research are all of the eleventh class students at SMK Negeri 3 Palopo. The sample was taken from population by using random sampling.

The research method is experimental. The design is one of group pre-test, post-test design. The data analysed quantitatively. The test is significance acceptability is $\alpha=0,5$. The instruments to collect the data were writing task and observation.

The result of the research hypothesis is acceptable because t_{test} is bigger than t_{table} $t_{count} = 5,521 > 2,05$ with df 27. The research showed that there is significance develop of students writing skill through brainstorming in english.

CHAPTER I INTRODUCTION

A. Background of the Study

Learning English always concerns with four basic skill, speaking, reading, listening and writing. Writing is, as one of the skill is complex and progressif activity. Writing is a complex activity because when we want to write something, we must take attention on the grammer structure, dictions, the arrangements of the paragraphs, vocabularies, capitalization, punctuations, etc. Writing is a progressif actifity because when people write diwn something, they have already thought about what they are going to write and how they are going to write it.Lannon defines writing as a conscious, deliberate proces which is not resulted of devine intervention, magic, miracles, or last minute inspiration.¹

People have to decide the aim of their writing and how to construc it. People inted to express their idea freely, not only orally but also written. The contest of writing are various such us suggestions, opinions, explanatory, etc. Which discover and communicate ideas, information,greeting or warning to the readers.for example when we write an explanatori writing, people actually write an information about

¹ David Nunan, *Languange Teaching Methodology* (Sydney: Practice Hall, 1991) p. 88.

something, include why and how it can happen. through writing can understand entirely what the process of it.

Sometimes, when people want to write something, the ideas do not always come and flow easily because they usually ignore the important roles of each step in writing process before they start writing. The writing can not be separated with the writing process. Memering and O'Hare define the writing process into several stages. They are prewriting, writing, rewriting, and proofreading. In prewriting, there are some writing techniques such as brainstorming, clustering, tree-diagram, outlining, mapping, etc.² Prewriting is the first step in writing process. It helps the writer chooses the topic, decides what the writer will write about the topic, and gives the writer a chances to organize his or her thoughts. The second of stage is writing. Spending a great deal of time in writing, searching for the material, and drawing up working outlines, then he or she sits down and start to write. The third stages is rewriting. It is useful bit of advices for the writing not to write and edit in the some time. The last is proofreading. It makes sure that the writing's punctuation, grammar, and spealing are correct.

For senior high school students, when they star writing, sometimes they are confused at the beginning because they do not understand about the importance o techniques in generating ideas of prewriting like brainstorming technique.

² <http://www.brigitine.atlnet.org/writersite.prewriting.html> (May 5th, 2010).

Brainstorming can be an effective way to generate of ideas on specific issue and than determine which idea – or ideas – is the best solution.³

The students spend a great deal of time to copy from the book rather than try to express ther idea if the teacher asks students to write a paragraph. It seems to be done by learner in SMK Negeri 3 Palopo, it means that they can't express their idea, opinion, and thought in their written work because their teacher never give a chance to write something by composing a topic that has famous in their life by using their own words.

Realeasing that problem, teachers have to try to develop student's thinking abilities to express their idea in narative text that a topic phenomena nature and try to generating idea in different mode.

The students can write everything that comes to mind about the topic freely as many as possible. The student need to realize that every idea, even it seems insignificant or unrelated, is valid. They can write down all the words in a blank page randomly.

Due to those reasons, the writer is interested in carrying out a research about the influence of using brainstorming to develop in writing skill for eleventh of SMK 3 Palopo in Academic Year 2009 / 2010.

³ <http://www.tameri.com/workshop/nature> (May 5th, 2010).

B. Problem Statement

Based on the background above, the researcher formulates this research question as follows:

1. Is Brainstorming effective to develop student's writing skill at the eleventh year students of SMK negeri 3 palopo?
2. How is the student's attitude toward brainstorming to develop student's writing skill?

C. Objective of the Study

Relevant to the research question that set above the research states the specific "To find whether there is significant influence of brainstorming to develop students' writing skill narrative text the eleventh year students of SMK Negeri 3 Palopo"

D. Significance of the Study

1. The writer.

The writer gets a lot of knowledge in writing especially brainstorming technique.

2. The students.

They can get some knowledge about prewriting like brainstorming.

3. The teachers.

They can choose the easier technique in writing for their students especially brainstorming.

4. Other researchers.

They not only improve their knowledge about prewriting like brainstorming and kinds of text types like narrative text, but also do further research writing.

E. *Scope of the Research*

The scope of the research is restricted to the categories of developing students writing skill through brainstorming and collection of words and phrases in writing

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter reviews the underlying theories used in this study. It covers nine major sections. They are the nature of writing ,the purpose of writing,the teaching writing, the process of writing, brainstorming, asesmen of writing.

A. *Previous Studies*

Friendlander (1990) investigated the effects of advanced writes using their native language on the quality of their own findings that student can profit from using their native language while composing on topic in a fereign language in certain instances.¹ The use of native language can help student to retrieve more information on certain kinds of topics and their enhance the quality of their final compesing.

Allwrights (1988) found that the teacher are tending to impose their own ideas on students by offering a model sentence in place of non-native students original, thereby subletting their own idea for those the students was orginally to attempting to express clearly. ² These kinds of feedback militate against need for autonomy and guidance in developing their own papers.

¹Allice Omaggio hadley, *Teaching Language in Context, (Second Edition ; USA : Heinle & Heinle publishers), p.324*

² Jonathan Clenton , *Academic Writing Towards & Integrated Approach* ([http : // www. Sussex. ac. Uk / languagedocument](http://www.sussex.ac.uk/language/document))

According to Leo Ruth (1987) in his articles he says that children must have opportunity to share their own life experience, to write about personal knowledge and to recognize themselves as the author if they are to develop their own thinking abilities.³

Based on the research and experience above that tells about developing student's writing ability, it means that there is a similarity in the influence of brainstorming to develop student's writing skill by using narrative text.

B. Theory & Concepts

1. The Nature of writing

The four language skills comprise both productive and receptive skills. This study focuses on writing, which is known as one of the productive skills. Meminger and O'Hare cited that writing is craft, which can be crafted from humble and O'Hare cited that writing is craft, which can be crafted from humble language to simple ideas. What is good about such writing lies precisely in the craftsmanship, the skill which the writer puts together words and ideas. Whoever practices is enough can become good at it.⁴ It means that good writing can be learned and there is nothing very mysterious about it.

Each person has a lot of ideas in their mind or thoughts which potentially can be explored. It is sometimes referred to as humankind's greatest inventions. Undeniably, the

³ Leo Ruth, why Autobiography (<http://www.Yale.Edu./88.03.11.X.html>), p.2

⁴ Dewi Andriana, *A Thesis on Title the influence of Using Brainstorming to the students' Ability writing explanatory texts*, (A thesis: Uncok Palopo, 2007). p. 5

development of communications by writing was a pivotal step in the advance of human civilisation.⁵

A study by Emig, writing represents a unique mode of learning, not merely valuable not merely special, but unique (1977:122). It means that writing as a process and product possess a cluster of attributes that correspond uniquely to certain powerful learning strategies. Writing should be language skill which communicates ideas, thoughts, and experiences to others. Writing is intellectual and emotional exhibition that reveals thoughts and values of its creators.⁶

2. The Purpose of Writing

Podis stated that in composition, the purpose is defined as the practical aim of writing. By writing the writers hope to accomplish the goal, whether to inform, to persuade, to explain, to entertain, to recommend, to motivate, to warn, to inspire, to evaluate or to impress (1984:15). Bram said that dealing with writing, people make the best use of the sentence to express their messages. The purpose is communication. Kirsznner and Mandell stated that at least there are three purposes in writing: informative writing, expressive or narrative writing and persuasive writing; information writing, expressive of narrative writing and persuasive writing (1999:16). Informative writing is a kind of writing that the purpose might be to inform readers about something. It includes essay exams, lab reports, book reports, expository essay and some research papers. Expressive/narrative writing is a kind of

⁵ <http://www.ven.org/themepark/communications/writing.shtml#writing> (May, 10th 2010).

⁶ <http://www.tameri.com/workshop/nature> (May, 10th 2010).

writing that the purpose might be to express personal feeling or impressions to the readers. It includes diaries, personal letter, journals, and often narrative and descriptive essay as well. Persuasive writing is a kind of writing that the purpose might be to persuade readers to think or act in a certain way. It includes, argumentative essay and many others essay and research papers.

Purpose of writing and nature of the audience have been established, judgement is again required to determine the selection of the material which is most relevant to the text at hand (bearing in mind the time available). Organisation and ordering skill then follow selection⁷.

Writing can be seen not only three purposes but six general types of purposes focusing on one of parts of the communication model. They are writer, reader, context, message, contact, and code.⁸

3. The teaching Writing

Defines that teaching writing should not be viewed as an activity that happens only within a classroom walls. Teacher need to support students in the development of writing habits, habit, and preferences for life outside school. Rivers asserts that writing is a skill that must be taught and it cannot develop without plan or order to any degree of usefulness.⁹

⁷J.B. Heaton, *Writing English Language Test*, (New Edition, New York: Logman), p. 136.

⁸ <http://web.mst.edu/2duty/classes/concept-practices/purposes.html>, accessed (May, 11th 2010).

⁹ <http://www.nete.org/about> (May, 10th 2010).

The most important factor in writing exercise is that the students need to be personally involved in order to make the writing composition based on their learning experience. Encouraging students' participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach.¹⁰ When teacher should be clear on what skills she or he is trying to develop. Furthermore, the teacher needs to decide on which means can facilitate learning of the target area. Once, the target skills, areas and means of implementation are defined and then the teacher can proceed to focus on what topic can be employed to ensure the students participation. By combining these objectives, the teacher can expect both enthusiasm and effective learning.

The draft of the 2006 Nasional Standard of Competencies for senior high school proposes the current standard competence of the teaching of writing that is the ability to convey meaning in a text accurately, fluently, and appropriately in a short functional written text and monolog text/written essay in the form of descriptive, narrative, and analytical exposition to serve individual and social needs, and to access knowledge.

Widiati and Cahyono stated that the most recent curriculum used in the teaching of English in senior high school is the draft of 2004 Competency Based Curriculum. The applications of this curriculum ensures that writing gains prominence in the teaching and learning of English, especially in senior high school as it employs genre-based approach. The curriculum "...offers explicit and systematic

¹⁰ <http://en.wikipedia> (May, 11th 2010).

explanatory of the ways language functions in social contexts, thus seeing writing as social activity as well.

4. The Process of Writing

Writing is an activity that takes time and energy because it has a long process. Stated that writing text, understanding what writers do involves thinking, not only about what text looks like when they are finished, but also what strategies writers might employ to produce those texts.¹¹

Writing is a tool for thinking. When writers actually write, they think of things that they did not have in mind before they began to write, which is namely generating ideas. It is different from the way we often think of writing, which is getting ideas fixed in their heads before they write them down. This insight that writing is a tool for thinking helps us to understand the process of drafting and revision as one of exploration and discovery.

It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and somewhat disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product: an essay, letter, story, or research report.¹²

¹¹ <http://www.nete.org/about> (May, 10th 2010).

¹²David Nunan, *Practical English Language Teaching*, (Sydney, Practice Hall, 1991), p. 88.

Talking about writing, people can not separate it with reading. Writing and reading are related. It means that people who read a lot of reading text passages are easier getting better in writing. When the writer wants to write a particular kinds of text, it will help if the writer has read kinds of text. When the writer want to take on a particular style of language, the writer needs to have that language, to have heard it in his or her mind, so that he or her can hear it again in order to compose it.

Modern theories of writing focus on the process of writing. The practices experienced writers typically use as they craft text. The process-approach focuses on methods for generating, drafting, revising, and polishing a piece of writing.

There are many theories stated dealing with stages in the process of writing approach. Writing is a process that involved at least four distinct step:

Prewriting, drafting, revising, and editing/proofreading. Some other say that it comprises there stages, namely invention, drafting and revising. These opinions are similar. They are recursive stages, meaning that when students are producing a piece of writing, they can go through between these stages back and forth recursively as they make revision for improvement.¹³

5. Assessment in the Writing

Entwisted stated that assessment which requires the student only to regurgitate material obtained through lectures and required reading virtually forces the student to

¹³ <http://web.mit.edu/writing/writingprocess/writingprocess.html>, (May, 10th 2010)

use a surface approach to learning that material. On the other hand, assessment which requires the student to apply knowledge gained on the course to the solution of novel problem, not previously seen by student, cannot be tackled without a deeper understanding.(1992:39)

In this package we present a varied selection of assessment strated and discussion of the issues associated with employing them. Trough materials we are concerned to put the emphasis on what it is the particular stages of a program of study really want their study to be able to do. That is, we are stressing the desired outcomes of learning. This emphasis was chosen because good assessment practice allow teacher to demonstrate the quality of their students learning to others.

Assessment of writing occurs for different purpose. Sometimes, a teacher asses in order to decide what the student has achieved and what he or she still needs to learn.¹⁴

Composition is still widely used as a means of reassuring the writing skill. The value of practice in continuous or extended writing cannot be stressed too greatly. A student's ability to organize ideas and express them in his/her own words is essential skill for real-life communication. Thus, composition can be used to provide not only high motivation for writing but also an excellent backlash effect on teaching, provided that the teacher does not anticipate at too early a stage the complex skills required for such a task. Moreover, if a more reliable means of scoring

¹⁴ <http://www.acte.org/about>. (May, 12th 2010).

the composition can be used, sampling a student's writing skills in this way will appear a far more valid test than any number of objectives tests of grammar.

Heaton stated that in the construction of class test, it is important for the test writer to find out how composition is tested in the first language. In the composition test, the students should be presented with a clearly defined problem which motivates them to write. With the emphasis on communicative testing, there is tendency for test writers to set tasks asking the students to write notes and letters in their own role. Tasks requiring the students to act the part of another person are often avoided as it is felt they are less realistic and communicative. It is useful to provide the students not only with details about a specific situation but also with details about the particular person they are supposed to be and the people about whom they are writing.

Weir cited that it is generally advisable for all the students to write on the same topics because allowing a choice of topics introduces too much active

6. The Theories of Narrative Writing

Narrative writing tells a personal experience or story and always includes characters, setting and plot.¹⁵ Narrative is the form of writing used to relate conflict that causes action.

Narrative writing is way of telling a story. However is different from telling a story aloud. While narrative a story, the narrator tends to forget certain points or

¹⁵ Nilma, *Contribution of Parallel Writing Technique to Develop Student's Writing Skill (STAIN Palopo : 2009)*. P. 34. At Eleventh Year Student's of SMUN 1 Bupon.

may add those points later on. However, while writing a story, the narrative writer has to keep in mind the characters of the story, the theme of the story, role played by each character, the expressions and tone of voice of the characters and so on. Most important point is, writer should be maintaining the flow of the story while keeping in mind the reader.

Narrative is the kinds of text that tells about a word event which informative or entertaining, and it can tell about past world events or present happenings.¹⁶

Narrative writing as known as creative writing. A narrative writer writes to entertain the reader. Therefore a fully developed narrative fiction or nonfiction should have a central theme that has to be introduced in the beginning followed by the development of the theme and an eventful middle and a memorable end.

Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interestingly. Stories can usually be divided into these parts: motivation, complication, rising action, climax, and outcome. The motivation is the set of circumstances that starts the action of the story. It often involves a strong wish or conflict that causes action. The complication is an obstacle within or outside of the main character that comes between the character and what he or she wants. The rising action is the struggle with the complication or the obstacle that interferes with the character's desire. The climax is the turning point in the story, after which the final outcome becomes inevitable.

¹⁶ Ibid., p. 34

Usually the action had reached its peak and suspense is at its highest point. The outcome quickly follows the climax. However, not all stories reveal the outcome some end at the climax, leaving the reader to figure out the ending.

The function of this text to amuse or entertain and deal with actual or vicarious experience. Teach the students how to write. We must begin with the simplest form of a short narrative or descriptive piece and hope for the best.

Writing skill can best develop through carefully controlled and graded comprehension. Controlled writing will be enabling to the student to master each difficulties in writing a paragraph with minimum of error.

a. Types of Narrative Writing

There are three main types of narrative writing are personal, imaginative, and narrative essay.¹⁷

1). Personal narrative

The narrative writing is known as personal narrative when a person writes about himself or about his experiences. In this style of narrative writing, the writer already has a plot. However, he has to narrative the experiences in such a way that it will capture the interest of the reader. A personal narrative writer has to pay attention to the flow of the story; the dialogue (if any) and he should also include the

¹⁷ May Pillai, Narrative Writing (Online).2010.(<http://www.buzzle.com/articles/narrative-writing.html>).p.1-2

description wherever necessary. On reading, the reader should experience the same feeling that the writer experienced in reality.

2). Imaginative narrative writing

When a narrative writes a fiction or creates a story it is known as imaginative narrative writing. For an imaginative narrative writer, creativity is a must. Here the narrative writer can go beyond the reality. Here can create unusual situations and events that could never happen in real life. Here the writer has to create a plot and make it sound convincing to the reader.

3). Narrative essay

Narrative essays are always written from a defined point of view would be none other than that of the authors. The narrative essay should have a central theme and points to support and elaborate the theme. A narrative essay includes vivid verbs and modifiers and is very precise in description of the characters. The narrative essays may not use dialogs. However, it can use conflicts and sequence like any story.

b. Conventions of Narrative Writing

Whether it is a personal, imaginative or narrative essay, you have to keep in mind the conventions of narrative writing. Remember that the narrative writing means story writing.

- 1). Narrative can be written using third person he, she, person, using the word 'I'

2). Narrative of any of the three types should have a concrete theme, settings and characters, a climax and a good ending.

3). In narrative writing, the writer has to provide all the essential details to create a unified and dominant impression on the reader.

Narrative writing depends on the personal or imaginative experience of a person. A narrative writing should contain an entire story—beginning, middle, and end. It should cover all the necessary details that explain the story. The narrative should be able to pass on his thoughts and views to the reader.

C. *Brainstorming*

1. The Theory of Brainstorming

Brainstorming a form of structured discussion, is a method of instruction that is not being used to its full extent, it has the advantage of using the participants own thoughts and so this leads to more ideas and greater participant motivation. Brainstorming with a group gives more, and generally better, ideas than an individual is able to provide. This is called synergy, the total is greater than the sum of the parts.¹⁸

2. Brainstorming Technique

Another important aspect of prewriting is gathering information. There are some techniques prewriting session such as listing, free writing clustering

¹⁸ Gary Kroehnert Mograw. *Basic Training For Trainers*. Hill Book Company Sydney New York. p. 70.

brainstorming, drawing a subject tree, outlining, etc. All of them can be used to gather facts, ideas, and opinion for any assignments.

Become stated that unlike most other ways gather information, brainstorming usually results in a collection of words and phrases scribbled across a page randomly. Goldman and Hirs cited that another type of unstructured prewriting might therefore be more helpful, because it requires greater concentration on the topic meant to case us into the writing process will be effective if is done with friends or classmates using this method a small group can come up with many more interesting question and answer about a topic than someone'working alone.

Brainstorming is most effective with groups of 8-12 people and should be performed in a relax environment. If the participarnt feels free to relax and joke around, they will stretch their mind further and therefore produce more creative ideas.¹⁹

Brainstorming is group provides a positive input since there are many ideas being spread across the table. Instead of writing on and on about things that are irrelevant to the topic, brainstorming allows us to write down everything that comes up in the brain.

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. Proposed that groups could double their creative output by using the method of brainstorming. There are four basic rules in brainstorming as follow:

¹⁹ <http://www.jpt.com/creative/brainstorming> (May, 15th 2010).

a. Focus on quantity

It means of enhancing divergent production, aiming to facilitate problem solving through the maxim, quantity breeds quality. The assumption is that the greater the number of ideas generated, the greater the chances of producing a radical and effective solution.

b. No criticisms

It is often emphasized that in group brainstorming, criticism should be put on hold.

c. Unusual ideas are welcome

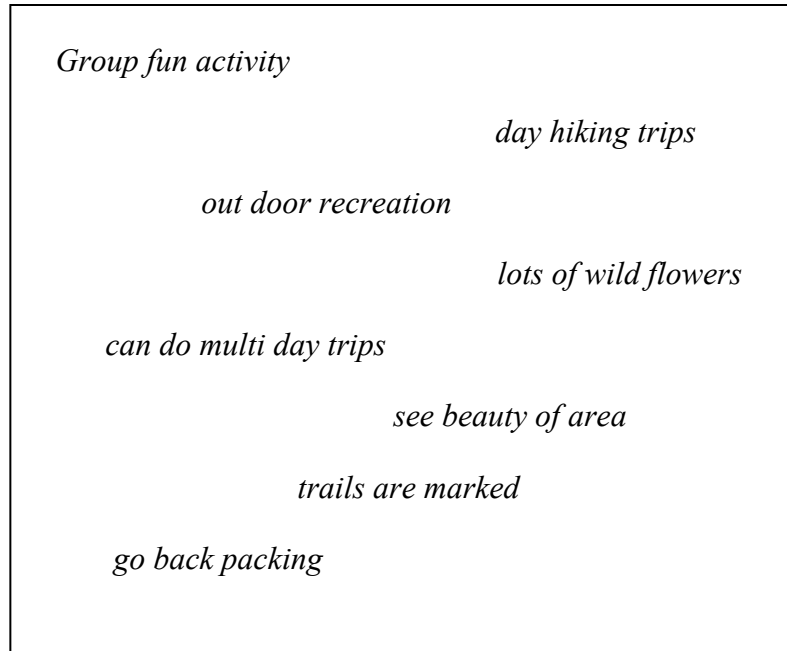
To get good and long list of ideas, unusual ideas are welcomed. They may open new ways of thinking and provide better solutions than regular ideas.

d. Suggested by the slogan "1+1=3"

This approach is assumed to lead to better and more complete ideas than merely generating new ideas alone it is believed to stimulate the building of ideas by process of association.²⁰

The result of the brainstorming of blank page with scribbled across words or phrases dealing with the topic. An example of brainstorming of a topic about "Hiking in the wilderness"

²⁰ <http://en.wikipedia.org/wiki/brainstorming.Osborn> (May, 15th 2010).



In short, brainstorming is useful to help us sort out ideas so that we can plan ahead while gathering new data and it can accelerate the information gathering session.

3) Using Brainstorming in Writing Narrative Text

Prewriting or invention techniques are principally associated with the first stage of writing, the planning or generating of ideas. One of the techniques is brainstorming, which invites the students to freely associate all their ideas and responses to a topic.

Daubney and Devis defined invention techniques like brainstorming, as a technique which is used to think productively about the subject, they are used by

writers as an in finding a subject or an angle from which to view the subject, for narrowing the scope of the discourse to fit within limitation exist, and for choosing the best structure in which to develop one`s topic.

The use of invention or prewriting ttechnique, one of them like brainstorming or cubing was a successful cognitive strategy for moving more from superficial development of thw composition or text types topic.²¹

Still according the same website brainstorming processes assist in developing the prior knowledge explicitly before writing, acing as an advance organizer reducingcognitive load during composition, and improving the accuracy and effeciency at sentences and word level.

Collin and Gentner stated that conceptualize writing in terms of idea production and text production, where the idea is a free-ranging, non-liner activity capturing ideas through brainstorming, where as text production is the imposition of linguistics order upon ideas.

In this research the writer practice the brainstorming technique for the students. The objectives that want to be reached are to practice writing from the ideas gained throught brainstorming. The activities need at least 40.50 minutes and the activity divides into some step as below:

²¹ <http://linguistics.byu.edu/resource/lp/lpw4.html> (May, 16th 2010).

a). Introduction (for about 10 minutes)

Ask the students or class the meaning of brainstorming technique. After they have given their suggestions, the writer explains to them what brainstorming is and the importance of brainstorming in writing process.

Brainstorming is a useful technique in writing which permits some one to approach a topic with an open mind. The actual process of brainstorming involves writing down any word or idea that comes to mind about the topic.

b.) Intruction

Ask the students to write down everything dealing with the theme ‘

“Global Warning” as many as possible for about 20 words or phrases written down.

Then the students picks three of the most interesting words or ideas and circles them.

c). Practice

The students made a main point for their explanatory text based on the three words that had become a sentence and then they have to develop it to be composition with the suitable generic structure of explanatory text, includes introduction, sequence of explanatory and conclusion.

d). Conclusion

Ask the students the importance of brainstorming to develop the writing skills.

D. Rationale

Narrative text is a kind of text types which tells the process dealing with the forming of natural, social, cultural phenomena. It explains about the reason and the way of the phenomena is happening.

Sometimes, some students are confused to start their writing, specially explanatory text. It happens because some factors such as different knowledge of each student, little understanding about the generic structure of explanatory text, little knowledge is starting point or prewriting technique, and how to develop the paragraph in explanatory text.

Brainstorming is one of prewriting technique which is important when starting the writing. It can help the students close a topic, develop an approach to the technique and deepen the students' understanding of the potential technique.

E. Hypothesis

Ho = There is no significant influence of the develop of the brainstorming to the students in writing skill.

Hi = There is significant influence of the develop of the brainstorming to the students in writing skill.

CHAPTER III

METHOD OF RESEARCH

A. Research method

According to Arikunto, research method is way which is used by the researcher to collect the data of the research (2002:136). In this research, the write uses an experimental research. Arikunto states that an experimental research is a kind of research which needs participation and collaboration between the researcher and the object of the research. This research is strict. It means that a research must have certain design which is not changed during the process of the research.¹

The writer applies the experiment to the thired grade students of SMK 3 palopo in academic year 2009-2010. The writer does pre-test and post-test. The pre-test is held before doing the treatment and the post-test is held after doing the treatment.

In the treatment the writer introduces the students about brainstorming technique. Then, the writer gives an example how to catch the ideas that come up in mind by using brainstorming technique and write down the ideas in a blank page irregularly. Then, the students pick three interesting words or phrases to develop sentences. The writer also gives brief explanatory about the generich structure of the explanatory text. She does the treatment four times.

¹ Suharsimi Arikonto, *Prosedur Penelitian*, (Cet. V; Jakarta: PT. Rineka Cipta Press, 1996),

B. *Research Design*

The research involves one group of student's with pre-test and post test design, the design of this year will be describe as follow :

Pattern : $O_1 \times O_2$

Where : O_1 : Pre- test

X : Treatment

O_2 : Post Test

C. *Identification of the Variable*

In order to get realiable data, it is necessary to identify the variable that becomes the object of the research. Arikunto states that all experiments have one fundamental ideas behind them to test the effect of one or more independent variables on a dependent variable. It is possible to have more than one dependent variable in experiments(2002:97). From the title of this study, the influence of brainstorming to develop the students'in writing skill for eleventh students of SMK 3 palopo in academic Year 2009-2010, the writer concludes that this research has 2 variable.

1. The independent variable is Brainstorming technique.
2. The dependent variable was develop ad the students'writing skill

N O	Activities	Apr				May				June				July				Aug				Sept			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposing the title											√													
2	Asking permission to the head of STAIN for doing research.													√											
3	Consulting for the advisors.									√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	Collecting the data.																					√	√	√	√
5	Analizing the data.																					√	√	√	
6	Writing the report.																					√	√		

Table 1.

D. Time and Place Of The Research

The research took place at SMK Negeri 3 Palopo Dr. Ratulangi Kec. Maroangin. The writer did her research activities start from May to December 2010. The table below shows the activities of the writer during her research.

E. Population and Sample

1. Population

Arikunto states that population is a set (or collection) of elements possessing one or more attributes of interest (2002:108).

Every research must have certain subject that will be observed. The writer decided the population of this research is the eleventh of SMK 3 Palopo in academic year 2009-2010, the total are 232 students. They are divided into six classes. Four classes are social program and two classes are science program. The writer chose SMK Negeri 3 Palopo for her research because SMK Negeri 3 Palopo is one of the new schools Palopo and it is prepared to be school with international standard.

2. Sample

Arikunto states that sample is a part or representative population that will be observed in the research (2002:10). The writer uses a clustering sampling in which the writer takes one class as a sample of the research. The sample of this research is class. The numbers of the students in this class are 28 students. The writer chose this class because based on the information from the teacher; the students in this class are more active during teaching learning process.

F. *Instrument of Research*

The data is collected by using writing test. The researcher used writing test. To measure the students' ability to write in English. In pre test, the students are asked to write a narrative text, the theme of which is about global warming in free writing. They are given one hour to finish their writing. In post test, the students are given a test with the same theme, global warming. They are asked to write narrative text with correct generic structure by using brainstorming technique.

Before and after giving treatment writing involves five components is :

1. content is the substance of writing, the idea expressed
2. Organization is the purpose of organization material in writing which happened from beginning to the end.
3. Vocabulary is all the words that used.
4. Language is the correct use of syntactic pattern and structural words.
5. Mechanics, its use of graphic convention of the language.

**Table 2.
Mechanics**

20-18 EXCELLENT TO VERY GOOD:

- Knowledge, substantive, through development of thesis relevant to assigned to topic

17-18 GOOD TO AVERAGE:

- Some Knowledge of subject, adequate range. limited development of thesis, mostly relevant to topic, But lacks detail

13-10

FAIR TO POOR:

- limited knowledge of Subject, little substance, inadequate development To

< 9 VERY POOR:

- does not show knowledge of Subject, non-substantive not pertinent or not evaluate.

**Table 3.
Content**

20-EXCELLENT TO VERY GOOD:

- fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.

17-14 GOOD TO AVERAGE:

- somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing

13-10 FAIR TO POOR:

- non-fluent
- ideas confused or disconnected.
- lacks logical sequencing and development.

Table 4

Organization

<p>20-18 EXCELLENT TO VERY GOOD:</p> <ul style="list-style-type: none">• Sophisticated range• effective word/idiom Choice and usage• word from mastery• B few errors of spelling,punctuation, <p>17-18 GOOD TO AVERAGE:</p> <ul style="list-style-type: none">• adeguate range• accasional errors of word/idiom form, choice, usage but meaning not obscured. <p>13-10 FAIR TO GOOD:</p> <ul style="list-style-type: none">• limited range• freguent errors of word/idiom form, choice, usage• meaning confused or oscured. <p>< 9 VERY POOR:</p> <ul style="list-style-type: none">• essentially translation,• little knowledge of english

Table 5

Vocabulary

<p>20-18 EXCELLENT TO VERY GOOD:</p> <ul style="list-style-type: none">• demonstrates mastery of conventions• appropriate register Capitalization,paragraphing. <p>17-14 OOD TO AVERAGE:</p> <ul style="list-style-type: none">• of spelling, punctuation, capitalization, paragraphing but meaning notobscured <p>13-10 FAIR TO POOR:</p> <ul style="list-style-type: none">• frequent errors of spellyng, 3 punctuation, capitalization, paragraphing• poor handwriting• Meaning confused or obscured <p>< 9 VERY POOR:</p> <ul style="list-style-type: none">• no mastery of conventasion spelling, punctuation, capitalization, paragraphing• handwriting
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Table 6.²

20-18	XCELLENT TO VERY GOOD: <ul style="list-style-type: none">• Effective complex constructions• few errors of agreement, tense, number, word order functional, articles, pronouns, prepositions.
17-14	GOOD TO AVERAGE: <ul style="list-style-type: none">• Effective but simple constructions• Minor problem in complex constructions• Several errors of agreement, tense number, Word order/function, articles, pronouns, Prepositions but meaning seldom obscured
13-10	FAIR TO POOR: <ul style="list-style-type: none">• major problems in Simple/complex construction• frequent Errors of negation, agreement, tense, number, Word order/function, articles, pronouns, Prepositions and/or fragments, run-ons, Deletions

Here is formula of scoring the students' writing :

Score = mechanics + content + organization + vocabulary + language use.

Here are the criteria for writing's value

95 – 80 is excellent

79 – 70 is good

69 – 60 is fair

< 60 is poor

² <http://linguistics.byu.edu/resource/lp/lpw4.html> (May, 10th 2010)

G. Technique of Collecting the Data

In order to get the data of the students' in writing skill, the writer used a test. The technique of collecting data was through a written test. The writer used pre-test, treatment, and post-test. The, results of both tests were compared.

1. In pre-test

The researcher gave writing test and asks the student to write a similar piece of text with their own word. This aims of this activity to find out the students' ability in writing skill before giving treatment,

2. Treatment

The researcher conducted treatment to the students for eleven meetings, the steps as follows :

- a. The first meeting, the writer asked the students to write an explanatory text in free writing, the theme of which talked about "Global Warming" in a sheet of paper.
- b. The second meeting, the students were given 60 minutes to finish their writing.
- c. The third meeting, the result of this test was as pre-test's scores.
- d. The fourth meeting, the writer asked the student to write using brainstorming technique, of which talked about "Global Warming"

- e. The fifth meeting, the students had to write as many as possible the ideas that come up in their mind into the blank page, in irregular position.
- f. The sixth meeting, the students chose three of interesting words or phrases and arrange them into a sentence.
- g. The seventh meeting, the students could do brainstorming for about ten minutes.
- h. The eighth meeting, after that the students start writing with correct generic structure.

3. Giving post- test

The students were give the same activity in the pre-test after the treatment. The realidation if their writing ability will be identified, classified, tabulated and analyzed.

H. *The Tecnique of Data Analisis*

The data obtained in this research are quantitative data. The data analyzed by using some as follows formula :

- 1. Looking for D (diffirence) between score variable' (X) and (Y)

$$D = X - Y$$

2. Looking for mean from difference by using the following formula.

$$\text{MD} = \frac{\sum D}{N}$$

Notation: MD: Mean Score

N: The number of students

3. Looking for total deviation difference

$$\sum X_d^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

4. Looking for t_{count} by using the following formula

$$t = \frac{Md}{\frac{\sum X^2 d}{N(N-1)}}$$

Testing Criteria

5. Looking for t_{table} by using the following formula.

$$(\text{db}) = N-1$$

Standard signification (α) = 0,05

$$\text{Table} = t_{\text{table}=t} \left(1 - \frac{1}{2\alpha} \right) (\text{db})$$

CHAPTER IV

FINDING AND DICUSSION

A. Findings

This chapter deals with finding and discussion about the result of research that is obtained and explained based on the research the question that have been formulated this research namely pre experimental research that is analyzed statistically the method that used to describe the result of analysis was quantitative method the result of research was obtained by using “t” test analysis, the research used table distribution frequency of the method fair or gait classification and percentage of the students score, method scores of content, organization, vocabulary, grammar, and mechanic in pre test and past test of significance between pre test and past test.

The students’ score of pre test and pas test are classified into some criteria and percentage of the students score of pre test and past test are presented as follows:

Table 7

The row score of students’ writing in Pre- test

Subject	Content	Organization	Vocabulary	Language	Mechanic	Total (x)
1	14	10	10	13	13	60
2	11	10	13	13	10	57
3	5	7	9	8	9	38
4	14	9	12	12	10	57
5	10	7	10	9	11	48
6	10	12	7	8	11	47
7	12	13	14	14	10	66

8	10	8	10	9	10	47
9	10	7	11	10	10	48
10	9	8	10	13	13	53
11	11	10	10	9	11	51
12	15	10	9	9	8	51
13	11	10	13	13	7	54
14	10	10	8	9	8	45
15	9	8	8	7	10	42
16	10	7	10	8	10	45
17	9	13	10	8	8	78
18	12	14	13	13	8	60
19	10	9	16	12	10	57
20	10	8	14	10	11	53
21	11	8	14	10	11	53
22	11	9	11	13	11	54
23	14	9	13	12	12	60
24	8	10	11	12	10	51
25	11	9	14	8	9	52
26	10	12	13	13	9	57
27	11	11	11	9	13	53
28	10	9	8	11	8	46
Total	300	262	308	295	289	1456
Mean score	10,7142	9,3571	11	10,5357	10,3214	52

- Mean score of content:

$$x = \frac{\Sigma x}{N} = \frac{300}{28} = 10,7142$$

- Mean score of organization:

$$x = \frac{\Sigma x}{N} = \frac{262}{28} = 9,357$$

- Mean score of vocabulary:

$$x = \frac{\Sigma x}{N} = \frac{308}{28} = 11$$

- Mean score of language:

$$x = \frac{\Sigma x}{N} = \frac{295}{28} = 10,5357$$

- Mean score of mechanic:

$$x = \frac{\Sigma x}{N} = \frac{289}{28} = 10,3214$$

Mean score of all components of pre test:

$$x = \frac{\Sigma x}{N} = \frac{1456}{28} = 52$$

Table 8

The row score of students' writing in post test

Subject	Content	Organization	Vocabulary	Language	Mechanic	Total (x)
1	14	9	10	16	10	59
2	12	12	13	17	15	69
3	10	8	9	12	11	50
4	10	9	12	12	10	52
5	10	9	10	16	11	56

6	11	8	10	9	10	48
7	14	16	14	17	12	73
8	11	10	12	14	11	58
9	13	14	10	9	9	55
10	12	10	12	9	10	53
11	10	10	8	16	11	54
12	11	8	15	8	11	53
13	14	8	12	16	12	62
14	12	10	19	16	10	67
15	12	13	10	10	11	56
16	12	10	12	15	12	61
17	21	10	14	10	10	65
18	12	13	14	16	11	66
19	14	10	14	17	16	71
20	10	10	10	9	12	51
21	12	14	13	14	10	63
22	12	12	15	12	10	61
23	12	10	12	16	11	61
24	12	10	12	13	12	59
25	15	10	16	18	18	77
26	12	14	12	10	9	57
27	12	7	12	16	11	57
28	13	10	13	16	11	63
Total	339	290	344	379	317	1677
Mean score	12,1071	10,3571	12,2857	13,5357	11,3214	59,893

- Mean score of content:

$$x = \frac{\Sigma x}{N} = \frac{339}{28} = 12,1071$$

- Mean score of organization:

$$x = \frac{\Sigma x}{N} = \frac{290}{28} = 10,3571$$

- Mean score of vocabulary:

$$x = \frac{\Sigma x}{N} = \frac{344}{28} = 12,2857$$

- Mean score of language:

$$x = \frac{\Sigma x}{N} = \frac{379}{28} = 13,5357$$

- Mean score of mechanic:

$$x = \frac{\Sigma x}{N} = \frac{317}{28} = 11,3214$$

The mean score of all components of post test:

$$x = \frac{\Sigma x}{N} = \frac{1677}{28} = 59,893$$

1. Scoring classification of students' pre-test

a. Content

Table 9

The criteria and percentage of the students' content in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	3	10,714%
3	Fair to poor	13-10	20	71,425%
4	Very poor	< 9	5	17,857%
Total			28	100%

Table 4.3 indicates that the criteria and percentage of the students content in pre-test shows that there was none students obtained “very good”. There were 3 students (10,714%) got “good to average” scores, 20 students (71,426%) got “fair to poor” score, and 5 students (17,857%) got “very poor”.

b. Organization

Table 10

The criteria and percentage of the students' organization in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	1	3,57%
3	Fair to poor	13-10	12	42,86%
4	Very poor	< 9	15	53,57%
Total			28	100%

Table 4.4 indicates that the criteria and percentage of the students organization in the pre-test shows that there was none student (0%) who obtained “very good”. There was 1 student (3,57%) got “good to average” scores, 12 students (42,857%) got “fair to poor” score, and there were 15 students (53,57%) got “very poor” score.

c. Vocabulary

Table 11

The criteria and percentage of the students’ organization in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	4	14,286%
3	Fair to poor	13-10	18	64,286%
4	Very poor	< 9	6	21,428%
Total			28	100%

Table 4.5 shows that the criteria and percentage of students’ vocabulary in the pre-test shows that there was none student (0%) got “very good”. There were 4 students (14,286%) got “good to average” scores, 18 students (64,286%) got “fair to poor” score and 6 students (21,428%) got “very poor”.

d. Language

Table 12

The criteria and percentage of the students' grammar in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	1	3,57%
3	Fair to poor	13-10	15	53,57%
4	Very poor	< 9	12	42,86%
Total			28	100%

Table 4.6 shows that the criteria and percentage of the students grammar in the pre-test shows that there was none student (0%) got “very good”. There was 1 student (3,57%) got “good to average” scores, 15 students (53,57%) got “fair to poor” score, and there were 12 students (42,86%) got “very poor”.

e. Mechanic

Table 13

The criteria and percentage of the students' mechanic in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	-	-
3	Fair to poor	13-10	19	67,857%
4	Very poor	< 9	9	32,143%
Total			28	100%

Table 4.7 shows that the criteria and percentage of the students mechanic in the pre-test shows that there was none student (0%) got “very good” and “good to average” scores for mechanic, 19 students (67,857%) got “fair to poor” score, and there were 9 students (32,143%) got “very poor”.

2. Scoring classification of students’ post-tes

a. Mechanic

Table 14

The criteria and percentage of the students’ mechanic in Post-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	1	3,571%
2	Good to average	17-14	2	7,143%
3	Fair to poor	13-10	23	82,143%
4	Very poor	< 9	2	7,143%
Total			28	100%

Table 4.8 shows that the criteria and percentage of the students’ mechanic in the post-test shows that there was 1 student (3,571%) got “very good” and there were 2 students (7,143%) “good to average” score, 23 students (82,143%) got “fair to poor” score, and there were 2 students (7,143%) got “very poor” score.

b. Content

Table 15

The criteria and percentage of the students' content in Post-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	5	17,857%
3	Fair to poor	13-10	23	82,143%
4	Very poor	< 9	-	-
Total			28	100%

Table 4.9 indicates that the criteria and percentage of the students' content in the post-test shows that there was none student (0%) got "very good". There were 5 students (17,875%) got "good to average" score. There were 23 students (82,143%) got "fair to poor" score, and there was none student (0%) got "very poor" score.

c. Organization

Table 16

The criteria and percentage of the students' organization in post-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	-	-
2	Good to average	17-14	4	14,286%
3	Fair to poor	13-10	16	57,143%
4	Very poor	< 9	8	28,571%
Total			28	100%

Table 4.10 indicates that the criteria and percentage of the students' organization in the post-test shows that there was none student (0%) obtained "very good". There were 4 students (14,286%) got "good to average" score, 16 students (57,143%) got "fair to poor" score, and 8 students (28,571%) got "very poor" score.

d. Vocabulary

Table 17

The criteria and percentage of the students' mechanic vocabulary in pre-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	1	3,571%
2	Good to average	17-14	7	25%%
3	Fair to poor	13-10	18	64,266%
4	Very poor	< 9	2	7,143%
Total			28	100%

Table 4.11 shows that the criteria and percentage of the students' organization in the post-test shows that there was 1 student (3,571%) got "very good" score. There were 7 students (25%) got "good to average" score, 18 students (64,266%) got "fair to poor" score, and 2 students (7,143%) got "very poor" score.

e. Language

Table 18

The criteria and percentage of the students' Language in Post-test

No.	Classification	Score	Frequently	Percentage
1	Very good	20-18	1	3,571%
2	Good to average	17-14	15	53,571%
3	Fair to poor	13-10	7	25%
4	Very poor	< 9	5	17,857%
Total			28	100%

Table 4.12 shows that the criteria and percentage of the students' language in the post-test shows that there was 1 student (3,571%) got "very good". There were 15 students (53,571%) got "good to average" score, 7 students (25%) got "fair to poor" score, and 5 students (17,85%) got "very poor" score.

f. The mean score of component of writing

Table 19

The mean score of mechanic in pre-test and post-test

Component	Pre-test	Post-test	Development
Mechanic	10,3214	11,3214	1%

The table indicates that the mean score of mechanic in pre-test is 10,3214 while the mean score in post-test is 11,3214 with the percentage of development is 1%. It means that there is a significant decrease after applying brainstorming writing technique.

Table 20

The mean score of content in pre-test and post-test

Component	Pre-test	Post-test	Development
Content	10,7142	12,1071	1,393%

The table above indicates that the mean score of content in pre-test is 10,7142, while the mean score in post-test is 12,1071 with the percentage of development is 1,393%. It means that there is a significant decrease after applying brainstorming writing technique.

Table 21

The mean score of organization in pre-test and post-test

Component	Pre-test	Post-test	Development
Organization	9,3571	10,3571	1%

The table above indicates that the mean score of organization in pre-test is 9,3571 while the mean score in post-test is 10,3571 with the percentage of development is 1%. It means that there is a significant decrease after applying brainstorming writing technique.

Table 22

The mean score of vocabulary in pre-test and post-test

Component	Pre-test	Post-test	Development
Vocabulary	11	12,2857	1,286%

The table above indicates that the mean score of vocabulary in pre-test is 11 while the mean score in post-test is 12,2857 with the percentage of development is 1,286%. It means that there is a significant decrease after applying brainstorming writing technique.

Table 23

The mean score of language in pre-test and post-test

Component	Pre-test	Post-test	Development
Language	10,5357	13,5357	3%

The table above indicates that the mean score of language in pre-test is 10,5357 while the mean score in post-test is 13,5357 with the percentage of development is 3%. It means that there is a significant decrease after applying brainstorming writing technique.

g. The development of all components of writing

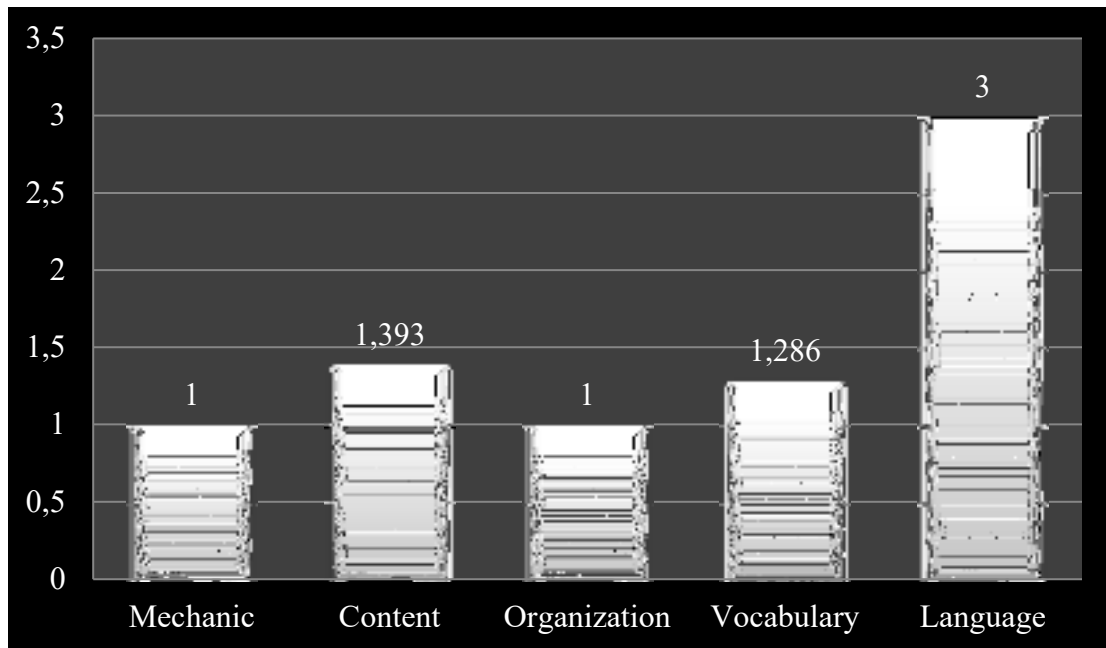
Table 24

The percentage of development of all components

Development	Components				
	Mechanic	Content	Organization	Vocabulary	Language
	1%	1,393%	1%	1,286%	3%

Chart 4.1

The percentage of development of all components



The chart above illustrates that the highest development of those components of language is 3% then followed by content (1,393%) while in vocabulary (1,286) and the lowest over by mechanic and organization (1%).

5. Looking for gain (d) between pre-test and post-test

Table 25

Gain between pre-test and post test

Subject	Pre-test (x₁)	Post-test (x₂)	Gain (d) (x₁-x₂)
1	60	59	+1
2	57	69	+12
3	38	50	+12
4	57	52	-5
5	48	56	+8
6	47	48	+1
7	66	73	+7
8	47	58	+11
9	48	55	+7
10	53	53	0
11	51	54	+3
12	51	53	+2
13	54	62	+8
14	45	67	+22
15	42	56	+14
16	45	61	+16
17	48	65	+17
18	60	66	+6
19	57	71	+14
20	53	51	-2
21	54	63	+9
22	54	61	+7
23	60	61	+1
24	51	59	+8
25	52	77	+25

26	57	57	0
27	55	57	+2
28	46	63	+17
	$\bar{x}_1 = 1456$	$\bar{x}_2 = 1677$	$\Sigma d = 223$
	$\bar{x}_1 = 52$	$\bar{x}_2 = 59,893$	

Table 4.19 shows that the total numbers of sample (N) is sum of score in pre-test (x_1) is 1456, the mean score in pre-test is 52. The sum of score in post-test (x_2) is 1677, the mean score in post-test (x_2) is 59,893 and the sum gain score between pre-test and post-test (Σd) is 223.

The minimum achievement or score gain of students are -8 up to 0, means that there is development in students' mechanic, content, organization, vocabulary and language. The total number who gets minimum is 4 (14,286%). The gain which range from +1 up to +25 means there is development in content, organization, vocabulary, language and mechanic. The total of students whose content, organization, vocabulary, language, and mechanic were developing is 24 (85,714%).

To know whether or not, there is significance development in students' content, (\bar{x}_1), organization, language, and mechanic, the researcher calculated the mean score in pre-test (\bar{x}_1) and post-test. The difference means between pre-test and post-test (Md) deviation each subject (Xd) and the result of the test significance of the students' writing skill. They are presented as follows:

The mean score of the pre-test (\bar{x}_1) and post-test (\bar{x}_2) as follows:

$$x_1 = \frac{\sum x_1}{N}$$

$$= \frac{1456}{28}$$

$$= 52$$

$$x_2 = \frac{\sum x_2}{N}$$

$$= \frac{1677}{28}$$

$$= 59,893$$

6. The difference means between pre-test and post-test

$$MD = \frac{\sum D}{N}$$

$$MD = \frac{293}{28}$$

$$MD = 7,9643$$

7. Looking for standard deviation for each subject (x_d) and squared deviation (Σ^2d)

Table 26

Subject	d	Xd (d-Md)	(Σ^2d)
1	+1	-6,9642	48,500081
2	+2	4,0358	16,287681
3	+12	4,0358	16,287681
4	-5	-12,9642	168,07048

5	+8	0,0358	0,001281
6	+1	-6,9642	48,50081
7	+7	-0,9642	0,929681
8	+11	3,0358	9,216081
9	+7	-0,9642	0,926981
10	0	-7,9642	63428481
11	+3	-4,9642	24,643281
12	+2	-5,9642	35,571681
13	+8	0,0358	0,001281
14	+22	14,0358	197,003681
15	+14	6,0358	36,430881
16	+16	8,0358	64,574081
17	+17	9,0358	81,645681
18	+6	-1,9642	3,858081
19	+14	6,0358	36,430881
20	-2	-9,9642	99,285281
21	+9	1,0358	1,072881
22	+7	-0,9642	0,929681
23	+1	-6,9642	48,500081
24	+8	0,0358	0,001281
25	+25	17,0358	290,218482
26	0	-7,9642	63,428481
27	+2	-5,9642	35,5768
28	+17	9,0358	81,645681
	$\Sigma d = 223$		$(\Sigma 2d) = 1572,9642$

8. The result of the significance of students' writing skill process by using "t" as follows:

$$t = \frac{7,9642}{\sqrt{\frac{1572,9642}{28(28-1)}}}$$

$$t = \frac{7,9642}{\sqrt{\frac{1572,9642}{28(27)}}}$$

$$t = \frac{7,9642}{\sqrt{\frac{1572,9642}{756}}}$$

$$t = \frac{7,9642}{\sqrt{2,0806404}}$$

$$t = \frac{7,9642}{1,4424425}$$

$$t = 5,521$$

$$t_{\text{test}} = 5,5214$$

From data analysis above, we can see that the mean score of students' writing skill in post-test ($x_2 = 59,893$) is greater than the mean score of students' writing skill in pre-test ($x_1 = 52$), it means that generally students' writing skill was developed in continuation of count researcher uses the level of significance or standard deviation ($\alpha = 0,05$) to find out the acceptability hypothesis. And the degree of freedom ($df = N-1$). The result of $t_{\text{test}} = 5,5214$ analysis by testing criteria "t" table (t_{table})

Testing "t" table

Standard deviation $\alpha = 0,05$

$$\begin{aligned} \text{Degree of freedom} &= N-1 \\ &= 28-1 \\ &= 27 \end{aligned}$$

$$t_{\text{test}} = 5,5214$$

$$\begin{aligned} t_{\text{table}} &= t (1 - \frac{1}{2} \alpha) (df) \\ &= t (1 - \frac{1}{2} 0,05) (27) \\ &= t (1 - 0,025) (27) \\ &= 2,05 \text{ (to find out in } t_{\text{table}}) \end{aligned}$$

The testing t_{table} shows that, t_{test} (5,5214) is bigger than t_{table} (2,05). When t_{test} is bigger than t_{table} ($t_{\text{test}} > t_{\text{table}}$) the students' writing skill is developed.

9. The mean score and result of "t" test

Table 27 Table 28

Mean score

Type of test	Mean score
Pre-test	52
Post-test	59,893

Result of "t" test

Type of test	Mean score
Ttest	5,5214
ttable	2,05

The table 4.21 shows that the mean score of the post test is greater than mean score of pre-test ($52 < 59,893$). The table 4.22 shows that the result of t_{test} is greater than the result of t_{table} ($5,5214 > 2,05$). The data indicates that the students' writing skill in SMK Negeri 3 Palopo at the eleventh class is developed.

In order to know whether the pre-test and post-test significance difference, the researcher used t_{test} analysis. The result of t_{test} is 5,5214. To find out the degree of freedom (df) the researcher used the following formula:

$$df = N - 1$$

$$= 28 - 1$$

$$= 27$$

For the level of significance (α) = 0,05 and (df) = 27 then the value of t_{table} = 2,05. Thus the value of the t_{test} is greatest than t_{table} ($5,5214 > 2,05$). It means that there is significance between post-test and post-test of the students' writing skill before and after using brainstorming writing technique. In other moral brainstorming is effective in developing students' writing skill.

Criteria of hypothesis acceptability:

- $t_{table} < t_{test} < t_{table} =$ reject null hypothesis
- $t_{test} > t_{table}$ of $t_{test} < t_{table} =$ receive null hypothesis

As we shown that $t_{test} = 5,5214 > t_{table} = 2,05$. So, the researcher concludes that the null hypothesis is rejected while alternative hypothesis is received. It means that the use of brainstorming writing technique in developing students' writing skill at the eleventh year class of SMK Negeri 3 Palopo academic 2010/2011 is effective in developing students writing skill.

From the questionnaire, the researcher found the problem faced by the students of SMK Negeri 3 Palopo in Develop writing skill trough brainstorming. The researcher discusses it in following tables:

Table 29

*Table concerning whether or not the students like study English since in SMK Negeri
3 Palopo*

Response	Frequency	Percentage
Strongly agree	11	39,286%
Agree	17	60,714%
Disagree	-	0%
Strongly agree	-	0%

The data show that the students is good, this case is proved by the students response, where there were 11 students (39,286%) who answer strongly agree and 17 students (60,714%) who answer agree.

Table 30

*Table concerning whether or not the students agree to study using brainstorming
technique.*

Response	Frequency	Percentage
Strongly agree	10	35,714%
Agree	10	35,714%
Disagree	8	28,571%
Strongly agree	-	-

The data show that above that the students agree to use the brainstorming technique, this case is proved by most students, where there there were 10 students (35,714%) who answer strongly agree, 10 students (35,714%) who answer agree and 10 students (28,571%) who answer disagree.

Table 31

Table concerning whether or not the students agree interested writing skill compare in other skill.

Response	Frequency	Percentage
Strongly agree	5	17,857%
Agree	20	71,429%
Disagree	3	10,714%
Strongly agree	-	0%
Total	28	100%

The data show that the students interested writing skill compare in other skill, this case is proved by most students , 5 students (17,857T%) who answer “ very agree”, 20 students (71,429%) who answer “agree”, and 3 students (10,714%) who answer “disagree”.

Table 32

Table concerning whether or not student's often developing writing skill very day

Response	Frequency	Percentage
Strongly agree	2	7,143%
agree	20	71,429%
Disagree	6	21,428%
Strongly agree	-	-

The data above show that the students often developing writing skill every day, in this case is proved by most students, 2 (7,143%) who answer strongly agree, 20 students (71,4295) who answer “agree”, and 6 students (21,428) who answer “disagree”.

Table 33

Table concerning whether or not the students easy in writing

Response	Frequency	Percentage
Strongly agree	-	-
Agree	12	42,057%
Disagree	16	57,1435%
Strongly agree	-	-

The data above show that the students have kind answer. Where there were 12 students (42,857%) who answer “agree”, there was 16 students (57,143%) who answer “disagree” and none who answer “Strongly agree and strongly disagree”.

Table 34

Table concerning whether or not the students agree with method in the applying

Response	Frequency	Percentage
Strongly agree	20	71,4286%
Agree	8	28,5714%
Disagree	-	-
Strongly agree	-	-

The data above show that the students agree to used method the brainstorming, this case is proved by most student, 20 students (71,4286%) who answer “very agree” and there were 8 students (28,5714%) who answer “agree”.

Table 35

Table concerning whether or not the students always doing praxis writing in language learning

Response	Frequency	Percentage
Strongly agree	6	21,429%
Agree	5	17,857%
Disagree	17	60,714%
Strongly agree	-	-

The data above show that the students have kind answer. Where there were 6 students (21,429%) who answer “strongly agree”, 5 students (17,857%) who answer “agree”, 17 students (60,714%) who answer “disagree”.

Table 36

Table concerning the opinion about like with used brainstorming

Response	Frequency	Percentage
Strongly agree	7	25%
Agree	21	75%
Disagree	-	-
Strongly agree	-	-

The data above show that the students like with used brainstorming, in this case is proved by most students, 7 students (25%) who answer “very agree” and there were 21 students (75%) who answer “agree”.

Table 37

Table concerning whether or not the students language learning more improve after learning by using brainstorming technique

Response	Frequency	Percentage
Strongly agree	10	35,714%
Agree	18	64,286%
Disagree	-	-
Strongly agree	-	-

The data show that the students motivation improve after learning by using brainstorming technique, where there were 10 students (35,714%) who answer “strongly agree” and there were 18 students (64,286%) who answer “agree”.

Table 38

Table concerning whether or not the student’s inspiration improving tour writing with brainstorming

Response	Frequency	Percentage
Strongly agree	12	42,857%
Agree	16	57,143%
Disagree	-	-
Strongly agree	-	-

The table above Indicates that the students inspiration by brainstorming. The data show that there was none students (0%) obtained “disagree and strongly agree”, 12 students (42,857%) who answer “strongly agree” and 16 students 57,143%) who answer “agree”.

B. Discussion

Based on the data of writing components of mechanic in the pre-test shows that there was none students got “very good” and “good” score for mechanic, there were 19 students (67,857%) got “fair to poor”, 9 students (32,143%) got “very poor” score. In the post-test shows that there were 1 student (3,571%) got “very good”, 2 students (7,143%) got “good” score, 23 students (82,145%) got “fair to poor” scores and 2 students (7,143%) got “very poor” score. The mean score of mechanic in pre-test is 10,3214 while the mean score of mechanic in post-test is 11,3214 with the percentage of development is 1%.

The component of content in the pre-test, it can be seen that there was none student got “very good” range. There were 3 students (10,714%) got “good” score, 20 students (71,426%) got “fair to poor” score and 5 students (17,857%) got “very poor”. The mean score of pre-test related to the content is 10,7142 and mean score of post-test is 12,1071. It shows significance decrease after applying brainstorming writing technique about 1,393% (see table 8-9).

The component of organization in the pre-test there was none student who obtained “very good”. There was 1 student (3,57%) got “good” score, 12 students (42,86%) got “fair to poor” score and 15 students (53,57%) got “very poor” score. In the post-test show that, there was none student obtained “very good”. There were 4 students (14,286%) got “good” score, 16 students (57,143%) got “fair to poor” score, and 8 students (28,571%) got “very poor” score. The mean score of organization in pre-test is 9,3571 while the mean score in post-test is 10,3571 with the percentage of development is 1%. (See table 10)

Then the component of vocabulary in pre-test there was none student got “very good”. There were 4 students (14,286%) got “good” score, and 16 students got “fair to poor” score, and 8 students (28,571%) got “very poor”. In the post-test show that there was 1 student got “very good”, there were 7 students (25%) got “good” score, 18 students (64,286%) got “fair to poor” score, and 2 students (7,143%) got “very poor” score. The mean score of vocabulary in pre-test is 11 while the mean score in post-test is 12, 2857 with percentage of development is 1,286%. (See table 11)

Furthermore, the component of language in pre-test show that there was none student got “very good” score, 1 student (3,57%) got “good” score, 15 students (53,57%) got “fair to poor” score and 12 students (42,86%) got “very poor” score. The post-test shows that there was 1 student (3,571%) got “very good” score, there were 15 students (53,571%) got “good” score, 7 students (25%) got “fair to poor” score, and 5 students (17,857%) got “very poor” score. The mean score of language in pre-test is 10,5357 while the mean score in post-test is 13,5357 with the percentage of development is 3%. (See table 12)

Overall, seeing the all components of writing in the pre-test and post-test, not all the students have a development in writing narrative paragraph through brainstorming writing technique. Therefore, the mean score in the pre-test is 52 which is classified as the low score of “very poor” classification while the mean score in the post-test is 59,893 which classified as the higher score “poor” position. (See table 11).

Finally, in comparing the result of the t_{test} value and t_{table} value, the researcher finds that the value of t_{test} is higher than the value of t_{table} ($5,5214 > 2,05$). It means that there is significance difference between the result of pre-test and post-test.

This indicates that brainstorming writing technique give positive contribution to the English teacher to teach their students especially in develop students' writing skill. The researcher concluded that one of important point that teacher should accommodate. She/he should give full attention especially in writing skill. Therefore, in teaching brainstorming writing is one of technique that the teacher may use in teaching to constructing ideas is greatly expected to make students easier in generating and expressing their idea in different mode and sense.

Based on the students' responses on the treatment every meeting and the students' answer in the questionnaire it proved that the students toward the writing skill in brainstorming technique are rejected. It can be seen on the table questionnaire and it had proved that the students writing skill can improve and it can be seen on the different scores in the pre-test and the post-test

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based output during research in SMK Negeri 3 Palopo and an explanation in finding and discussion of the data analysis that presented in chapter IV, the researcher want to describe the conclusion as follow:

1. The Brainstorming technique is able develop the students writing involves five componen espeancilly writing skill at eleventh class SMK Negeri 3 Palopo
2. The Brainstorming technique is able develop the students practical in daily activities by use general common by school

The result indicates that by using brainstorming in teaching listening skill especially to the students of SMK Negeri 3 Palopo is significant. It can be shown on the research where the value for the level of significance (α) = 0,05 and (df) = 2,7 the value of $t_{table} = 2,05$. Thus the value of the t_{test} is greater than t_{table} ($5,521 > 2,05$). It means that there is significance between post-test and pre-test of the students' writing skill before and after using brainstorming writing technique in developing students' writing skill.

B. Suggestion

Based the research and the conclusion above the writer would like to presen some suggestion to these all of reader, teacher, every, body who want develop their

english capability, and especially for the students of SMK Negeri 3 Palopo, in order have good ability in mastering english and specific to the improve writing skill.

1. The capability of students in mastering english in depends by the students self, how to manage of time and study english not only in school but whenever and wherever, because english is skill and a skill cannot mastering when we have not practice it.

2. In learning and teaching process, a teacher should be more vocabulary and always give their students guidance and motivation to study especially improve the students need in learning english and it able to get when the teacher able teach by use more method or technique, because even though the students have high motivation by the teaching technique, so the students will be lazy to study english what else develop their english skill.

APPENDIX

TEST FOR PRE – TES

I. INSTRUCTIONS

1. Write your Identity !
2. Use your time (45 minutes) to this test !
3. Trust your own ability !
4. Do it Carefully and Well !

II. Test

Write a short narrative paragraph under the title:

- Global warning
- Oseaninc

Simple Past Tense

- The form of verbal

S + V ₂

- The form of nominal

S + was/were + o/c

S	Past Participle
I	Was
You	Were
We	Were
They	Were
She	Was
He	Was
It	Was

APPENDIX

TEST FOR POST TEST

I. Instructions

1. Write your identity!
2. Use your time (45 minutes) to this test!
3. Trust your own ability!
4. Do it carefully and well!

II. Test

1. Make brainstorming with the topic global warning and sea
2. Make a narrative text about global warning
3. Make a narrative text about see

APPENDIX

Angket Penelitian

Petunjuk

1. Bacalah dengan teliti petunjuk kerja sebelum menjawab pertanyaan
2. Pada setiap pertanyaan disediakan 4 pilihan
3. Anda harus memilih salah satunya sesuai dengan keadaan anda
4. Berikan tanda (X) pada kolom yang disediakan

Pilih:

- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat setuju
5. Terima kasih atas kesediaan anda mengerjakan angket ini dengan jujur
 6. Setelah angket ini anda isi kumpulkan kembali kepada peneliti

Questionare

No	pertanyaan	A	B	C	D
1	Anda senang belajar bahasa inggris sejak berada di bangku sekolah SMK 3				
2	Anda lebih tertarik belajar writing dibanding dengan keterampilan yang lain				
3	Anda sering mengembangkan writing anda setiap hari				
4	Menurut anda apakah writing itu mudah				
5	Anda terinspirasi untuk mengembangkan writing anda dengan brainstorming				
6	Anda merasa cocok dengan metode yang diterapkan				

7	Untuk mengembangkan writing anda, anda selalu melakukan praktek writing dalam bahasa inggris				
8	Merasa senang belajar writing dengan menggunakan brainstorming				
9	Anda merasa termotivasi untuk belajar bahasa inggris setelah mengikuti program ini				
10	Anda terinspirasi untuk mengembangkan writing dengan brainstorming				

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