

## **INCREASING STUDENT'S ABILITY TO WRITE DESCRIPTIVE TEXT USING THE BRAINSTORMING METHOD**

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Received: 18/06/2023  
Accepted: 02/08/2023  
Publication: 03/08/2023

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### **Abstract**

The focus of this research was on the problems and difficulties faced by students when they were writing descriptive text. The aim of this study was to improve student's ability in writing descriptive text using brainstorming method. The subjects of this study were 20 students of VII B of Jati Agung Junior High School participated as the subject of the study. The method used was classroom action research contained four components: planning, acting, watching, and reflecting. The instrument used for data collection were test and observation field notes. The findings of this study were two cycles. In the cycle 1, the students pre-test scores resulted in only 10% or two students passed standard criteria minimum score, and the post-test resulted 40% or four students passed standard minimum score criteria. While in the cycle 2 students gained 70% or 14 students passed standard minimum score ( $M > 75$ ). In conclusion it be able that the brainstorming method can be used to improve the student's ability in writing descriptive text.

**Keywords**— descriptive text, brainstorming , T-test, writing, writing test.

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### **Introduction**

Writing competency is the capacity to write in English, which will increase the range of individuals to whom one may speak and open new channels of contact (Xirera, Muth'im, & Nasrullah, 2021). Writing is hence the process of producing a written work. The procedure comprises several cognitive exercises where the writer must effectively and coherently transfer their ideas into written language. Elbow argues that Writing is a verbal exchange in which you liberate yourself from current thoughts, feelings, and experiences (Tosi, 2014). This demonstrates that writing enables writers to freely express their ideas, sentiments, and realizations in writing without worrying about potential errors. There are numerous steps we should do when writing, such as planning, drafting, editing, and rewriting, according to Widya dan (Tosi, 2014). Based on the phases of writing, students find it challenging to produce a great piece of writing. A text that describes something is referred to as a descriptive text. There are numerous interpretations of descriptive text, according to various specialists. According to (Emilia, 2010) a descriptive text is a type of writing that serves as a source of information on a subject. In descriptive writing, authors naturally describe people, objects, appearances, landscapes, or phenomena to let the reader picture and experience it (Alwasilah, 2001)

The overall organization of descriptive texts consists of two parts: identification, which identifies the topic that may be described, and description, which describes the subject, which may include appearances, attributes, or phenomena (Markus, 2022). There are four main categories of descriptive text that might be studied, according to (Yurtbasi, 2012). First, a historical narrative that provides an intriguing factual explanation of places, things, or events The second is a business profile that describes the sector in great depth. The reporting of

field, interview, and other research findings comes in third. Fourth, a case study that describes a person's experience speaking on behalf of a group, such as the immigrant community or the victims of tragedy, and a personal research report that perfectly satisfies the story's goal of providing the reader with a humorous observation. Descriptive text might also be about a well-known pastime, cutting-edge technology, etc.

Techniques for brainstorming have a crucial part in the educational process, according to (Zohaib, Mateen, Mahmood, Ali, & Amin, 2021). It was brought up. The following offers students problem-solving support, which is a special feature that students should be aware of. Solution encourages student collaboration and camaraderie while helping students acquire understanding from others' ideas and expand on them during the creation process. Examine their stances and relationships with others. The brainstorming technique is a way to generate ideas on the spot in order to solve a specific problem. Both people and groups may use it. Students may find it simple to come up with concepts thanks to it. Students are instructed to write a text using their thoughts.

According to (Caskey & Anfara, 2020) suggests several methods for stimulating brainstorming 1) Dividing the students into (5-8) groups while they are under observation 2) Defining the issue that has to be explained and debated. 3) Ensuring that each student fully understands the content, the problem, and the discussion topic. 4) Encouraging all pupils to express their viewpoints on any topic. 5) A word of caution regarding assumptions made by others. 6) Determining the start and finish of time. 7) Telling pupils to answer the questions following the lesson.

Based on the preceding assertion, the writer would research how seventh-grade students at Jati Agung Junior High School might improve their writing abilities by employing the brainstorming approach when writing descriptive writings. The brainstorming technique's importance in enhancing students' writing abilities for descriptive texts in the seventh grade at Jati Agung Junior High School was demonstrated through this study. This research adopted (Bloomfield, 1926)

## **Literature Review**

Some of literature review from (Indarsih, 2021) entitled the influence of using brain writing technique towards students' writing ability in narrative text at the tenth grade of SMK YP Baradatu Way Kanan in the academic year 2020/2021 she explained that there was significant improvement of writing skill after applied brain writing in the narrative text. Other previous study came from Sintawati Yulianti entitled improving students' writing skill using brainwriting strategy, this article was class action research which used seven cycle to get improving the students' writing skill. (Waloyo, 2018)

## **Research Method**

Two rounds of the study process were completed for the classroom action research project. Cycles I and II were completed in a single meeting each. Each cycle has four stages: planning, doing, watching, and reflecting. (Yousef, Chatti, & Schroeder, 2014)

### **Cycle I**

#### **Planning**

The researcher is able able to carry out other tasks such curriculum analysis using competency standards, indicators, and the brainstorming method, lesson planning using the prepared picture, creating an evaluation tool, and establishing the minimum score requirement as being 75.

#### **Acting**

In this stage, the researcher used one cycle of the pre-test lesson plan with the following steps: the teacher opened with prayer, shared the study's objectives, gave a description of something, and the students made guesses and wrote down what the teacher said. Finally, the teacher gave a reflection on the lesson and the writing samples of the students. Following the use of the pre-test, the researcher employed the post-test. The participants were then given an

image by the teacher and instructed to explain it in their own words. The teacher then provided feedback on the lesson and the students' written assignment.

### **Observing**

The study reviewed the writings of the students as they were being taught. Pre and post-testing centers on the pupils' writing.

### **Reflecting**

Based on the minimal score required, the researcher examined the students' results. failed to achieve the researcher's minimal required score in the first cycle.

### **Evaluation**

The researcher came to the conclusion that the writing test score was even below the minimal standard based on the results of the first cycle. By that time, cycle II planning would be implemented.

### **Cycle II**

#### **Planning**

One week after the cycle I was completed, The researchers would be able to carry out additional activities that adhere to cycle I, such as analyzing the curriculum by knowing the competency standard, fundamental competence, indicators by using brainstorming method that was decided into 4 groups, each consisting of 5 students, creating lesson plans by using the method, preparing the picture for applying brainstorming, creating an assessment instrument, and determining the criteria minimum score was 75.

#### **Acting**

Only a post-test was conducted after the researcher modified the lesson plan during this stage based on the findings from the first cycle. The teacher began by praying before sharing the study's objectives, giving a picture and explanation that was part of the materials as an icebreaker, dividing the students into 4 groups, each of which had five students, and giving the different animal picture to each group. The students then wrote their own idea about the picture then collected in one paper. After that the instructor gave instruction to make descriptive texts about the physical character of the animals' picture that they had collected by individual task, and the teacher provided a reflection on the lesson.

#### **Observing**

The researcher concentrated on the outcomes of the brainstorming technique assessment of the students' descriptive text writing ability.

#### **Reflecting**

The learning process that had place in cycles I and II was examined by the researcher. The class VII pupils at Jati Agung Junior High School were able to write more detailed texts because of employing the brainstorming approach.

#### **Subject of the study**

There were 20 students, For the first semester of the academic year 2021–2022, they were students in class VIIB at Jati Agung Junior High School. Before beginning the cycle, the researcher discusses with another collaborator, about various methods for honing writing skills, one of which was brainstorming. She claimed that one useful method for gathering ideas to build a descriptive writing talent was brainstorming. Two cycles of study were conducted.

#### **Data collection procedures**

The stages were the data that showed student activity before the class and during the teaching-learning process was obtained by observation by utilizing animal pictures. The data collecting approach was evaluated using mix method (qualitative also quantitative). Data on student mastery of improving writing descriptive texts using brainstorming was obtained from tests at each end of a cycle.

There were multiple phases in the description observation approach, including observation (observing) and documenting. The observations were conducted whilst the students' descriptive text writing results were being collected utilizing the brainstorming approach. The researchers created a tool or evaluation criteria for text that is descriptive. For use in student evaluation tools for producing descriptive writings, the documentations were preserved through

photographs, writing, photos, and observation sheets. The researcher determined the mean of the students' writing scores for each activity inside a cycle by evaluating quantitative data, and then used the following formula to get the mean of the students' scores: (Sudijono, 2015)

$$M_x = \frac{\sum X}{N}$$

- M<sub>x</sub> : Mean
- ∑ : Individual score
- N : Number of students

Next, calculated the percentage of students who passes the criterion of minimum competency. It applied the formula below:

$$P = \frac{F}{N} \times 100 \%$$

- P : Class percentage
- F : Total percentage score
- N : Number of students

This study is deemed effective if the use of brainstorming raised the worth of writing in the students' descriptive texts. At least 60% of the pupils must receive a 75 to meet the success requirement. This study is deemed effective if the use of brainstorming raised the worth of writing in the students' descriptive texts. At least 60% of the pupils must receive 75 scores to meet the success requirement.

**Analysis of data**

The effectiveness of the cycle I and cycle II data analysis were measured by the quality of the students' writing; consequently, a rubric instrument for writing student descriptions based on the developed method of brainstorming was utilized. After employing brainstorming, the pupils' writing abilities improved to the required minimum level. Below the table scoring rubric

Table 1.  
The scoring rubric

	Criteria				Points
	4 (strong)	3 (Good)	2 (Satisfactory)	1 (Need Improvement)	
<b>Main topic</b>	principal concept The concluding sentence restates the original, clearly positioned statement.	principal concept sentence is rehashed in the closure if it is unclear or positioned improperly.	The ending sentence restates the confusing and improperly positioned main concept statement.	The last phrase omits to reiterate the main/topic notion, which is ambiguous and positioned wrongly.	
<b>Supporting Detail</b>	Three or more supporting detail sentences that refer back to the primary theme appear in the paragraph(s).	There are two supporting detail sentences in the paragraph(s) that refer back to the primary concept.	There is one supporting detail sentence every paragraph that links back to the primary concept.	There are no detail sentences in the paragraph(s) that back up the primary notion.	
<b>Elaborating Detail</b>	Three or more elaborating	At least two	There is one elaborating	There are no elaborating	

	detail sentences follow each supporting detail sentence	elaborating detail sentences follow each supporting detail phrase.	detail sentence for each supporting detail phrase.	detail sentences for each supporting detail phrase.	
<b>Legibility</b>	legal printing, typing, or handwriting	Minimal handwriting, typing, or printing legibility	portions of the writing are illegible.	The writing is illegible..	
<b>Grammatical</b>	There are no grammatical, spelling, or capitalization mistakes in this paragraph.	There are one or two spelling, capitalization, and punctuation errors in the paragraph.	three to five spelling, capitalization, and punctuation errors in the paragraph	Six or more errors in capitalization, grammar, and spelling in the paragraph	
				<b>Total</b>	

Where:

20 points	:	Almost perfect	(100 -80)
15 points	:	Good	(80 – 70)
10 points	:	Satisfactory	(70 – 60)
5 points	:	Need Improvement	(60 – 0).

## **Results and Discussion**

### **Results**

In the cycle 1, the students pre-test scores resulted in only 10% or two students passed standard criteria minimum score, and the post-test resulted 40% eight students passed standard minimum score criteria.

While in the cycle 2 students gained 70% or 14 students passed standard minimum score (M>75).

### **Discussion**

Implementation of Cycle I

#### **Pre-test 1**

The teacher gave an oral information about a person or object during the pre-test, and the students used the indicator to write down what they understood about the person or item's physical appearance. The researcher used the following formula as a first step to get the mean pre-test score:

$$\begin{aligned}
 Mx &= \frac{\sum X}{n} \\
 &= \frac{1175}{20} \\
 &= 58,75
 \end{aligned}$$

The formulas was adopted from (Sulistyarningsih, 2021)

Table 2.  
 pre-test cycle 1 mean scoring

Subject (N)	Subject passes (F)	Total class score( $\sum X$ )	End mean (Mx)
20	2	1175	58,75

Next, The researcher used the following formula to determine the percentage of the criterion of Minimum Completeness:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{2}{20} \times 100\%$$

$$= 10\%$$

Below the percentage of student's scoring

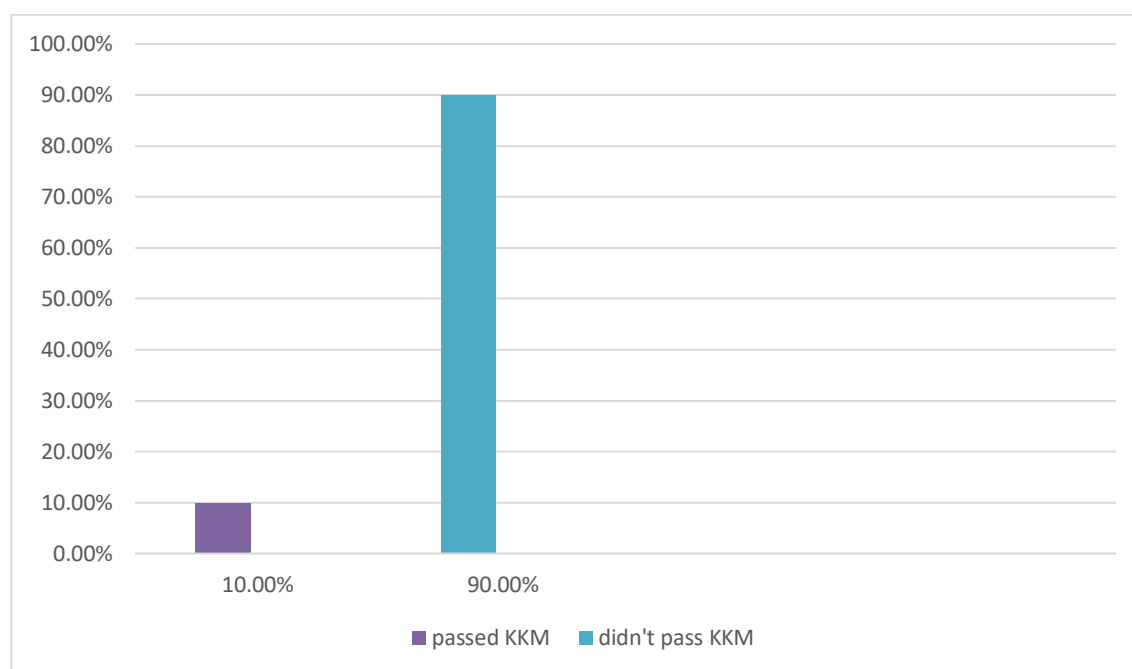


Fig.3. student's score pretest 1

According to the chart, 10% of pupils passed KKM, which indicated that there were just 2 students. In the meanwhile, 18 pupils, or 90%, failed the KKM. The statistics indicated that 58,75 was the mean. Pre-testing was done, and the results showed that the respondents struggled with their writing abilities.

**Post Test 1**

After learning the results of the first pretest, the instructor started the post-test by showing the students animal pictures and asking them to describe it by their own words then, asked them to write down what they had observed separately.

From the data, it showed that there were 8 students got a completeness score of the Criterion of Minimum Completeness.

The researcher used the following formula as the first step adopted from (Arikunto, 2007) in calculating the mean pre-test score.:

$$Mx = \frac{\sum X}{n}$$

$$= \frac{1330}{20}$$

$$\frac{20}{20} = 66,5$$

**Table 4.**  
 post-test cycle 1 scoring

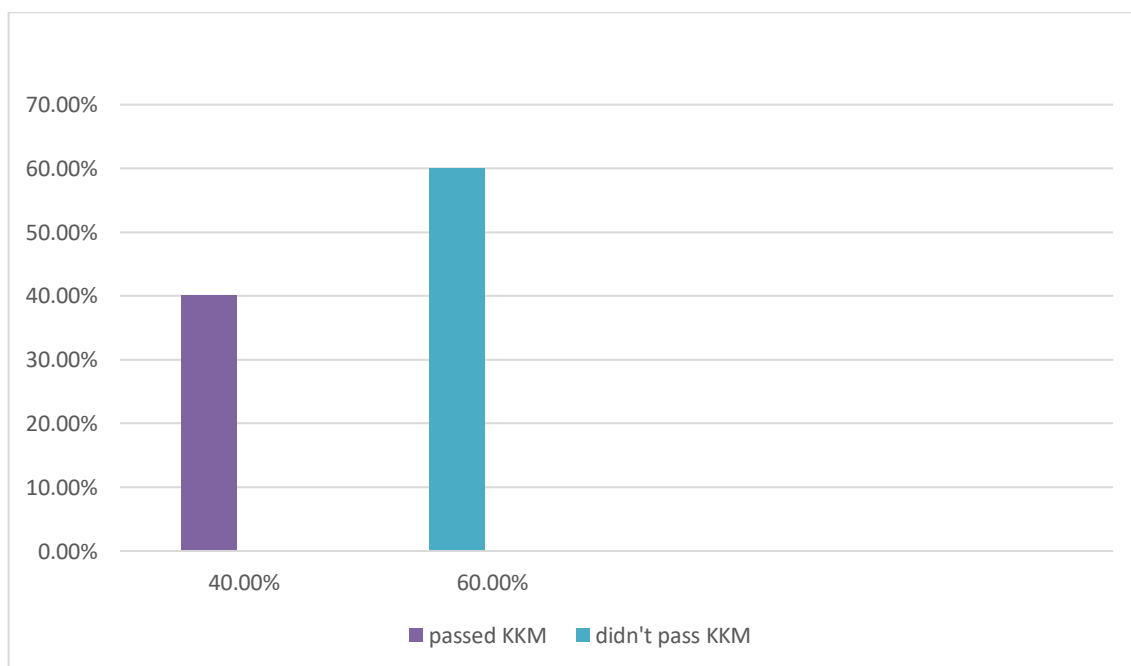
Subject (N)	Subject passes (F)	Total class score( $\sum X$ )	End mean (Mx)
20	8	1330	66,5

Next, to find the percentage of the Criterion of Minimum Completeness, the researcher used the following formula adopted from (Rosário, Silva, Coelho, Savino, & Dias, 2008)

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{8}{20} \times 100\%$$

$$= 40\%$$



**Fig.5. student's score post test**

According to the table, only 8 participants passed minimum criteria score, or 40% of the students who took the test. In the meanwhile, 12 pupils, or 60%, failed the KKM. The statistics indicated that the mean was 66,5, and A pre-test was conducted, and the results showed that the pupils didn't meet the minimum score for writing proficiency.

**Implementation of Cycle 2**

Brainstorming was being employed in the learning process at this point. The preparation procedures for cycle 2 were as follows: the researcher created a lesson plan that includes a number of brainstorming-based activities; created research tools, such as a rubric sheet for writing ability and produced pictures that are pertinent to the subject.

The researcher used the following formula as the first step in calculating the mean pre-test score.:

$$Mx = \frac{\sum X}{N} = \frac{1463}{20}$$

$$\frac{20}{20} = 73,15$$
  
 Adopted from (Metin yurtbasi, n.d.)

**Table 6.**  
 post-test cycle 2 scoring

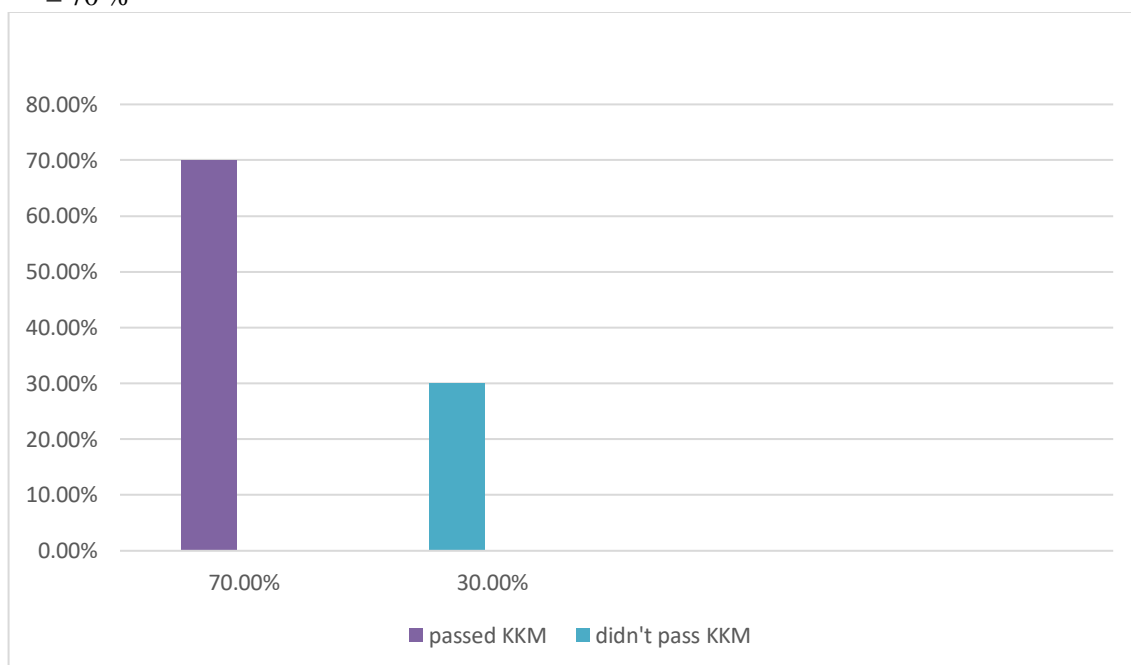
Subject (N)	Subject passes (F)	Total class score( $\sum X$ )	End mean (Mx)
20	14	1463	73,15

Next, to find the percentage of the Criterion of Minimum Completeness (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{14}{20} \times 100\%$$

$$= 70\%$$



**Fig.7. student's percentage in post test 2**

Based on the table, the percentage of students who passed standard minimum scored were 70% it meant that 14 students. Meanwhile, there were 6 students or 30% didn't pass minimum score. From the data showed that the mean was 73,15. Thus, the treatment of using brainstorming there were indications that it is improving and is quite satisfactory to improve students' descriptive text writing skill.

**Table 8**  
 Student's score cycle 1&2

Cycle Stages	Treatment	Mean	Percentage
PreTest 1	Oral clue	58,75	10%
Post Test 1	Picture individually	66,5	40%
Post Test 2	Brainstorming	73,15	70%

At least 60% of the pupils must receive a 75 to meet the success requirement. This study is deemed effective if the use of brainstorming raised the worth of writing in the students'



descriptive texts. At least 60% of the pupils must receive 75 scores to meet the success requirement. (Sugiyono, 2022)

## Conclusion

The pre-post test results from students in class VII-B at Jati Agung junior high school in Sidoarjo placed them in the low category, and the post test results from students in class VII-B at Jati Agung junior high school in Sidoarjo placed them in the high category, according to the conclusions drawn from the previous chapter. The researcher then determined the improvement score on the description written by the students from the pre-test to the post-test in cycles 1 and 2.

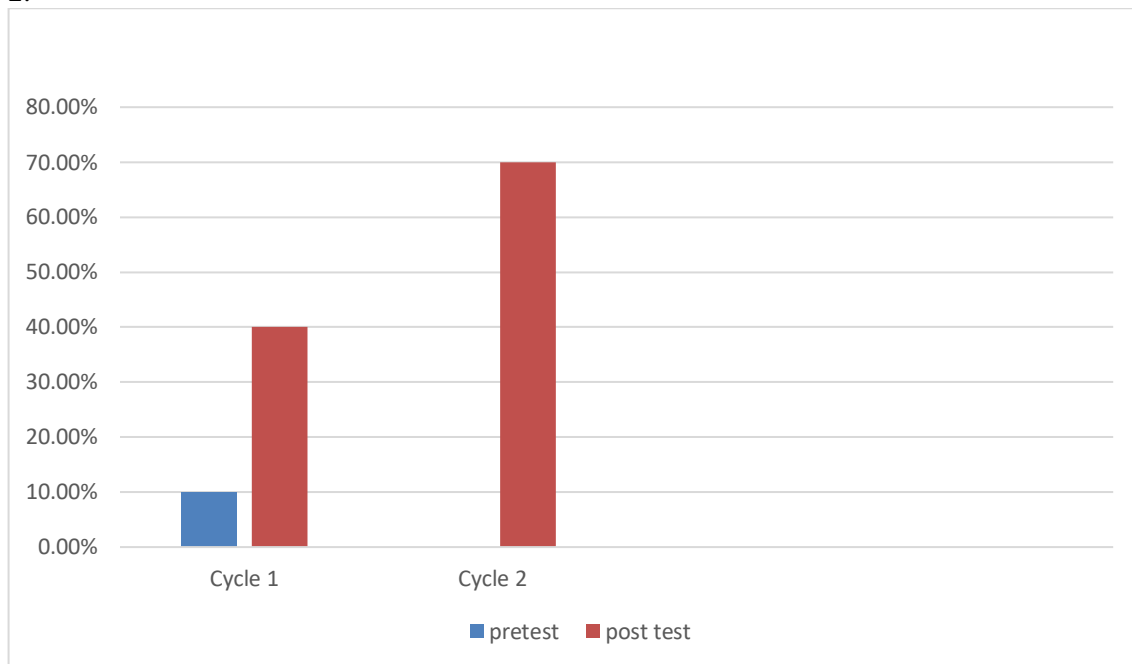


Fig.9. the comparison score percentage cycle 1 and cycle 2

The table above shows that there was just a minor improvement in writing skills, going from 10% in the pre-test to 40% in the post-test. There was a significant improvement in the post-test, which was 70%, when brainstorming was used. The percentage of students who met the lowest completion criteria of 75 also decreased significantly.

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