Top margin : 2.5 cm Bottom margin : 2 cm
Right margin : 2.5 cm Left margin : 2 cm

# Using Brainstorming for Writing Descriptive Text (Case Study in First Grade Junior High School of Tasikmalaya)

**Anisa Fauziah Azzahra**
*English Education Program, FKIP, Galuh University, Ciamis, Indonesia*
anisafauziahazzahra390@gmail.com

**Abstract:**
This paper explores the application and student responses to the use of brainstorming in the teaching and learning process. Brainstorming is a teaching strategy to put forward ideas in groups where students can exchange and share ideas about learning. Brainstorming was first coined in 1939. In the brainstorming method, students can learn a lot of material. This research is focused on the application of teachers in learning to use the brainstorming method as a learning tool and how students respond to the brainstorming method, especially in learning to write texts. This research was designed with a qualitative case study formulated to find the answer to the research questions. The researcher observed and interviewed several English students in one of the Junior High Schools in Tasikmalaya as the research participants based on a purposive sampling technique. Furthermore, the researcher coded, interpreted, and summarized the data collected from the instrument. The findings show that the teacher applies this method in detail, that students are interested in learning, and make it easier for students to learn. The teacher also provides material to students very clearly so that students understand the material. Moreover, it makes students understand and learn English better, so they get a better understanding of the material presented by the teacher, and help teachers in conditioning the class so that the learning process becomes conducive and effective.

**Keywords**: writing; descriptive; brainstorming.

## INTRODUCTION

In learning English, Students must master four language skills while learning English, one of which is writing. Writing, according to Hylan (2003, p. 3), "is a tool to reinforce language patterns through learners' habit and the assessment of learners' ability to generate good sentences." As a result, when writing, students should grammatically form each word in sentences. Vocational school students in Indonesia should be able to write in a variety of genres, one of which is descriptive text. Descriptive text is a genre or text type that teachers should teach in English classes.

Writing is an essential part of learning English as a foreign language. It is a physical act that focuses attention and actively engages the writer in the subject for him or her to express his or her ideas. Furthermore, competence is the students' improvement in education, daily life, as well as a

global society. Accordingly, writing ability is an indicator of academic achievement as well as a preliminary requirement to take part in society and the global economy. Graham and Perin (2007, p.3). Writing is not a skill that people naturally acquire. Written language in terms of clauses, according to Richards and Renandya (2002, p. 309), is complicated. They also stated that writing is made up of a lot of different components, including content, organization, originality, style, fluency, accuracy, and the use of suitable rhetorical types of discourse. Writers must learn how to put out ideas, arrange sentences into good paragraphs, select appropriate vocabulary, and apply good grammar rules in writing. That is the reason why writing is referred to as the most difficult skill. Writing is more than just stringing together words to construct a sentence, sentences to construct a paragraph, or paragraphs to construct a text.

## METHOD

This study applies qualitative research under a case study approach. Qualitative research is defined as "the set of information from selected individuals to collect their responses to questions (Check & Schutt, 2012, p. 160). This type of research generates various methods to engage participants, gather data, and use various selected instruments. Additionally, this study describes a description of how teachers understand and experience, the qualitative method was chosen because this study aims to provide an overview of the case of writing descriptive text using the Brainstorming method in one of the first-grade junior high schools of Tasikmalaya especially anxiety and problems in learning English. Therefore, the case study approach allows the authors to study specific students. in an attempt to understand cases of language learning anxiety.

## FINDINGS AND DISCUSSION

Regarding the research question, the writer gathered some relevant data from classroom observation and interviews. The data found how the effective brainstorming method was in teaching writing descriptive text and how students responded to the brainstorming method by implementing video media in writing descriptive text.

Top margin : 2.5 cm Bottom margin : 2 cm
Right margin : 2.5 cm Left margin : 2 cm

The findings of this research deal with the using the brainstorming method in teaching descriptive text. To find out the answer to the research question in the previous chapter, the first one was data from classroom observation to find how the effective brainstorming method is in teaching writing descriptive text, and the second was data from the interview conducted with the teacher who taught writing descriptive text through brainstorming method to find out student responses to the brainstorming method by implementing video as media in teaching writing descriptive text in class VII-A, Budi Sartika junior high school, and as participant 23 students.

The writer concluded that students' writing skills had improved in terms of their actions, observations, and reflections. The actions were successful in improving some elements of the classroom teaching and learning process. The study aimed to improve writing skills through the use of the Brainstorming method, which was used in class. The study's findings revealed that implementing the brainstorming method was effective in improving student's writing abilities. The brainstorming method was successfully implemented to engage students in the writing teaching and learning process. It also helped them improve their writing skills. This study's findings are consistent with Saputra's findings (2012). He had conducted a similar study, and the findings indicated that students' ability could develop in writing descriptive paragraphs.

The result of this study was, teaching writing through brainstorming was effective because the material used by the teacher was interesting to the students. Students are freer to produce and share their ideas, which was not possible when the text was written without any technique. Recalling their thoughts through brainstorming is an effective way to teach the descriptive text, particularly in grammatical features. The benefits previously stated imply that the practice of brainstorming has a positive effect on writing descriptive text brainstorming. The data analysis result showed that there is a significant effect of brainstorming in writing descriptive text before and after teaching using brainstorming. However, the students experienced several benefits after


(Times New Roman, 10, centered)

the researcher administered the teaching using the brainstorming technique. Students worked hard to improve their writing skills after the post-test. It is similar to Noor (2012) conducted a study titled "The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)". The finding of this study demonstrated that using the Brainstorming method developed students' descriptive writing skills. The findings indicated that the implementation of the Brainstorming method had a positive direct impact on the students' writing test scores in each cycle. The studies presented above demonstrate the effectiveness of the Brainstorming technique in improving student's writing skills in educational and professional settings. Brainstorming assists students in developing critical thinking skills. As a result, teachers will benefit greatly if the teacher can implement the Brainstorming method in writing class.

## CONCLUSION

This study investigated teaching writing descriptive text through the brainstorming method. In addition, regarding the research question outlined in the first section, the writer drew some conclusions regarding the research findings of this study. The first conclusion was about teachers implementing the brainstorming method in writing descriptive text and students responding to the brainstorming method by implementing video media. In this regard, the writer concluded that the teacher did the activities which reference to the step in implementing Blancard and Root (2003, p.41) about steps of implementing brainstorming.

The second conclusion was about students responded to the brainstorming method by implementing video media to help students write a descriptive text. In responding to the research question, the writer concluded that the teacher found students respond to the brainstorming method by implementing video media to help students write a descriptive text. The writer concluded that the students are motivated in learning the text using the brainstorming method by first showing a media video containing what they will learn students can have an idea of what

the text will learn, and before learning, students can reflect first. Furthermore, the students can get many ideas about the topic they will learn, especially learning about the descriptive text.

To sum up, based on data collected through the interviews to explore the students' respond to the brainstorming method of implementing video media, the writer concluded that, students think that the brainstorming method with video media can help improve student learning abilities, especially in writing text because before learning student feel it is helpful because the video covers all the material to be studied. In this way, students find it helpful to think about what lessons will learn, and before learning, students can get an idea of what the material will the student learned.

## ACKNOWLEDGEMENT

In the name of Allah S.W.T, the most gracious, the most merciful, and only to Allah we ask for help and everything. *Alhamdulillahirobil'alamin*, the writer has completed the paper. In writing this paper, the writer would like to give her sincere gratitude and honor to her first and second advisors who have shared their knowledge and provided invaluable guidance during the consultations. Besides that, she has sincere gratitude and appreciation to the head of the English Education Program and all the lecturers of the English Education Program at Galuh University who have given their knowledge of English. In addition, she has sincere gratitude and appreciation to her lovely parents and siblings for their love, care, encouragement, prayer, and support during her study.

## REFERENCES

Hyland, K. 2003. *Second Language Writing. Cambridge: Cambridge University Press.* Graham, S., and Perin, D. *(2007). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington DC: Alliance for Excellent Education*

| | | | |
|---|---|---|---|
| Top margin | : 2.5 cm | Bottom margin | : 2 cm |
| Right margin | : 2.5 cm | Left margin | : 2 cm |

Richards, J. C., & Renandya, W. A. 2002. *Methodology in Language Teaching. An Anthology of Current Practice. New York: Cambridge University Press. Ltd*

Saputra, I W.W.A. (2012*). Using Brainstorming Technique to Improve Writing Skill of The Tenth-grade student of SMAN 1 Abiansemal in Academic Year 2011/2012. Denpasar: Mahasaraswati Denpasar. Unpublished Thesis.*

Noor, Khumaidi. 2012. *The Use of Brainstorming to Improve Students' Writing Skills in Descriptive Text (A Classroom Action Research of the Tenth)*

Blanchard, K. & Root, C. (2003). Ready to Write: A *First Composition Text (Third Edition).* New York: Pearson Education, Inc.



(Times New Roman, 10, centered)