

Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO

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Abstract

The objective of this study was to determine to what extent brainstorming technique assist the writing activities of third-semester students in the English Education Study Program. The researcher used a mixed-method research approach. In this study, the researcher used research instruments; questionnaires and interviews. The participants in this study were eighteen students and an English Lecturer of the English Education Study Program at IAIN Manado. The data were analyzed through data reduction, data display, and conclusions. Based on the results found by the researcher, 92.77% of students responded positively to the use of brainstorming in writing activities. It is confirmed by the results of interviews that students feel helpful and valuable when using brainstorming techniques in writing activities, such as collecting ideas to be directed and structured. On the other hand, 7.23% of students responded negatively to this technique. Moreover, from the results of interviews, students also said that writing activities using brainstorming technique were practical and helpful in collecting ideas and thoughts in writing a text. It can be proven by looking at the positive responses, which include interesting, fun, motivated, enjoyable, effective, and creative.

Keywords: brainstorming technique, writing activities

Introduction

Writing is an essential component of teaching English because it teaches students how to write reports, letters, advertisements, other types of text, how to respond to advertisements, how to use electronic media, and more. Writing is generally a process in which all of the stages are interconnected. (Setiawan, 2019) Because writing is a dynamic one in which each stage interacts with and shapes the others. This interconnectedness allows writers to refine their ideas, clarify their message, and produce coherent and impactful written work.

Writing is an essential part of our lives because it helps us to communicate, share information, and express our thoughts and ideas. So humans are encouraged to write as a means of gaining knowledge. Furthermore, Writing skills are an important part of learning English because writing helps students think critically and logically. So that students can contribute intelligence, experience, and feelings as outlined in the writing text.

In teaching writing text, one of the techniques that can be used is the brainstorming technique. According to Brown in Aditya, brainstorming is a helpful technique that enables students to work on a theme with an open mind and without making judgments about the ideas. Students are free to come up with surprising thoughts and ideas that they may not have known before. (Aditya, 2019) In addition, brainstorming is also practical and can be done in groups or individually.

Studies about brainstorming technique have been conducted and revealed the various results. First, a study from (Triyastuti, 2019). The results of this study showed that there is a difference in using a brainstorming strategy (picture and simple word list) towards the improvement in the English learning process especially writing learning. The similarity is about brainstorming in writing. The differences are this previous study used pictures and simple word lists as the technique of brainstorming, and also Pre-experimental method was applied in this study. While this study used a mixed-method research design.

The second is a study from (Aditya, 2019) that focuses on brainstorming technique that can improve students' ability to write hortatory exposition text in the eleventh grade of SMAN Seputih Agung. The results of this study showed that from cycle I and II, the result of the pre-test was 63.7, and the average score of post-test II from cycles was 82.26. It means that the Brainstorming technique would be able to improve the student's ability to write hortatory exposition text. The similarity is about brainstorming in writing. The differences are in the purpose of this previous study, which was to find out the brainstorming technique can improve students' ability in writing hortatory exposition text and used classroom action

research as design. While this study purposed a brainstorming technique in assisting students' writing activity Also, this study used a mixed-method research design.

Moreover (Widyawati, 2022) analyzed the improvement of student's ability to write text through brainstorming in recount text. The result of this study showed brainstorming technique could improve the student's ability to write recount text. The similarity is about brainstorming in writing a text. The differences are in the purpose of this previous study, which was to find out whether the brainstorming technique can improve students' ability to write recount text. This study used classroom action research. This study purposed to brainstorm in assisting students' writing activity to write an essay descriptive. Also, this study used a mixed-method research design.

Another study from (Octarinaet al, 2023) focuses on finding out whether a brainstorming strategy can improve students' speaking ability. The researcher evaluated students' speaking ability in five forms, namely, pronunciation, grammar, vocabulary, fluency, and understanding. The researcher used the classroom action research method. Then the researcher found there is a significant difference between the mean score of students' speaking ability in cycle 1 (62. 24) and the mean score of students' speaking ability in cycle 2 (75. 68). There is an impact of cycle 2 and the result can reach the criteria of success. The similarity is about the use of brainstorming. The differences are this previous study used brainstorming to improve students' speaking ability and classroom action research as a method. This study used brainstorming to assist students in writing activities and mixed-method research design.

Lastly, a study from (Handayani Et Al, 2022) described the learning activities to improve students' writing skills through a brainstorming strategy. This research used classroom action research design. The results showed that students' writing skills improved significantly in the first and second cycles compared to the pretest results. For that reason, the brainstorming strategy is considered an effective strategy to be applied in the writing classroom. The similarity is this research with the current research discussing the same topic which is brainstorming. The difference is that the object of this previous study was conducted in an EFL classroom, also this previous study used classroom action research. The object of this study was students of the English Education Study Program IAIN Manado in 2022 academic year and used a mixed method research design.

The researcher discovered the similarities between this study and the previous study above, which are about brainstorming. The novelty of this research was the use of brainstorming techniques in assisting students' writing activities

such as mind mapping and clustering techniques in the English Education Study Program in the batch of 2022/2023 of IAIN Manado. Furthermore, this study used a mixed-method research design with quantitative and qualitative data.

Based on preliminary observation, students of the English Education Study Program in the batch of 2022/2023 still experienced difficulties in writing. The difficulties included developing ideas, organizing ideas into paragraphs, and lack of vocabulary. However, students are helped by the use of brainstorming technique. Because brainstorming is a technique that is suitable for learners in writing subject. It assists with a variety of writing-related issues, including choosing what to write about, developing ideas, and how to start. By the use of brainstorming technique, the theme can be expanded into multiple themes so that the ideas develop in a writing. Based on those explanations, the researcher tried to study to what extent brainstorming technique can assist students' writing activity, especially in the English Education Study Program in the Batch of 2022/2023.

Methodology

The researcher used mixed methods to collect and analyze data by using quantitative and qualitative methods. Here, mixed methods are applied in researching to get information to what extent to which brainstorming technique assist students' writing activity. The participants of this study were 1 English Writing Lecturer and 18 students, 13 girls and 5 boys of the English Education Study Program IAIN Manado for the batch of 2022/2023. In this case, the researcher used a quantitative instrument which is a questionnaire, and a qualitative instrument which is interviews and documentation such as books, journals, articles, students' products, Lecturer teaching materials, Lecturer's Course Outline, and results from instruments. Also, the data were analyzed with quantitative analysis for the questionnaire and the data was calculated using a Likert scale measurement scale and percentage formula. For the interview, the researcher used Qualitative analysis a flow model. The flow model consists of three components, which are data reduction, data display, and conclusion drawing/verification.

Findings

Questionnaire

The researcher sent questionnaire to respondents via WhatsApp private chats using Google Forms. There was a total of 10 statements questionnaire. The researcher obtained 18 responses to an online questionnaire. The data was

calculated using the percentage formula and Likert Scale after the researcher obtained it from the respondents.

Table 1. Average of Respondents' Answers

No	Statement	Positive most dominant		Negative Most Dominant	
		3 4	Percentage	2 1	percentage
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.	18	100%	0	0%
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.	18	100%	0	0%
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity	12	66.7%	6	33.3%
4.	I have always wanted to write a text using the brainstorming technique.	17	94.4%	1	5.6%
5.	I am more motivated to learn writing by using brainstorming technique.	17	94.4%	1	5.6%
6.	Using the brainstorming technique makes me want to learn to write even more	16	88.9%	2	11.1%
7.	I like it when my English Lecturer uses brainstorming technique.	17	94.4%	1	5.6%
8.	Using brainstorming technique is very easy in assisting my writing activity.	18	100%	0	0%
9.	Brainstorming is an effective technique in assisting my activity in writing a text.	18	100%	0	0%
10.	English Education Study Program students have to master Brainstorming Technique	16	88.9%	0	11.1%
Average		92.77%		7.23%	

Based on Table 1 above, most of the respondents agreed to use the brainstorming technique in assisting their writing activity with a score of percentage 92.77% categorized as excellent based on the questionnaire assessment category. While the rest of the respondents disagreed with the score of percentage 7.23%.

Table 2 Likert Scale Score

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Category
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.	5	13	-	-	81.94%	Very High
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.	3	15	-	-	79.16%	High
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity	-	12	6	-	66.6%	High
4.	I have always wanted to write a text using the brainstorming technique.	4	13	1	-	77.7%	High
5.	I am more motivated to learn writing by using brainstorming technique.	7	10	1	-	81.9%	High
6.	Using the brainstorming technique makes me want to learn to write even more	4	12	2	-	77.7%	High
7.	I like it when my English Lecturer uses brainstorming technique.	4	13	1	-	77.7%	High
8.	Using brainstorming technique is very easy in assisting my writing activity.	5	13	-	-	81.94%	Very High
9.	Brainstorming is an effective technique in assisting my activity in writing a text.	4	14	-	-	80.55%	High
10.	English Education Study Program students have to master Brainstorming Technique.	4	12	2	-	77.7%	High
Mean						78.28%	High

Based on Table 2 above, a total of eight statements were in the high category while 2 statements were in the very high category. Thus producing an average of 78.28% in the high category based on the Interpretation of interval for the Likert Scale.

Interview

The researcher found that the results of the interviews were mostly positive. Which can support the results of the questionnaire described previously. The researcher interviewed the English Writing Lecturer at the English Education Study Program of IAIN Manado and discovered the teacher's way of assisting students'

writing activity while brainstorming technique. 13 questions were asked by the researcher to the English Writing Lecturer.

On the other side, interviews were taken with 18 students of the English Education Study Program in the batch of 2022/2023. The interview activity aimed to determine the use of brainstorming technique in assisting students' writing activity. Based on the interview with 18 students, the researcher found answers about students' writing activity while using the brainstorming technique, starting with their opinion about the use of the brainstorming technique, what helped them, felt, etc. The researcher found that the results of the interviews were mostly positive which can support the results of the questionnaire described previously.

Discussion

From all the data analyzed in the findings of questionnaires, most of the respondents agreed with a percentage of 92.77% and the rest disagreed with a percentage score of 7.23%. In addition, Based on the Likert scale score, a total of nine statements were in the high category while 2 statements were in the very high category. Thus producing an average of 78.28% which is in the high category.

According to Brown in Sulastri, writing is a written output of thought, drafting, and revision that involves unique skills in how to create ideas, organize them coherently, revise texts for clear meaning, edit texts for appropriate purposes, and produce final products, (Sulastri, 2022). In the writing activity, the lecturer used the brainstorming technique in terms of gathering or narrowing ideas to be composed by the students.

On the other side, the positive responses of the students were seen because most of the students answered brainstorming is a good technique and suitable to be applied in their writing activity.

Ploeger in Effendi stated that brainstorming provides a method for thinking of and recording ideas for writing, (Effendi, 2014). In line with this theory, students responded that the brainstorming technique was useful in gathering ideas and producing clearer and more directed ideas. While the lecturer also stated that with brainstorming students can think quickly and don't feel hesitate to express their ideas.

Furthermore, a group or an individual can use the brainstorming technique to apply critical thinking to produce a wide range of ideas and innovative solutions for problems. These days, a lot of diverse human endeavors, including education, use this technique, (Ikwut et al, 2016) Related to this theory student said that this technique can make them more creative and also use critical thinking to generate

their ideas. They said brainstorming technique are useful because they use their critical thinking in brainstorming so what will be created is more structured.

On the other hand, the lecturer said that if they sit in groups they can collaborate about their ideas. So, in groups, while doing brainstorming students will be more active or motivated by active students. Al Khatib stated that the advantages of brainstorming help the cohesion of the students build relationships among them and access the views of others, (Al khatib, 2012).

The first supporting research that supports this research came from (Triyastuti, 2019) Her research showed that brainstorming technique are effective in improving students' writing skills in learning English because brainstorming helps students think about as many ideas as possible. This is related with almost all of the students who gave responses that this technique is effective to be applied in their writing activity. With brainstorming technique they can gather many ideas.

The second research that supported this research came from (Aditya, 2019) His research showed that the students felt comfortable and active in following the teaching and learning activities when brainstorming technique was used in the classroom. This is in line with the result of the interview that students can be more active when using brainstorming technique in their writing activity.

From the interview results, the Lecturer also confirmed that this technique is effective and has many benefits in assisting students in writing activities. It can make them more creative, narrow their ideas, and also make students think quickly. Moreover, brainstorming technique have benefits for students, such as more efficiency in terms of time and the use of words to become fancy and explore their creativity. Students are helped by this technique to generate their ideas, thoughts, and inspirations. They explored many topics such as the Formula 1 championship, Kpop, Ramadhan, etc.

Lastly, students also confirmed that brainstorming technique in assisting students' writing activity is suitable to be applied in the classroom. It can be proved by looking at the positive responses. The positive responses include: interesting, fun, motivated, creative, enjoyable, easy to understand, getting fancy vocabulary, and clearer ideas. Those positive responses support that brainstorming technique can assist students' writing activity at the English Education Study Program of IAIN Manado in the batch of 2022/2023.

Conclusion

There were dominant positive results from student responses to brainstorming reaching a total of 92.77%. Also, the Likert scale score reached an average of 78.28% which is categorized as very high. This is supported by the interview result that the brainstorming technique is confirmed as beneficial to make students think quickly and helpful in making ideas directed for the students in their writing activity. Furthermore, this technique is an effective way to be applied because students can be more creative in collecting their ideas. Because the percentage score positive reached 92.77%, thus the researcher concluded that the use of the brainstorming technique is excellent based on the questionnaire assessment category. On the other hand, only 7.23% of the students had negative dominant. Because some students disagreed with several statements from the questionnaire, they stated in the interview that if they didn't have many ideas they could feel stuck. Moreover, the researcher suggests to other researchers or future researchers to analyze similar topics or investigate another obstacle to implementing the brainstorming technique.

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