SKRIPSI

IMPROVING WRITING SKILLS OF STUDENTS THROUGH BRAINSTORMING (PICTURE AND SIMPLE WORD LIST) STRATEGY AT THE FIRST GRADE OF MTs MA'ARIF SARAMPU POLEWALI MANDAR

By

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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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Skripsi

As Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted By

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To

ENGLISH EDUCATION PROGRAM

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In the name of Allah, The Beneficent and The Merciful

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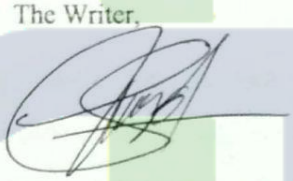
Parepare, February 25th, 2021

The Writer,



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ABSTRACT

SISKA TRIYASTUTI.2019. Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List) Strategy at the First Grade of MTs Ma'arif Sarampu Polewali Mandar.(Supervised by Anwar, and Magdahalena).

Crimmon stated the writing is hard work, but writing is also an opportunity to comply with something about ourselves, to communicates ideas to people our immediate vicinity, to learn something we didn't know. From the definition of Crimmon, it can be understood that writing is the work of writing with hard work to express everything about ourselves, and describe ideas to people around us through writing and also to learn something we don't know through writing.

Brainstorming strategy is a method of learning carried out in groups where students have different background knowledge and experience. This method is used in activities to collect as many statements as possible about the needs, ideas, opinions and answers about various alternative thoughts to deal with the problem.

This research aims to analyze the students' writing skill at the first grade of MTs Ma'arif Sarampu Polewali Mandar through brainstorming (picture and simple word list) strategy. The researcher wants to know the students' improvement of writing and interested of the students'. Pre- experimental method was applied in this research. The instrument of this research was writing test and questionnaire. The population of this research is the students at the First Grade of MTs Ma'arif Sarampu Polewali Mandar, the total students are 26, the students were selected by using total sampling technique.

The result of the calculation of the students' score indicate that the mean score of the students' pre-test was 46.19 and result mean score for post-test was 69.00. After analyzing the data by using the t-test formula, the result of the t-test value 27.55 is higher than t-table value 2.060 and the interest of the students was 74.61 and it was categorized strong. This indicated that the H_0 hypthesis is rejected and the H_1 hypothesis is accepted. of the research is accepted. There is a significant difference in using brainstorming (picture and simple word list) strategy the students' improvement in English learning process especially learning writing.

Keywords: brainstorming (picture and simple word list) strategy, writing skill, interest.

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CHAPTER I

INTRODUCTION

1.1 Background

Writing is very important in mastering English. The purpose of writing is communication. People can express their feelings, ideas, experiences, and desires in written form. Writing is a powerful tool for getting the thing done and a language skill to convey knowledge and information. Through writing, people may know what the writer wants to share with readers. By looking at the students' writing, we also know how far they understand the language.

Teaching writing is not as easy as we think. We need good skill and wide understanding of written language. Teaching to write is not like teaching to speak. Teaching to write needs to teach correct grammar to convey messages while speaking is commonly performed in face to face interaction. In speaking, the use of body language also helps the listener to understand the intended message. Besides that, it needs an extra effort to make the student understand how to write ideas because in writing they not only organize the structure but also express their opinion. Expressing ideas is quite difficult for students. To help the students decrease the existence of such a problem, the teachers should have an effective method to teach writing.

Based on the researcher's experience when having an interview with the English teacher of MTs Ma'arif Sarampu Polewali Mandar, the first-grade students are less interested in writing a short essay so students face difficulties in writing. From this problem, we should give a solution on how to improving student's writing skills. So, we have to make students interested in writing. Interest is one of factor

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which to influence students to study, especially to write. Without interest, students have less spirit to write. so, we must make something method or strategy to invite students' interest.

In this research**,** the researchers want to improve the students' writing skills by guiding them in writing a paragraph. The paragraph is a part of writing containing someone's ideas in written form. It consists of several sentences that talk about one topic. It includes some information or a message for the reader. The paragraph has some type such as descriptive, narrative, procedure, and report paragraph. To start writing we need ideas. Ideas that come to our mind will be organized and become sentences and paragraphs as a result of our thinking. Writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, to give them structure and coherent organization. Therefore, an idea is an important part of writing. Based on the problem above, the researcher used a brainstorming strategy to help students generate their ideas.

Brainstorming is a way to express or write down thoughts or opinions. The characteristic of brainstorming is not to criticize and comment on thoughts or opinions that have been generated by everyone. For example, in teaching and learning activities students are given topics and they express their opinions freely in limited time without criticism and comments on their ideas so students will be open to conveying their ideas. It can be concluded that brainstorming is very important to help students face difficulties in the teaching and learning process especially writing because brainstorming can help students explore their initial knowledge about a particular subject and make them feel interested in writing without anyone criticizing and commenting on their ideas.

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Now, it is the global era. There are many methods or strategies for improving students' writing skills. In connection with the above description, the researcher chooses the topic "Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List) Strategy at the First Grade of MTs Ma'arif Sarampu Polewali Mandar".

1.2 Problems Statement

The problem is formulated in the following question:

1.2.1 Are students interested in learning writing through brainstorming (picture and simple word list) strategy?

1.2.2 Is the brainstorming (picture and simple word list) strategy able to improve the students' writing skills at the first Grade of MTs Ma'arif Sarampu Polewali Mandar?

1.3 Objectives of the Research

Based on the problem statement, the aim of this research is constructed as follows:

1.3.1 To find out whether students are interested in learning writing through brainstorming (picture and simple word list) strategy.

1.3.2 To find out whether brainstorming (picture and simple word list) strategy able to improve students' writing skills at the first Grade of MTs Ma'arif Sarampu Polewali Mandar.

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1.4 Significances of the Research

This research is divided into two benefits for theory and practices especially to the First Grade of MTs Ma'arif Sarampu Polewali Mandar. The following, there is some significant from this research:

1.4.1 Theoretical significance;

To increase and motivate the students in writing through brainstorming in particular for senior high school.

1.4.2 Particular significance;

To give more information for English language teachers about one of the methods or strategies to use in teaching.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

Up to now, as one of the language skills, writing has indicated people to know and understand what it is. Some experts who write some books in English about writing have described and made the definition about it.

Crimmon states the writing is hard work, but writing is also an opportunity to comply with something about ourselves, to communicates ideas to people our immediate vicinity, to learn something we didn't know.[1] From the definition of Crimmon, it can be understood that writing is a work of writing with hard work to express everything about ourselves, and describe ideas to people around us through writing and also to learn something we don't know through writing.

In Webster's, writing is to trace or inscribe (letters, words, numbers, symbols, etc) on a surface with a pen or pencil.[2] From the definition of Webster's, it can be understood that writing is a work of writing to express letters, words, numbers, symbols, etc on the surface such as paper, walls, and so on using a pen or pencil.

Nunan states that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

---

[1] Crimmon, Mc. *Writing with a Purpose.* (New Jersey: Houghton Mifflin Company, 1984) p.124

[2] Webster's Comprehensive Dictionary.*The New International Webster's Comprehensive Dictionary of the English Language*, (Trident Press International, 2003) p.241

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He speculated that with hunting and gathering. There developed a need for permanent records which could be referred to over and over again. This was the initial stimulates for the emergence of a new form of language.[3]

Dumais states that writing is the ability to express the idea, feeling, opinion, in writing form.[4]From the definition of Dumais, it is understood that Writing is the ability to express ideas, feelings, and opinions in writing form. It means that writing is a work of writing to express the writer's ability, so writing is not only a pen and paper then write. Write also requires certain steps to get clear and precise writing.

Another opinion of Hornby states that writing is the activity to make letters or other symbols on a surface.[5]From the opinion, it can be understood that writing is not only to express ideas, feelings, etc. this shows that writing is a method of representing a language visual or tactile form which writing systems use sets of symbols to represent the sounds of speech, and have symbols for such things as punctuation and numerals.

Oshima and Ann Hogue state that writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then after we have finished writing, we ready correction, therefore; writing is never one-step action: it is a process that has several steps.[6]

---

[3] David Nunan. *Language Teaching Methodology*, (Published by Phoenix ELT Campus Macquarie University, Sidney, 1995) p.94

[4] Dumais.*Writing in English (Depdikbud) Dirjen Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan*, (Jakarta: 1988) p.79

[5] Hornby, *Oxford Advanced Learners' Dictionary*. (Seventh edition; Oxford university press, 2005) p.83

[6] Oshima and Hogue Ann, *Writing Academic English* (Addison-Wesley, 1991) p.6

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Bell and Burnaby in David Nunan pointed out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.[7] It means that at the sentence level these include control of content, organization, sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.

Robert Lado said that writing skill is neither acquired totally out of awareness nor learned consciously; it develops through conscious insight and rule formulation along with experience.[8] It means that the students would still learn developmentally, improving their skills with practice and extending their conscious knowledge of the process and rules as they progress.

From some definitions, the researcher concludes that writing is a representation of language in a textual medium. It is a progressive activity that needed competence in producing words; sentence becomes a paragraph to express ideas, feelings, and opinions in writing form. Therefore, it is one of the important skills, which need to be mastered by the students.

2.1.1.2 The Purpose of Writing

According to O'Malley and Pierce, there are three purposed of writing in English language learning,those are:[9]

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[7] David Nunan. *Designing Tasks for the Communicative Classroom*, (New York: Cambridge University Press, 1989) p.36

[8] Robert Lado, *Teaching English Across Cultures*, (Singapore: Kim Hup Lee Printing Co Pte Ltd, 1988), p.205

[9] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996), p. 137-138

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2.1.1.2.1 Informative

It is represented by “informative writing” that is purposed to share knowledge or information, give directions, and sate ideas to other. Informative writing involves describing events or experience, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2.1.1.2.2 Expressive or Narrative

It is represented by “expressive writing” or “narrative writing” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used used to perform a pleasure discovery, story, poems, or short play.

2.1.1.2.3 Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

2.1.1.3 The Types of Writing

There are some types of writing; the form of writing used to tell or relate is called the narration, that used to describe is called the description, that uses to explain is called the exposition, that used to argue is called argumentation.

2.1.1.3.1 The narration

The narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to the natural

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time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in conversation.

2.1.1.3.2 Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day or season. It may tell about the people's character or personality.

2.1.1.3.3 Exposition

Exposition is used in giving information, making the explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from a narrative, it stands alone as an essay.

2.1.1.3.4 Argumentation

Argumentation is used in persuading and convincing. It is closely related to the exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.[10]

2.1.1.4 The Writing Process

The writing process has several stages; planning, drafting, editing (reflecting and revising), and the final version.[11]

2.1.1.4.1 Planning

Is the process of writers' plan of what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes as their structure in writing. In planning, there are

[10] George E. Wishon, *Let's Writing English*, (New York: Litton Educational Publishing. Inc, 1980), p.377

[11] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2008), p.4

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three items who have to be considered by the writers; the purpose of their writing which consists of its language whom they use, and the information whom they choose, the writers have to consider the audience they are writing for (how it is laid out, how the paragraphs are structured, and content structure talk about how best to sequence the facts, ideas, or arguments).

2.1.1.4.2 Drafting

It refers to the first version of a piece of writing as a draft. This first go at a text that is often done on the assumption that it was be amended later.

2.1.1.4.3 Editing (reflecting and revising)

In this process, the writer was revising about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing, etc. So the reflecting and revising process is often help by other readers (or editors) who comment and make suggestions.

2.1.1.4.4 Final version

When the writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

This may look considerably different from both the original plan and the first draft because things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing.

2.1.1.5 Components of Writing

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanics.[12]

[12] Jacob L Holly, at al. *Testing ESL Composition: A Practical Approach, Rowley, Massachuest,* (London: Newbury House Published, Inc, 1981), p.29

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2.1.1.5.1 Content

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. To have good content of writing: its contents should be well unified and completed. This term is usually known as unity and completeness, which the characteristics of good writing.

2.1.1.5.2 Organization

The process of organization material in writing involves coherence, the order of importance, general to specific to general, chronological order and spatial pattern. Coherence means "sticking together" and in a coherent essay, all the ideas stick together. A coherence paragraph is one in which the ideas are part in the right order and are never confused. This makes the writer's thought easy to follow from sentence and paragraph.

An order of importance is one of the most useful ways of arranging ideas in a paragraph. Technically speaking, such as a paragraph can be arranged into two ways, beginning with the important ideas and preceding to the least important and building to the least important.

The general to the specific pattern is the most common type of paragraph order. The arrangement begins with a topic sentence that makes a general statement followed by a series or supporting sentence which supplies specific: details, examples, and facts.

In the specific to general pattern usually present a series of individual, specific fact, details, impression or observation, and ends with generalization or conclusion, usually the topic sentence.

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In paragraph organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. If the purpose of the paragraph is to tell how something looks, the most effective organization pattern is usually spatial.

2.1.1.5.3 Grammar

Grammar plays an important role in writing. It governs utterance that we produce to be right and orderly. Therefore, it also has a great influence on the quality of writing. In order to have good grammar in the writing, writers should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective or adverbs clauses), articles, etc. the lack of grammar will make the content of the writing vague and can make misunderstanding, for example, the use of tenses.

2.1.1.5.4 Vocabulary

One cannot write anything if he or she has nothing to express. He or she should express the ideas in the form of words or vocabulary, the lack of vocabulary makes someone fails to compose what they are going to say because he or she feels difficult to choose words. Appropriate vocabulary will help the writers to compose the writing and also make readers essay to understand.

2.1.1.5.5 Mechanics

The use of mechanics is due to capitalization and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing skill makes readers easy to group conveying ideas or messages to written materials.

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The other source explains that there are five general components or main areas of writing, they are[13]

1. Language use: the ability to write the correct and appropriate sentence.
2. Mechanical skill: the ability to use correctly those convections peculiar to the written language, e.g. punctuation, spelling, etc.
3. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
4. Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgments skill: the ability to write appropriately for a particular audience in mind, together with an ability to select, organize, and order relevant information.

2.1.2 The Concept of Brainstorming

2.1.2.1 Definition of Brainstorming

Brainstorming is one form of discussion in order to collect ideas, knowledge, experiences, opinions, information of all learners. Different from discussing, the idea of someone not respond in (supported, reduced, furnished or taken) by the other participants, the use of the technique of brainstorming other people's opinions are not to be taken. This technique is based on the idea that a group of students can submit their own opinion. In this technique presented a problem, then students are invited to submit their opinions or ideas, not as we take care of any opinions such as learners. Strange ideas that will not be rejected a priori, but in the analysis, and evaluated as well dinettes.[14]

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[13] J. B. Heaton, *Writing English Language Tests* (New York: Longman, 1991), p.135
[14] Suprijanto, *Pendidikan Orang Dewasa* (Jakarta: PT. Bumi Aksara, 2009), p.122

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Brainstorm is technique used in learning to help students think about as many ideas and ideas as possible. During brainstorming, students are encouraged to produce opinions or ideas as quickly as possible without needing to think about the value of their opinions.[15]

Brainstorming strategy is a method of learning carried out in groups where students have different background knowledge and experience. This method is used in activities to collect as many statements as possible about the needs, ideas, opinions and answers about various alternative thoughts to deal with the problem.[16]

2.1.2.2 The Advantages of Brainstorming in Language Class Rooms

The Brainstorming method is used because it is already many uses and advantages, namely as follows:

1. Encourage students to think fast and logically arranged.
2. Encourage students to express their opinions.
3. Stimulate students to always be ready to think related the problem given by the teacher.
4. Increase student participation in receiving lessons.
5. Active students get help from friends or from teachers.
6. Fair competition occurs.
7. Students feel free and happy.
8. democratic and disciplined atmosphere can be developed.

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[15] Sudiyono Dkk, *Strategi Pembelajaran Partisipatori di Perguruan Tinggi Malang.*(UIN-Malang Press. 2006) p. 136 Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra Volume 1 No.2 Agustus 2017.

[16] Sudjana, *Metode dan Teknik Pembelajaran Pertisipatif*. (Bandung: Falah. 2005), p.88

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2.1.2.3 Techniques of Brainstorming

Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic. There are some type of brainstorming used in this study. However, some others are listed below with brief examples and many other types can be imagined.

2.1.2.3.1 Simple Word Lists

Listing is a great brainstorming strategy. Listing elicits many thoughts and ideas on a given topic and encourages students to put their ideas in the form of an ordered list. In addition, Ferris and Hedgcock (2005: 149) argue that listing involves the generation of words, phrases, and ideas which offers another way of producing concepts and sources for further thought and exploration.[17]

Listing is a useful activity for students who might be constrained by unsure concern for expressing their thoughts in grammatically correct sentences. Moreover, listing encourages students to produce the diverse ideas in the sequential arrangement which will ease students in organizing the whole writing. By arranging the ideas which have been listed before, students can actualize a good writing organization in order to produce a good piece of writing.

List one of the brainstorming techniques that can help writers find ideas, gather information, activate schemas and organize thoughts. Leki (1996) explains that listing techniques work faster than freewriting techniques.[18] In conducting a list of

[17] Ferris and Hedgcock. *Teaching ESL Composition: Purpose, Process, and Practice* (New Jersey: Lawrence Erlbaum Associates, 2005) p.149

[18] Leki, Ilona. *Academic Writing.* Esploring Processes and Strategies. (New York: St.Martin's Press, 1996) p.42

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techniques, the author approves all ideas related to the topic. Then group the ideas according to their type and issue ideas that are not in accordance with the same ideas. In writing learning, instructors can allocate time for students to be able to do brainstorming activities (lists) as development activities for writing and thinking.

Leki (1996) explains that listing techniques are very useful for finding examples or specific information about a topic.[19] This technique is one of the most useful ways for writers to start over when they have no ideas at all while writing a draft. The procedures applied in the listing technique are (Oshima and Ann, 1991:5):[20]

1. Write the topic at the top of the paper.
2. Make a list of ideas about the topic
3. Use words or phrases, and not worry about spelling and grammar.

For example how to do brainstorming as follow:

1. List words to describe people's appearance.

1	Long hair
2	Beautiful
3	White Skin
4	Slim
5	Dimples

2. List all the items you need for a party.

1	Balloon
2	Cake
3	Party Dress
4	Shoes
5	Drinks

[19] Leki, Ilona. *Academic Writing.* Esploring Processes and Strategies. (New York: St.Martin's Press, 1996) p.42

[20] Oshima, Alice and Ann Hogue. *Writing Academic English.* Third Edition. (New York: Longman. 1991) p. 21

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3. Make a list of house furniture.

1	Stove
2	Chair and Table
3	Pan
4	Cupboard
5	Rice Cooker

2.1.2.3.2 Brainstorming on a picture

Using pictures is one of the ways that can be used in teaching English. The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information.

Pictures are a rich source of inspiration for brainstorming. Strange events evoke the biggest variety of responses. Most students will let their imagination roam if the pictures are strange enough. Use pictures from the textbook, magazines or other sources.

The procedures applied in the brainstorming on picture:

1. What are these people doing?

2. List the objects in the picture.

3. Write several words to describe this person.

2.1.2.3.3 Group storytelling

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Students work for groups and take turns adding to a story, either spoken or written. It is usually better to give the first line of the story.

2.1.2.3.4 Word-mapping or phrase-mapping around a central theme

Write a word or phrase in the center of a page. All the other words or phrases should link off this in a logical manner. Word-mapping can be useful for establishing groups of similar things, for example, animals or food. Phrase-mapping can be useful for developing topics or functions.

Each word must be changed, but each sentence must have a meaning. This can be useful to show the students the role of each word in a sentence prior to a substitution drill or other activities. It can be a fun activity to do on the whiteboard.

Brainstorming is a very useful activity that can be easily introduced into language classes. The research study previously discussed shows that it helps our students to become better learners. In addition, it is a fun activity which students enjoy and well worth trying out in your own classes.

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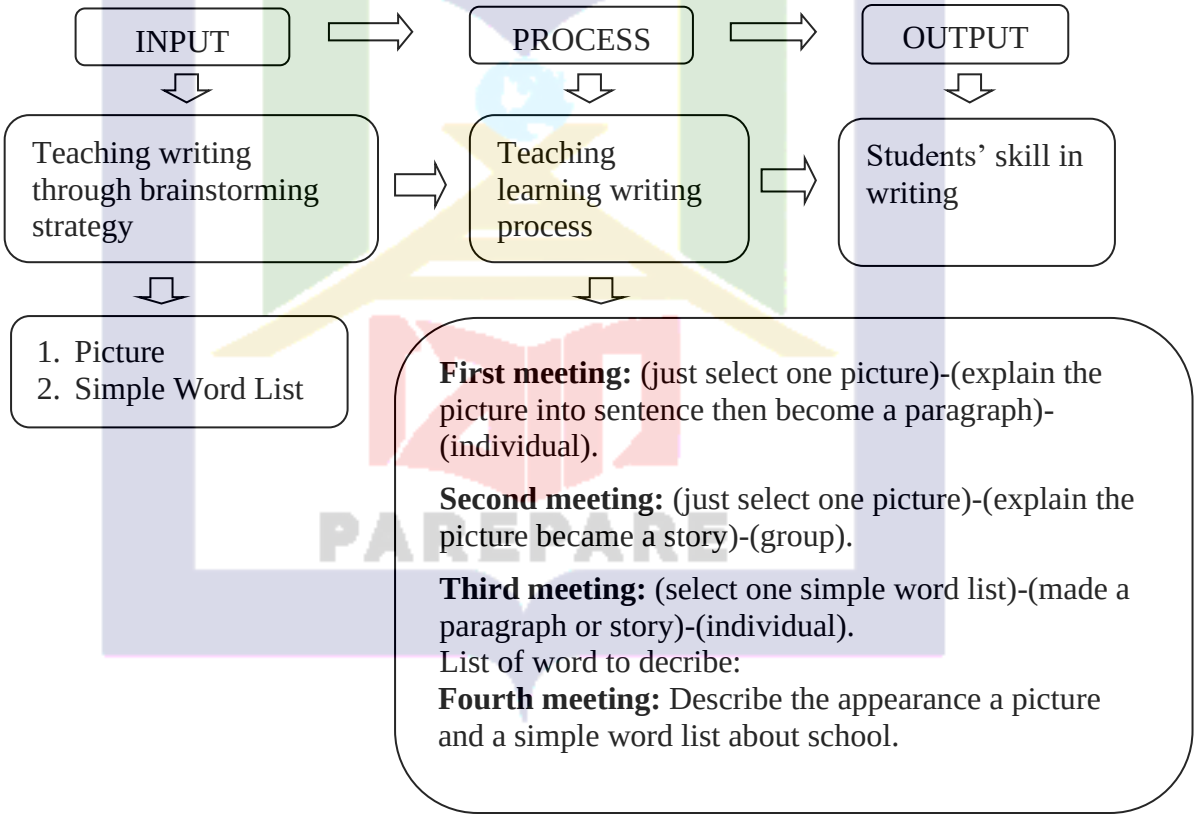
2.1.3 Conceptual Framework

One of the various activities in teaching English teaching writing to the students is based on brainstorming (picture and simple word list) strategy which are considered as one of the interested and enjoyable activities. The theoretical framework underlying this research has given in the following diagram:



The three variables: input, process, and output briefly committed as follow:

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1.1 Input: refers to teaching writing through brainstorming (picture and simple word list) strategy.

1.2 Process: refers to the activities in the teaching process of writing by using brainstorming (picture and simple word list) strategy.

1.3 Output: refers to the students' ability in writing English sentences and paragraphs after the treatment.

2.1.4 Hypothesis

This research tests empirically the following hypothesis:

Null hypothesis (H_0)	:	Brainstorming strategy not able to improve students' writing skills in the first grade of MTs Ma'arif Sarampu Polewali Mandar.
Alternative hypothesis (H_1)	:	Brainstorming strategy able to improve students' writing skills in the first grade of MTs Ma'arif Sarampu Polewali Mandar.

2.2 Previous Research Findings

Some researchers have observed and found the result related to the reference especially in writing skill that has been carried. Some of their findings are as follow:

Hardiyanti, in her research concluded that picture description technique is able to improve the writing ability and the interest of the students who were taught through this activity than who were not, it is proved by the result of the mean score of pretest (59,89) and the mean score of the posttest (81,39) where the t-test value (-24,85810 > -18,14190) which is greater than t-table (-13,137), and it means that there is significant difference between the students' ability before and after being taught through picture description technique, the students' interest about picture description

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technique is strong because with picture description technique the writing ability of the students increases. So the writer concludes that the picture description technique can improve the students' writing ability and the students' interested in learning writing ability at the eighth-grade students' of SMPN 9 Lembang Kabupaten Pinrang.[21]

Sofyan, in his research, concluded that the brainstorming techniques significantly improved the eighth-grade students' skills in writing descriptive text at SMPN 4 Pamboang MajeneRegency. The first evidence was the increasing mean score of the pretest from 2.080 (fair) to 2.750 (good) in the posttest. The second evidence is that the t-test value of 13,857 is higher than the critical t-table value of 2,145 (13,857>2,145) or not in the interval of -2,145 to +2,145. The brainstorming technique solved the students' problem in generating ideas for writing descriptive text by developing a vocabulary that has to do with the topic.[22]

Surianti, in her research, concluded that using brainstorming is effective to improve the English ability and especially make the student interest in learning. Besides that, the researcher can say with brainstorming its influence the student interest in learning. It could be proved from the result of descriptive that the students mean is before that treatment was score (4,64) pre is which is classifieds test (very poor) and after giving the treatment, the students have increased the result of score t-

[21]Hardiyanti. "The Using of Picture Description Technique to Improve the Students Writing Ability at the Eighth Grade Students of SMPN 9 Lembang Kabupaten Pinrang". Unpublished Skripsi, (Parepare: STAIN,2016) p.42

[22]Sofyan. "Using Brainstorming Techniques to Improve the Eight Grade Student's Skills in Writing Descriptive Text at SMPN 4 Pamboang Majene Regency". Unpublished Skripsi, (Parepare: STAIN,2015) p.60

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test (5,05) and the t table is (2,042). It means that the result of the t value is bigger than the test t – table value.[23]

Based on some previous research finding above the researcher concluded that in learning and teaching process the teacher not only needs the theories but also the way to teach the materials, the teacher has to be creative, productive and innovative to make the students interest and concentrate in the learning process. In this research, researchers used brainstorming (picture and simple word list). Therefore researchers in this research will focus more on using a picture and simple word list to attract students' attention, so that the student interested and motivated to writing, and most importantly to improving students' writing skills.

Media is one of the important parts that is offered by many experts as a tool to increase the interest and motivation of the students' skill. That is why the ability to use the teaching media is one of the competencies that every teacher must-have. The picture is one of the media, which the researcher believes that as one of the ways to increase the students' ability in writing from word to sentences, sentences to a paragraph, and paragraph to the essay.

[23]Surianti. "The Influence of Using Brainstorming Toward Interesting Learning English at The Second Year of SMP Negeri 1 Duampanua Pinrang". Unpublished Skripsi, (Parepare: STAIN,2013) p.58

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CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

This research used pre-experimental designs to analyze the data that will be collected through pre-test and post-test. The treatment will be conducted between them. The design is illustrated as follows:

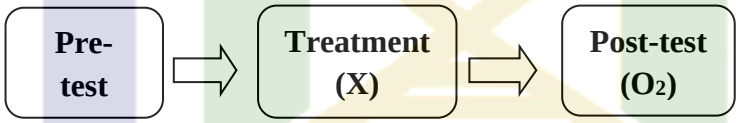

Figure 2. Research design[24]

Where:

O_1 = the result of students' pre-test

X = the treatment by using brainstorming strategies

O_2 = the result of students' post-test

Population and Sample

3.1.1 Population

[24] Gay.L.R.Mills, Geofferey E &Airasian, Peter. *Educational Research Competencies for Analysis and Application: Eight Edition Columbus:* Merrill Prentice Hall.1981

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The population of this research is the first-grade students of Mts Ma'arif Sarampu Polewali Mandar. In this research, the writer took the population from one of the class academic year 2018-2019.

Table 3.1. The List of Population MTs Ma'Arif Sarampu Polewali Mandar.

No.	Class	Sex		Total
		Male	Female	
1	VII.1	15	11	26
2	VII.2	9	18	27
3	VII.3	10	16	26
Total				**82**

Source:MTs Ma'Arif SarampuPolewali Mandar

3.2.2 Sample

The technique of sampling in this research is total sampling in which one class had taken, as a sample of this research is the first-grade students of Mts Ma'arif Sarampu Polewali Mandar consisting of three classes, and students in class VII.1 are chosen as sample consisting of 26 students.

Table 3.2 The Sample of the Research

No	Class	Sex	Total

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		Male	Female	
1.	VII.1	15	11	26

Source:MTs Ma'Arif SarampuPolewali Mandar

3.2 Location and Duration

3.2.1 Location

The location of the research was taken place in MTs Ma'arif Sarampu Polewali Mandar.

3.2.2 Duration

The duration of the research is several weeks where four meetings for the treatment and two meetings for pre-test and post-test.

3.3 The instrument of the research

To collect data, the researcher used the writing test and questionnaire. The writing test divided into two namely the pre-test and the post-test.

The questionnaire aims to identify the interest of students in learning English especially in writing through brainstorming (picture and simple word list) strategy, the questionnaire is divided into statements. The positive and negative statement, it is used to find out the students' interest in the users of brainstorming (picture and simple word list) strategy in learning English, especially in writing.

3.4 The procedure of Collecting Data

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In this research, the writer collected data three times, through a pre-test, a post-test and a questionnaire. The data of the pre-test as taken before the treatment and data of the post-test will be taken after the treatment and the last questionnaire after the post-test has done. The procedure of collecting data was given chronologically in the following steps:

3.4.1 **Pre-test**

The pre-test will be used to identify the students' ability to write English sentences and paragraphs before the treatment. The pre-test will spend 90 minutes.

3.4.2 **Treatment**

The treatment will be conducted in four times:

3.4.2.1 The First Meeting

3.4.2.1.1 The researcher gave greeting and praying to the students to open the class.

3.4.2.1.2 The reseacher checks student attendance.

3.4.2.1.3 After that, the researcher had prepared the all materials before going to teach the students in the classroom, before giving materials to the students, first of all, the researcher asked the students about what problems that they faced when studying English especially writing.

3.4.2.1.4 After the students tell the problem faced, researchers provide some opinions and motivations for students so that students' attention is more focused and make them interested in learning English, especially in writing.

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3.4.2.1.5 After students listen and receive explanations from researchers about the above problems, the researcher started teaching process and learning writing with a brainstorming strategy used picture. Researcher use picture as expected by the researcher, through a picture of attention students will be more focused and get a lot of responses.

3.4.2.1.6 After giving some pictures to students, researchers explain as well as provide examples of how to form a good sentence then become a paragraph to the students so that the picture owned by each student can be presented easily and the students enjoy.

3.4.2.1.7 And finally the researcher gave greeting to the students to close the class.

3.4.2.2 The Second Meeting

3.4.2.2.1 The researcher gave greeting and praying to the students to open the class.

3.4.2.2.2 The reseacher checks student attendance.

3.4.2.2.3 In this second meeting, researchers still use the picture to teach but in different ways, namely by forming several groups.

3.4.2.2.4 In this meeting, researchers will give pictures to each group, as for the intent and purpose of the picture that has been given, namely the connected story. Starting from making a sentence that will be connected one by one until it finally becomes a story.

3.4.2.2.5 After that, the researcher explained the steps that must be done in making connected story. And then, the researcher will provide an example so that each student better understands how to make connected story from the picture.

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3.4.2.2.6 After that, each group sent a representative in front of the class to retell the story.

3.4.2.2.7 And finally the researcher gave greeting to the students to close the class.

3.4.2.3 The Third Meeting

3.4.2.3.1 The researcher gave greeting and praying to the students to open the class.

3.4.2.3.2 The reseacher checks student attendance.

3.4.2.3.3 In this meeting, researchers use different techniques, and the technique used is a simple word list. This technique is different from yesterday's meeting. The researcher will give a simple word list to each student.

3.4.2.3.4 After that, the researcher explained that the simple word list that has been given must be made into a paragraph or story.

3.4.2.3.5 After that, each student can present the task that has been given to the front of the class, then the task is collected.

3.4.2.3.6 gave greeting to the students And finally the researcher to close the class.

3.4.2.4 The Fourth Meeting

3.4.2.4.1 The researcher gave greeting and praying to the students to open the class.

3.4.2.4.2 The reseacher checks student attendance.

3.4.2.4.3 In this meeting, researchers will use a picture and simple word list with different topics as teaching material.

3.4.2.4.4 The researcher will give each student some paper containing teaching material.

3.4.2.4.5 Next, the researcher asks each student to choose one topic freely from the material, then each student is given the task to make a story on a topic that has been chosen in the time specified.

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3.4.2.4.6 After that, the researcher asked each student to exchange tasks with other students, and then the students presented the task and then the task is collected.

3.4.2.4.7 gave greeting to the students And finally the researcher to close the class.

3.4.3 Post-test

After doing the entire four treatments (meetings), the post-test was administered to the students. The content of the pre-test was the same as the post-test. It lasts for 90 minutes.

3.4.4 Questionnaire

The questionnaire was used to know the students' interest in learning writing through brainstorming (picture and simple word list).

3.5 Techniques of Data Analysis

3.5.1 Classifying the students' interest-based on the criteria:[25]

Table 3.3 The Classification of the Students' Interest

No.	Classification	
1.	Score 0% - 20%	: strongly uninterested
2.	Score 21% - 40%	: un interest
3.	Score 41% - 60%	: moderate
4.	Score 61% - 80%	: strong

[25] Riduwan and Akdon. *Rumus dan Data dalam Analisis Statistika*. (Bandung. Alfabeta, 2002) p. 13

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5.	Score 81% - 100% : very strong

Source: Data dalam Analisis Statistika.

3.5.2 Scoring the students' work by using the following formula:

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{total number of item}} \text{ X } 100$$

Table 3.5 The Percentage of the Students Answer by Using the Formula Below:

Positive Statement		**Negative Statement**	
Category	Score	Category	Score
Sangat Setuju (SS)	5	Sangat Setuju (SS)	1
Setuju (S)	4	Setuju (S)	2
Netral (N)	3	Netral (N)	3
Tidak Setuju (TS)	2	Tidak Setuju (TS)	4
Sangat Tidak Setuju (STD)	1	Sangat Tidak Setuju (STD)	5

Source: Data dalam Analisis Statistika.

The collected data were analyzed through quantitative analysis. The steps were taken in the quantitative analysis are:

3.6.1 Scoring the students' work on pre-test. The way of getting the score was determined based on the correctness of the students' paragraph and text.

3.6.2 Scoring the students' work by using the following formula:

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{total number of item}} \text{ X } 100$$

3.6.3 The scores of the test were classified into five levels as follows:

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Table 3.3 The Classification of the Students' Score[26]

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	≤ 40	Very poor

Source: Dasar-Dasar EvaluasiPendidikan, (EdisiRevisi)

3.6.4 Computing the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \text{ X } 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of students

3.6.5 Findig out the standard deviation by using the following formula:

$$SD = \frac{\sqrt{SS}}{N} \qquad \text{Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD = Standard Deviation

$\sum x^2$ = The sum all square

[26] Arikunto Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Edisi Revisi), (Jakarta: PT. Bumi Aksara, 2005) p. 245

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$\frac{(\sum x)^2}{N}$ = The sum square of the sum of squares[27]

3.6.6 Calculating the mean score of the students' answer by using the following formula:

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

Where:

$\bar{X}$ = The mean score

ΣX = The sum of all score

N = Number of sample[28]

3.6.7 Finding out the significant difference between the pre-test and the post-test of thestudents' ability in writing. English text through brainstorming. The writer will calculate the value of the T-test formula as follows:[29]

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N-(n-1)}}}$$

Where:

T = test of significant

$\bar{D}$ = the mean score

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[27] Gay L. P., *Educational Research, Competencies of Analys and Application*, Second Education; (Charles E. Meril Publishing Company, 1981), p. 298.

[28] Gay L.P., *Educational Research, Competencies for Analysis and Application,* second education: (Charles. Meril publishing Company, 1981) p.320

[29] Gay L.P., *Educational Research, Competencies for Analysis and Application,* second education: (Charles. Meril publishing Company, 1981) p. 355

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ΣD = the sum of total score of significant

ΣD^2 = the square of the sum score of difference

N = the total number of subject.

3.6.7 Creteria of testing hypothesis:

The statistical hypotesis in this reseacher is a follows:

$\mu = \mu_2$

$\mu > \mu_2$[30]

To test the hypothesis the researcher used two tails with 0,05 level of significance. For an independent sample, the formula of freedom (df) is N-1

1. If t-table > t-test. Ho is accepted a Ha is refected, it means that using word wall is not able to improve the students' vocabulary mastery.
2. If t-table > t-test. Ha is accepted a Ho is refected, it means that using word wall can improve the students' vocabulary mastery.

[30] Gay L.P., *Educational Research, Competencies for Analysis and Application,* second education: (Charles. Meril publishing Company, 1981) p. 228.

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CHAPTER IV

FINDINGS AND DISCUSSION

The chapter consists of two sections, the findings of the research and discussion of the findings.

4.1 Findings

4.1.1 Students' Interest in Learning Writing

This part presents the result of data analysis of " students' interest in learning writing through brainstorming (picture and simple word list) strategy at the first Grade of MTs Ma'arif Sarampu Polewali Mandar". The data were taken from 26 students, questionnaire was used to find out whether students are interested in learning writing through brainstorming (picture and simple word list) strategy.

4.1.2 The Finding through the Questionnaire

Data from the questionnaire were analyzed and tabulated into percentage as follows:

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Table 4.1 Show the Score of the Students' Interest in Learning English through Brainstorming (Picture and Simple Word List)

No.	Item																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1.	4	5	3	5	4	5	5	4	5	3	5	4	5	4	5	5	4	75
2.	5	5	2	4	5	4	5	3	5	4	4	5	4	5	5	4	4	73
3.	3	4	4	3	5	4	4	5	4	5	5	5	4	4	4	5	5	73
4.	4	3	3	5	4	5	4	4	4	5	5	3	5	5	4	4	4	71
5.	5	5	5	4	4	4	5	2	5	4	4	5	4	5	4	3	5	68
6.	4	4	4	3	3	5	5	4	4	3	3	4	4	5	5	5	4	69
7.	5	5	5	4	4	2	2	5	5	4	4	3	5	4	4	3	4	68
8.	3	4	5	5	4	3	4	5	4	5	4	5	4	4	3	5	5	72
9.	5	5	4	4	4	5	5	3	4	4	5	4	5	5	5	4	5	76
10.	4	4	5	3	5	4	4	5	5	5	4	5	4	4	5	5	5	76
11.	3	4	4	5	5	5	5	4	4	4	3	5	5	5	5	5	4	75
12.	3	5	5	5	4	4	4	5	4	5	5	3	4	4	5	5	5	75
13.	5	4	4	5	5	5	4	4	5	5	5	5	5	5	4	5	4	79
14.	5	5	5	5	4	4	2	3	4	4	4	5	5	5	5	4	5	74
15.	4	4	4	4	5	5	5	5	5	4	4	4	4	5	4	5	5	76

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16.	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	81
17.	4	4	4	5	5	5	5	5	4	4	4	5	5	5	4	4	5	77
18.	4	5	3	5	4	4	4	5	5	5	3	5	4	5	5	5	5	76
19.	5	5	3	5	5	3	3	5	5	4	4	4	5	5	5	4	4	74
20.	3	4	4	5	5	5	5	5	5	5	4	4	3	3	4	4	4	72
21.	3	5	4	4	4	4	4	4	4	4	5	5	5	4	5	5	5	74
22.	5	5	4	5	5	5	5	4	3	4	4	4	5	5	4	5	5	77
23.	5	5	5	4	4	5	5	4	4	5	5	3	5	5	5	4	5	78
24.	4	4	3	5	5	5	5	4	4	5	5	5	4	4	5	5	5	77
25.	4	5	4	5	4	5	4	5	3	3	5	5	5	5	4	5	5	76
26.	5	4	5	4	5	5	5	5	4	4	4	4	5	4	5	5	5	78
Total																		**1940**

Source:MTs Ma'Arif Sarampu Polewali Mandar

The table 4.1 above shows around 70% of students are interested in learning to write using brainstorming strategies, the cumulative score that they got through the questionnaire was 1940/26 = 74,61 (Strong). And it was categorized strong. This means that most of the students are interesting to write using brainstorming strategy by using picture and simple word list, for more details according to students' answers from questionnaire number 1 most students agree to learn english by using brainstorming strategies to improve their writing skills, students' answers from

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questionnaire number 2 most students strongly agree the use of picture and simple word list feels fun for them in improving their writing skills, and then students' answers from questionnaire number 4 most students strongly agree with use picture and simple word list they always want to write, and next students' answers from questionnaire number 6 most students strongly agree and agee using picture and simple word list makes them want to learn to write even longer, answers of students from the other questionnaire most of the students strongly agree and agree using the brainstorming strategy to make them interested in improving their writing skills.

4.1.3 Improving the students' writing skills

This part presents the result of data analysis of " the students' ability to improve the writing skills in learning English through brainstorming (picture and simple word list) strategy at the fisrt Grade of MTs Ma'arif Sarampu Polewali Mandar". The data were taken 26 students then process, the treatment which was used to find out the students able to improve the writing skills in learning English through brainstorming (picture and simple word list) strategy.

The table below shows the difference student scores before and after treatmeant where the pre-test is X_1, post-test is X_2,classification is C and standar deviation is SD.

Table 4.2 The Students Score on Pre-Test and Post-Test, Classification and Standar Deviation

No.	R	X_1	X_1^2	C	X_2	X_2^2	C	SD	SD^2
1.	R1	35	1225	Very Poor	61	3721	Fair	26	676

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2.	R2	40	1600	Very Poor	65	4900	Fair	30	900
3.	R3	40	1600	Very Poor	70	4900	Fair	30	900
4.	R4	40	1600	Very Poor	68	4624	Fair	28	784
5.	R5	45	2025	Poor	70	4900	Fair	25	625
6.	R6	45	2025	Poor	70	5476	Fair	29	841
7.	R7	40	1600	Very Poor	65	4225	Fair	25	625
8.	R8	55	3025	Poor	75	5625	Good	20	400
9.	R9	45	2025	Poor	72	5184	Good	27	729
10.	R10	60	3600	Fair	80	6400	Good	20	400
11.	R11	55	3025	Poor	75	5625	Good	20	400
12.	R12	35	1225	Very Poor	54	2916	Poor	19	361
13.	R13	40	1600	Very Poor	65	4225	Fair	25	625
14.	R14	45	2025	Poor	72	5184	Good	27	729
15.	R15	61	3721	Fair	81	6561	Good	20	400
16.	R16	40	1600	Very Poor	58	3364	Fair	18	324
17.	R17	60	3600	Fair	80	6400	Good	20	400
18.	R18	55	3025	Poor	71	5041	Good	16	256
19.	R19	50	2500	Poor	75	5625	Good	25	625
20.	R20	50	2500	Poor	76	5776	Good	26	676

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21.	R21	45	2025	Poor	60	3600	Fair	15	225
22.	R22	50	2500	Poor	74	5476	Good	24	576
23.	R23	50	2500	Poor	72	5184	Good	22	484
24.	R24	45	2025	Poor	71	5041	Good	26	676
25.	R25	35	1225	Very Poor	56	3136	Fair	21	441
26.	R26	40	1600	Very Poor	58	3364	Fair	18	324
Total		**1201**	**57021**	**-**	**1794**	**126473**	**-**	**602**	**14402**

Source:MTs Ma'Arif SarampuPolewali Mandar

Table 4.3 The Frequency and Percentage of the Result of Pre-Test and Post-Test Through Writing Test.

No.	Classification	Score	Pre-test		Post-test	
			F	P (%)	F	P (%)
1.	Excellent	86-100	0	0	0	0
2.	Good	71-85	0	0	13	50
3.	Fair	56-70	3	11,85	12	46,38
4.	Poor	41-55	13	50	1	3,84
5.	Very Poor	≤40	10	38,46	0	0
Total			**26**	**100%**	**26**	**100%**

Source:MTs Ma'Arif SarampuPolewali Mandar

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Table 4.3 shows that before being given the treatment only a small percentage of students scored in a fair classification from the pre-test that had been given. 10 (38,46%) out of 26 students were in very poor classification, and none of them got an excellent and good classification. While student scores on post-test most of them were in fairly classification. 13 (50%) out of 26 students were in good classification and none of them excellent and very poor classification. It means that before the writer giving the treatment the writing skill of the students was categories of bad classification. In means that the students writing skill on pre-test have low skill in writing.

4.1.1 Mean score and standard deviation of pre-test

a. The mean score of pre-test

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

$$\bar{X} = \frac{1201}{26}$$

$\bar{X}$= 46.19

b. The standard deviation of the students score of pre-test

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = \sum x_1{}^2 - \frac{(\sum x)^2}{N}$$

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$$= 57021 - \frac{(1201)^2}{26}$$

$$= 57021 - \frac{1442401}{26}$$

$$= 57021 - 55476.96$$

$$= 1544.04$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{1544.04}{26}}$$

$$= \sqrt{59.38}$$

$$= 7.70$$

4.1.2 The mean score and standard deviation of the post-test

a. The mean score of post-test

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

$$\bar{X} = \frac{1794}{26}$$

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$\overline{X} = 69.00$

b. The standard deviation of the students' score of post-test

$$SD = \sqrt{\frac{SS}{N}} \text{ where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = \sum x_2{}^2 - \frac{(\sum x)^2}{N}$$

$$= 126473 - \frac{(1794)^2}{26}$$

$$= 126473 - \frac{3218436}{26}$$

$$= 126473 - 123786$$

$$= 2687$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{2687}{26}}$$

$$= \sqrt{103.34}$$

$$= 10.16$$

The mean score and standard deviation of the students' pre-test and post-test result on the writing test were tabulated as follows:

Table 4.4 The Mean Score and Standard Deviation of the Students' Pre-Test and Post-Test

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No.	Tests	Mean Score	Standard Deviation
1.	Pre-test	46.19	7.70
2.	Post-test	69.00	10.16

The table 4.3 above indicates that the pre-test result through the writing test was classified in bad classification, and the post-test result showed that most of them were in fairly good classification. It was proved by the mean score of the post-test (69.00) was greater than the mean score of the pre-test (46.19). this means that the students' result of the post-test was better than their result of the pre-test, and the standard deviation of pre-test (7.70) was very different between the standard deviation of the post-test (10.16).

4.1.3 The calculation of the result of pre-test and post-test on past tense

$\sum D = 602$

$\sum D^2 = 14402$

$N = 26$

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

$= \frac{602}{26}$

$\bar{D} = 23.15$

T - test = $\frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-(n-1)}}}$

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$$= \frac{23.15}{\sqrt{\frac{14402 - \frac{(602)^2}{26}}{26(26-1)}}}$$

$$= \frac{23.15}{\sqrt{\frac{14402 - \frac{362404}{26}}{26(25)}}}$$

$$= \frac{23.15}{\sqrt{\frac{14402 - 13938.61}{650}}}$$

$$= \frac{23.15}{\sqrt{\frac{463.39}{650}}}$$

$$= \frac{23.15}{\sqrt{0.71}}$$

$$= \frac{23.15}{0.84}$$

T -test = 27.55

df = 25, α = 0.05 = 2.056 (t - table)

The result of t – test value and t – table value was tabulated as follow:

T – test	T – table

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27.55	2.060

The table above reveals that the result of t-test (27,55) was greater than t – table value (2.060) with n = 26, degree of freedom (df) n – 1 = 26 – 1 = 25 in the level of significance (0.05).

Based on the data analysis, this describes that strategy of brainstorming (picture and simple word list) as a treatment could improve the students writing ability. It means that brainstorming (picture and simple word list) can improve the students writing skills at the First Grade of MTs Ma'arif Sarampu Polewali Mandar.

So the alternative hypothesis is accepted. The result above points that hypothesis testing of the alternative hypothesis (H_1) can be received by seeing the significant improvement of the students writing ability after teaching writing by using strategy brainstorming (picture and simple word list).

4.2 Discussion

As it has been explained before, the researcher used the writing test and questionnaire. The writing test divided into two namely the pre-test and the post-test. to investigate how far Brainstorming strategy can much better improve the students' writing ability at the first-grade students of Mts Ma'arif Sarampu Polewali Mandar.

The findings on the table 4.1 showed some differences between pre-test and post-test score. And the table 4.2 shows that before giving treatment only a small percentage of students scored in a fairly classification from the pre-test that had been given. 10 (38,46%) out of 26 students were in very poor classification, and none of them got excellent, very good, and good classification. While, student score on post-

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test most of them were in fairly classification. 12 (46,15%) out of 26 students were in good classification and none of them excellent, poor, and very poor classification.

The statement above was supported by the findings on the differences mean score between pre-test and post-test, in which the students' mean score in the pre-test (46.19) increased in post-test (69.00). in order words, the students' mean score increased from average to a good score. It means that the use of guided question was useful to teach writing skill to the students, this data same with some previous finding before, they have used some strategy to improve students' skill in writing. The discussion consists of descriptive of students' interest and the score of interest in learning English by using through brainstorming (picture and simple word list) strategy at the First Grade of MTs Ma'arif Sarampu Polewali Mandar was 74,61% it was categorized Strong.

The findings of this study which state that brainstorming technique are effective in improving students' writing skills in learning English are appropriate and are supported by the theory put forward by Sudiyono dkk that brainstorm is technique used in learning to help students think about as many ideas and ideas as possible. During brainstorming, students are encouraged to produce opinions or ideas as quickly as possible without needing to think about the value of their opinions.

From the result above we could analyze that using through brainstorming (picture and simple word list) strategy can improve writing English paragraph well better and the result of analysis questionnaire shows that the students' interest in learning English by using brainstorming (picture and simple word list) strategy was categorized as strong at the First Grade of MTs Ma'arif Sarampu Polewali Mandar.

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The finding above also shown that pre-test and post-test were strengthened by the result of the computation of t-test value; it was 27.55. If it was compared to t-table value, in which N = 26 or the total respondents were 26 students with the degree of freedom (df) = N-1 = 26 – 1 = 25 in the level of significance 0.05 (95%), was 2.060, the t-test value was higher than t-table value. This means that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected, or it can be said that through brainstorming (picture and simple word list) strategy able to improve students' writing skill at the first grade of MTs Ma'arif Sarampu Polewali Mandar.

There are some studies done by other researcher. One of them is written by Sofyan (2015) by using brainstorming techniques to improve student's skills in writing descriptive text. It was concluded that the brainstorming techniques significantly improved the eighth grade students' skills in writing descriptive text.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, namely the conclusion and suggestion of the research.

5.1 Conclusion

Based on the findings and discussions of the previous chapter above in this study, the writer concluded that :

5.1.1 through brainstorming (picture and simple word list) strategy can improve the writing skill and the interest of the students who were taught through this activity than those who were not. It is proved by the result of the mean score of pre-test is low and the mean score of the post-test is increasing where the t-test value was higher than t – table value.

5.1.2 there is significant difference between the students' skill before and after being taught through brainstorming (picture and simple word list) strategy.

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5.1.3 the students' interest about brainstorming (picture and simple word list) strategy is strong because with the strategy the writing skill of the students increases.

5.1.4 So the writer concludes that brainstorming (picture and simple word list) strategy can improve the students' writing skills at the first grade of MTs Ma'arif Sarampu Polewali Mandar.

5.2 Suggestion

Based on the result of data analysis and conclusions, the writer puts the following suggestion:

5.2.1 Since the implementation of brainstorming (picture and simple word list) strategy has been proven to be successful in improving the students' writing skill, it is strongly suggested that such teaching strategy be continually implemented in teaching writing to the class.

5.2.2 The teacher should have many kinds of strategy or various methods in teaching writing, the students are helped and easier to understand and more enjoy in learning teaching.

5.2.3 The English teacher should give more motivation to the students to increase their interest to learn the English language.

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APPENDICE

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Appendix I

Lesson Plan

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : **MTs Ma'arif Sarampu Polewali Mandar**
Kelas / Semester : **VII / I (Ganjil)**
Alokasi Waktu : **2 x 45 Menit (1x Pertemuan)**
Mata Pelajaran : **Bahasa Inggris**
Pertemuan : **1 (Pertama)**

A. Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

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C. Indikator : Mendeskripsikan sebuah gambar yang telah ditentukan dan mampu membuat kalimat sederhana kedalam bahasa inggris.

D. Tujuan : Pada akhir pembelajaran siswa dapat :

- Membuat kalimat sederhana kedalam bahasa inggris
- membuat teks descriptive

E. Materi : Several picture

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

F. Model Pembelajaran **:** Penugasan

G. Kegiatan Pembelajaran

- **Begining Activities (10 Minutes):**
  - Memberi salam
  - Mengabsen kehadiran siswa
  - Tanya jawab berbagai hal terkait materi
  - Apersepsi (menanyakan hal-hal yang terkait dengan materi)
- **Main Activities (65 Minutes):**
  - Peneliti akan membagikan materi kepada setiap siswa
  - Menjelaskan materi yang akan di ajarkan kepada siswa
  - Menjelaskan struktur kalimat yang akan di buat
  - Memberi contoh kata yang akan di buat menjadi sebuah kalimat
  - Peneliti memberikan kesempatan kepada siswa untuk bertanya jika ada sesuatu yang belum dimengerti.
- **Last Activities (15 Minutes):**
  - Menanyakan kesulitan siswa selama proses belajar mengajar
  - Menyimpulkan materi pembelajaran
  - Menutup proses pembelajaran dengan mengucapkan salam

H. Sumber Belajar **:**

- Buku teks yang relevan

- Kamus

I. Penilaian

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- **Teknik** : Teks tulis

- **Bentuk Instrument :** Picture

Sarampu Polewali Mandar, 8 januari 2019

Mengetahui,

Kepala MTs Ma'arif Sarampu	Peneliti
SRI MASYTAHWATI, S.Ag	SISKA TRIYASTUTI
Nip. 19710101200501 2 026	Nim. 13.1300.068

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Ma'arif Sarampu Polewali Mandar
Kelas / Semester : VII / I (Ganjil)
Alokasi Waktu : 2 x 45 Menit (1x Pertemuan)
Mata Pelajaran : Bahasa Inggris
Pertemuan : 2 (Kedua)

A. Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk

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berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator **:** Mendeskripsikan sebuah gambar yang telah ditentukan dan mampu membuat kalimat sederhana kedalam bahasa inggris.

D. Tujuan **:** Pada akhir pembelajaran siswa dapat :

- Membuat kalimat sederhana kedalam bahasa inggris
- membuat teks descriptive

E. Materi **:** Several picture

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

F. Model Pembelajaran **:** Penugasan

G. Kegiatan Pembelajaran

- **Begining Activities (10 Minutes):**
  - Memberi salam
  - Mengabsen kehadiran siswa
  - Tanya jawab berbagai hal terkait materi
  - Apersepsi (menanyakan hal-hal yang terkait dengan materi)
- **Main Activities (65 Minutes):**
  - Peneliti meminta siswa untuk membentuk beberapa kelompok
  - Peneliti akan membagikan materi kepada setiap kelompok
  - Menjelaskan materi yang akan di ajarkan kepada siswa
  - Menjelaskan struktur kalimat yang akan di buat
  - Memberi contoh kata yang akan di buat menjadi sebuah kalimat
  - Peneliti memberikan kesempatan kepada siswa untuk bertanya jika ada sesuatu yang belum dimengerti.
- **Last Activities (15 Minutes):**
  - Menanyakan kesulitan siswa selama proses belajar mengajar
  - Menyimpulkan materi pembelajaran
  - Menutup proses pembelajaran dengan mengucapkan salam

H. Sumber Belajar **:**

- Buku teks yang relevan

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- Kamus

I. Penilaian

- **Teknik** **:** Teks tulis
- **Bentuk Instrument :** Picture

Sarampu Polewali Mandar, 11 januari 2019

Mengetahui,

Kepala MTs Ma'arif Sarampu	Peneliti
SRI MASYTAHWATI, S.Ag	SISKA TRIYASTUTI
Nip. 19710101200501 2 026	Nim. 13.1300.068

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : **MTs Ma'arif Sarampu Polewali Mandar**
Kelas / Semester : **VII / I (Ganjil)**
Alokasi Waktu : **2 x 45 Menit (1x Pertemuan)**
Mata Pelajaran : **Bahasa Inggris**
Pertemuan : **3 (Ketiga)**

A. Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

C. Indikator : Mendeskripsikan sebuah gambar yang telah ditentukan dan mampu membuat kalimat sederhana kedalam bahasa inggris.

D. Tujuan : Pada akhir pembelajaran siswa dapat :

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- Membuat kalimat sederhana kedalam bahasa inggris
- membuat teks descriptive

E. Materi **:** Several Simple Word List

List of words to describe the appearance of the bedroom :

a.

1	**Bed**	**7**	**Chair**
2	**Pillow**	**8**	**Computer**
3	**Bolster**	**9**	**Book**
4	**Paint**	**10**	**Photo**
5	**Cupboard**	**11**	**Clock**
6	**Table**	**12**	**Bathroom and etc.**

List of words to describe the appearance of the animals :

b.

1	**Horse**	**7**	**Crocodile**
2	**Cat**	**8**	**Bird**
3	**Chicken**	**9**	**Turtle**
4	**Duck**	**10**	**Giraffe**
5	**Fish**	**11**	**Elephant**
6	**Rabbit**	**12**	**Snake**

F. Model Pembelajaran **:** Penugasan

G. Kegiatan Pembelajaran

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- **Begining Activities (10 Minutes):**
  - Memberi salam
  - Mengabsen kehadiran siswa
  - Tanya jawab berbagai hal terkait materi
  - Apersepsi (menanyakan hal-hal yang terkait dengan materi)
- **Main Activities (65 Minutes):**
  - Peneliti akan membagikan materi kepada setiap siswa
  - Menjelaskan materi yang akan di ajarkan kepada siswa
  - Menjelaskan struktur kalimat yang akan di buat
  - Memberi contoh kata yang akan di buat menjadi sebuah kalimat
  - Peneliti memberikan kesempatan kepada siswa untuk bertanya jika ada sesuatu yang belum dimengerti.
- **Last Activities (15 Minutes):**
  - Menanyakan kesulitan siswa selama proses belajar mengajar
  - Menyimpulkan materi pembelajaran
  - Menutup proses pembelajaran dengan mengucapkan salam

H. Sumber Belajar :

- Buku teks yang relevan
- Kamus

I. Penilaian

- **Teknik** **:** Teks tulis
- **Bentuk Instrument :** Simple Word List

Sarampu Polewali Mandar, 15 januari 2019

Mengetahui,

Kepala MTs Ma'arif Sarampu	Peneliti
SRI MASYTAHWATI, S.Ag	SISKA TRIYASTUTI
Nip. 19710101200501 2 026	Nim. 13.1300.068

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : **MTs Ma'arif Sarampu Polewali Mandar**
Kelas / Semester : **VII / I (Ganjil)**
Alokasi Waktu : **2 x 45 Menit (1x Pertemuan)**
Mata Pelajaran : **Bahasa Inggris**
Pertemuan : **4 (Keempat)**

A. Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

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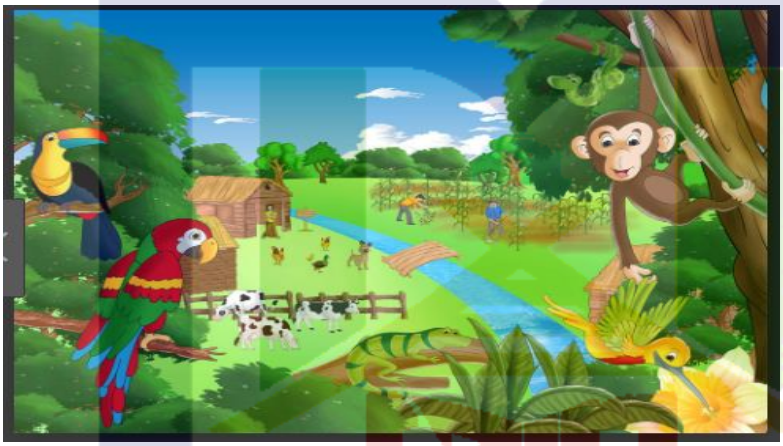
C. Indikator : Mendeskripsikan sebuah gambar yang telah ditentukan dan mampu membuat kalimat sederhana kedalam bahasa inggris.

D. Tujuan : Pada akhir pembelajaran siswa dapat :

- Membuat kalimat sederhana kedalam bahasa inggris
- membuat teks descriptive

E. Materi : Picture and Simple Word List



List of words to describe the appearance of the school :

1	**Teacher**	**7**	**Students**
2	**Class**	**8**	**School park**
3	**Sports field**	**9**	**Library**
4	**Trees**	**10**	**Parking lot**
5	**Canteen**	**11**	**Mosque**
6	**Teacher office**	**12**	**Security and etc.**

F. Model Pembelajaran : Penugasan

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G. Kegiatan Pembelajaran

- **Begining Activities (10 Minutes):**
  - Memberi salam
  - Mengabsen kehadiran siswa
  - Tanya jawab berbagai hal terkait materi
  - Apersepsi (menanyakan hal-hal yang terkait dengan materi)
- **Main Activities (65 Minutes):**
  - Peneliti memberikan materi dan meminta kepada siswa untuk memilih secara bebas sebuah topic yang terkait dengan materi
  - Menjelaskan materi yang akan di ajarkan kepada siswa
  - Menjelaskan struktur kalimat yang akan di buat
  - Memberi contoh kata yang akan di buat menjadi sebuah kalimat
  - Peneliti memberikan kesempatan kepada siswa untuk bertanya jika ada sesuatu yang belum dimengerti.
- **Last Activities (15 Minutes):**
  - Menanyakan kesulitan siswa selama proses belajar mengajar
  - Menyimpulkan materi pembelajaran
  - Menutup proses pembelajaran dengan mengucapkan salam

H. Sumber Belajar :

- Buku teks yang relevan
- Kamus

I. Penilaian

- **Teknik** **:** Teks tulis
- **Bentuk Instrument :** Picture and Simple Word List

Sarampu Polewali Mandar, 18 januari 2019

Mengetahui,

Kepala MTs Ma'arif Sarampu	Peneliti
SRI MASYTAHWATI, S.Ag	SISKA TRIYASTUTI
Nip. 19710101200501 2 026	Nim. 13.1300.068

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Appendix II

Questionnaire

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Questionnaire research improving writing skills of students through brainstorming (picture and simple word list) strategy at the first grade of mts ma'arif sarampu polewali mandar.

Petunjuk:

a. Angket ini tidak dimaksudkan untuk menguji dan menilai anda, melainkan untuk mendapatkan gambaran yang jelas tentang ketertarikan dalam mendeskripsikan sebuah gambar dan daftar kata sederhana sesuai dengan topic yang telah ada dalam menulis teks bahasa inggris.

b. Berilah tanda silang (x) pada pertanyaan sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain.

No.	Statement	Alternative Question				
		SA	A	N	D	SD
1.	Saya berminat belajar bahasa inggris dengan menggunakan brainstorming (picture and simple word list) strategy untuk meningkatkan keterampilan menulis saya?					
2.	Penggunaan picture and simple word list dalam meningkatkan writing skill terasa menyenangkan bagi saya?					

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3.	Saya merasa capek jika guru bahasa inggris saya selalu menyuruh saya mengulangi picture and simple word list dalam meningkatkan writing skill?					
4.	Saya selalu ingin menulis dengan menggunakan picture and simple word list?					
5.	Materi pelajaran brainstorming (picture and simple word list) strategy yang diberikan oleh guru bahasa inggris saya, dalam meningkatkan writing skill sudah cukup membuat saya pusing?					
6.	Dengan menggunakan picture and simple word list membuat saya ingin belajar menulis lebih lama lagi?					
7.	Penggunaan picture and simple word list membuat saya merasa senang?					
8.	Saya tertarik belajar bahasa inggris dengan menggunakan brainstorming (picture and simple word list) strategy?					
9.	Saya suka jika guru bahasa inggris memberikan materi picture and simple word list yang lain?					
10.	Saya lebih termotivasi belajar bahasa inggris dengan menggunakan picture and simple word list?					
11.	Saya tidak suka bila guru bahasa inggris saya menggunakan brainstorming (picture and simple word list) strategy?					
12.	Penggunaan picture and simple word list					

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	sangat menyenangkan dalam pengajaran bahasa inggris?					
13.	Penggunaan picture and simple word list sangat mudah dalam meningkatkan keterampilan menulis saya?					
14.	Penggunakan brainstorming (picture and simple word lits) strategy membuat saya tidak ingin menulis?					
15.	Saya sangat sulit meningkatkan keterampilan menulis saya dengan menggunakan picture and simple word list?					
16.	Sebaiknya materi brainstorming (picture and simple word list) strategy dalam meningkatkan writing skill diganti dengan materi bahasa inggris yang lain?					
17.	Saya merasa bosan jika guru bahasa inggris saya menggunakan materi brainstorming (picture and simple word list) strategy?					

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Appendix III

Instrument of the Research

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Instrument of the test

Writing test (picture and simple word list)

Choose one of the topic below, describe and write become paragraph.

Animals

Scenery

Back Home

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Rice fields

A house in the forest

Play

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Animal husbandry and gardening

Bedroom

1	**Bed**	**7**	**Chair**
2	**Pillow**	**8**	**Computer**
3	**Bolster**	**9**	**Book**
4	**Paint**	**10**	**Photo**
5	**Cupboard**	**11**	**Clock**
6	**Table**	**12**	**Bathroom and etc.**

Zoo

1	**Horse**	**7**	**Crocodile**
2	**Cat**	**8**	**Bird**
3	**Chicken**	**9**	**Turtle**

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4	**Duck**	**10**	**Giraffe**
5	**Fish**	**11**	**Elephant**
6	**Rabbit**	**12**	**Snake**

School

1	**Teachers**	**7**	**Students**
2	**Class**	**8**	**School park**
3	**Sport field**	**9**	**Library**
4	**Trees**	**10**	**Parking lot**
5	**Canteen**	**11**	**Mosque**
6	**Teacher office**	**12**	**Security and etc.**

Appendix IV

The students' score in pre-test and post-test

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The Students Score on Pre-Test and Post-Test, Classification and Standar Deviation

No.	R	X_1	X_1^2	C	X_2	X_2^2	C	SD	SD^2
1.	R1	35	1225	Very Poor	61	3721	Fair	26	676
2.	R2	40	1600	Very Poor	65	4900	Fair	30	900
3.	R3	40	1600	Very Poor	70	4900	Fair	30	900
4.	R4	40	1600	Very Poor	68	4624	Fair	28	784
5.	R5	45	2025	Poor	70	4900	Fair	25	625
6.	R6	45	2025	Poor	70	5476	Fair	29	841
7.	R7	40	1600	Very Poor	65	4225	Fair	25	625
8.	R8	55	3025	Poor	75	5625	Good	20	400
9.	R9	45	2025	Poor	72	5184	Good	27	729
10.	R10	60	3600	Fair	80	6400	Good	20	400

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11.	R11	55	3025	Poor	75	5625	Good	20	400
12.	R12	35	1225	Very Poor	54	2916	Poor	19	361
13.	R13	40	1600	Very Poor	65	4225	Fair	25	625
14.	R14	45	2025	Poor	72	5184	Good	27	729
15.	R15	61	3721	Fair	81	6561	Good	20	400
16.	R16	40	1600	Very Poor	58	3364	Fair	18	324
17.	R17	60	3600	Fair	80	6400	Good	20	400
18.	R18	55	3025	Poor	71	5041	Good	16	256
19.	R19	50	2500	Poor	75	5625	Good	25	625
20.	R20	50	2500	Poor	76	5776	Good	26	676
21.	R21	45	2025	Poor	60	3600	Fair	15	225
22.	R22	50	2500	Poor	74	5476	Good	24	576
23.	R23	50	2500	Poor	72	5184	Good	22	484
24.	R24	45	2025	Poor	71	5041	Good	26	676
25.	R25	35	1225	Very Poor	56	3136	Fair	21	441
26.	R26	40	1600	Very Poor	58	3364	Fair	18	324
Total		**1201**	**57021**	**-**	**1794**	**126473**	**-**	**602**	**14402**

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The Frequency and Percentage of the Result of Pre-Test and Post-Test Through Writing Test.

No.	Classification	Score	Pre-test		Post-test	
			F	P (%)	F	P (%)
1.	Excellent	86-100	0	0	0	0
2.	Good	71-85	0	0	13	50
3.	Fair	56-70	3	11,85	12	46,38
4.	Poor	41-55	13	50	1	3,84
5.	Very Poor	≤40	10	38,46	0	0
Total			**26**	**100%**	**26**	**100%**

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Appendix V

The students' work sheet

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Writing Test of Pre-Test and Post- Test

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

: Marina
: VII. 1

ence (Bedroom)
re is bed, pillow and bolster pillow
re is cupboard, table and chair
re is book, photo and clock
last there is bathroom and etc.

raph (Bedroom)
In bedroom there is bed, pillow and bolster pillow
for sleep. and there is cupboard for clothes,
for sit, and table. and there is book, photo
clock and last there is bathroom for bath
etc.

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ma : Muh Abdullah
as : VII-1

- cow
- chicken
- Dragonfly
- Forest
- Lotus
- Pig

six tree
three chicken
eight duck

sky colour blue

e one horse, one cow, one pig and one sheep

two lotus and dragonfly

graph

rest I see six tree, I see four goose, I see three chicken
eight duck and I see one horse, one cow, one pig, one sheep
I see two lotus and two dragonfly.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

: Marina
: VII 1

rds

ree - flower
ree People - mountain
horse - stone
art - grass
well - bird
loud

ences

see many tree
see mountain in the picture
see a horse and cart
see there are three people
see two birds
see four clouds
nd I see grass and a well
and last I see a house with chimney

agraph

In the picture I see many tree with brown stems and
n leaves, I see mountain in the picture, and then I
a horse and cart where on the cart there is a
ple and some items, next I see there are three
ople in the picture and also I see two birds namely
ow, and I see four clouds on the blue sky, and in the
cture I see many grass and I see a well that use to
raw water.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Nama : Muh Abdullah
Kelas : VII. I

=> words
sun, bird, two childs (boy and girl), flower, sky, tree, river
and two duck toys, egg

=> Sentences
- I see a yellow sun
- I see three birds flying
- I see many tree
- I see an egg hatch on a tree
- I see flower on the river bank
- I see two childs playing on the river with two duck toys
- I see the water color in the picture is blue
- I see the girl in the picture with yellow hair
- I see sky in the picture is beautiful

=> In the picture I see a yellow sun with light in the afternoon, I see three birds flying near the children who are playing on the river, I see many tree in the picture. I see flower on the river bank and color flower is yellow and red. I see two childs playing on the river with two duck toys. next I see the water color in the picture is blue, and then I see the girl in the picture with brown hair and I see the boy in the picture with yellow hair and last I see sky in the picture is beautiful.

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NAMA : Zulfikri

KELAS : VII.1

Questionnaire research improving writing skills of students through brainstorming (picture and simple word list) strategy at the first grade of mts ma'arif sarampu polewali mandar.

Petunjuk:

a. **Angket ini tidak dimaksudkan untuk menguji dan menilai anda, melainkan untuk mendapatkan gambaran yang jelas tentang ketertarikan dalam mendeskripsikan sebuah gambar dan daftar kata sederhana sesuai dengan topic yang telah ada dalam menulis teks bahasa inggris.**

b. **Berilah tanda silang (x) pada pertanyaan sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain.**

1. Apakah saya berminat belajar bahasa inggris dengan menggunakan brainstorming (picture and simple word list) strategy untuk meningkatkan keterampilan menulis saya?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

2. Apakah penggunaan picture and simple word list dalam meningkatkan writing skill terasa menyenangkan bagi saya?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

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3. Apakah saya merasa capek jika guru bahasa inggris saya selalu menyuruh saya mengulangi picture and simple word list dalam meningkatkan writing skill?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

4. Apakah saya selalu ingin menulis dengan menggunakan picture and simple word list?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

5. Apakah materi pelajaran brainstorming (picture and simple word list) strategy yang diberikan oleh guru bahasa inggris saya, dalam meningkatkan writing skill sudah cukup membuat saya pusing?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

6. Apakah dengan menggunakan picture and simple word list membuat saya ingin belajar menulis lebih lama lagi?

a.sangat setuju

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b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

7. Apakah penggunaan picture and simple word list membuat saya merasa senang?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

8. Apakah saya tertarik belajar bahasa inggris dengan menggunakan bramstorming (picture and simple word list) strategy?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

9. Apakah saya suka jika guru bahasa inggris memberikan materi picture and simple word list yang lain?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

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10. Apakah saya lebih termotivasi belajar bahasa inggris dengan menggunakan picture and simple word list?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

11.Apakah saya tidak suka bila guru bahasa inggris saya menggunakan brainstorming (picture and simple word list) strategy?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

12.Apakah penggunaan picture and simple word list sangat menyenangkan dalam pengajaran bahasa inggris?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

13.Apakah penggunaan picture and simple word list sangat mudah dalam meningkatkan keterampilan menulis saya?

a.sangat setuju

b.setuju

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c.netral

d.tidak setuju

e.sangat tidak setuju

14. Apakah penggunakan brainstorming (picture and simple word lits) strategy membuat saya tidak ingin menulis?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

15. Apakah saya sangat sulit meningkatkan keterampilan menulis saya dengan menggunakan picture and simple word list?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

16. Apakah sebaiknya materi brainstorming (picture and simple word list) strategy dalam meningkatkan writing skill diganti dengan materi bahasa inggris yang lain?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

PAREPARE

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17. Apakah saya merasa bosan jika guru bahasa inggris saya menggunakan materi brainstorming (picture and simple word list) strategy?

a.sangat setuju

b.setuju

c.netral

d.tidak setuju

e.sangat tidak setuju

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix VI

The Recommendation Letter of the Research

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3887 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. POLEWALI MANDAR
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: SISKA TRIYASTUTI
Tempat/Tgl. Lahir	: KARIANGO, 23 Mei 1995
NIM	: 13.1300.068
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: KARIANGO TIMUR I, DESA PANANRANG, KEC. MATTIRO BULU, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. POLEWALI MANDAR*** dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING WRITING SKILLS OF STUDENTS THROUGH BRAINSTROMING (PICTURE AND SIMPLE WORD LIST) STRATEGY AT THE FIRST GRADE OF MTs MA'ARIF SARAMPU POLEWALI MANDAR"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

26 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Dirnaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/02/IPL/DPMPTSP/I/2019

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr (i) SISKA TRIYASTUTI
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-746/Bakesbangpol/B.1/410.7/12/2018,Tgl. 31 Desember 2018

MEMBERIKAN IZIN

Kepada :

Nama	:	**SISKA TRIYASTUTI**
NIM/NIDN/NIP	:	**13.1300.068**
Asal Perguruan Tinggi	:	**IAIN PAREPARE**
Fakultas	:	**-**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**PANANRANG KEC. MATTIRO BULO**

Untuk melakukan Penelitian di Kecamatan Binuang Kabupaten Polewali Mandar, terhitung bulan Januari 2019 sampai selesai dengan Judul **"IMPROVING WRITING SKILLS OF STUDENTS THROUGH BRAINSTORMING (PICTURE AND SIMPLE WORD LIST) STRATEGY AT THE FIRST GRADE OF MTs MA'ARIF SARAMPU POLEWALI MANDAR".**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 02 Januari 2019

a.n. **BUPATI POLEWALI MANDAR**
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU,

ANDI MASRI MASDAR, S.Sos., M.Si
Pangkat : Pembina
NIP : 19740206 199803 1 009

Tembusan:
1. Unsur Forkopinda di tempat;
2. Ka. Kemenag di tempat;
3. Camat Binuang di tempat;
4. Ka. MTs Ma'arif di tempat.

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YAYASAN AL-NAHDLAH
MADRASAH TSANAWIYAH MA`ARIF SARAMPU
DESA KUAJANG KEC. BINUANG KAB.POLMAN
PROVINSI SULAWESI BARAT
Alamat: Jl. Mesjid Al-Ma`arif Sarampu

SURAT KETERANGAN
32/MTs/31.03.037/PP.005/01/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Ma`arif Sarampu Kabupaten Polewali Mandar, menerangakan dengan sesungguhnya bahwa :
Yang bertanda tangan di bawah ini:

Nama	**Sri Masytahwati, S.Ag**
Nip	**19710101200501 2 026**
Jabatan	**Kepala Madrasah**
Nama Madrasah	**MTs Ma`arif Sarampu**

Menerangkan dengan sebenarnya bahwa :

Nama	**SISKA TRIYASTUTI**
NIM	13.1300.068
Semester	XI (Sebelas)
Tahun Akademik	2018/2019
Program Studi	Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di MTs Ma`arif Sarampu, pada tanggal 01 Februari 2019, dalam rangka melengkapi penyusunan skripsi yang berjudul :
"IMPROVING WRITING SKILLS OF STUDENTS THROUGH BRAINSTORMING (PICTURE AND SIMPLE WORD LIST) STRATEGY AT THE FIRST GRADE OF MTs MA`ARIF SARAMPU POLEWALI MANDAR".

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Sarampu, 01 Februari 2019
Kepala MTs Ma`arif Sarampu

SRI MASYTAHWATI, S.Ag
Nip. 19710101200501 2 026

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Appendix VII

Documentation

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Appendix VIII

Curiculum Vitae

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CURRICULUM VITAE

SISKA TRIYASTUTI, The writer was born on May 23th, 1995 in Pinrang, South Sulawesi. She is the first child from two children in her family. Her father's name is Sumardi and her mother's name is Debora.

Her educational background, she began her study on 2001 at SDN 208 Kariango, Pinrang and graduated on 2006, at the same year she registered of SMPN 1 Mattiro Bulu and graduated on 2009, and she continued her study in MAN 1 Parepare and graduated on 2012. Then she continued her study at English Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare and she following an organization on campus called ANIMASI and then she completed her study with her skripsi in title "Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List) Strategy at the First Grade of MTs Ma'arif Sarampu Polewali Mandar".

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