

The Effect of Collaborative Writing Technique and Brainstorming Technique on Students Writing Achievement

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ABSTRACT

The objective of this research is to explain whether students' writing achievement taught by using collaborative writing technique is higher than that taught by using brainstorming writing technique. Because students more than active to make writing cooperatively. While the brainstorming writing technique ordered the students to make writing individually. The research design was experimental research. There were 34 students from 2020/2021 academic year of Madrasah Aliyah Swasta Awashliyah 30 Binjai as the sample of this research. The students were divided into two groups. The first group was treated by using collaborative writing technique and the second group was treated by using brainstorming writing technique in writing achievement was measured by using writing descriptive test. The data were analyzed by applying ANNOVA. The result of the research that student's writing achievement taught by collaborative writing technique higher than students' achievement taught by brainstorming writing technique.

Keywords: *collaborative writing technique brainstorming technique, writing achievement*

I. INTRODUCTION

The Implementation of the Curriculum 2013, English language skills are formed through continuous learning. It starts with improving the knowledge competency of the types, rules and context in a text followed by competency skills that present a written and spoken text. The both planned and spontaneous with the correct pronunciation and intonation. They leads to the formation of language politeness and respect for the language. Then, the governments sets Competency Standard of Graduates (SKL) through Permendikbud No. 54 of 2013. Competency standard of Graduates have three qualifications abilities that include attitude, knowledge and skills.

To make the teaching writing successful, the teacher should give their attention about the way in making the teaching writing effective. Such as strategy, method, technique and matter for teaching writing. Teacher also should pay attention to the other skills that the students need before because teaching writing is a complex.

Activities in teaching and learning process in tenth grade of SMA Cerdas Murni Tembung, English teacher used the old strategies, method and technique such writing was usually done in long time. But students

could not procedure enough words and sentence in their writing. Based on the researcher's preliminary study and observation through interviewed to the English teacher in that school, the problem can see in the following phenomena. Some students were not interesting in writing, some students did not have enough ability to write, some of students could not express their ideas in written form, some of students often wrote ungrammatically, and a teacher is always monotone in his teaching performance, which is the teacher still use lecture method in the class, the teacher always ordered the students to do the exercise in text book without using another way to make the students be more interest, active and creative.

Based on preliminary data of students' score in students' writing, the students' score of writing descriptive text in semester 1 in academic year 2020/2021 also still does not fulfill the minimum passing grade (KKM) that is 75.

The score of the students in the both of classes (XA and XB) still low. In the class XA there are 30 students. In that class the students who get the passing grade are 8 students, then there are 22 students who get under passing grade. In class XB there are also 30 students. In that class the students who get passing grade are 11

students. Then, there are about 19 students who get under passing grade.

Based observed reseracher to the English teacher on the total score of making descriptive text by students before. The mean score of those classes are:

Table 1. The Mean Score of Descriptive Text By Tenth Grade Students Of Mas Al-Washliyah 30 BINJAI

Class	Mean Score	Percentages
XA	67	27
XB	69	37

From Table I shown the scores of both classes based on the total number of students that average score from both classes still under KKM. Based on the previous data by Nawawi (2011:1) stated that in descriptive text the students may have difficultties in learning. They confused what to write although they know the topic. Nesia(2017:3) stated that collaborative technique can be used to improve the students' writing ability. Then, collaborative gives oppurtunities for students to share and develop the ideas more easily.Yenita (2014:2) Descriptive text is usually used in daily life such as, describing place to someone new, describing a person, or describing thing. Many students find difficulties in writing descriptive text. To solve the problems that have been mentioned above, the writer tries to give easy way to write descriptive text by using collaborative technique. In this technique, students usually work in groups of two or more , mutually searching for understanding ,solutions, meaning, or creating the product. Rahmawati (2019:2) states that brainstorming technique give some positive effect on students writing achievement especially in descriptive text. Those five aspect are content, organization, grammar, vocabulary and mechanic. It is show in mean score in pre-test was 62,48 then mean score in post-test was 73,50. It means that the students mean score improved about 11.02.

Based on the phenomena mentioned above. It is clear that most of students had alot problems in processing of writing. especially in writing on descriptive something. In solving problems encountered by students, using techniques is one of the solution. In this era, there are so many issues developing and develop by some experts. Some expert claim that collaborative writing technique and brainstorming technique can solve the problem above. Because those techniques are way of learning process in production of ideas in writing. So that, there are two techniques in writing skill will be discussed to help students developing their ability to write and raise their acievement. Those are collaborative writing technique and brainstorming technique.

Brown (2004) states an achievement is a process of developing skills or knowledge. The most common type of achievement is a standarized progress indeveloping the measurable skills and knowledge learned in the

given level, usually through planned instructions, such as training or classroom instruction.

Collaborative learning involves learners interacting in pairs or small group on a writing task. Thus the two key components in collaborative writing are verbal interaction and writing. verbal interaction hasbeen identified as fundamental in both cognitive and sociocognitive theories of second language (L2) learning. The act of writing also has language learning potentials. The cognitive proces that occur in the production of written language (Storch,2013)

Alwasilah (2000) stated there are some steps of collaborative writing, as follows :

- 1) Ideas, To help students understand the importance of components in text essays such as characters, settings, problems, and solutions, students are given the following complete questions, the majority of which begin with the question word "WH" (who, what, where, when, why, and how) . The aim is to build on the writer's ideas.
- 2) Drafting, the keywords that have been written in the first step are then developed into a draft essay.
- 3) Reading, writer reads the draft writing aloud. When reading a pronunciation / reading error, the helper is allowed to correct the error if he is able.
- 4) Editing, the helper and writer look back at the draft that has been prepared. At this stage they can make improvements that are felt necessary by both. Errors of words, phrases, or sentences should be marked by using a color pen or stabile to facilitate subsequent repairs. There are five things that must be considered in editing this initial draft, which are: meaning, order, style, spelling, and punctuation.
- 5) Final Draft, after that the writer rewrites the edited text in accordance with the advice and input from the helper. The helper can provide assistance when needed. The final results of this paper become the results of group work which is then submitted to the teacher.
- 6) Teacher Correction, in this stage students will get instructive comments and feedback from the teacher. Students should face the teacher together to get the teacher's correction in grammar and feedback related to meaning / ideas, orders, style, spelling, and punctuation (punctuation)

Alwasilah[1], pointed collaborative writing has advantages as follows:

- (a) Instill cooperation and tolerance for the opinions of others and increase the ability to formulate and express ideas;
- (b) Instilling the attitude of writing as a process because group work emphasizes revision, allowing students who are weaker to recognize the writings of friends;

- (c) Encourage students to learn in group work, and present the work situation they will experience in the professional world in the future
- (d) Getting used to self-correction and writing drafts repeatedly, where students as writers are the most loyal readers.

In addition to the advantages above, the collaborative writing has weaknesses, as follows :

- (1) The difficulty of getting colleagues who can work together,
- (2) In group work often there are too many alternatives or suggestions for improvement that are confusing
- (3) Spent a lot of teacher and student time

Brown [9] states brainstorming as a technique which helps someone initiate some sort of the thinking process. Brainstorming is often put to excellent use in preparing students to read a text, discuss a complex issue, or write on a topic. Brainstorming as a technique in which a student uses free association to discover ideas come to mind on a given topic. It is a mental exercise in which a student writes down ideas about a topic. It can be a powerful method in the development of ideas.

Blanchard and Root[8] mention the steps of brainstorming.

- 1) Brainstorm list. In this step, the writer quickly makes a list of every word, every phrase, every ideas that comes into the writer's mind about the topic.
- 2) Edit brainstorming list. In this step, the writer includes in the final paragraph and what he/she want to omit by combining ideas.
- 3) organize the list. Here, the steps should be in time order
- 4) Making an outline. Here, the title is centered at the top. The topic sentence is placed below the title and the five steps listed under the topic sentence and have capital letters.
- 5) Writing the paragraph. The last step is to write the paragraph based on the outline made.

According to Roestiyah [23] the following are the advantages and disadvantages of using brainstorming technique in teaching writing:

- a. Advantages using brainstorming technique:
 - 1) The students think actively to express opinion.
 - 2) Training the students to think fast and logically systematic.
 - 3) Stimulating the students should always be ready to argue that relate to the problem given by the teacher.
 - 4) Increasing the student's participation in accepting the lesson.

- 5) The active/less students get help from their smarter friends or from the teacher.
 - 6) Create a fair competition.
 - 7) The students feel free and happy.
 - 8) The atmosphere of democracy and discipline can be grown.
- b. Disadvantages using brainstorming technique:
 - 1) The teacher was not giving time to the students to think well.
 - 2) Sometimes the conversation is just monopolized by smart students.
 - 3) The teacher simply holds opinion, but never said the conclusion.
 - 4) The students do not immediately know whether his opinion was true or false.
 - 5) Problems can develop in ways that are not expected.

1.1 Descriptive Text

I Wy. Dirgeyasa [12] stated that the genre based descriptive writing also has its own rhetorical structure or generic structure and textual elements. Then, each element has its own function and purpose.

- a. The generic structures and textual elements in table :

Table 2. The Generic Structures And Textual Elements

Textual Elements	Functions
Identification	<ul style="list-style-type: none"> • It is a statement describing and illustrating about the topic/ theme to be describe • Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description • The use of adjective and degree of comparison of adjective is advisable
Description	<ul style="list-style-type: none"> • It is a complete description about the topic/theme proposed in identification text. • Description is the detail description or elaboration of the topic or theme as described in the identification

Based on the explanation on the background of the study before, the objective of the research is formulated as to explain there is any effect of collaborative writing technique and brainstorming technique on the students writing achievement.

The scope of the research is confined in using the both of two teaching techniques in writing, those are

collaborative writing technique and brainstorming technique. Then, the researcher will also measure from the own personality of student. That is curiosity. By knowing high and low curiosity of students, this research is expected to give clear description on the effect of teaching techniques and curiosity on students achievement in writing. The writing genre observed in this research focuses on descriptive writing which should be achieved by the students of grade ten as what is required to be learnt in curriculum in MAS Al-Washliyah 30 Binjai

2. METHOD

This research was carried out by applying a quantitative approach with an experimental design. In this research, there is one independent variable: that was teaching techniques, which are two kinds: Collaborative Writing Technique and Brainstorming technique. While dependent variable was the students' achievement in writing. While dependent variable was the students' achievement in writing. Thus, the research design is two- way ANOVA (Analysis Of Variance) because in this research, the researcher used experimental design by using factorial 2 x2 way used

The population of this research was all grades ten in MAS Al-Washliyah 30 Binjai, consist three classes. Each class consists of 34 students; it means that 102 students were used as the population of this research. The sample of this research were 68 students found in 2 classes randomized from tenth classes. This was taken based on the random sampling. Which is like lottery. The researcher prepare three pieces of paper in a box and then select two piece paper. Those paper ware class XA and XB

3. RESULT AND DISCUSSION

Data research was conducted in four meetings. From all meetings conducted, it was found that the students' score from pre-test and post-test. The improvement of the students' score in each test can be seen from differences among mean, median, and mode could be seen in Table.

Table 3. Description of Students Writing Achievement

Statistical Value	Collaborative	Brainstorming
N	34	34
Highest Score	95	90
Lowest Score	60	60
Mean	82.50	77,50
Median	85	80
Mode	85	75

Std. Deviation	9.789	7.204
Variance	95.833	51.894

From the table above seen that the mean score of taught by using collaborative is 82.50. While the mean score taught by using Brainstorming technique is 77.60. it means that the students taught by using collaborative writing technique is higher than brainstorming technique.

Table.4. Summary of the Calculation Result of Two Way Anova

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3400,412 ^a	3	1133,471	32,226	,000
Intercept	234932,484	1	234932,484	6679,383	,000
Techniques	154,040	1	154,040	4,380	,040
Curiosity	2257,026	1	2257,026	64,170	,002
Techniques * Curiosity	214,053	1	214,053	6,086	,016
Error	2251,058	64	35,173		
Total	475100,000	68			
Corrected Total	5651,471	67			

a. R Squared = ,602 (Adjusted R Squared = ,583)

Based on the result of the testing hypothesis from the table 4 above it is obtained Fobs 4,380, Ftable = 0.040 which the previsions of signficancy (Sig.) < 0.05 (α). The average score of students group which wre taught by Collaborative Writing Technique = 82.50 is higher than the average score group which were taught by Brainstorming Technique = 77.50

It means that the null hypothesis (Ho) has been succesfull rejected and it can be concluded that the hypothesis of the research which stated that the students' achievement in writing descriptive that was taught by using Collaborative Writing Technique got higher score in writing descriptive than the students' achievement in writing descriptive that was taught by using Brainstorming was really true.

4. CONCLUSION

Based on the finding of the study and result of the data analysis. It can be concluded that :

The students' achievement in writing descriptive text which taught by using Collaborative Writing Technique is significantly higher than taught by Brainstorming Technique.

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