THE EFFECTIVENESS OF BRAINWRITING 6-3-5 TECHNIQUE IN TEACHING WRITING AT MTSN 2 PONOROGO

THESIS

By

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2021

ABSTRACT

WARDANI, DELA KUSUMA. 2021. *The Effectiveness of Brainwriting 6-3-5 Technique in Teaching Writing at MTsN 2 Ponorogo in The Academic Year 2020/2021.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute for Islamic Studies of Ponorogo. Advisor Fenty Andriani, M.Pd.

Keywords: Brainwriting 6-3-5 Technique, Teaching Writing, Descriptive Text

Writing is one of the language skills that must be practiced by the students. Writing is very crucial to be mastered because it is the process of putting and arranging the words together to be sequence sentences. However, many student difficulties to master it because they cannot organize their idea. Therefore, the teacher needs interesting techniques to make students more active in teaching writing. One of the techniques is Brainwriting 6-3-5 Technique. Brainwriting 6-3-5 technique is the technique to speak about thought, minds, and ideas in written form. It can help students produce and compose their ideas together.

The objective of this research is to find out whether students who using brainwriting 6-3-5 technique get better writing achievement than those who are not by using brainwriting 6-3-5 technique at the seventh graders of MTsN 2 Ponorogo in the academic year 2020/2021.

The researcher applied a quantitative approach and used a quasi-experimental design. In this research, the population was the seventh graders of MTsN 2 Ponorogo. The sample was 56 students. The VII L class as the experimental class and the VII F as the control class. Both of them consists of 28 students. The data were gathered through the test. This research was conducted by applying the following procedures giving the pre-test, applying the treatment, and giving a post-test.

After getting the score of the test, the data were analyzed and processed using the T-test formula by using SPSS. The value of t-test = 6,158 is consulted with 5% significant level with df 54, that is 2,00 (t test > t table). So, Ha is accepted. Overall, from the computation, it can be concluded that there is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at the seventh graders of MTsN 2 Ponorogo in the academic year 2020/2021.
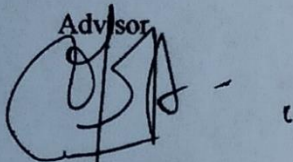
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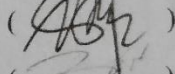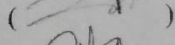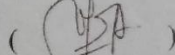|	
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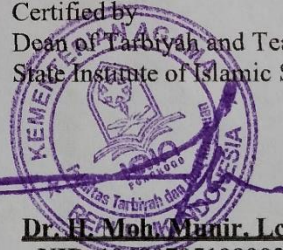
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CHAPTER I

INTRODUCTION

This chapter deals with the general background of the study, the scope of limitation of the study, research problem, research objective, significances of the study, and organization of the study.

A. Background of the Study

Teaching English is an important value in our education. According to Effilius, the final objective of teaching English is that students are expected to master the four skills of English : listening, speaking, reading, and writing.[1] Among those four skills, writing is very crucial to be mastered because it is the process of putting and arranging the words together to be sequence sentences. Writing is a performance of design, makes writing direction individually different from many other kinds of teaching. It means that writing is one of the language skills to express an idea in written form and help the students in the process of learning English.[2] Writing is the process of generating and organizing an idea becomes written form. Writing needs hard thinking because it produces words and sentence becomes paragraph at the same time. Therefore, it needs to be practiced.

There are several writing text genres that must be learned by students, one of them is descriptive text. According to Jackson and Stockwell, descriptive text is a text that explains something is likes, to give is characteristic, uses, and so on. It is often written in the present tense and are and still have the most frequently used verbs and

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[1]Effilius, *Intregrating the four language skills.* (Calgary: Calgary Board and Education, 2014), 6.

[2]Kirby & Darren Crovitz, *Inside out Strategies for Teaching Writing.* (United States of America : Office and Agents throughout the world, 2013), 6.

adjective.[3] Descriptive text is a genre of text that use to describe something. It consists of identification and description. This genre text is taught in Junior high school. Writing descriptive text is not easy for the students. Most of them experience difficulties expressing their idea and mention the characteristic of something that they want to write.

Based on the researcher's interview with an English teacher at MTsN 2 Ponorogo, it is found that the seventh graders get obstacles when the teacher teaches writing. *First*, students get difficulties in the content of the writing. This problem is related to the topic that they want to write. They are confused to start their writing. They also often write relevant to the topic but lack of detail. It can be said that the students are poor out in their idea to write down even it is only on a piece of paper. *Second*, students get difficulties organizing their writing. Most of the students can write down their ideas but cannot develop them to be sentenced. Besides, they cannot arrange their writing to be unity and coherent paragraph. They are still confused to connect one sentence to the next ones. It means that the students are lack logical sequencing and development of their writing. *Third,* the students are lack vocabulary. They always use the same vocabulary over and over again. They easily forgot new vocabulary and never used it. Moreover, many students are lazy to read their dictionaries. In other words, lacking vocabulary makes them difficult to finding meaning and express their idea.

Considering the above fact, the teacher must find a way to solve the students' problems. The teacher must do the best to get students' attention and interest in the teaching-learning process. In this case, there are several alternative techniques that can

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[3] Jackson, H., & Stockwell, *An introduction to the Nature and Functions of Language.* (London: A&C Black, 2011), 84.

be used by the teacher in teaching learning process. One of them is by applying Brainwriting 6-3-5 technique.

Brainwriting 6-3-5 technique is one of the group brainstorming techniques that was developed by Bernd Rohrbarch in 1969. According to Adams, Bernd Rohrbarch stated that brainwriting 6-3-5 allows the writer to work together with friends and colleagues in processing several ideas in parallel from a circle with six of the friend or classmate and decide on a problem the writer would like to solve.[4] Brainwriting 6-3-5 technique is the technique to speak about thought, minds, and ideas in written form. It is about 6 participants who are given 5 minutes to write down 3 ideas. It can help students produce and compose their ideas together. Brainwriting 6-3-5 technique also makes the introvert students who are afraid of speak up their ideas can be through a written form. Through this technique, the students are asked to write down their idea on paper from one to other students about the topic that is given by the teacher. The students arrange their idea together to be sentences and paragraphs.

Brainwriting 6-3-5 technique is a special writing technique because it overcomes production blocking by enabling all participants to write down their ideas at the same time.[5] Specifically, only one participant can produce ideas at a time during the process. The goal of Brainwriting 6-3-5 technique is each participant to continue the ideas that have already been written by another participant on the sheet.[6] It means that if the participant cannot continue the ideas, they must build and add new ideas. The participant must write the ideas until the sheet has been filled in.

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[4]David J. Adams. *Effective Learning In The Life Sciences.* (Wiley Blackwell. 2011), 20.
[5]Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving* (San Fransisco: Pfeiffer), 329.
[6]Gerard. Puccio, *The Creative Thinker's Toolkit* (USA: The Teaching Company, 2014), 67.

Concerning the description above, there have been several research that investigated same variables. It is supported by B.O. Olanisimi at Nigerian Undergraduates in Ogun State. Based on his study, it was recommended that brainwriting 6-3-5 technique can encourage to exercises students' minds on productive thinking. Brainwriting 6-3-5 technique is capable of boosting the thinking capability of the learner, this is done through a persistent and persevering sense of achievement and attainment. Brainwriting 6-3-5 technique improves the students' ability to think about what they might already know about a topic to be studied and the follow-up discussion. It helps the students to develop knowledge as well as engaging their interest in the subject to be studied.[7]

Based on the background above, the writer is interested in conducting a research with a title **"The Effectiveness of Brainwriting 6-3-5 Technique in Teaching Writing at MtsN 2 Ponorogo"**

B. Scope and Limitation of the Study

To avoid a deviation of the discussion, this study is focused on some concerns identify as follows:

1. The subject of this study is the Seventh Graders of MTsN 2 Ponorogo in Academic Year 2020/2021.

2. The object of this study is the effectiveness of brainwriting 6-3-5 technique in teaching writing.

3. The material in teaching writing is descriptive text using brainwriting 6-3-5 technique.

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[7]B.O.Olanismi. *Effectiveness of Brainwriting and Cort 5 Thinking Creativity Techniques in Foresting Life Skill, Acquisition among Nigerian Undergraduates in Ogun State.* African Journal for the Psychological Study of Social Issues. Vol 18 No. 1, AJJPSSI. 2015, 84.

C. Research Question

The main question of this research can be formulated: Is there any significant effect on students' writing achievement who are taught by using brainwriting 6-3-5 technique than those who are not taught by using brainwriting 6-3-5 technique?

D. Research Objective

The objective of the research can be stated as to investigate whether students who using brainwriting 6-3-5 technique get better writing achivement than those who are not by using brainwriting 6-3-5 technique.

E. Significance of the Study

The study is expected to bring some benefits in theoretical and practical, as follows:

Theoretically, this study is hoped to find out one of the creative ways in teaching English as a foreign language, especially knowing the effectiveness of using brainwriting 6-3-5 technique in teaching writing at MTsN 2 Ponorogo.

Practically:

1. **For the teacher**
   a. The results of this research can give creative techniques in teaching writing descriptive texts for students.
   b. This research can give teachers awareness to teach the students how to deliver more interesting material.

2. **For the students**
   a. This research can motivate the students to enjoy and be more active in learning writing so they can improve their writing skills without any confused.

b. This research can provide a new spirit on students' writing, especially in descriptive texts so students can understand the material delivered easily and thoroughly.

3. **For the reader**

This research can be used as information and inspiration when conducting research in the teaching English process, especially in teaching writing descriptive texts.

F. Organization of the Study

The writer organizes the process of this research report systematically. This study covers five chapters in which the organization of the study. The first chapter involves the background of the study, scope, and limitation of the study, research question, research objectives, significant of the study, and organization of the study. In the background of the study, the writer describes some problems in teaching writing descriptive text. The writer also explains the importance of teaching-learning descriptive text and the difficulties of learning descriptive text.

The second chapter covers previous research findings, theoretical background, conceptual framework, and hypothesis. In this chapter, the writer gives about the definition of writing, the purpose of writing, the process of writing, the component of writing, teaching writing for junior high school, the definition of descriptive text include the generic structure and language feature of procedure text, the definition of brainwriting 6-3-5 technique, the advantages and the implementation of brainwriting 6-3-5 technique in teaching writing.

The third chapter is research methodology. This chapter consists of research design, population and sample, data collection instrument, the technique of data collection, and technique of data analysis.

The fourth chapter is research findings. This chapter involves the research location, data description, data analysis, and interpretation and discussion.

The last chapter involves a conclusion and suggestion. This chapter, the writer will conclude and give the suggestion based on her research.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter discusses previous related studies, literature review, conceptual framework, and hypothesis.

A. Previous Research Study

There are some previous studies related to this study. The first research was conducted by Filda Hulwani Dewi. The title of her research was *The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015*. The researcher used Classroom Action Research as the research method of this study. The researcher applied two cycles in this study. The data were obtained through observations and tests. She conducted this research because of the phenomena she found that students have difficulties to build and develop their ideas. Besides that, they got bored and losing interest in the learning process. The using brainwriting 6-3-5 technique can be an alternative way to students' writing ability in the teaching-learning process.[8]

The second research was conducted by Syifana Ayu Tiarani. The title of the research was *"Improving the Students' Writing Skills by Using Brainwriting 6-3-5 Technique among the eighth-grader at MTS Muhammadiyah Bumi Nabung"*. The aim of this study is to know the use brainwriting 6-3-5 technique can improve the students' skill in writing recount text and their learning activities among the eight-graders at MTs Muhammadiyah Bumi Nabung. The objective of this research is aimed at improving students' writing skill and their learning activities by using brainwriting 6-3-5

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[8]Filda Huwani Dewi. *The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text.* (Walisongo State University Semarang).2015.

technique among the eight-graders at MTs Muhammadiyah Bumi Nabung. The research was classroom action research (CAR) that was conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The average score of pre-test, post-test I, and post-test II showed that there was the progressing score. In cycle I, the average score at pre-test was 58.2, and in post-test I the average score was 67 and the average score of post test II was 74.2. Based on the result, it could be said that Brainwriting 6-3-5 technique can improve the students" writing skill on recount text at the Eighth grader of MTs Muhammadiyah Bumi Nabung.[9]

The similarity of the first and second previous research with this study deals with the use of brainwriting 6-3-5 technique to improve students' writing achievement in the teaching and learning process. The previous research and this study also have a difference. The previous research used classroom action research methodology and focused on writing recount text. Meanwhile, this study used experimental research and focused on writing descriptive text. So, the difference between the previous study and this study has something to do with the research method and research focus.

The third research was conducted by Deby Yustika Sari. The title of her research was *"The Effect of Applying Brainwriting Strategy on Students' Achievement in Writing Narrative Text"*. A simple random sampling technique was used to get a sample it consists of 55 students. The technique of collect data is by giving a test (essay test) with a scoring rubric for writing. The result of t-test was 2.66 and t-table was 1.67. It means that there is a significant effect of Applying Brainwriting Strategy on The Students' Achievement in Writing Narrative Text"[10]

[9]Syifana Ayu Tiarani. *Improving the Students' Writing Skills by Using Brainwriting 6-3-5 Technique*. (IAIN Metro). 2019.

[10]DebyYustika Sari. *The Effect of Applying BrainwritingStartegy on The Students' Achievement in Writing Narrative Text*" (Muhammadiyah University Sumatera Utara). 2018.

The third previous research and this study are similar in terms of the usage of brainwriting techniques to improve students' writing achievement in the teaching-learning process. The previous research and this study also have a difference. The previous research focused on writing narrative text. Meanwhile, this study focused on writing descriptive text.

B. Literature Review

1. Nature of Writing

a. Definition of Writing

According to Kane, writing is a process of involving and knowing how to handle the words, sentences, and paragraphs to become good writing.[11] It means that writing takes hold of the words, sentences, and paragraphs. Furthermore, Langan revealed that writing is a realistic attitude to build on the idea and it is a way to communicate with others, discover what they want to write, and explore their thought in writing.[12] Besides, Caroline T. Linse said that Writing is a combination of process and product of discovering ideas, putting them on paper, and working with them until they are presented in a manner that is polished and comprehensible to readers.[13] Writing is the process of build and developing ideas on paper to get comprehensible for readers. Writing is the bridge of communication that is shown in written form. It is about managing words, sentences, and paragraphs at the same time.

Utami also stated that writing is the expression of language in the form of letters, symbols, or words.[14] Moreover, Raimes argues that writing is a skill

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[11]Kane. Thomas S, *Essential Guide to Writing*. New York: Berkley Book, 2000), 17.

[12]John Langan, *College Writing Skills*. (United States of America: McGrawHill, 2011), 11.

[13]Heaton. JB, *Writing English Language Test*. (New York: Longman Inc, 1988), 135.

[14]Utami, Dewi. *How to write*. (Medan: La Tansa Press), 2.

in which we express the ideas, feeling, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand.[15]

From the above opinions, there are a lot of definitions of writing. The writer concludes that writing is an activity or realistic attitude to combine several words and ideas to become a good sentence and paragraph. Writing is a process to tell and explain our ideas, feeling, minds, opinions, reactions, and thoughts in form of text.

b. **Purpose of Writing**

In writing, there are several purposes such as:[16]

1) To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.

2) To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.

3) To entertain or instruct through creative literature such as stories, novels, and poems.

4) To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

5) To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

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[15]Raimes, Ann. *Technique in teaching writing.* (New York: Oxford University Press, 1983), 3.

[16]David, Nunan. *Teaching English to Speakers of other Languages at: An Introduction*. (Newyork and London: Routledge, 2015), 78.

c. Process of Writing

Harmer argues that writing process is the stages a writer goes through in order to produce something in its final written form.[17] Boardman mentions that there are six basic steps into writing such as follows:[18]

1) Assessing the assignment: The most important piece of information for students to know is the topic and purpose of the assignment.

2) Generating ideas: The students take those steps to figure out what kind of information they need to look for.

3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.

4) Writing the first draft: After having the ideas generated and organized pattern to follow, the students write the first draft.

5) Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.

6) Revising: The students start revising as soon as they finish writing.

7) Editing: The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.

8) Writing the final draft: The students write correct paragraph format based on the result of the revising step.

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[17] Jeremy, Harmer. *How to teach writing*. (Longman : Pearson Education, 2004), 4.

[18] Cynthia A. Broardman and Jia Frydenberg, *Writing to Communicate Paragraphs and essay*, (New York: Pearson Education, 2008), 31.

From the explanation above, the writer conclude that the important process of writing is organizing and generating idea. This process needs accurate thingking to put their idea become a written text.

d. Teaching Writing for Junior High School

Teaching writing is one of important parts in English language skills. It must be based on the curriculum learnt by students in junior high school. When helping students to be better writers, teachers have a number of crucial tasks to perform. Among the tasks which teachers have to perform before, during, and after students writing are the followings:[19]

1. Demonstrating

    Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention.

2. Motivating and provoking

    Students often find themselves lost for words' especially in creative writing task. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3. Supporting

    Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always

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[19]Jeremy, Harmer. *How to teach writing*. (Harlow : Pearson Education, 2004), 41.

available (except during exam writing of course), and prepared to help students overcome difficulties.

4. Responding

When responding, students react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.

5. Evaluating

When teachers want to evaluate students' work, telling both them and theirs how well they have done. When evaluating students' writing for test purpose, they can indicate where they wrote well and where they made mistakes, and they may award grades, but although test marking is different from responding, they can still use it not just to grade students also as a learning opportunity.

2. **Concept of Descriptive Text**

a. **Definition of Descriptive Text**

Description or descriptive etymologically is derived from the word 'describe'. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive text can also describe idea or point of view in order to have visual appearance of it.[20] Furthermore, descriptive paragraph gives an impression about something, not a definition.[21] In Addition, Descriptive text is a text that explains something is like to give is characteristic, uses, and so on.[22]

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[20]Wayan, Dirgeyasa. *College Academic Writing: A Genre-Based Perspective*. (Medan: Unimed Press, 2014), 3.

[21]Folse, K. S, et al. *Great writing 2: great paragraph*. (Boston:National Geographic, 2014), 118.

[22]Jackson, H., & Stockwell, *An introduction to the Nature and Functions of Language*. (London: A&C Black, 2011), 84.

Moreover, Description presents information in a way that appeals to one or more of the five senses- sight, sound, touch, taste, and smell, usually creating an overall impression or feeling.[23] It can be concluded that descriptive text is a text to explain characteristic and particular of person, place or thing. Descriptive text to decribe and represent thing either abstract thing or concrete thing.

b. **Generic Structure of Descriptive Text**

    Every genre of text has generic structure. This generic structure make easier for the writers to write based on the rules. Descriptive text has two generic structure, such as follow:[24]

1) Identification:

This stage contains identification that Identifies phenomenon to be described.

2) Description:

This stage contains important description that Describes parts, qualities, characteristics, etc.

c. **Language Feature of Descriptive text**

Descriptive text also has language features such as:[25]

1) Descriptive text uses simple present tense.

2) Descriptive text uses relational verbs when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).

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[23]Mc. Whorter Kathleen. *Sucessful College Writing: Fifth Edition*. (New York: St. Martin's ,2012), 268.

[24]Peter Knapp and Megan Watkins. *Genres, Text, Grammar.* (New South Wales: UNSW Press,2005), 97.

[25]Ibid, 98-99.

3) Descriptive text uses action verbs when describe uses.

4) Description grammar uses articles a and the.

5) Adjective which is describing, numbering, classifying, for example: sharp white fang.

6) Relational process uses verb which describes participant condition and shows possession. Example: my father has two children.

7) Descriptive text uses figurative language such as simile or metaphor a way to give comparison illustration. Example: her skin white as snow.

3. **Brainwriting 6-3-5 Technique**

   a. **Definition of Brainwriting 6-3-5 Technique**

   Brainwriting 6-3-5 technique is one of the group brainstorming techniques that was developed by Bernd Rohrbarch in 1969. Baxter explains that brainwriting suggests everyone write some ideas or opinions on a paper, whether in the form of a column and line. Every sheet then is passed on to the other members in groups and they must try to increase or develop those ideas further by adding new lines or columns.[26] Wilson argues that brainwriting is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas.[27] Brainwriting is a part of brainstorming that is shown by graphics form. Brainwriting is the process of organizing and generate ideas on a table that consists of 6 rows and 3 coloumn. It can help students to develop ideas with the point that they write.

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[26]Mike Baxter, *Product Design: Practical Methods for the Systematic Development of New Product*, (United Kingdom: CRC Press, 1995), 81.

[27]Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method,* (UK: Elsevier, 2013), 44.

Van Gundy argues that brainwriting 6-3-5 is silent, written idea generation related to the topic that involves everyone in a group activity. Moreover, brainwriting is one of the group best techniques to guarantee the large number of ideas in a group when compared to conventional brainstorming activity.[28] Brainwriting 6-3-5 technique can be alternative problem-solving to introvert students who are afraid to speak up their idea. this technique also helps students more active in social groups. Baetriz Munuz Seca explained that brainwriting 6-3-5 is a teaching technique that provides a structure to spawn a great number of ideas and find connections and combinations among those ideas.[29] Brainwriting 6-3-5 technique helps students to produce and arrange the ideas from small scope becomes large. The students can combine their idea to be sentences and paragraphs well. It can increase stimulate creativity and intellectual for students.

b. **Advantages of Brainwriting 6-3-5 Technique**

According to Wilson, Brainwriting has some advantages are follow:[30]

1) It can produce ideas more than share ideas with the traditional opinion.

2) It reduces the possibility of conflict between members in the group debate.

3) It helps members of the talk passive and less self confidence in their opinion expressed orally in a group sharing opinions.

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[28]Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving* (San Fransisco: Pfeiffer, 2005), 329.

[29]Baetriz Munuz Seca. *How To Make Things Happen.* (IESE Business School Madrid, 2017), 324.

[30]Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method.* (New York: Publisher, 2013), 48.

4) It reduces the possibility of fear when their opinion not accepted other members.

5) It reduces anxiety when someone works in a culture.

It can be combined with other technique creativity to increase the number of ideas that produced on particular subject or a particular matter.

c. The Implementation of Brainwriting 6-3-5 Technique

The implementation of brainwriting 6-3-5 technique to improve writing, describe below: [31]

1) The teacher constructs some groups that consist of six students in each group and defines the topic to be worked on.

2) Every student in each group must complete a brainwriting 6-3-5 worksheet (Six students write down three ideas for 5 minutes).

3) Each student must write down the topic at the top of the sheet (literally). For a period of 5 minutes, the students must write down three ideas silently at the top of a blank sheet.

C. Conceptual Framework

Writing is one of the basic important skills that students must know and learn. Writing is a difficult subject because it needs hard thinking in producing words, sentences, and paragraphs at the same time. Writing is not only combined or arrange words, sentences, and paragraphs at the same time but also it has form and rules in the process.

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[31]Baetriz Munuz Seca, *How To Make Things Happen*. (IESE Business School Madrid, 2017), 324.

Based on the researcher's interview with an English teacher at MTsN 2 Ponorogo, the students had problems writing well. The students got difficulties organizing their idea. Therefore, the teacher needs interesting techniques to make students more active in teaching writing. One of the techniques is Brainwriting 6-3-5 Technique. The writer hopes that Brainwriting 6-3-5 technique can give benefit and opportunity in teaching writing, especially writing descriptive text.

D. Hypothesis

According to Frankel and Wallen, a hypothesis is a prediction, a statement of what specific results or outcomes are expected to occur. The hypothesis of a study should indicate any relationships expected between the variables (the factors, characteristics, or conditions) being investigated and be so stated that they can be tested within a reasonable period.[32] From the explanation above, The writer determines some hypothesis to predict the effectiveness of brainwriting 6-3-5 technique in teaching writing, as follows:

1. Null Hypothesis (H_0): There is no significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

2. Alternative Hypothesis (H_a): There is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

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[32]Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 20.

Hypothesis in this research is (H$_a$): There is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal to guide the researcher to work systematically. The research methodology covers a set of research activities conducted by the researcher. It involves research design, population, sample, research instrument, data collection technique, and data analysis technique.

A. Research Design

In this research, the writer used quantitative research. According to Yuwono, quantitative research is concerned with testing hypotheses derived from theory and being able to assess the size of a phenomenon of interest.[33] The writer used quantitative research to investigate the effectiveness of brainwriting 6-3-5 technique in teaching writing at MtsN 2 Ponorogo in the Academic Year 2020/2021. Quantitative research has two kinds of design. They are experimental design and non-experimental design.

The writer used Experimental design. The experimental design consists of pre-experimental, quasi-experimental, and true-experimental. The design that used in this research was quasi-experimental. In a quasi-experiment, the research uses a non-randomized control group pre-test and post-test. The design of quasi-experimental can be a figure as follows :[34]

GROUP	PRE-TEST	TREATMENT	POST-TEST
EXPERIMENTAL	O_1	X	O_2
CONTROL	O_3	-	O_4

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[33]Dolar Yuwono, *Writing From Practice To Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 92.

[34] John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition.* (Boston: Pearson Education, Inc., 2012), 151.

Notes:

X   : Treatment by using brainwriting 6-3-5 technique

01 : Pre-Test for the experimental class

03 : Pre-Test for the control class

02 : Post-Test for the experimental class

04 : Post-Test for the control class

In this study, the writer used brainwriting 6-3-5 technique as the independent variable and teaching writing as the dependent variable. The process in conducting this research is as follows:

1. Pre research step

   The first step is preparation. The researcher will determine the experimental class and control class. Then, the researcher prepared of lesson plan and instrument to get the data.

2. Research step

   The second step is acting. For this second step, the researcher will apply the treatment in experimental class. The researcher taught the class by using brainwriting 6-3-5 technique.

3. Data analysis step

   The third step is collecting data. The data which were collected will be analyzed by researcher. The steps were as follows:

a. Collect the post-test score from experimental class and control class.

b. Test the data using T-test.

B. Population and Sample

In this research, the writer collected population and sample to conduct the research as follows :

1) Population

According to Ary, Population is a big group which the generalization can be made. It is well defined as a whole subject, class of people, events, or objects.[35] The population of this research is the seventh-grade students of Mtsn 2 Ponorgo in the academic years 2020/2021. In MtsN 2 Ponorogo, there are twelve classes for seventh-grade. Every class consists of 28 to 30 students, and a total of the students are 372 students. The writer chose the seventh-grade students as the population because they had materials about the descriptive text which is appropriate with brainwriting 6-3-5 technique.

2) Sample

The small group that is observed is called a sample. Sample is a portion of population.[36] Sample in a research study is the group on which information is obtained.[37] It means that sample is small group which is obtained of population. This study needs techniques to take the sample. The researcher uses cluster random sampling. Cluster random sampling is determined based on the sampling groups such as class and cluster sampling was easier in implementation at school. There are 28 students of VII L class as experimental class. Then, there are 28 students of VII F class as control class. So that, this sample of the research is 56 students

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[35]Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2009), 148.

[36]Ibid, 148.

[37]Jack R. Frankel, *How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 91.

of 372 students.

C. Instrument of Data Collection

According to Creswell, an instrument is a tool for measuring, observing, or documentation quantitative data. The instrument may be in the form of a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.[38] In this research, the writer used a written test. The form of a test is an essay test. The test was divided into two parts: pre-test and post-test. The pre-test was given to know students' achievement before getting the treatment. Post-test was given to know students' achievement after getting the treatment.

In quantitative research, the instruments of data collection should be agreed with validity and reliability. It is to quantify the instrument data collection from the essay test.

1) Validity test

Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments or not.[39] Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[40] It can be said that validity to know whether the instrument of our research is valid or not. Validity analysis is used to find out the r_{xy}, the consulted with r_{table} with 5% significance level for product-moment with N=

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[38]John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition.* (Boston: Pearson Education, Inc., 2012), 151.

[39]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition* (USA: SAGE Publication, 2014), 160.

[40]H. Douglas Brown, *Language Assessment Principles And Classroom Practice,* (New York:Longman, 2000), 22.

28. Their index is 0,374. If the value of r_{xy} is higher than r_{table} the item is valid. Besides, if the value of r_{xy} is lower than r_{table} the item is not valid.

In this research, the writer used the IBM SPSS program to measure both the test. Besides, it was used to know whether the written test of this research valid or not. To test the validity of the item, the researcher took 28 samples from VII C, the researcher gave an essay test to write a descriptive text.

The calculation of the item validity using SPSS programs as follows;

Table 3.1 Result of Validity from SPSS

Correlations

	Organization	Content	Grammar	Mechanic	Style	Score Total
Pearson Correlation	1	.439*	.357	.148	.182	.628**
Sig. (2-tailed)		.019	.062	.454	.353	.000
N	28	28	28	28	28	28
Pearson Correlation	.439*	1	.412*	.163	.163	.644**
Sig. (2-tailed)	.019		.029	.406	.407	.000
N	28	28	28	28	28	28
Pearson Correlation	.357	.412*	1	.267	.048	.628**
Sig. (2-tailed)	.062	.029		.169	.807	.000
N	28	28	28	28	28	28
Pearson Correlation	.148	.163	.267	1	.479**	.674**
Sig. (2-tailed)	.454	.406	.169		.010	.000

N						
	28	28	28	28	28	28
Pearson Correlation	.182	.163	.048	.479**	1	.630**
Sig. (2-tailed)	.353	.407	.807	.010		.000
N	28	28	28	28	28	28
Pearson Correlation	.628**	.644**	.628**	.674**	.630**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	
N	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 Test Item Validity

Item	"r" calculated	"r" table	Explanation
Organization	0,628	0,374	Valid
Content	0,644	0,374	Valid
Grammar	0,628	0,374	Valid
Mechanic	0,674	0,374	Valid
Style	0,630	0,374	Valid

Based on the result of statistical correlation, it indicates that "r" calculated higher than "r" table (0,374). It means that the test is valid.

2) Reliability test

Reliability refers to the consistency of score, that is, an instrument's ability to produce "approximately" the same score for an individual over

repeated testing or across different ratters.[41] According to Mujis, The reliability data will be measured with SPSS because it most commonly used statistical data analysis software. The instruments reliable if alpha is more than r table, if alpha is under the r table the instrument is unreliable.[42] It can be concluded that reliability is used to measure an instrument of the test from the research whether consistent if the instrument is used repeatedly.

In this research, the writer used SPSS for windows. It can help the writer to know instruments of the test is reliable or not. Ridwan argues that Criteria of reliability instrument can be classified into 5 classes as follows:[43]

1) If the cronbach alpha score 0.00 – 0.20: less reliable

2) If the cronbach alpha score 0.21 – 0.40: rather reliable

3) If the cronbach alpha score 0.41 – 0.60: enough reliable

4) If the cronbach alpha score 0.61 - 0.80: reliable

5) If the cronbach alpha score 0.81 – 1.00: very reliable

The calculation of the reliablity using SPSS programs as follows;

Table 3.3 Result of Reliability from SPSS

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded[a]	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

[41]Marguerite G, Lodico. et. al. *Methods in Educational Research: From Theory to Practice.* (USA: A Wiley Imprint, 2006), 87.

[42]Daniel,Mujis. *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004), 85.

[43]Riduwan, Atkon. *Metode dan Teknik Menyusun Tesis*, (Bandung: Alfabeta, 2004), 120.

Reliability Statistics

Cronbach's Alpha	N of Items
.636	5

Table 3.4 Test Item Reliable

"r" alpha	"r" table	Explanation
0,636	0,374	Reliable

From the calculation on the table, it can be seen that the reliability of students' reliability instrument is 0.636. Then, the "r" table on the significance of a 5% is consulted with the value of the reliability. The value of the "r" table is 0.374. It shows that the value of the "r" index reliability is 0,636 >"r" table (0,374) so the test is reliable.

D. Data Collection Technique

In this research, there are steps to collect data such as follow :

1) Documentation

Documentation is a note of facts or information that will be processed in the research's activity. Documentation was a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification, etc.[44]

Documentation of this research is taken from school. It about the school's history, location, vision, mission. Besides, the writer also collects data from the result of a test that is given to students, the teacher's lesson plan, and photographs of the teaching learning-process.

2) Test

Fraenkel stated that a test measures an individual knowledge or skill in a given area or subject.[45] Arikunto also stated that a test is a series of questions or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability, or talent.[46] In this study, the writer uses a written test with an essay test form.

There are two tests in this research consist of pre-test and post-test. The researcher uses pre-test and post-test with brainwriting 6-3-5 technique and not used it. Pre-test is to know the students' writing achievement before is given treatment. By the pre-test, differences between before and after the treatment are known. Post-test is given after getting treatment. Both of experimental and control class was given pre-test and post-test. The result of

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[44]Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta), 193.

[45]Jack R. Frankel*, How to Design and Evaluate Research in Education* (Singapore: Mcgraw Hill, 2012), 127.

[46]Suharsimi. Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta), 193.

the test is calculated by using a scoring rubric for writing. The scoring rubric

for writing to calculate the test from Brown & Bailey, as follows;[47]

Table 3.5 Analytic Scale for Rating Composition Task

ASPECT	SCORE	PERFORMANCE DESCRIPTION
Organization	Excellent to good 18-20	Appropriate title, effective Introductory paragraph, topic is state leads o body: transitional expressions used: arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.
	Good to adequate 15-17	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some idea aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	Adequate to fair 12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere.
	Unacceptable-not 6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; in adequate effort at organization.
	College-level 1-5	Absence of introduction or conclusion; no apparent organization of body; no severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Logical development to ideas: Content	Excellent to good 18-20	Essay addressed the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.

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[47]E-book: Brown, Douglas. *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), 244.

	Good to adequate 15-17	Essay addressed the issue but misses some points; ideas could be more fully developed; some extraneous material is present.
	Adequate to fair 12-14	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable-not 6-11	Ideas in complete; essay does not reflect careful thinking or was hurriedly written; in adequate effort in area of content.
	College-level work 1-5	Essay is completely in adequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Grammar	Excellent to good 18-20	Native-like fluency in English grammar, correct use of relative clause, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	Good to adequate 15-17	Advanced proficiency in English grammar, some grammar problems don't influence communication, although or run on sentence.
	Adequate-fair 12-14	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentence or fragment present.
	Unacceptable-not 6-11	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentence.
	College-level work 1-5	Severe grammar problems interfere greatly with the messages; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, spelling, and mechanics	Excellent to good 18-20	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
	Good to adequate 15-17	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.

	Adequate to fair 12-14	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	Unacceptable-not 6-11	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	College-level 1-5	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and server spelling problem.
Style and quality of expression	Excellent to good 18-20	Precise vocabulary usage; use of parallel structures concise; good register.
	Good to adequate 15-17	Attempts variety; good vocabulary; no wordy; register OK; style fairly concise
	Adequate to fair 12-14	Some vocabulary misused; lack awareness of register; may be too wordy.
	Unacceptable-not 6-11	Poor expression of ideas; problems in vocabulary; lack variety on structure.
	College-level work 5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

E. Data Analysis Technique

3) Normality test

Normality test is a test to know the data of pre-test and post-test are distributed whether normal or not. The data is called normal if the result of the calculation indicates participants are in the middle. In this research, the writer used SPSS programs for windows to investigate the normality testing.

4) Homogeneity test

Homogeneity test is used to know the similarity of the populations. Homogeneity test is use to know before we compare some of groups. In this research, the researcher will use SPSS 26 version program for windows to calculate the homogeneity test.

5) Hypothesis testing

Hypothesis testing is to know the result of this research about the sample. The writer used SPSS 26.0 to analyze t-Test. Criteria of hypothesis testing can be determined as follow :

If *t-value* < *t-table*, H_o is accepted and H_a is rejected.

If *t-value* > *t-table*, H_a is accepted and H_o is rejected.

a. Null Hypothesis (H_o)

There is no significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

b. Alternative Hypothesis (H_a)

There is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Location

This research was conducted at the MtsN 2 Ponorogo.

1. Historical Background of MtsN 2 Ponorogo

Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo is Islamic Junior High Schools in Ponorogo Regency. It is located on Jl. Ki Ageng Mirah no.79 Kelurahan Japan, Kecamatan Babadan, Kabupaten Ponorogo. It was founded in 1980 based on the Decree of the Minister of Religion of the Republic of Indonesia Number 27 of 1980 dated May 31, 1980, Since the establishment of MTsN 2 Ponorogo now has undergone a change in leadership figures great figures as follows;

Table 4.1 Leadership figures at MTsN 2 Ponorogo

1.	H. Muslim, BA
2.	Drs. Abdullah
3.	H. Kustho, BA
4.	Drs. Sumardi Al Basyari
5.	Drs. H. Imam Asngari, SH, MPd.
6.	Drs. H. Sutarto Kerim
7.	Drs. Moch Haris, M Pd. I
8.	Drs. Tarib, M.Pd. I

Under the leadership of principal figures madrasah above, Madrasah Tsanawiyah Negeri 2 Ponorogo has shown improvement in its existence and quality for religious character education. Madrasah Tsanawiyah Negeri 2 Ponorogo hope more able to give the best contribution to the syiar of Islam and progress in science, technology which is based on the stability of Imtaq.

Along with time, this madrasah continues to make efforts to improve its quality. One form of effort to improve the quality of education and teaching at Madrasah Tsanawiyah Negeri Ponorogo is the development of facilities and infrastructure at Madrasahs. With the sharing of quality improvement programs, madrasas can improve the form of educational services to all students, both regular, special intelligence and special talents; as well as being able to optimize all the potential that the Ponorogo State Madrasah Tsanawiyah (MTsN) students have. In order to realize the above ideals, all existing components are always determined to always unite the vision and mission and cohesiveness, so that a conducive atmosphere can be created so that the teaching and learning process goes according to the common aspirations.

2. **Vision, Mission, Purposes and Objectives of MTsN 2 Ponorogo**

a. Vision

THE ESTABLISHMENT INDONESIAN MUSLIM PERSONS THAT HAVE PRECIOUS, GLOBAL, INTELLIGENT, SKILLED AND ENVIRONMENTAL VIEWS.

Indicator

1) Obedient to carry out the teachings of Islam, especially the five daily prayers and other acts of worship.

2) Behave in an Islamic manner in daily life according to the noble values of noble morals, including getting used to doing good deeds.

3) Increasing the results of student achievement in various fields in each year including the following events that exist.

4) Be aware of the importance of a culture of clean and healthy living with environmental insight.

b. Mission

1) Fostering Islamic attitudes and behaviors as well as national cultural values in life.

2) Developing standard international curriculum for Mathematics also Natural Sciences subjects, English and Arabic by adopting or adapting a curriculum from developed countries as a reference for developing an international standard curriculum.

3) Carry out learning by utilizing different sources (multi assets) and based on information and communication technology (ICT).

4) Carry out the learning process in an active, innovative, creative, effective, cooperative, communicative, and inspirational manner.

5) Fostering a spirit of concern for the social environment, physical environment, and cultural environment.

6) Fostering a spirit of competition in various competencies for all madrasa citizens.

7) Developing the potential and creativity of Madrasah citizens who are superior and able to compete at the regional, national, and international levels.

8) Implementing Madrasah Based Management (MSBM) professionally manner and leading to standardized management of quality education by involving all madrasah citizens and other related institutions in the form of an MOU.

9) Establish partnerships with superior schools/madrasahs and tertiary institutions to assist in the development of institutions, human resources, curriculum, and teaching-learning activities in the form of an MOU.

c. Purposes

1) The expected objectives of the implementation of education at Madrasah Tsanawiyah Negeri Ponorogo are:

2) Meet the needs of students who have specific characteristics in terms of cognitive development and effectiveness.

3) Fulfill the basic rights of students by their own educational needs.

4) Fulfill the intellectual interest and future perspectives of students.

5) Meet the needs of students' self-actualization.

6) Considering the role of students as a community asset and the community's need for role filling.

7) Prepare students as future leaders.

8) Producing higher quality outputs and outcomes for MTsN Ponorogo.

9) Give students who have above-average abilities the opportunity to complete the learning program faster.

d. Objectives

1) Availability of classrooms for expansion of new student admissions

2) The availability of activity spaces for student self-development (GOR and student dormitories)

3) Sufficient toilets and the need for clean water (adding water tendons).

4) Availability of adequate access to communication and information (internet)

5) The availability of rooms for offices and madrasah administration.

6) Increasing the ability of students as members of the community in establishing reciprocal relationships in the social, cultural, and natural surroundings that are imbued with Islamic teachings.

B. Data Description

The objective of this research is to find out whether or not there is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo. The population was used in this research was the seven graders of MTsN 2 Ponorogo in the academic year of 2020/2021. The researcher took two class as a sample. It consists of 56 students. The VII L class as experimental class and the VII F class as control class.

1. Research Schedule

There were four meetings in teaching-learning process of experimental class (VII L). There was pre-test for the first. Then, there were twice of treatment (first treatment and second treatment by using brainwriting 6-3-5 technique)and last of meeting was given post-test. Also, in control class (VII F), there were four meetings in teaching-learning process where the first was given pre-test to students. Then, there were twice of treatment (first treatment and second treatment using teachers' lecturing) and last of meeting was given post-test. The schedule of this research can be seen in the table:

Table 4.2 Experimental Class (VII L)

Date	Activity
March, 04th 2021	Pre-Test
March, 04th 2021	First Treatment
March, 11th 2021	The Second Treatment
March, 18th 2021	Post-Test

Table 4.3 Control Class (VII F)

Date	Activity
May, 7th 2021	Pre-Test
May, 7th 2021	First Treatment
May, 8th 2021	Second Treatment
May, 10th 2021	Post-Test

2. **Research Procedures**

Before conducting treatment, the researcher gave a pre-test to the both of the classes. This activity was aimed to know the students' writing achievement of both classes before the researcher gave treatment. The form of test was written test. The test focused in descriptive text. After gave a pre-test, the researcher conduct treatment.

In the experimental class, the researcher taught students using brainwriting 6-3-5 technique. The teaching procedures using brainwriting 6-3-5 technique as follows: *First,* the researcher divided the students into several group, one group consists of six participants. *Second*, the researcher gave the students table consist 3 columns for write their idea within 5 minutes. *Third,* the students arrange their idea to be descriptive text. In the control class, the researcher did not give treatment to the students using brainwriting 6-3-5 technique. Meanwhile in the control class, the researcher taught the students by using lecturing strategy like normally or using teacher method. The materials of both in the classes were the same, but the differences both of classes was a strategy used in the teaching-learning process.

After conducting pre-test and treatment, the researcher gave post-test to the both of classes. This activity was aimed to know the students' writing achievement

of both classes after the researcher gave treatment. The form of test and the test's focus were same with pre-test.

3. **The Result of Students' Pre-test Score in Experimental Class**

The researcher used written test to get data. It was used to analyze students' writing achievement. The students had to compose a descriptive text. The table below showed the students' writing achievement before the students were taught by using brainwriting 6-3-5 technique. The scores of students were:

Table 4.4 Result of Student's Pre-Test Score in Experimental Class

No	Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
		O	C	G	M	S	
1	AK	7	8	7	7	11	40
2	AS	7	10	8	8	6	39
3	AAKAF	6	7	7	5	6	31
4	AANP	5	7	6	6	7	31
5	CCTD	7	8	10	10	10	45
6	DMA	9	8	9	10	10	46
7	ESP	5	6	5	6	8	30
8	FDAZ	6	6	5	8	7	32
9	FNER	6	6	6	6	9	33
10	GFA	6	6	8	10	8	38
11	HNA	6	6	7	10	10	39
12	KHF	6	6	8	6	6	32
13	MS	5	7	6	6	8	32
14	MGH	6	5	6	8	10	35
15	MHAG	6	6	10	6	6	34
16	NIS	8	6	5	5	6	30
17	NTH	7	8	6	6	7	34
18	RFM	6	5	7	8	6	32
19	RRAA	5	9	8	6	6	34
20	RSH	7	6	6	6	6	31
21	RMA	8	10	8	8	11	45
22	RNF	6	6	10	5	5	32
23	RSA	9	6	6	6	6	33
24	SAKW	7	6	7	5	10	35
25	SNH	11	10	10	6	7	44
26	WANR	9	8	9	10	9	45
27	YDA	8	7	8	6	10	39
28	ZAM	7	6	8	6	8	35
						TOTAL	1006
						MEAN	35,92

The table 4.4 above shows that the higher score of the pre-test is 46, while the lowest score of the pre-test is 30. The total score of the pre-test is 1006, with the mean score of the pre-test is 35,92.

Table 4.5 Frequency Distribution of Pre-Test in Experimental Class

PreTestExperimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	7,1	7,1	7,1
	31	3	10,7	10,7	17,9
	32	5	17,9	17,9	35,7
	33	2	7,1	7,1	42,9
	34	3	10,7	10,7	53,6
	35	3	10,7	10,7	64,3
	38	1	3,6	3,6	67,9
	39	3	10,7	10,7	78,6
	40	1	3,6	3,6	82,1
	44	1	3,6	3,6	85,7
	45	3	10,7	10,7	96,4
	46	1	3,6	3,6	100,0
	Total	28	100,0	100,0	

The table 4.5, it can be showed that there was various score on the students' writing. There were 7.1% from 2 students gained score 30, 10.7% from 3 students gained score 31, 17.9% from 5 students gained score 32, 7.1% from 2 students gained score 33, 10.7% from 3 students gained score 34, 10.7% from 3 students gained 35, 3.6 % from 1 student gained score 38, 10.7% from 3 students gained score 39, 3.6% from 1 student gained score 40, 3.6% from 1 student gained score 44, 10.7% from 3 students gained score 45, 3.6% from 1 student gained score 46. Based on the table 4.5, the histogram showed below :

Figures 4.1 Histogram of Pre- Test in Experimental Class
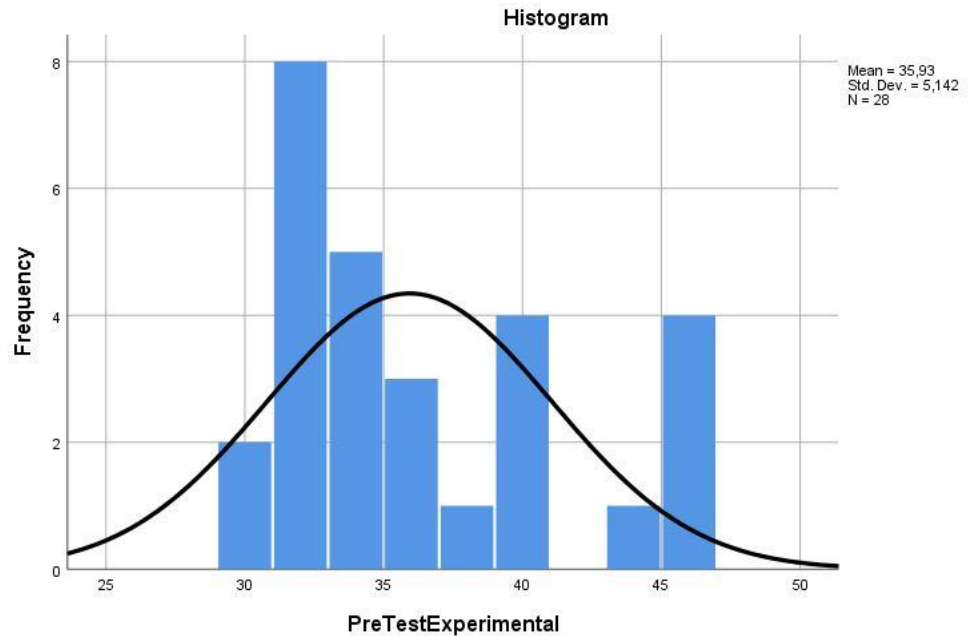
The histogram 4.1 showed, that stated M= 35.93 and SD= 5.142 to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

a. Pre-test score less than M – 1. SD (35.93 – 5.142 = 30.788) for category low

b. Pre-test score between M – 1. SD (35.93 – 5.142 = 30.788) to M + 1. SD (35.93 + 5.142 = 41.072) for category medium.

c. Pre-test score more than M + 1. SD (35.93 + 5.142 = 41.072) for category good.

The result had showed the categorized are the pre-test score which is less than 30.788 is categorized low, the pre-test score which is between 30.788 to

41.072 is categorized into medium, the pre-test score which is more 41.072 is

categorized good

4. The Result of Students' Post-test Score in Experimental Class

The table below showed the students' writing achievement after the students were taught by using brainwriting 6-3-5 technique. The scores of students were:

Table 4.6 Result of Student's Post-Test Score in Experimental Class

| No	Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
		O	C	G	M	S	
1	AK	15	15	16	14	15	75
2	AS	16	16	14	16	15	77
3	AAKAF	16	17	14	15	15	77
4	AANP	18	18	16	17	17	86
5	CCTD	16	16	16	17	18	83
6	DMA	16	15	17	15	15	78
7	ESP	15	15	14	15	16	75
8	FDAZ	17	17	17	17	17	85
9	FNER	18	18	17	17	16	86
10	GFA	17	16	14	16	16	79
11	HNA	18	16	17	16	16	83
12	KHF	15	15	18	14	16	78
13	MS	14	16	14	15	16	75
14	MGH	16	17	17	16	16	82
15	MHAG	14	17	15	14	15	75
16	NIS	15	16	15	15	16	77
17	NTH	16	15	14	16	15	76
18	RFM	16	15	14	16	15	76
19	RRAA	14	14	15	17	15	75
20	RSH	16	16	15	16	15	78
21	RMA	15	16	16	15	16	78
22	RNF	17	17	13	17	16	80
23	RSA	16	16	16	16	17	81
24	SAKW	16	17	16	17	16	82
25	SNH	17	17	14	17	16	81
26	WANR	16	16	15	16	15	78
27	YDA	17	17	17	16	17	84
28	ZAM	18	17	17	17	16	85
						TOTAL	2225
						MEAN	79,46

The table above shows that the higher score of the post-test is 86, while the lowest score of the post-test is 75. The total score of the post-test is 2225, with the mean score of the post-test is 79,46.

Table 4.7 Frequency Distribution of Post-Test in Experimental Class

PostTestExperimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	5	17,9	17,9	17,9
	76	2	7,1	7,1	25,0
	77	3	10,7	10,7	35,7
	78	5	17,9	17,9	53,6
	79	1	3,6	3,6	57,1
	80	1	3,6	3,6	60,7
	81	2	7,1	7,1	67,9
	82	2	7,1	7,1	75,0
	83	2	7,1	7,1	82,1
	84	1	3,6	3,6	85,7
	85	2	7,1	7,1	92,9
	86	2	7,1	7,1	100,0
	Total	28	100,0	100,0	

The table 4.7, it can be showed that there was various score on the students' writing. There were 17.9% from 5 students gained score 75, 7.1% from 2 students gained score 76, 10.7% from 3 students gained score 77, 17.9% from 5 students gained score 78, 3.6% from 1 student gained score 79, 3.6% from 1 student gained score 80, 7.1% from 2 students gained 81, 7.1% from 2 students gained score 82, 7.1% from 2 students gained 83, 3.6 % from 1 student gained score 84, 7.1% from 2 students gained 85, 7.1% from 2 students gained 86. Based on the table 4.7, the histogram showed below :

Figures 4.2 Histogram of Post-Test in Experimental Class
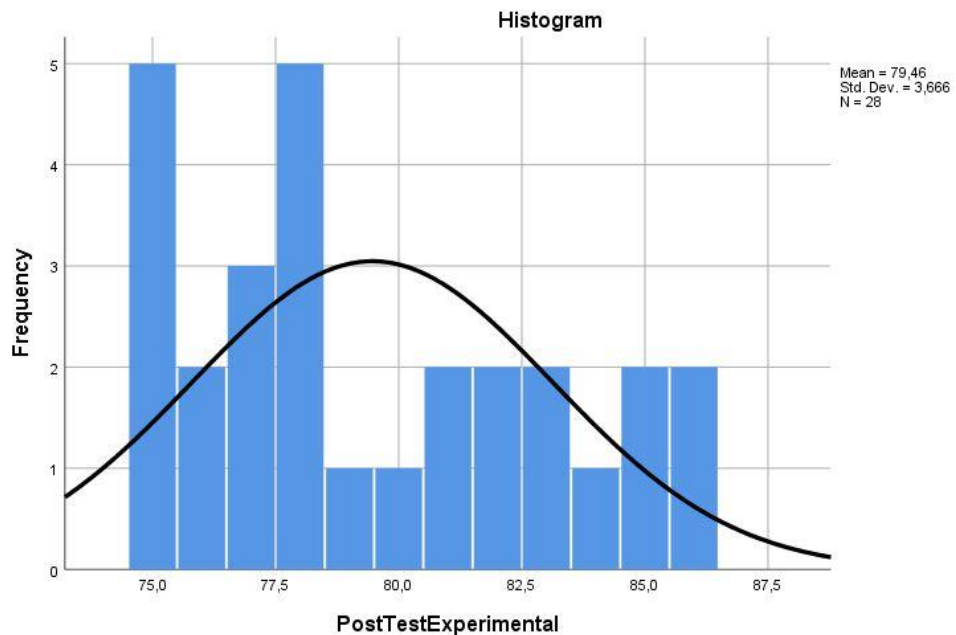
The histogram 4.2 showed, that stated M = 79.46 and SD = 3.666 to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

a. Post-test score less than M − 1. SD (79.46 − 3.666 = 75. 794) for category low

b. Post-test score between M − 1. SD (79.46 − 3.666 = 75. 794) to M + 1. SD (79.46 + 3.666 = 83.126) for category medium.

c. Post-test score more than M + 1. SD (79.46 + 3.666 = 83.126) for category good.

The result had showed the categorized are the post-test score which is less than 75.794 is categorized low, the post-test score which is between 75.794 to 83.126 is categorized into medium, the post-test score which is more 83.126 is categorized good.

5. The Result of Students' Pre-Test Score in Control Class

The table below showed the students' writing achievement before gave treatment in control class. The scores of students were:

Table 4.8 Result of Student's Pre-Test Score in Control Class

No	Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
		O	C	G	M	S	
1	ADN	7	8	7	7	8	37
2	ATN	7	10	8	7	5	37
3	AZK	8	7	8	7	7	37
4	AAF	5	7	7	6	7	32
5	ARHP	7	8	8	6	7	36
6	AFFK	6	7	6	7	6	32
7	BMSJ	5	6	5	6	8	30
8	DEA	6	7	7	8	7	35
9	EMM	6	6	6	6	7	31
10	GCR	6	7	6	6	6	31
11	IAN	7	7	8	7	6	35
12	JLM	8	8	7	8	7	38
13	JCA	8	7	6	6	8	35
14	KPM	6	5	6	8	10	35
15	KIA	8	6	10	10	6	40
16	MSNP	8	7	7	7	6	35
17	MRA	6	6	6	6	6	30
18	MF	6	5	6	8	6	31
19	NAA	5	7	7	6	6	31
20	NAA	7	8	8	8	6	37
21	NAA	7	6	6	6	6	31
22	RFA	6	6	10	6	5	33
23	SNR	9	6	6	6	6	33
24	SHM	8	8	8	6	10	40
25	SSK	7	7	6	6	7	33
26	SAR	7	6	6	6	6	31
27	WM	6	6	8	6	7	33
28	YAA	7	6	8	6	8	35
TOTAL							954
MEAN							34,07

The table 4.8 above shows that the higher score of the pre-test is 40, while the lowest score of the pre-test is 30. The total score of the pre-test is 954, with the mean score of the pre-test is 34,07.

Table 4.9 Frequency Distribution of Pre-Test in Control Class

PreTestControl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	7,1	7,1	7,1
	31	6	21,4	21,4	28,6
	32	2	7,1	7,1	35,7
	33	4	14,3	14,3	50,0
	35	6	21,4	21,4	71,4
	36	1	3,6	3,6	75,0
	37	4	14,3	14,3	89,3
	38	1	3,6	3,6	92,9
	40	2	7,1	7,1	100,0
	Total	28	100,0	100,0	

The table 4.9, it can be showed that there was various score on the students' writing. There were 7.1% from 2 students gained score 30, 21.4% from 6 students gained score 31, 7.1% from 2 students gained score 32, 14.3% from 4 students gained score 33, 21.4% from 6 students gained score 35, 3.6% from 1 student gained score 36, 14.3% from 4 students gained 37, 3.6% from 1 student gained score 38, 7.1% from 2 students gained 40. Based on the table 4.9, the histogram showed below :

Figures 4.3 Histogram of Pre-Test in Control Class

PreTestControl
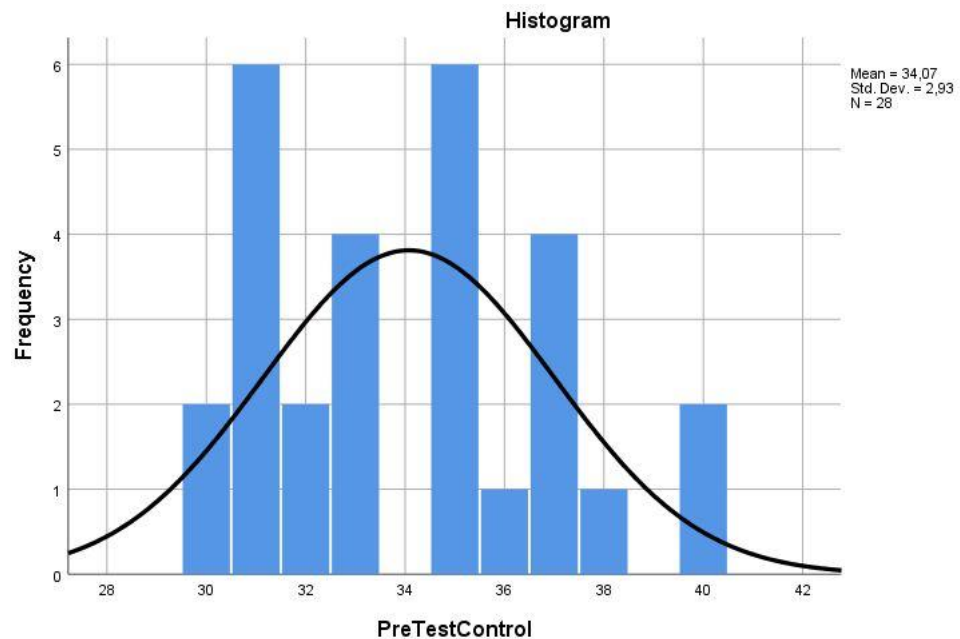
The histogram 4.3 showed, that stated M = 34.07 and SD = 2.930 to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

a. Pre-test score less than M – 1. SD (34.07 – 2.930 = 31.14) for category low

b. Pre-test score between M – 1. SD (34.07 – 2.930 = 31.14) to M + 1. SD (34.07 + 2.930 = 37) for category medium.

c. Pre-test score more than M + 1. SD (34.07 + 2.930 = 37) for category good.

The result had showed the categorized are the pre-test score which is less than 31.14 is categorized low, the pre-test score which is between 31.14 to 37 is categorized into medium, the pre-test score which is more 37 is categorized good.

6. The Result of Students' Post-Test Score in Control Class

The table below showed the students' writing achievement after gave treatment in control class. The scores of students were:

Table 4.10 Result of Student's Post-Test Score in Control Class

No	Name	Score (Organization, Content, Grammar, Mechanic, Style)					Total
		O	C	G	M	S	
1	ADN	13	14	13	14	14	68
2	ATN	13	13	13	13	13	65
3	AZK	13	13	13	13	13	65
4	AAF	15	15	16	15	15	76
5	ARHP	16	16	16	15	15	78
6	AFFK	15	14	15	14	14	72
7	BMSJ	15	14	14	15	14	72
8	DEA	14	13	13	14	14	68
9	EMM	18	15	17	14	14	78
10	GCR	15	15	14	15	16	75
11	IAN	14	16	15	15	15	75
12	JLM	14	15	14	14	15	72
13	JCA	14	14	14	15	15	72
14	KPM	15	14	15	16	15	75
15	KIA	14	17	16	16	15	78
16	MSNP	15	17	15	17	16	80
17	MRA	14	15	13	13	13	68
18	MF	16	15	14	15	15	75
19	NAA	14	14	15	17	15	75
20	NAA	16	16	15	16	15	78
21	NAA	15	14	13	14	14	70
22	RFA	14	15	14	13	14	70
23	SNR	13	15	14	13	13	68
24	SHM	13	13	13	14	15	68
25	SSK	15	15	15	15	15	75
26	SAR	14	15	15	14	14	72
27	WM	14	14	14	15	15	72
28	YAA	14	17	16	17	16	80
TOTAL							2040
MEAN							75,85

The table 4.10 above shows that the higher score of the post-test is 80, while the lowest score of the post-test is 68. The total score of the post-test is 2040, with the mean score of the post-test is 75,85.

Table 4.11 Frequency Distribution of Post-Test in Control Class

PostTestControl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	7,1	7,1	7,1
	68	5	17,9	17,9	25,0
	70	2	7,1	7,1	32,1
	72	6	21,4	21,4	53,6
	75	6	21,4	21,4	75,0
	76	1	3,6	3,6	78,6
	78	4	14,3	14,3	92,9
	80	2	7,1	7,1	100,0
	Total	28	100,0	100,0	

The table 4.11, it can be showed that there was various score on the students' writing. There were 7.1% from 2 students gained score 65, 17.9% from 5 students gained score 68, 7.1% from 2 students gained score 70, 21.4% from 6 students gained score 72, 21.4% from 6 students gained score 75, 3.6% from 1 student gained score 76, 14.3% from 4 students gained 78, 7.1% from 2 students gained 80. Based on the table 4.11, the histogram showed below :

Figures 4.4 Histogram of Post-Test in Control Class
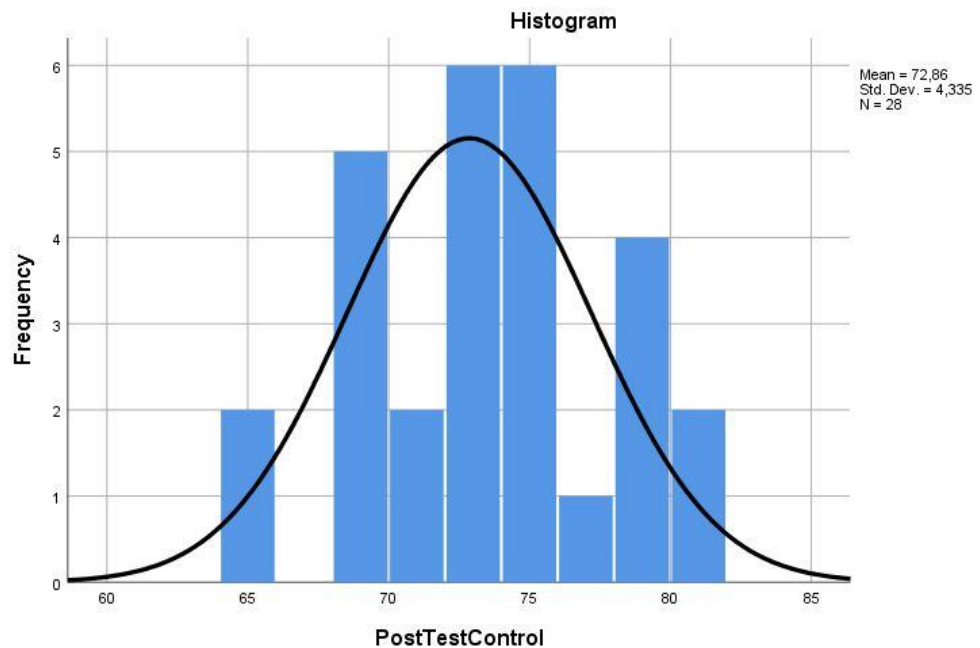
The histogram 4.4 showed, that stated M = 72.85 and SD = 4.335 to determine the category for students' writing achievement was good, medium or low, the researcher grouped the score by using standard as follows:

a. Post-test score less than M – 1. SD (72.85 – 4.335 = 68.515) for category low

b. Post-test score between M – 1. SD (72.85 – 4.335 = 68.515) to M + 1. SD (72.85 + 4.335 = 77.185) for category medium.

c. Post-test score more than M + 1. SD (72.85 + 4.335 = 77.185) for category good.

The result had showed the categorized are the post-test score which is less than 68.515 is categorized low, the post-test score which is between 68.515 to 77.185 is categorized into medium, the post-test score which is more 77.185 is categorized good.

C. Data Analysis

1. The Result of Assumption Test

a. Normality Test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this research, the formula used to test the normality of the data was the Kolmogorov-Smirnov test because the sample was < 30 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

The researcher used the Kolmogorov-Smirnov formula and the calculation by using SPSS for windows. The result of the calculation as follows;

1) Normality Test of Experimental Class

Table 4.12 Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.65880656
Most Extreme Differences	Absolute	.168
	Positive	.168
	Negative	-.102
Test Statistic		.168
Asymp. Sig. (2-tailed)		.042[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 4.12 above, it showed that the sig. 2 tailed of the class was 0.042. It can be concluded that the data of this research was normal because the value was higher than 0.05 (0.042 > 0.05).

2) Normality Test of Control Class

Table 4.13 Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.32479107
Most Extreme Differences	Absolute	.128
	Positive	.087
	Negative	-.128
Test Statistic		.128
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 4.13 above, it showed that the sig. 2 tailed of the class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 (0.200 > 0.05).

b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations. Homogeneity test is use to know before we compare some of groups. In this research, the researcher will use SPSS 26 version program for windows to calculate the homogeneity test.

Table 4.14 Homogeneity Test of Experimental and Control Class

Levene Statistic	df1	df2	Sig.
,728	1	54	,397

Based on the table of homogeneity test above, it showed that the data was 0.397. It can be concluded that the variant of the data was homogeneous because the value of a statistic is higher (0.397> 0.05).

c. **Hypothesis Test**

After testing the normality and homogeneity, the researcher tested the hypothesis. The researcher used the T-test to analyze the data by using SPSS program. The result of the data calculation as follows:

Table 4.15 Mean Score of Experimental and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
ResultofStudy	Experimental	28	79,46	3,666	,693
	Control	28	72,86	4,335	,819

From the table above, the data showed that the total of experimental class and control class were 56 students. The mean of experimental class was 79.46, while the mean of control class was 72.86. Thus, it can be concluded that there were differences in the mean of post-test of students between experiment and control class. Furthermore, to prove whether the difference was significant or not, we need to interpret the following output of "Independent Sample Test".

Table 4.16 Calculation of T-Test Independent Sample Test

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
,728	,397	6,158	54	,000	6,607	1,073	4,456	8,758
		6,158	52,552	,000	6,607	1,073	4,455	8,760

Referring to the table above, it is obtained that the value of the t_o is 6,158 with the degree of freedom (df) is 54. The writer used the degree of significance of 5%. In the table of significance, it can be seen that the degree of freedom (df) is 54 and the value of degree significance of 5% is 2,000. If it is compared with the value of degree significance of 5 %, the result is 2,000 < 6,158. In other words, it means that there is a significant difference on students' writing achievement before and after being taught by using brainwriting 6-3-5 technique. H_0 was rejected and H_a was acceptable.

D. Discussion

On March 4th, 2021, the researcher gave pre-test in experimental class and On Mei 7th, 2021 in control class. The researcher gave a test to take a data or score of pre-test before the students were given treatment. After giving the pre-test, the researcher gave treatment in the class for a second meeting on March 4th, 2021, and March 11th, 2021 for experimental class. The researcher taught descriptive text by using brainwriting 3-6-5 technique for experimental class. Also, in control class, the researcher gave treatment in the class for a second meeting on Mei 7th, 2021, and on Mei 8th, 2021. The researcher taught descriptive text by using lecturing strategy like normally or using teacher method. After giving pre-test and treatment, the researcher

gave a post-test. The researcher gave a test for taken a data or score of post-test after the students were given treatment. Both of the classes were given post-test. The researcher gave post-test on March, 18th, 2021 in experimental class and Mei, 10th, 2021 in control class.

So, the researcher has answered the hypothesis that brainwriting 6-3-5 technique is effectively for teaching writing at seventh graders of MtsN 2 Ponorogo in academic year 2020/2021. In this interpretation, the researcher compared of the result the data t-test with t-table. If t-test is higher than t-table, it means H_o is rejected and H_a is accepted. It can be seen in the table 4.16 above, the table showed that there is difference coefficient of students taught by using brainwriting 6-3-5 technique and the students not being taught by using brainwriting 6-3-5 technique was 6.158.

There are two hypotheses of this research:

1. Null Hypothesis (H_o): There is no significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

2. Alternative Hypothesis (H_a): There is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo.

From the calculation above, the result of this research shows that t-test was 6,158 and t-table of df 54 = 2.000. That means value of output t-test showed that was higher than t-table (6,158>2.000). So that, Ho was rejected and Ha was accepted. That can be given conclusion that "there is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique at MtsN 2 Ponorogo".

CHAPTER V

CLOSING

A. Conclusion

This study has investigated the effectiveness of brainwriting 6-3-5 technique in teaching writing at the seventh graders of MtsN 2 Ponorogo. Based on data analysis of the findings gained from the students' writing achievement in experimental and control class, it is concluded that the contribution of brainwriting 6-3-5 technique in teaching writing is significant on students' writing achievement. The researcher concludes that there is a significant difference achievement in teaching writing between students who are taught using brainwriting 6-3-5 technique and who are not taught by using brainwriting 6-3-5 technique. It is confirmed that brainwriting 6-3-5 technique is an effective technique to improve students' achievement in writing descriptive text. The index of t_o is 6,158, it is higher than the index of t_t (2,000) at the level of significant 5%.

B. Recommendation

This study shows that writing by using brainwriting 6-3-5 technique can increase students' writing achievement. In relation above, the researcher gives some recommendation as follows;

1. **For the Teacher**

   The teachers should be creative in using interesting techniques in the teaching-learning process. Besides, brainwriting 6-3-5 technique can be used as an alternative technique in teaching writing.

2. **For the Students**

   The students should have more practice using brainwriting 6-3-5 technique when they write English text to increase their ability in writing.

3. **For other Researcher**

   The researcher hopes the result of this study can be used as reference or information to conduct further investigation and improve the knowledge in the English teaching-learning process.

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