

CHAPTER I

INTRODUCTION

This chapter discuss about background of the research, research question, objective of the research, hypothesis of the research, significance of the research, and definition of key term.

A. Background of the Research

Writing is an active language activity and produces a product. This activity produces a product in the form of a visual work in which the results of the author's thoughts, feelings or beliefs are contained. Pratiwi (2016) states that writing is representing the sound of speech in a visual form using symbols. As one of the four basic English skills; reading, speaking, writing and listening. Writing is an important skill that must be learned by students when learning English. Even writing skills have been taught since elementary school to students.

According to Agustina (2020) many middle school students still feel that writing is quite a difficult activity even though it has been taught to them since elementary school. Some of the reasons put forward are that writing is a tedious activity, drains one's energy and mind, and takes quite a long time. Andansari (2019) stated, students can have difficulty writing in English because they need to learn to arrange words, think about how to use proper grammar and even pay attention so they can spell words in English correctly. This can hinder them in the writing process, they will find it difficult to put their ideas into written form because they are hampered by

quite complicated rules in writing. According to Harris (1994) that writing is the most difficult skill because writing requires a deep understanding, using appropriate vocabulary and grammar so that it is easily understood by readers, good paragraph writers need lots of books as references, they also state that writing cannot be learned on its own to produce works good and acceptable writing requires a process that is not for a moment and continuous practice.

Based on the difficulties that students have experienced in carrying out writing activities, the teacher is expected to find methods that can help motivate students to be more creative in writing. Many methods that can be used by teachers, one of them is the brainwriting 6-3-5 technique. Richardson (2012) explained that brainwriting is an activity to help students generate ideas. students in one class are divided into small groups and then given a topic, they are asked to write down their ideas then asked to exchange and add their ideas to one another in the form of a list. Sejnost (2009) explained that brainwriting provides an opportunity for students to express their ideas about a particular subject without fear of making mistakes. This encourages students to think about the topic to be studied that they already know, and the follow-up discussion will help add to their knowledge and involve their interest in the subject to be studied.

Motivation to learn, it can also improve student achievement. Wardani (2021) stated that there was a significant change in the achievement of students who were taught using the brainwriting 6-3-5 technique. The conclusions that can be drawn from some of the research results that the

writer have listed above indicate that the brainwriting method can help improve students' writing skills. This motivates the author to apply the method.

Based on the results of the writer's observations, the English teacher who teaches at MTsN 2 Nganjuk has not implemented the brainwriting 6-3-5 technique. Therefore the writer is very interested in applying this technique to MTsN 2 Nganjuk students to practice writing, this aims to determine the effectiveness of this technique when used to train writing to MTsN 2 Nganjuk students. The conclusion that can be drawn is that brainwriting is a technique of pouring ideas or thoughts on a sheet of paper which is carried out alternately with group members. With this technique, students will learn to think more creatively and not be afraid to make mistakes. The brainwriting 6-3-5 technique is a type of brain storming that makes the writer work together with friends or colleagues, share several ideas in parallel in a circle of six people and one topic to solve together. This technique discusses ideas or thoughts in written form. 6 people will be given 5 minutes to write down 3 ideas.

Based on the results of previous research, it also shows that the brainwriting 6-3-5 technique is effective in training students. Research conducted by Yulianti (2019) proves that applying the brainwriting method to teach writing to junior high school students can improve students' writing skills. From an average value of 45 at the pretest, it increased to an average of 50 in cycle 1 then increased again to an average of 71 in the second cycle. In addition, Agustina (2019) stated that based on his observations, implementing

brainwriting in class to teach writing could make students enjoy their learning activities more. This has a positive impact, in addition to increasing students' writing skill.

Therefore, the authors decided to conduct a study entitled "THE EFFECTIVENESS OF BRAINWRITING 6-3-5 TECHNIQUE IN TEACHING WRITING AT MTsN 2 NGANJUK".

B. Research Questions

Based on what has been described above, the writer has made a main formulation as the focus of the research: is there a significant achievement effect on the ability to write descriptive texts in students who have been taught writing using the brainwriting 6-3-5 technique when compared with writing ability of students who are taught using the Think-Pair-Share technique?

C. Objective of the Research

The goal of achieved in this research is to investigate older students using the brainwriting 6-3-5 technique in teaching writing descriptive text to get a better achievement in writing than students who are taught using the Think-Pair-Share technique.

D. Hypothesis

Based on the problem formulation above, the authors provide two hypotheses in this study, namely the alternative hypothesis (H_a) and null hypothesis (H_0).

H₀: The brainwriting 6-3-5 technique applied to students do not have a significant effect on their writing ability and was no different from students who were taught writing material using Think-Pair-Share methods.

H_a: There was significant change in students who were taught writing material using the brainwriting 6-3-5 technique compared to students who were taught writing material using Think-Pair-Share methods.

E. Significance of Research

This research will provide several benefits for various parties. The first is for students, the second is for teachers, and the last is for future researchers.

a. For the students

For students, this research is expected to increase students' ability to write, and can also make them produce better written works.

b. For the teachers

For teachers, this research can help determine students' writing level abilities and can also serve as input in the teaching process, especially in the field of writing.

c. For the next researchers

For future researchers, they can use this research as a reference in selecting methods that might be used in their research.

F. The Definition of key Term

To avoid errors in interpretation, the researcher will write down the provisions contained in the title of this study as follows:

1. Brainwriting

According to Richardson (2012) brainwriting is an activity to help students generate ideas students in one class are divided into small groups and then given a topic, they are asked to write down their ideas then asked to exchange and add their ideas to one another in the form of a list.

2. Technique 6-3-5

The brainwriting 6-3-5 technique is a type of brain storming that makes the writer work together with friends or colleagues, share several ideas in parallel in a circle of six people and one topic to solve together. This technique discusses ideas or thoughts in written form. 6 people will be given 5 minutes to write down 3 ideas.

3. Think-Pair-Share

The think-pair-share method or thinking in pairs is a type of cooperative learning which is expected to influence students' mindsets. Students form pairs of 2 people who will discuss the lesson. This method trains students to think individually and in groups almost simultaneously which has a positive impact on optimizing student participation.

4. Writing

Writing is an activity produces a product in the form of symbols that representing the sound of speech. This activity is creating an information in a media.

5. Descriptive text

Descriptive text is a type of text with the aim of giving some information. The content of this text is a description of an object, animal, person, and others in particular. This is different from a report that tells something in general.