



An Analysis of Brainstorming Learning Strategy On the Students' Writing Descriptive Text In Junior High School

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Abstract

This study analyzed how the brainstorming learning strategy affects students writing descriptive text. This research aims to describe how the brainstorming learning strategy affects students in writing descriptive text. This study noticed in the case that some students struggled to keep up with the process of learning. Some students stayed silent and were confused in solving problems or topics given by the teacher during a descriptive text. This study uses a case study in qualitative research. The participants in this study were junior high school students in Simalungun, totaling twenty-six students consisting of sixteen male students and ten female students. Data was collected using class observation, interviews with teachers and students, and documentation. The findings of this study state that the brainstorming learning strategy in writing descriptive text for junior high school students makes students actively think to express their opinions through writing. Students can learn to think quickly and feel comfortable and satisfied. Teach students to be disciplined and Increase vocabulary understanding in English. Based on the findings, the researcher suggests that teachers continue to apply brainstorming learning strategies in writing descriptive text. In addition to training students to write, they also train students to think. Teachers can use audio-visual media, such as the focus on explaining learning materials so that learning is more interesting. Teachers should require students to bring a dictionary to English lessons to improve vocabulary comprehension. Schools must provide or facilitate media in teaching so that learning becomes exciting and students can understand the lesson well.

Keywords: Brainstorming Learning Strategy; Descriptive Text; Students' Writing

Introduction

One of the skills in learning English that students must master is writing. Skill is the process of receiving and giving information through an activity that uses physical activity or thinking about an object (Kembaren, 2018, p. 1). Learning strategies are needed to overcome students' difficulties in writing, so the teacher's involvement is helpful for students writing. According to Damanik (2018:5), writing is an aspect of assessment that stems from learning, one's skills that apply anywhere and anytime at the student level, and primary social life. Students' writing abilities are defined as their capacity to communicate their thoughts, views, and experiences to others via written language

Writing may help students learn more by elaborating on previously taught material like grammatical, vocabulary, and structure and allowing them to express themselves. Junior high school students study four sorts of written texts to improve their writing skills: narrative text, recount text, descriptive text, and procedure text. A descriptive text is a part of writing that describes anything, such as items, animals, people, and other things. Best, most of the students need to improve in doing it. Students need some help in writing text. Learning strategies are fundamental, so students can write descriptive text well using a brainstorming learning strategy. Strategy brainstorming has been used in students' learning strategy at secondary school in Jordan. The researcher explained this finding as the fact that both students and teachers were interested in learning about the new method of brainstorming, and both enjoyed and were interested in learning about teaching writing (Simeon, 2016, p. 4).

In junior high school education, teachers have used brainstorming strategies to improve students' writing of texts. With the aim that students can identify objects and then describe them in written text. In several schools in Indonesia, the teacher has applied the brainstorming strategy well, improving students' ability to express themselves through writing in the type of paragraph text. According to Simeon (2016:5), "The brainstorming strategy has been viewed as a viable solution to students' writing difficulties." Brainstorming is a strategy for getting creative ideas. According to Anggraini (2020:72), "Brainstorming is like a strategy for assisting students in initiating some form of thought process. We often hear written texts in learning English; a teacher must be able to apply learning strategies for students in writing descriptive texts. One of them was applying a brainstorming strategy. Even though the ideas developed in this stage might not connect directly to the theme, Brainstorming is an effective way for students to explore their ideas before they start. Brainstorming strategy is very suitable to be employed by teachers in writing descriptive text (Abedianpour & Omidvari, 2018, p. 1085).

The researcher observed one school in Simalungun that had implemented a brainstorming learning strategy for its students. The teacher is sure that a brainstorming strategy can help students write a descriptive text. However, the

researcher noticed that some students struggled to keep up with the learning process; some of the students just stayed silent and were confused in solving problems or topics given by the teacher. Students with achievements will find it easier to work on than those without achievements. The researcher found that Tossi Ana Ari Utami studies the articles related to the problem that will research explained that by using the brainstorming strategy, students can improve their ability to write descriptive texts. Another study by Febrina Manalu explained using a brainstorming strategy to help students improve their descriptive writing skills. The study by Shela Rizkina explained the impact of brainstorming on creating descriptive text. The study by Febri Anggraini explained using a brainstorming strategy to teach students how to write a descriptive text. The study by Laila Nurul Hikmah explained the impact of brainstorming approaches on students' capacity to write descriptive paragraphs.

Based on the five- research results above, there is a gap between these studies, and it can be seen that most previous researchers used a brainstorming learning strategy to help students improve their writing skills. Although the previous researchers stated that the brainstorming strategy was beneficial for students to increase in writing descriptive text, a little bit discussed students who have difficulty in using the brainstorming learning strategy. The researcher wanted to analyze the students' how the brainstorming strategy is used in students writing descriptive text. Because the researcher observed that many students had difficulty using the brainstorming strategy well, using the brainstorming approach for creating descriptive text, the researcher was able to describe the students' phenomenal knowledge. This research will help students write descriptive text well. The researcher conducted a preliminary survey of the VIII grade students to prove the previous issue. This study aims to discover how the brainstorming strategy is used in students writing descriptive text. The problem the researcher wanted to know is how the brainstorming learning strategy on students' writing a descriptive text on junior high school students in Simalungun. Based on the formulation above, the researcher aims to describe how brainstorming learning strategy for students' writing descriptive text for junior high school students in Simalungun

Method

This research uses qualitative design; Qualitative design is Individual and societal problems investigated through study. In which the researcher will report the study's findings based on his or her interpretation of data and analysis of collected

data in the field, which will be detailed in the research report and used to investigate research behavior, attitudes, possible motives, perspectives, and activities of the topic (Creswell, 2013, p. 19). The researcher used a case study design to understand the phenomenon raised by the researcher. The reason that The researcher chooses a case study is to investigate and recognize an issue or a problem. This research was conducted in one of the junior high schools in Simalungun. Each class consists of thirty students. There were ninety students, with two teachers, in an English lesson. The technique of collecting data used by the researcher is as follows three visual observation, interview, and documentation. Data analysis extended general steps with specific research design steps are preparing the data, reading or looking at all the data, in-depth analysis with and coding process, generating a description and themes, Representing the description and themes, and making interpretation or meaning of data as the final stage of data analysis.

Results

How is the Brainstorming Learning Strategy on Students Writing Descriptive Text on Junior High School in Simalungun

Based on the findings of classroom learning observations and interviews with students, it has described how the brainstorming learning strategy on students writing descriptive texts in Junior High School in Simalungun. In the learning process in the classroom, the teacher must prepare facilities and infrastructure that will assist students in receiving knowledge from various subjects, especially English. One of the skills that students must master in learning English is writing. At Junior High School in Simalungun, the English teacher implemented a brainstorming learning strategy for writing descriptive text.

Table 1.findings of the interview students

NO	Description Interview	Initial HW	Initial VA	Initial AD	Initial PA
1	Understanding descriptive text material	√	√	√	√
2	Understanding brainstorming learning strategy well	√	√	√	√
3	Using dictionary in writing descriptive text			√	√
4	Brainstorming Learning strategy Trains student thinking and writing	√	√	√	√

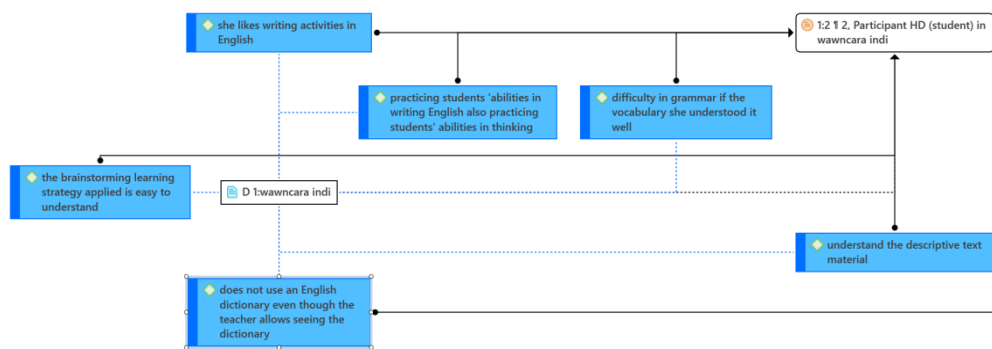


Figure 1. Interview with students HW

Discussion

Brainstroming Learning Strategy in Learning Process

The following is the learning process in the classroom, how the brainstorming learning strategy on students writing descriptive text at Junior High School in Simalungun:

- a. The teacher explains the material about descriptive text, which includes the definition of descriptive text, generic structure, the purpose of descriptive text, and examples of descriptive text
- b. The teacher explains the brainstorming learning strategy using the picture to students until students understand it well
- c. The teacher asks students to prepare a worksheet to describe the picture given by the teacher.
- d. The teacher gives a time limit for students to describe the picture with 30 minutes to train students to think quickly
- e. The teacher allows students to use the dictionary in the writing process to increase their knowledge of vocabulary
- f. Each student is expected to write down their thoughts about an image and then arrange it into a descriptive text and complete it within 30 minutes
- g. Students collect their worksheets
- h. Students read their descriptive text in front of the class
- i. The teacher provides improvements to the results of student descriptive text.

The finding of observation in learning class activities through brainstorming learning strategy in teaching writing descriptive text gets a percentage score of 88%.

88% in the assessment category is good for overall suitable learning activities.

The results of the observations and interviews produced to explain how the brainstorming learning strategy for Junior High School in Simalungun are as follows:

- a. Students can understand the brainstorming learning strategy well.
- b. Students actively think and then write their ideas about the pictures the teacher gave, which are compiled into descriptive text.
- c. Train students to be disciplined by giving a time limit in describing the picture
- d. Brainstorming learning strategy can train students' thinking and writing.

Disadvantages of Brainstorming Learning Strategy in Writing Descriptive Text

Nugraha & Indihadi (2019:6) revealed several weaknesses of the brainstorming learning strategy, students who have low achievement in class are always left behind. Based on observations in a Junior High School in Simalungun using a brainstorming learning strategy in writing descriptive text, students who have achievements in class have better findings in writing descriptive text than students who have low achievements in class. In addition, errors in writing, such as sentence structure, grammar, and vocabulary that are not appropriate, are also owned by students who have achievements in class.

Conclusion

Based on the results using qualitative research, namely case studies, how is the brainstorming learning strategy for students to write descriptive texts in Junior High School in Simalungun? The teacher applied a brainstorming learning strategy using pictures, and students were asked to describe the pictures, and then they were arranged into descriptive text with a specified time limit. Thus, it can train students' thinking skills and improve their writing skills in English. However, in the writing results descriptive text, it is found that there are differences between students who have achievement in class and students who have low achievement in class.

The results of the study about brainstorming learning strategies for students writing descriptive text are:

1. Students actively think about expressing their opinions through writing. When the teacher gives a picture, each student is asked to describe the picture, which is then written and arranged in descriptive text.
2. Students can learn to think quickly and clearly by writing descriptive text. With the time limit given by the teacher, students will be trained to think quickly and convey their ideas promptly.
3. Students' feel comfortable and satisfied with the brainstorming learning strategy in writing descriptive text. Students will measure their understanding of the images expressed in a descriptive text sentence.
4. Students' become disciplined. The period the teacher gives in writing descriptive text will give students time to collect their descriptive text results.
5. Students' understand more vocabulary. When a student has a vocabulary that they did not know before, then he uses a dictionary in the process of writing

descriptive text will automatically increase their understanding of the vocabulary.

From the results of the data analysis and conclusions, the researcher provides the following suggestions:

1. for the teacher
 - a. The teacher must continue to apply brainstorming learning strategies in writing descriptive texts because, in addition to training students to write, they also train students to think
 - b. The teacher can use audio-visual media such as in focus in explaining learning material so that students are attractive
 - c. The teacher must require students to bring a dictionary in English lessons in order to increase vocabulary understanding
2. For school

The school must support teachers in implementing various learning strategies, such as brainstorming learning strategies in writing descriptive text to train students' writing and thinking so that learning becomes exciting and students can understand the lesson well.

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