

**IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT
TEXT THROUGH BRAINSTORMING TECHNIQUE**

*(A Classroom Action Research in Secondary at Islamic Junior High
School Bungus Teluk Kabung)*

THESIS

Submitted in partial for the requirement of strata one (SI) degree



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APPROVAL PAGE

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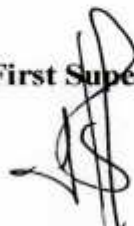
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ABSTRACT

NofiaHulandari, 2018. *Improving Students' Writing Ability in Recount Text through Brainstorming Technique*

The purpose of this research was to find out whether or not brainstorming technique can improve students' writing ability in recount text at Class VIII of Islamic Junior High School Bungus Teluk Kabung. The design of this research was Classroom Action Research design that used two cycles. The research was located at Islamic Junior High School Bungus Teluk Kabung. The population was 190 students distributed in six classes. The sample of this research was selected by grouping the sample of class VIII 5 as a classroom action research class.

The data of this research was collected by using writing test. The researcher gave pre-test to the students to identify the students' basic skill in writing and to know the prior students' skill in writing recount text at the first meeting before doing the treatment. After completing the second treatment in the first cycle the students were given a writing test. After completing the writing test in the first cycle and knowing the results, the students were given the second treatment in the second cycle then the students were given the final test to know the effect of brainstorming technique in improving students' writing ability.

The results of this research showed that in the writing test the researchers found that the mean value in the pre-cycle (46.14) was lower than the first cycle (58.41), and the first cycle was lower than the second cycle (75.24). The data of observation says the student activity in learning process on second cycle (83.3%) higher than first cycle (45.8%).

It is concluded that there is an improvement in the results of students' writing in the first cycle compared to the pre-cycle results. Likewise with the second cycle there is an improvement of the first cycle. Statistically, it was shown that teaching writing by using make a match technique improved students' writing skill at Class VIII 5 of Islamic Junior High School Bungus Teluk Kabung. It is recommended to English teachers to use Brainstorming in teaching writing to improve students' writing skill. For other researchers suggested to conduct Brainstorming and the other technique in developing students' writing skill at the different level of the students.

ABSTRAK

NofiaHulandari, 2018. *Improving Students' Writing Ability in Recount Text through Brainstorming Technique*

Tujuan dari penelitian ini adalah untuk menemukan adakah peningkatan oleh teknik brainstorming terhadap kemampuan siswa dalam menulis teks recount di kelas VIII Madrashah Tsanawiyah Negeri Bungus Teluk Kabung. Penelitian ini merupakan penelitian tindakan kelas, dimana menggunakan 2 siklus. Penelitian ini bertempat di Madrashah Tsanawiyah Negeri Bungus Teluk Kabung. Populasi dari penelitian ini adalah 190 orang siswa yang terbagi dalam enam kelas. Sampel dari penelitian ini dipilih secara pengelompokan sampel yaitu kelas VIII 5 sebagai kelas penelitian tindakan kelas.

Data dari penelitian ini diperoleh dengan menggunakan tes menulis. Peneliti memberikan tes awal untuk mengidentifikasi kemampuan dasar siswa dan untuk mengetahui nilai siswa dalam menulis teks recount di pertemuan pertama sebelum di berikan perlakuan. Setelah selesai mengadakan perlakuan selama dua kali di siklus pertama siswa kembali di berikan tes menulis. Setelah selesai melakukan tes menulis pada siklus pertama dan mengetahui hasilnya, dilanjutkan memberikan perlakuan selama dua kali pada siklus kedua siswa kembali di berikan tes akhir untuk mengetahui adakah pengaruh teknik brainstorming yang meningkat terhadap kemampuan menulis siswa.

Hasil dari penelitian ini menunjukkan bahwa dalam tes menulis peneliti menemukan bahwa nilai rata-rata di tes awal (46.14) lebih rendah daripada siklus pertama (58.41), dan siklus pertama lebih rendah daripada siklus kedua (75.24). Ditambah dengan data observasi dari keaktifan siswa dalam proses belajar pada siklus kedua (83.3%) lebih tinggi daripada siklus pertama (45.8%).

Dapat disimpulkan bahwa ada peningkatan pada hasil menulis siswa di siklus pertama dibandingkan dengan hasil test awal. Begitu juga dengan siklus kedua terdapat peningkatan dibanding siklus peetama. Secara statistik, hal itu menunjukkan bahwa mengajar menulis dengan menggunakan teknik brainstorming meningkatkan kemampuan menulis siswa di kelas VIII 5 di Madrashah Tsanawiyah Negeri Bungus Teluk Kabung. Direkomendasikan kepada guru bahasa inggris menggunakan brainstorming teknik dalam mengajar menulis, untuk meningkatkan kemampuan menulis siswa. Untuk peneliti yang lain disarankan untuk memakai brainstorming dan teknik lainnya dalam mengembangkan kemampuan menulis siswa di kelas yang berbeda.