USING BRAINSTORMING TECHNIQUE TO IMPROVE STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT

( A Classroom Action Research at the Third Year Students, English Department, Faculty of Education of Champasak University in the Academic Year 2010/2011)

by:
Kanthaly Phimmasenh

NIM: S120908602

A thesis Submitted to Graduate School of Sebelas Maret University as Partial Fulfillment for Getting Graduate Degree in English Education

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SEBELAS MARET UNIVERSITY
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APPROVAL

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By

Khanthaly Phimmaseh

NIM: S890809012

This thesis has been approved by the Consultants of English Education Department Graduate Scholl of Sebelas Maret University Surakarta, on April 3, 2011

First Consultant

Prof. Dr. Joko Nurkamto, M.Pd
NIP. 196101241987021001

Second Consultant

Drs. Gunarso S. M. Ed
NIP. 131458316

Approved by

The Head of Graduate School of English Education of
Sebelas Maret University Surakarta

Dr. Ngadiso, M.Pd
NIP. 196212311988031009

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LIGITIMATION FROM THE BOARD OF EXAMINERS

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By

Khanthaly Phimmasen

NIM: S890809012

This thesis has been examined by the board of Thesiss examiners of English Education Department Graduate Scholl of Sebas Maret University Surakarta, on April 28, 2011

Board of Examiners
Chairman: Dr. Ngadiso, M.Pd
Secretary: Dr. Abdul Asib, M.Pd
Examiner I: Prof. Dr. Joko Nurkamto, M.Pd
Examiner II: Drs. Gunarso S, M. Ed

The Director of Graduate Degree of Education Program Sebelat Maret University

Prof. Drs. Sutanto, M.Sc., Ph.D
NIP. 19570820 198503 1004

Signature

Surakarta, May 3, 2011

The Head of Graduate School of English Education Sebelat Maret University

Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1009
PRONOUNCEMENT

This is to certify that I myself: Khanthaly PHIMMASENH write this thesis, entitled “Using brainstorming technique to improve students’ writing ability in descriptive text” (A classroom Action Research at the third year students of English department, Faculty of Education, Champasak University in the Academic Year of 2010-2011). It is not plagiarism or made by others. Anything related to other’s works are written in question, the source of which is listed on bibliography.

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ABSTRACT


This thesis is aimed at knowing whether brainstorming technique can improve students’ writing ability in descriptive text or not, how it can be implemented in the class, and the strengths and weaknesses of brainstorming when it is implemented to teach writing. The preliminary research showed that the students had problems in writing elements: organization, grammar, and vocabulary.

The researcher was done in English department, Faculty of Education of Champasak University Lao P. D. R from October 2010 to November 2010. The subject of the study was the third year students of English Department consisting of 34 students. It was a classroom action research. The researcher did some steps for each cycle. They were planning, acting, observing and reflecting. In collecting the data, the researcher applied several techniques including observation, interview, questionnaire, and test. The quantitative data were analyzed by using descriptive statistic. It compared between the scores of pre-test (before implementing inquiry based learning) and post-test (after implementing inquiry based learning), while the qualitative data were analyzed by using qualitative technique analysis which consists of four steps: data collection, data reduction, data display, and data conclusion.

In the result, inquiry based learning can be implemented in teaching writing. It can be implemented effectively. The students were more highly interested and interactive in writing. Their writing improved in organization, grammar, vocabulary, content, and mechanics. This improvement influenced their scores from cycle to cycle, and based on the result of post-test, there was significant improvement between the students’ score in pre-test and post-test. In conclusion, brainstorming technique is able to improve students’ writing ability in descriptive text. Therefore, it is recommended that the teacher should apply brainstorming technique in teaching writing.
ACKNOWLEDGEMENT

The writer’s immeasurable gratitude is addressed to Prof. Drs Suranto, M.Sc, Ph.D as the Director of Graduate School and Dr. Ngadiso, M.Pd as the Head of English Education of Graduate School for their kindness in assisting and facilitating the writer to finish this thesis. To the honorable thesis consultants, Prof. Dr. Joko Nurkamto, M.Pd and Drs. Gunarso, S.M. Ed for their valuable guidance, suggestion, and criticisms during the process of this thesis accomplishment, so that the writer could finish this thesis smoothly.

The writer realized that this thesis is far from being perfect. Therefore, the writer hopes criticisms and suggestions from the reader to make this thesis better improvement. Finally, it is hoped that this thesis will be valuable and useful for the readers who want to improve their writing abilities and want to improve the writing ability by using brainstorming technique.

Surakarta, May 3\textsuperscript{th}, 2011
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CHAPTER ONE

INTRODUCTION

A. Background

The education is one topic of many issues in the development of the human resources in many countries in the world as in Asia, especially in ASEAN countries to improve the standard of education to be the progressive level as the developed countries as United State of America, France, Russia, England, German, and Japan. It seems to be the important factor for supporting the development of a country in improving the human resources to be a good and high quality of human performance, and to help us to know how to determine the target of life in the right direction for reaching the thing that we need in the life of societies and to know how to control our environment. The education is also the light that leads us to achieve in our jobs as our lives in the society. However, the word of education has difficulties in giving the real meanings and it has difficult to understand and using the knowledge from a school as a student studying in the different level of schools. Secondly, the supply of education in a school gives the general case and the specific one to the students who want to study. The target of authority of the central government to the local government of province has not reached the target as hoping for developing and improving the quality of the students in school level. The education process carrying out in a school using such many as aspect as the content of...
Teaching and learning seem to be simple issues that are related to people, lives as the people who have been studying in the different level of school from primary to higher education as in the university. Teaching and learning are not only the process of giving the knowledge to the human but also show the roles of teachers and students who participate in the activities in the classroom and outside throughout their duties and activities. Nowadays, the roles of teachers in teaching in a school are very important because teachers become the main key in providing the knowledge to their students or pupils. English is one subject that is chosen in the schools to be taught as the foreign language; English is not only to be functioned for subject in a school but also becomes the international language that is used to communicate worldwide. In Indonesia, English is considered as the foreign language in basic of communication with people who speak English for the development of technological skills, cultures and international communication among countries in the world.

In the world of the global communication and competition, English becomes the important language for international communication and workforces who want to harvest the achievement in international stage of workforce (labors). Because of the
differences of the foreign languages, learning this language in the school hasn’t been indicated the students’ skills of the language for action performance in speaking and writing in maximum number which make students and teachers happy. But the lack of skills in the professional action and the roles of teaching and learning of the foreign language in a school, it becomes one issue of many causes that obstacles the progressive of development students’ English skills.

Writing is one of the four language skills that are very important to learn. Based on the government regulation (526PM, dated 04s02h2003), it is stated that language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. In this case, the students must be directed to the standard competence and standard basic of English lesson. In the 2006 Curriculum of University level, it stated that the students are able to communicate both in oral and written. They can understand kinds of text: descriptive, narrative, procedure, and recount. They are also expected to have not only receptive skills (listening and reading) but also productive skills (speaking and writing). It means that they are able to use English to get things, use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointment, read and write simple text, making agreement and disagreement, etc).

To achieve those competences, students must be given or taught all the language skills and language elements or components, such as: listening, speaking,
reading, writing, spelling, grammar, diction, pronunciation, vocabulary, etc. those language skills and language elements must be given in an equal portion so that EFL students will have adequate or even complete abilities in English.

The method that is used to teach writing in English department is writing individually. The teacher asks the students to write or to make paragraph individually. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Writing individually does not work optimally to increase the students’ writing ability. Because of the reason above, the writer proposes a method in order to improve the students’ ability in writing especially in writing descriptive text. Here the writer chooses brainstorming technique because in this technique students can work collaboratively. They can share and brainstorm the ideas together. Reid (1993: 156) states that writing is usually easier, better, and more successful when talking, drafting, revising, and editing together in the pair or groups that are part of the writing process. Teachers have high responsibility to develop students’ ability in mastering language skill especially in writing. The teacher must create interesting activities in the class in order the student can develop their ideas in writing. Although the teacher provides some interesting activities it does not mean that there is no problem. The problem is how to increase the students’ writing ability.

However, based on the preliminary research done by the researcher in the third year student class En3A of English department through observation, it can be
concluded that there are two main causes from both teacher and students. The causes from the teacher were as follows: (1) teacher never used teaching aids to enhance the teaching and learning; (2) teacher always sat on the chair; (3) she never did Spot Check (walk around the class while students write) in the classroom; (4) she did not present the form of sentence structure; (5) she did not give students’ homework and feedback for them, and The causes from students were as follows: (1) the students’ writing mastery was still low; (2) the students’ ability how to organize sentences was low; (3) the students sometime stuck with their ideas; (4) the students got difficulty to avoid from irrelevant information, so this make their writing was not coherence; (5) the students still lack of vocabulary, so they often write in misspelling words. The result of their writing was under average and still far from what was expected. This finding was supported by the result of the students’ writing, the average score of the students’ writing test was 56.18. This distribution score of each element of writing can be seen in the table below.
Table 1

The average scores of each writing element

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>40.59</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>66.18</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>52.35</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>55.29</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>66.47</td>
</tr>
<tr>
<td></td>
<td>The average score of writing elements</td>
<td>56.18</td>
</tr>
</tbody>
</table>

From the writing score above, there were only 8 or 23.5% students who got writing score above 60 while the other 26 students or 76.5 % got score under 60. It means that they failed to write English well. The scores of the students showed that the worst element of writing was on organization. Then it was followed by grammar, vocabulary, content, and mechanics. It can be concluded that their writing ability was under average.

The statement above, the result of interview and questionnaire which were used by the researcher showed that the students had more difficulties in writing than the three other language skills: listening, speaking and reading as showed in the table below.
Table 2

Class En3A of English Department

<table>
<thead>
<tr>
<th>No</th>
<th>English Language Skill</th>
<th>Number of Students</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing</td>
<td>14</td>
<td>41.17</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>8</td>
<td>23.52</td>
</tr>
<tr>
<td>3</td>
<td>Speaking</td>
<td>8</td>
<td>23.52</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>4</td>
<td>11.76</td>
</tr>
</tbody>
</table>

Table 2 shows that writing is regarded as the most difficult language skill among of other language skills. It is 41.17%. One of the students gave the reason that:

“Grammar is very difficult for me because I don’t understand well in tenses, so I always make mistake in writing a text”.

The students’ writing ability problems were showed by some indicators as follows: (1) the students were not able to organize the words or phrase to become a good sentence or sentences: (2) the students were not able to construct a text chronologically: (3) the students got difficult to chose the appropriate dictions: (4) the students were not able to make sentences grammatically correct: (5) the students were not able to write without misspelling.

On the other hand, the researcher also found through observation that the previous teacher still used product approach in teaching writing. It means that the teacher’s way of teaching was very conventional. The indicators were as follows: (1)
teacher never used teaching aids to enhance the teaching and learning: (2) teacher always sat on the chair: (3) she never did Spot Check (walk around the class while students write) in the classroom: (4) she did not present the form of sentence structure: (5) she did not give students’ homework and feedback for them. She gave some statements that:

In my teaching, mostly of the problems were that I don’t have much time to prepare the lesson, and I teach many subject not only writing skill, but also reading skill. There are too many students in a class, so I can not give a homework then do the feedback enough for them.

Due to the fact, it is necessarily needed to make an attempt to improve students’ writing ability by applying other technique. English teacher should also be able to improve students’ thinking because thinking is the basic competency for student to write. And then make student energy and enjoy in the teaching-learning process by giving some fun. One of the teaching techniques which cover such kind of those activities is brainstorming technique.

In this case, the teacher will help the students maximally in order to make them understandable in writing descriptive text by using brainstorming technique. He will stimulate the students to understand descriptive text and be able to produce it. He will help them by using questions during writing process to generate and come up their ideas. He will manage the class and the learning process as well as possible by guiding them to find definition of descriptive text themselves and conduct them well.
without letting them to solve the problem individually in order to get right and better understanding. He will be a good manager and facilitator to encourage them who have low ability to get the same chance with the students who have high ability.

In this study, the researcher tries to apply brainstorming technique in teaching-learning process because hopefully it can lead students to have new experience of writing activity and make them get more understanding of descriptive text. It is indicated by increasing their scores more than the passing grade 60. The researcher hopes that average score will be more than 75% to consider that this research was successful.

B. Problem Statement

The observation denoted that the English department of Champasak University. There are many problems about their students’ writing skill such as in organization, grammar, and vocabulary. From the description above, the problems formulated in this research are:

1. Can brainstorming technique improve writing skill of 3rd year students at English Department, Champasak University?
2. What the strength and weaknesses when brainstorming technique is implemented in writing class of 3rd year students at English Department of Champasak University?
C. Objectives of the Research

The goals of this research study:

1. Identify whether brainstorming technique can improve students’ writing ability at English Department of Champasak University
2. Describe what the strength and weaknesses when brainstorming technique is implemented in teaching writing at 3rd year students of English Department, Champasak University

D. Research Benefit

It is strongly hope that the finding of research study will bring some benefits to the students, the researcher, and Faculty of Education, English department of Champasak University.

1. For the students
   a. The result of the study will help them to write better. Students can improve their writing ability in descriptive text by implementing brainstorming technique and it is also expected that the result of the study will make the students interested in learning writing and more motivated in following the lesson.

2. For the researcher
   a. By conducting this study, the researcher can improve his mastering in teaching English language
b. He will understand toward implementing of brain storming technique in teaching writing to improve students’ writing ability and also provide useful practical experience for the researcher himself.

3. For school

a. When brain storming technique is implemented at school, the institution will be able to overcome the problems especially in teaching writing

b. The institution can improve the quality of teaching. As a result, the out put and the achievement of English Department, Champasak University will be better.

c. This study enables to provide contribution and information for teacher at English Department of Champasak University to apply another technique dealing with the teaching-learning process.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Description

1. The Nature of writing

a. What is writing?

Far Bain and Winch (1996: 32) states that writing is about conveying meaning by using words that have been selected and put together in written or printed form. Meanwhile, the other of experts defines of writing is the act or art of forming letters and characters on paper, wood, stone, or other material for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs.

Writing is used to express and explain ideas. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. There are many kinds of writing such as expository, narrative, descriptive, imaginative and persuasive. Literature is a type of writing that includes poetry, novels, plays and short stories. Regardless of the language, writing has many rules including grammar, spelling and punctuation. People use many tools to assist in their writing such as dictionaries and thesaurus.
Heirston (1986: 5-6) proposes six characteristics of good writing. They are as follows:

a. Good writing should be significant. It means that writing should tell something suitable with the purpose of writing.

b. Good writing should be clear. It means that writing must be understandable, for that the readers do not have to reread the writing several times to find out the meaning.

c. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must be support each other in a logical sequence or coherence.

d. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or some sentences that do not support the main idea should be avoided.

e. Writing should be adequately developed. It means that writing should be have limited topic. The topic should be developed by having suitable supporting details.

f. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

The explanations above give clear description about the characteristics of good writing. One of characteristics is that writing should be well organized. It means that
writer should have be ability in arranging his or her ideas into a possible order. A writer should be mastering the aspects of writing.

Dealing with the aspects of writing, Hughes (1996: 91) mentions five aspects of writing. They are:

1) Grammar, that is an element of writing which deals with a set of rules to have a writer construct sentences that makes sense and acceptable in English.
2) Vocabulary, it deals with a list of words and their meaning.
3) Mechanics that is the convention in writing which is related to punctuation, spelling and capitalization.
4) Fluency, which refers to the ease and the style of the composition.
5) Form organization that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to the whole paragraph.

While Kitao (2009: 2) said that the ability to write involves at least six components skill. They are:

1) Grammatical ability. This is ability to write English in grammatically correct sentences.
2) Lexical ability. The ability to choose words that are correct and used appropriately.
3) Mechanical ability. The ability to correct use punctuation, spelling, capitalization, and etc.

4) Stylistic skill. The ability to use sentences and paragraph appropriately.

5) Organization skill. The ability to organize written work according to the conventions of English, including the order and selection of material.

6) Judgments of appropriate. The ability to make judgments about what appropriate depending of the task, the purpose of the writing, and the audience. The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose.

Bayless, et al (2009: 7) added writing skills taxonomy: (1) organization (sentences / paragraphs in order): (2) grammar (correct use of nouns, pronouns, verbs): (3) syntax (writing clear and coherent sentences): (4) punctuation: (5) capitalization: (6) spelling: (7) vocabulary (using correct word given situation). These organizations of the written text are recently often called the generic structure, and BSNP (The Body of National Education Standard) states that writing should involve the following four aspects: (1) generic structure (organization): (2) developing ideas: (3) accuracy (grammar and vocabulary): (4) mechanics (spelling and punctuation).

Heaton (1975: 127-138) states that the writing of a composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form piece of continuous writing which successfully communicates the teachers’ thoughts and ideas on a certain topic. Heaton (1975: 138)
states that writing skill is a complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.

Byerne (1984: 1) states that:

Writing can be said to be the act forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making lists of words, as inventories of items such as shopping lists.

Based on the definitions of writing above, it can be concluded that writing is a skill of using language in a written form, which involved five dimensions, namely: organization, content, grammar, vocabulary, and mechanics. It is very important to be considered by the teacher that writing is a complex process will requires the writer or EFL students need more time to explore their thought and ideas in the forms of text that enable them to have a better writing and give them opportunities to see their own progress, that is whether their writing are able to communicate their ideas and can be easily understood by the reader or not.

b. Writing Approaches

The first level of trio term is approach. Anthony (in Allen 1965: 94) views approach as “A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a
philosophy, an article of faith—something which one believes but can not necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it”.

According to Anthony’s model, approach encompasses both theories of language and language learning. Mostly all language teaching methods operate explicitly from a theory of language and theories about how language is learned. Theories at the level of approach relate directly to the level of design. They provide the basis for determining the objectives and content of syllabus. They also relate to the level of procedure as they provide the linguistic and psycholinguistic rationale for selection of particular teaching techniques and activities. There are several approaches to teaching writing that are presented by (Raimes, 1983: 24) as follows:

a. The Controlled-to-Free Approach

In the 1950s and early 1960, the audio-lingual method dominated second-language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable student to achieve this mastery. The controlled-to-free approach is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students write and yet
avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

a) The Free-Writing Approach

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

b) The Paragraph-Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern-Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general
and specific statements and choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

c) The Grammar-Syntax-Organization Approach

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing can not be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

d. The Communicative Approach

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience:

Why am I writing this?

Who will read it?

Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer
writing for a real reader. As such, the readership may be extended to classmate and pen pals.

d) The Process Approach

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. Thus, writers ask themselves:

How do I write this?

How do I get started?

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their own ideas. Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

*commit to user*
During the writing process, students engage in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in that order.

c. Principles for Teaching Writing

Writing is a step by step process which needs sufficient practice and time. In addition, the teacher, who is in charge of the course, should have a basic knowledge of the nature of writing in order that he will be able to help the EFL students. Thus, a writing course should be geared primarily to assist the EFL students develop their ability in communicating their thought and ideas in written form that can be understood by other people. Byrne (1984: 4) states that:

There are three factors which influence writing process, they are: (1) psychological problem: in this case, a teacher is expected to be able write his own, without the possibility of interaction or benefit of feedback, in itself makes the act of writing difficulties: (2) linguistic problem: a teacher has to keep the channel of communication open through his own efforts and to ensure, both through his choice of sentences structure and by the way his sentences are linked together and sequenced, that the text he writes or produces can be interpreted on his own: (3) cognitive problem: a teacher has to master the written form of the language and to learn certain structures which are less used in speech, or may be not used at all, but which are important for effective communication in writing. A teacher has to learn how to organize his ideas and thought in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us. In short, it can be concluded that writing is a task which is often imposed on the teacher, perhaps by circumstances. This not only has psychological effect: it may also cause a problem in term of content-what to say."
To overcome those problems mentioned above, the English teachers need to be aware that writing should be taught in various ways and manners so that the students are interested in studying it. It can be carried out either in indoor or outdoor as long as the EFL students are interested in taking part and enjoying the course. The teacher should also phase the writing tasks from the simplest stage to the more complex one, so that the students are not frustrated with writing.

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment, thesis writing. Thus, in terms of students’ needs, writing occupies an equal role with the other language skills.

Brown (1994: 141) states that:

Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on process. Broadly speaking, a product oriented approach focuses on the end result of the learning process that is, what the learner is expected to be able to do as a fluent and competent user of the language. On the other hand, process approach focuses more on the various classroom activities which are believed to promote the development of skilled language use.

The above concept is also applicable in teaching writing. In the traditional way of teaching writing, which focuses more on the product, very a little attention is paid to help learners develop their ideas in the process of meaning-making. No wonder
that writing activity becomes dull, dry, and boring (Lekei, 1996: 141). Meanwhile, there has been a paradigmatic change in the teaching of writing. Attention to the writer as language learner has led to the second approach—a process approach.

Based on English Curriculum of English department, Faculty of Education of Champasak University, the program of teaching and learning English as a foreign language aims to develop students’ skills in listening, reading, speaking and writing. The students are expected to achieve competencies in understanding oral and written texts and to be able to express their thoughts and ideas whether in oral or written form, especially in the form of narrative, recount, report and descriptive text.

In order to give a clear picture of the two approaches which were used in teaching-learning, it is necessary to be aware of the characteristics of writing as a product and how it differs from the new paradigm in writing as a process. Thus, the first presents certain characteristics of writing as a product.

1) **Principles of the Product Approach**

In the product-oriented type of teaching writing, the main purpose of the learners’ writing activity is “to catch grammar, spelling and punctuation errors” Leki (1996: 142). In elementary or intermediate level, following this theory, students’ activity is to write out grammar exercise. These activities are disguised as composition writing; those are called guided writing (Alexander, 1965: 142). Here, the students are given a short text and instructed to change all singular nouns to plural
nouns or to form present tense to past tense etc. the students are assumed to be not ready yet to create the texts themselves; they are only ready to manipulate forms.

In other more advanced classes students are assigned composition or other kinds of text to write based on certain topics. The poor teacher, then, takes home the piled students’ papers to grade especially based on the grammatical errors. They are finally returned to the students with some comments and corrections. Since the focus of these types of writing exercise is primarily on grammar, students will get good grade if the texts are free from errors or have only just very few errors. Consequently, then students write very cautiously in their second language. Therefore, they often avoid writing what they can not control.

Therefore, in the traditional way of teaching writing teachers mostly concerns with the final product of writing and what the product should look like. Brown (1994: 320) has mentioned some traditional criteria of good writing. Composition, he states, are supposed to: (1) meet certain standards of prescribed English rhetorical style; (2) reflect accurate grammar; and (3) be organized in conformity with what the audience would consider to be conventional. A great deal of attention, then, is placed on model composition, that students would emulate and how well a student’s final product is measured against a list of criteria which include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.
2). Principles of the Process Approach

Teaching writing does not mean simply having students do grammar exercise in writing. It no longer means having students manipulate unfamiliar texts that have no special meaning for them. Instead, students are writing about, and most especially, what they really want to communicate to someone else, and what they really want a reader to know. This desire on the part of the writer to communicate something is very important, because if it is already difficult to function in foreign language, it is much more difficult for students to write if they have no interest at all.

In the process approach, students are taught strategies that should help them to finally reach a decent product. But of course the product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; and the student writer is less alone (Lecki, 1996: 174).

The process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get opinion from several people to help them figure out what to say and how to say it. The result is that writing class is suddenly noisy, may be noisy more than even a conversation class; the students work in groups to write, read each other’s writing and comment on it. In teaching writing as a process, consequently, the students may produce several draft or version of their writing with the emphasis on the process of writing and on getting feedback from classmates. Multiple draft, therefore, are the norm. Every one writes
several drafts, not necessarily which are free from errors, but the student can express what they want to say.

The new emphasis on the process, however, must be seen in the prospective of a balance between process and product. “The product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing” (Brown, 1994: 322). Without that final product firmly in view, we could quite simply drawn ourselves in a series of revision. Process is not the end; it is the means to the end.

Concerning with the stages in the process of writing, several scholars on the field classify them differently. Caudery (1995: 143) argues that the process of writing includes planning, drafting, and revising. Brown (1994: 332) states that prewriting, drafting, revising, and editing take place throughout the process of writing. And a more detailed account of stages of writing has been proposed by white and Ardnt (1991) who argues that stages in process writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. The first three stages are classified as the prewriting stage. The writing activity starts from drafting. It is concerned with how ideas can be led to a conclusion with a sense of completion. Evaluation deals with the cultivation of a sense of responsibility for being critical to the writing. Lastly, reviewing aims at developing critical capacities and enriching the repertoire of linguistic resources for writing (Brown, 1994: 144).
Process writing approaches tend to be framed in three stages of writing: generating ideas, drafting, and revising. Brown (1994: 332) has proposed several activities in order to encourage the generation of ideas. They may include the following activities: (1) reading (extensively) a passage: (2) skimming and or scanning a passage: (3) conducting some outside research: (4) brainstorming: (5) listing (in writing individually): (6) discussing a topic or question: (7) instructor-initiated question or probes: (8) free writing.

In the past writing teachers were mostly concerned with the final product of writing and what that product should look like. A good deal of attention was placed on model composition that students would excel and how well a student’s final product is measured based on a list of criteria such as content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. The new emphases on the writing as a process have made the class more exploratory and more effective for the students to develop their writing skills. They have become more humanistic more friendly, and more fun. Students and teachers work together and collaborate; they become more relaxed. However, warns us that the product is still important and grammatical accuracy is still an important goal as well. There should be a balance between product and process. We have to be sure that the process principles do not detract from a careful focus on the product as well.
2. Descriptive Text

Basically, a descriptive text is one type of several texts. The term “type” is sometimes stated as ‘genre”. The types of texts consist of recount, narrative, procedure, report, and descriptive text. The classification is based on the analysis of the three main elements of a text. The elements are:

1. The generic structure of the text: analyzing structure used in composing the text, in what way is the text constructed by its teacher.
2. Language features: taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its teacher.
3. The purpose of the text: why is the text made?

Anderson (1999: 16) states that: a descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

a) Generic Structure of Descriptive text

The generic structure of recount is as follows: (1) Identification (mention the Special participant): (2) Descriptive (mention physical features, the part, quality: and (3) Characteristic of the subject being discussed (Anderson.1999: 16).

b). Language Features of Descriptive

The language features usually found in a descriptive are: (1) Using simple present

c). Text Organizer of Descriptive by Eather Jenny

Introduction

General statement about the subject may include:

Who
What
When
Where

Details
Statement describing characteristics may include:

- For someone:
  what they Look like
  what they do
  How they act
  What they like or dislike
  What makes them special

- For something
  How it looks like, feels, smells and tastes
  Where it is seen or found
  What it does
  What makes it special

Conclusion

Optional statement to sum up main ideas
Andrew and gina Macdonald (1996: 168) states that:

Good descriptive writing is always concrete, with plentiful details and examples; it always involves giving close attention to the specific meanings of words and any extra meanings. They may carry with them; and sometimes it uses metaphors and similes to make the description more powerful and more vivid. Good description begins with good observation; looking closely at someone, something, or some place. It also involves classification: dividing up the details according to a pattern, often one based on “space” or “location”. A classic story about academic analysis illustrates the need for both close observation and the establishment of general categories or pattern.

However, a text can not be rigidly classified as above. It is often a mixture of genre. In many examples, a report text is sometime mixed with an explanation text. A recount text is a combination of a report and a descriptive text, but understanding types of texts should be aimed at understanding the general guiding principles. Each type has a different structure and language features, and has a different purpose as well.

Here are the characteristics based on descriptive writing as a feature, description is a style of writing which can be useful for other variety of purposes as:

1. To engage a reader’s attention
2. To create characters
3. To set a mood or create an atmosphere
4. To being writing to life

While in language function, descriptive writing;
1. Aims to show rather than tell the reader what something/someone is like

2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

3. Is focused and concentrates only on the aspects that add something to the main purpose of the description.

4. Sensory description—what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.

5. Strong development of the experience that “put the reader there” focuses on key details, powerful verbs and precise nouns.

Beyond the characteristics stated on, descriptive writing also consists of generic structure in range as:

1. General statement

2. Explanation

3. Closing

The description text has dominant language features as follows:

1. Using Simple Present Tense

2. Using action verbs

3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms
7. Using general and abstract noun
8. Using conjunction of time and cause-effect.


3. Brainstorming Technique

a. Definition of Brainstorming

Brainstorming is similar to free-writing in that you write down everything you can think of without considering whether it is valid, good or useable. The difference between free-writing and brainstorming is that free-writing takes on a format that looks something like a paragraph, while brainstorming usually results in a list of words and phrases. When brainstorming, it isn't necessary to keep writing continuously; just jot down ideas that seem related to your topic. When you can't come up with anything to add to the list, read it and determine what to include and what to delete.

Many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. In some cases, writers cross out or delete the ideas they reject and number the others in the order in which they want to present them.
With very little effort, they have an informal outline that can guide them in organizing their drafts. Another advantage to brainstorming is that it can be done in groups. If you are collaborating on a project, all the writers can meet and shout out ideas that come to mind regarding the topic. It’s really not possible to free write as a group.

Brainstorming means using a variety of methods to stimulate your thought process. Try outlining or tree diagramming, borrow ideas from friends, free write on the computer—anything to get ideas flowing. Then, think about the organization process (Eward, 1994: 149).

Andrew and Gina Macdonald (1996:30) states that:

To brainstorm means to think, to meditate, concentrate, to come up with ideas and information from inside your own mind. The word “brainstorm” creates a picture of a mind engaged in great activity, an image of energy that is almost out of control; of mental force but also mental disorder. Brainstorming builds on discontinuity. The point is to use energy to create something new. Brainstorming begins the creative process with bursts of ideas that at first seem unrelated but which the mind explores, seeking order, relationships, and continuity.

According to Eward 1994, the series of propositions on Brainstorming (they are not in any particular order). Brainstorming is primarily a thinking (and imagining) technique. Brainstorming is itself not a writing technique. It is a preparation for writing. Brainstorming can assist a student in several main ways: (a) to clarify ideas (the content and the meaning of the writing) and: (b) to clarify the ways to express those ideas in writing (the means; the choice of words, the grammar, the word order,
the style, the punctuation, etc). In this context it may be useful to keep in mind the distinctions: (1) Ideas / Expression: (2) Content / Form: (3) Message / Medium.

Brainstorming can help with both parts of the writing process, sometimes together but, more often, separately, i.e. the "thinking" part (the ideas, the content, the message) - what is said, and the "writing" part (the expression, the form, the medium) - how it is said in writing. Brainstorming does not usually produce new information but, rather, new insights (how to use existing knowledge and skills). It is not about the creation of new knowledge but about the application of what is already partially known. The student will usually have many small pieces of knowledge (vocabulary, basic grammar, etc) but not much knowledge or confidence in using them. The teaching process is a way of trying to enable them to get some understanding of the practical use of the limited English language knowledge they already have - the dynamics of using a language, the language in action.

The teacher should reinforce this learning by pointing out to the student the precise ways in which her/his writing has improved. Accurate feedback is essential to good teaching and learning. Brainstorming can be used with individuals or with groups or with a whole class. Each has its own advantages and disadvantages: (1) the larger the group the greater the total number of interactions. This can be stimulating, energy producing and a lot of fun. It can produce a lot of ideas and possible options. On the other hand, large numbers can be hard to control. The strong and the confident may dominate over the weak and the shy. It can also lead to confusion - too many
voices, too many options and so may degenerate into a game without any purpose. Also, some individual students may get lost in the Brainstorm, become confused and just opt out - sit in silence: (2) individual brainstorming forces the individual student to take responsibility and engage with the task. Weaker or lazy or shy students cannot hide in the crowd and leave others to do the work. Individual students will be forced to examine their own levels of knowledge and skills and so focus on their own learning needs. The disadvantages may be that an individual student may become "stuck" with his/her limited knowledge or limited confidence and not know what to do. Some individuals will probably generate only a very few options. In classroom practice, the effective teacher will probably move backwards and forward between the three modes of brainstorming: the individual, the small group, the class as a whole (Eward. 1994: 142).

b. Brainstorming in Teaching Writing

However, the researcher will not apply all of those components in every meeting. The design of implementing brainstorming in teaching writing activities will run step by step as follows:

Step 1. Pre-writing

1. Prepare students to write (choosing topic)
2. Should elicit ideas from the students and use students’ background knowledge
3. Should present or review vocabulary, structures, rules, punctuation, etc

4. Give a model (brainstorming) or vocabulary networks: who, what, where, when, why charts.

Step 2. Writing

1. Students should write/should practice writing alone, in pairs, and in groups.

Step 3. Post-writing

1. Students should do a related listening, speaking, or reading activity and/or correcting their writing.

2. Correcting writing

Teacher and Students should use many different techniques to correct writing assignments such as: (1) Spot Check (walk around the class while students write making correction): (2) Peer Marking (students correct each other’s writing); (3) Pair Work (students write in pairs to help each other).

c. Brainstorming in Descriptive Text

According to the purpose of teaching English for university students especially at English department of Champasak University is to develop communicative competence in spoken and written form to achieve the literacy level which can be
realized through four skills such as listening, reading, speaking, and writing. They are expected to reach at the functional level. In this case, they are expected to be able to communicate or participate in the creation of text in spoken and written in their daily life. The students are expected to be able to create many kinds of functional text and monolog in the form of procedure, recount, narrative, report, and descriptive text (Depdikbud, 2006: 278). The text created should consist of grammatical sentences, acceptable expressions, and culturally acceptable in the English culture. It means that English text created by students must be acceptable texts, which are grammatically correct and well arranged.

In this study, the researcher focuses on the third year students of English department of Champasak University. In this case, the standard competence for the third year students are also able to express many kinds of meaning in the grammatical sentences and acceptable expression in the written text especially in the form of descriptive text.

B. Rationale

Brainstorming can be a very effective technique because it creates energy in the classroom. It is also useful because it opens up their thinking processes, enables them to see more possibilities, to be more imaginative and more creative. This is the easy and exciting part. The hard part is what follows: how do we help students after they have seen new possibilities to turn them into improved thinking and written
expression. They need to brainstorm not only ideas but also writing techniques, vocabulary, grammar, logic and clear thinking. There has to be a written outcome better written English. Brainstorming was originally designed as a technique to assist in decision-making - to enable people to see that they have many more options than they believe they do, and so enable them to make better decisions. Likewise in teaching, and in teaching writing skills, it has to lead to improved practice in writing, more skillful, more exact, more varied English usage.

Brainstorming takes an importance role since it is one of pre-writing activities done to generate thought and ideas. It is also useful and helpful for English Foreign Language learner as a second language to get started writing. The students enable to generate diction or words that they need to write. Brainstorming also can be used as a visual way to map words that will be used in writing a descriptive text. It also can be made in the form of lines, boxes, arrows, and circles to show the relationship among the ideas and details. By using brainstorming technique, it’s really students centered for the teacher’s role is facilitator and nominator only. It can be assumed that brainstorming with its characteristics: working in pair or group, students-centered, and motivating to get achievement and to study more can improve students’ writing ability.
C. Action Hypothesis

Based on the rationale of the study, the hypothesis is formulated as follows: Brainstorming can improve students’ writing ability of the third year students at English Department, Faculty of Education of Champasak University in the Academic Year 2010/2011.
CHAPTER III

RESEARCH METHODOLOGY

A. The Setting and Timing of Research

This action research is about improving the students’ writing ability in descriptive text by using brain storming technique. This research will be conducted in the classroom at the third year students, English department, Faculty of Education of Champasak University on September up to November 2010.

The National University of Laos-Champasak Branch was established by decree of the Prime Minister, 214PM, dated 28/11/2002. After establishment, the leaders and staff of the branch university worked diligently according to the political principles, and guided by the policies of the government, they successful developed the branch. In recognition of this progress, the government then approved the change from branch status to that of Champasak University. This was according to the decree of the Prime Minister, 95PM, dated 05/07/2004. And since then the university has gradually grown.

Champasak University consists of the Rector, two Vice-Rectors, five offices: Organization and Personnel, Administration, Academic Affairs, Student Affairs, Research and Technology Transfer, then divided into five faculties: Faculty of Agriculture, Economic and Management, Law and Political Sciences, Engineering Faculty, The School of Foundation Studies and Faculty of Education.
Faculty of Education commences teaching and learning activities for normal and special course at bachelor degree that consists of three departments as follows: (1) Mathematics Department; (2) Literature Department; (3) English Department. Most of the students who study at 3rd year of English Department are the students who studied from learning bachelor curriculum at the School of Foundation Studies Faculty (SFS) for 64-68 credits because the bachelor degree program is five years of study: two years of general studies in the SFS and three years of specialized study in one of the faculties. The students come from different provinces in all parts of Laos.

The subjects of the study are the third year students of English Department in 2010/2011 academic year and randomly chosen by researcher himself. There are 34 students in class (EN 3A). They consist of 14 boys and 20 girls. Some of them were selected and given Quota by Provincial Education Services. This first category of student is selected based on their High School achievement and a quota fixed by the Ministry of Education. Some of students are selected by examination. The entrance examination is organized simultaneously in all provinces and also some students were selected by special privilege. These applicants will be selected according to decree of government 108/PM, dated 31/07/2000 and 52/PM, dated 05/09/2003.

Some students are citizen and some are from remote area, so they have different background of English language. Moreover, there is only a little enthusiasm to learn English. For some of them, studying is a must which they have to do, not a need. Teaching English in such situation needs extra patience and effort.
The reasons for choosing this class as a subjects are: Firstly, the third year students of English department still have problems in writing. The problems that students have are in: (1) they can not organize the paragraph chronologically; (2) they still lack of grammar; (3) having lack of vocabulary. Since, this research is a classroom action research, so all the students of this class (En 3A) will be taken as the subject of the study. In conducting this study, the researcher was assisted by one collaborator. The schedule to carry out the research is as follows:

Table 3

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B. Research Design

The research method used in this study is a classroom action research. There are some definitions of action research. Hopkins (1993: 1) defined that action research is an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumption of educational theory in practice, or a means of evaluating and implementing whole school priorities. Wallace (2000: 4) adds that an
action research is basically a way of reflecting on your teaching. It is done by systematically collecting data on your everyday practice and analyzing it in order to some decisions about what your future practice should be. Burns (1983: 30) defines that action research is the way group of people can organize the condition under which they can learn from their own experience. From the definitions above, it can be dawn some inferences:

1) A classroom action research is conducted to find the solution of the practice problems which happen in the classroom

2) A classroom action research is systemic study which attempts to enhance the teaching-learning process

3) A classroom action research is purposely to help students improve their achievement

4) A classroom action research can be conducted by the teacher himself who teach in the classroom or with one or more collaborators

5) A classroom action research tends to be cyclic. It means that the steps tend to recur at different phase of an action research study to reach the target.

Kemmis and Burn (1983: 30) writes:

“Action research is a form of self-reflective enquiry undertaken by participants in social including education situation in order to improve the rationality and justice (a) their social or education practice: (2) their understanding of these practices: and (3) the situation in which the practices are carried out. It is most rationally empowering when undertaken by
participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with outsiders”

He also defines that action research is the way groups of people can organize the condition under which they can learn from their own experience. Ebbutt (1985: 12) also writes that action research is about the systematic study of attempts to improve education practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effect of those actions.

From the definitions above, it can be concluded that an action research in this study means by the systematic study of attempts to improve the teaching and learning process in order that English Foreign Language Learners' achievement is satisfactory. As a matter of fact, the students’ ability in writing a descriptive text is not satisfactory and need improving.

In order to be able to achieve the objectives of the teaching-learning process, the researcher is going to use some steps, as stated by Kemmis (1982:11). Those steps are planning, action, observation and reflection.

Here is the Spiral model
(McNiff, 1992: 23)

In each cycle, the procedures are:

1. Planning

   In these activities, after formulating the problem and analyzing the causes, the researcher plans the solution. The solution should be appropriate and based on the relevant theories. Besides, the researcher also has to consider the feasibility of the implementation.

2. Acting

   In this stage, the researcher starts to implement what he has formulated in planning. The implementation is not as simple as the planning because in reality, it usually more complicated than what has been planed. Therefore, the researcher should anticipate what is going on in the future.

3. Observation

   The activities which were observed are the process of teaching and learning in the classroom and learning process that students achieved. The field notes of both researcher and collaborator and the result of recording will be the main resources for this observation. And also, the interview done in face to face interaction covers the teacher and students’ perception and responses toward the implementation of process approach. Whereas, the questionnaire covers the students’ responses in written form.
In addition, document analysis covers all documents collected related to the implementation of process approach such as the students’ worksheet, interview transcription, and etc. Meanwhile, the test covers the effect of the implementation seen from the scored gained by the students.

4. Reflection

The researcher and collaborator analyzed what are going on during the teaching and learning process and the result of the writing test. Through this activity, both researcher and collaborator will hopefully find the strengths and the weaknesses found during teaching and learning process. Both the researcher and the collaborator will discuss the weaknesses and try to look for the solution of the problems found during the observation for the benefit of betterment of students’ writing ability. It covers the process, effect, the successful plan, and unsuccessful plan which can be the input for making the revised plan for next cycle.

C. Procedure of the Research

Classroom Action Research in this study applied the following procedure

(Joko Nurkamto in Lanjar Utami, 2007: 67)

PR → FF → PS | GP → A1 → O1 → R1 | RP → ……

PR: Preliminary Reflection  A1: Action 1

FF: Fact Finding  O1: Observation 1

commit to user
1. Preliminary Reflection

CAR is conducted since there are problems appear in the classroom and need to be solved. Basically, the problems can be categorized into two, learning problem and class management. The first category relates to learning problems such as difficulty in pronouncing words, the difficulty in writing, and etc. The second category relates the students’ attitude in the classroom such as coming late, making noisy, cheating in test, etc.

In this research, the researcher observed the subject on September 2010. During the observation it was found that the students faced some problems in writing. The observation included giving pre-test on writing, interviewing the previous teacher and the students of class En 3A of English department, and also giving the questionnaire to the students.

2. Fact Finding

In this phase, the problems are identified and arranged based on the priority. There are problems that must be solved soon and there are problems that can be solved later. In analyzing the problem, it can be done by using test, observation, interview, document analysis, anecdotal records, and rating scales.
Based on the preliminary observation conducted in this research, it was found that the students’ writing ability was still far from what is expected. From the result of the students’ writing, the average score was 56.18. There were only 29.4% or 10 students who got score above 60. It means they could pass the passing grade of writing skill in English lesson. The rest or 70.6% were categorized failed. It means that they got score below the passing grade.

3. Problem Statement

Based on the identification and the analysis of the problem, the researcher formulates the problem which is accompanied by the causes.

In this study, the researcher formulated the problem that was the students’ difficulty in writing. There are two causes of students’ problem in writing. First, the teacher still used traditional approach in which he only demanded the students’ writing product and he only gave a few portion for writing whereas writing is a complex activity. Second, the students’ ability to create a good written form was still low since they could not organize their ideas well, use grammatical sentences, choose appropriate vocabulary, and using punctuation correctly.

4. General Planning

After formulating the problem and the causes, the teacher plans the solution to solve the problem. The solution should be appropriate and based on relevant theories. Besides, the researcher also has to consider the feasibility of the implementation.
In this study, the researcher applied brainstorming technique as a solution in teaching writing. The chosen was under consideration that brainstorming can lead the students to write through thinking and writing process including prewriting, writing, and post writing (revising and editing). Each stage has to be followed by the students in order that they can create a good written text. The stages in teaching-learning process cover gathering ideas, arranging ideas into good order in the form of sentence or sentences, revising the content, editing ungrammatical sentences and unsuitable vocabulary in pair work. By doing so, it was hoped that it could solve the students’ problem. In this stage, the researcher prepared material, lesson plan, schedule, and action plan done in the action stage.

a. Preparing the lesson plan

Designing the lesson plan is very important in order to make the teaching learning process run well. The lesson plan done by the researcher and collaborator teacher contained the standard competence and the basic competence that were expected to be achieved by the students. It was also contained the procedure of presenting the lesson in each meeting in order to solve the problems faced by the students. Some main components of the lesson plan are explained as follows:

1) Standard Competence
It covers the standard competence from the 2006 curriculum that is expressing meaning in simple written short functional text and easy in the form of descriptive and recount to interact in daily life.

2) Basic Competence

It is the extension from the standard competence above that is expressing meaning and rhetorical steps in simple short essay by using written form accurately, fluently, and acceptably to interact in their daily life in the form of descriptive text.

3) Learning Scenario

This study was designed in four meetings for each cycle. Each meeting took 90 minutes. Each cycle covered the implantation of brainstorming technique in teaching writing that includes introduction, prewriting, writing, and post writing (revising and editing).

4) Assessment Procedure

To know the result of the research weather it was successful or not, the researcher assessed the students’ progress during the teaching-learning process and the result of the post test.

b. Preparing the Criteria of Success

This research was considered successful if it already met the criteria of success. The criteria of success were seen from two angles, the teacher and the students. The teacher was considered success if he had a good performance which could be seen
from the indicators of success in implementing brainstorming in writing as follows: (1) teacher made the lesson plan: (2) teacher used teaching aid or material: (3) teacher implemented the plan well: (4) teacher could organize the class well: (5) the students and teacher’ interaction was good.

Meanwhile, the students were considered successful, if they met the criteria of success indicators as follows: (1) the students were actively involved doing the teaching-learning process such as asking questions, having good interaction, giving more attention to their teacher: (2) the students were fun and energy doing the activities in teaching-learning process such as having spirit to accomplish the task, enjoying the teaching-learning process: (3) the students followed the stages on the writing process such as involving and actively to accomplished the task on each stage including introduction, prewriting, writing, and post writing: (4) the students’ writing ability improved which could be seen from the result of each cycle: (5) 70% of students could achieved the passing grade of the writing skill in English lesson that was 60.

1. **Action**

Action is the phase where the researcher implements what has been planned in general planning. The researcher is observed by a collaborator in the classroom.

In this case, the researcher applied brainstorming in writing. According to 2006 curriculum, the students were expected to be able to create recount, narrative, and
descriptive text in spoken and written form. In this case, the researcher focused on creating descriptive text through brainstorming including introduction, prewriting, writing, and post writing activities. The researcher applied the action based on the lesson plan designed by the researcher and his collaborator.

2. **Observation**

   The following step is monitoring the effect of the action. The observation may be carried out while the researcher takes the action. Observation and action occur simultaneously. In this study, the observation was done during the teaching-learning process. The observation was not only the teaching-learning process but also the learning progress the students achieved. The researcher and his collaborator did observation during the implementation of brainstorming in writing in every meeting of each cycle. To get the data in observation, it was conducted by observing the teaching-learning process, interviewing the students and collaborator, distributing questionnaire and conducting post test in each cycle.

4. **Reflection**

   Reflection refers to activity of analyzing what has been done in the action. Reflection covers the success and failure of the action and its effect. It is useful information for preparing the next action. In this research, the researcher analyzed to what extend the implementation of brainstorming was successful based on the criteria designed. It also covered the analysis to problems encountered toward the
implementation of brainstorming and the causes of the problems. From the result of reflection, the researcher helped by her collaborator could prepare a plan for the next cycle.

5. Revised Plan

Based on the result of reflection, the researcher can determine whether he has to continue or stop the research. It depends on main problem weather it has been solved or not. If it is needed, the revised plan can be designed.

D. Data Collection Technique

To obtain the accurate data needed, the research data are gained through:

1. Observation

The observations were done during the teaching-learning process in order to know the implementation of brainstorming technique in writing descriptive text. It is done to gain real data concerning with what is going on during the course, interaction between teacher and students, and students-students. In this research, the researcher will teach writing using brainstorming technique and take a role as an observer as well.

The researcher also asks his collaborator to observe all activities during his teaching-learning process in four meeting of each cycle. In this case, the collaborator
has some duties to observe, to evaluate and to give some suggestion regarding with the implementation of brainstorming technique.

2. Interview

The interview was done to get information from the students and the collaborator. The information covered their understanding of the brainstorming technique in writing, the implication to the students' writing ability, and the strengths and weaknesses of the implementation of brainstorming. The interview was done before and after implementing brainstorming in teaching-learning process in each cycle.

3. Document

The documents collected were in the form of students’ portfolios and students’ daily. By analyzing them, the researcher got information about the students’ progress in writing and students’ responses toward the teaching-learning process in the classroom. The researcher also collected the data from the result of students’ post test. The scores representing could become the information about the students’ writing achievement.

4. Questionnaire

The purpose of giving questionnaire was to find out the students’ personal
opinion or self expression in the preliminary observation, the researcher used questionnaire to know students prior competence and their problem faced in writing.

E. Data Analysis Technique

Quantitative data were analyzed by using descriptive statistics and qualitative data will be analyzed by using the constant comparative method the researcher presents the result of the two cycles. The procedures are as follows:

1. The researcher observes the students during the writing process, starting from prewriting up to post writing activities by using observation sheet.
2. The researcher analyzes the result of the interview to find out the information about the implementation of brainstorming in teaching writing.
3. The researcher analyzes the result of questionnaire to know the students’ personal impression about the use of brainstorming in teaching writing. In the questionnaire, a 4-point rating scale will be used (1= Strong Disagree, 4= Strong Agree). The mean score will be calculated for all the items. It is to be observed that the students’ preference toward writing a descriptive text.
4. The researcher analyzes the students’ writing progress based on the result of analytic scoring rubric.

In scoring the students’ works, there are five elements to score. They are organization, content, grammar, diction and mechanics. The value of each element ranged from 1 to 5. The maximum score of organization is six, the maximum score of
content is five, the maximum score of grammar is four, the maximum score of diction is three, and the maximum score of mechanic is two. The distribution score of the writing element is illustrated in the table below.

<table>
<thead>
<tr>
<th>Writing elements</th>
<th>Range score</th>
<th>Maximum score</th>
<th>Final score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>1-5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Content</td>
<td>1-5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Grammar</td>
<td>1-5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Diction</td>
<td>1-5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Mechanic</td>
<td>1-5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>1-5</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Furthermore, to obtain more valid score, the students’ works were scored using inter-rater. It means that the students’ works are scored by both the researcher and the collaborator, so there are two sets of score results from the researcher and the collaborator which are used to state the significance of brainstorming in writing a descriptive text whether the students’ improvement occurs or not. In analytic scoring, scores in five elements will help to call the teachers’ attention to areas of needed
improvement. It means that it provides information about the difficulties that the students encountered.

After analyzing the scores of the written test, the researcher uses a statistical technique to find the mean score of the students. To know the result of this research, the researcher used a formula proposed by Arikunto (1979: 38) by comparing the mean score of a pre-test and that of the post-test. The formula is as follows:

\[
M = \frac{\sum X}{N}
\]

- \(M\) = mean score
- \(\sum X\) = the total score
- \(N\) = number of the students

If the mean score increases, the students’ writing ability is considered improving. It means that brainstorming can be used to overcome the students’ problems to write a descriptive text.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present research finding to answer for the initial problem which has been mentioned in the first chapter. The aims of the research are to improve whether the implementation of brainstorming technique can improve students’ writing ability in descriptive text and to describe what happens when brainstorming is implemented in the writing class of the third year students, English department, Faculty of Education of Champasak University. The description were based on the data from the teacher and collaborator field notes, the result of interview to the students and collaborator, the result of questionnaire, documents collected, and the result of test.

A. Introduction

1. Preliminary Reflection

This study began when the researcher realized that the students had problem in English especially in writing. It was based on the preliminary interview to the students that most of them reacted that writing is regarded difficult. Then, the researcher conducted preliminary observation. The preliminary observation was conducted on September 2010 to the third year students of English department, Faculty of Education, Champasak University. The preliminary observation was conducted in order to find out the problems faced by the students and the teaching
learning situation done by the previous teacher. To find out the teaching-learning situation the researcher observed the previous teacher in the teaching-learning process.

Based on the preliminary research done by the researcher in the third year students of English department, Faculty of Education of Champasak University through observation, the previous teacher still used product approach in teaching writing. It means that the teacher’s way of teaching was very conventional. The indicators were as follows: (1) teacher never used teaching aids to enhance the teaching and learning; (2) teacher always sat on the chair; (3) she never did Spot Check (walk around the class while students write) in the classroom; (4) she did not present the form of sentence structure; (5) she did not give students’ homework and feedback for them.

The researcher also conducted interview and gave questionnaire to students in order to find out the students’ perception toward writing skill. From the result of interview to the students, it could be conducted that writing is regarded difficult. Most of them found difficulties such as the indicators as follows: (1) making grammatical sentences; (2) they also did not know the correct spelling of some certain words; (3) organizing the ideas into paragraph and making coherence; (4) teacher did not guide them in the form of prewriting activities; (5) teacher gave limited time to write and did not give feedback.
The statement above, the result of interview and questionnaire which were used by the researcher showed that the students had more difficulties in writing than the three other language skills: listening, speaking and reading as showed in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>English Language Skill</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing</td>
<td>14</td>
<td>41.17</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>8</td>
<td>23.52</td>
</tr>
<tr>
<td>3</td>
<td>Speaking</td>
<td>8</td>
<td>23.52</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>4</td>
<td>11.76</td>
</tr>
</tbody>
</table>

The writing skill is regarded as the most difficult language skill among the other language skills. It is 41.17%. The students' writing ability problems were showed by some indicators as follows: (1) the students were not able to organize the words or phrase to become a good sentence or sentences: (2) the students were not able to construct a text chronologically: (3) the students got difficult to chose the appropriate dictions: (4) the students were not able to make sentences grammatically correct: (5) the students were not able to write without misspelling.
In addition, from the result of pretest, it was under average and still far from what was expected. This finding was supported by the result of the students’ writing, the average score of the students’ writing test was 56.18. This distribution score of each element of writing can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>40.59</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>66.18</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>52.35</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>55.29</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>66.47</td>
</tr>
<tr>
<td></td>
<td>The average score of writing elements</td>
<td>56.18</td>
</tr>
</tbody>
</table>

From the writing score above, there were only 10 or 29.4% students who got writing score above 60 while the other 24 students or 70.6% got score under 60. It means that they failed to write English well. The scores of the students showed that the worst element of writing was on organization. Then it was followed by grammar, vocabulary, content, and mechanics. It can be concluded that their writing ability was under average.
2. Fact Finding

Based on the preliminary research done by the researcher in the third year students, English department, Faculty of Education of Champasak University through observation, it can be concluded that there were two main causes from both teacher and students. The causes from the teacher were as follows: (1) teacher never used teaching aids to enhance the teaching and learning; (2) teacher always sat on the chair; (3) she never did Spot Check (walk around the class while students write) in the classroom; (4) she did not present the form of sentence structure; (5) she did not give students’ homework and feedback for them. The causes from students were as follows: (1) the students’ writing mastery was still low; (2) the students’ ability how to organize sentences was low; (3) the students sometime stuck with their ideas; (4) the students got difficulty to avoid from irrelevant information, so this make their writing was not coherence; (5) the students still lack of vocabulary, so they often write in misspelling words. The result of their writing was under average and still far from what was expected. This finding was supported by the result of the students’ writing, the average score of the students’ writing test was 56.18.

Due to the fact above, it is necessary needed to make an attempt to improve students’ writing ability by applying other teaching technique. English teacher should also be able to improve students’ interest and motivation to study English better by creating an interesting atmosphere that makes them enjoy the in the classroom
teaching and learning process. One of the teaching techniques that made students had fun and energy in the classroom activity was brainstorming technique.

Brainstorming is similar to free-writing in that you write down everything you can think of without considering whether it is valid, good or useable. The difference between free-writing and brainstorming is that free-writing takes on a format that looks something like a paragraph, while brainstorming usually results in a list of words and phrases. When brainstorming, it isn't necessary to keep writing continuously; just jot down ideas that seem related to your topic. When you can't come up with anything to add to the list, read it and determine what to include and what to delete.

Many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. In some cases, writers cross out or delete the ideas they reject and number the others in the order in which they want to present them. With very little effort, they have an informal outline that can guide them in organizing their drafts. Another advantage to brainstorming is that it can be done in groups. If you are collaborating on a project, all the writers can meet and shout out ideas that come to mind regarding the topic. It's really not possible to free write as a group. Brainstorming means using a variety of methods to stimulate your thought process. Try outlining or tree diagramming, borrow ideas from friends, free write on
the computer—anything to get ideas flowing. Then, think about the organization process.

The researcher chose this technique and descriptive text because they were interesting to be carried out in teaching writing and maybe easy for students to understand and also might be easy for the researcher to carry out the teaching-learning process.

B. Cycle I

1. Planning

In this part, the researcher did many kinds of activities in order to obtain the data needed such as: interviewing the collaborator, interviewing the students, sharing ideas with the collaborator, giving a pre-test, treatment, and a post-test.

After knowing the fact finding analysis from the preliminary research, the researcher designed the action. The researcher also shared ideas with his collaborator related to the activities that could be implemented in the first cycle. The researcher and collaborator agreed to use process approach to in teaching and learning to improve the students’ writing ability in descriptive text. It was under consideration that the stages in writing process covered generating ideas, arranging ideas into a good order, revising the content, editing ungrammatical sentences and deleted irrelevant vocabulary. Thus, we hope that it could solve the students’ problems.
Generally, the researcher prepared a lesson plan explanation the objectives, materials, learning scenario, and schedule for cycle 1. In this case, the topic was unforgettable experiences focusing on descriptive text. There were four meeting in cycle 1 as below:

a. **Introduction**

In this part, there was a set of activities done by researcher dealing with the teaching and learning process. The objective of introduction was to review the lesson that students still found difficulties in writing descriptive text. In this case, the researcher started to review about descriptive text and its elements included the characteristic of descriptive text, kinds of descriptive text, the language features used in descriptive text and the example of descriptive text. It was also the time for teacher to give more explanation about tenses on grammatical that often used in constructing a descriptive text.

b. **Prewriting**

Prewriting is a stage to generate ideas. In this stage, the students were trained to get ideas through brainstorming activities. The students were asked to write down every thing came into their mind related to the topic that they were thinking about. It could be in the form of words, phrase, or expression and so on.
c. Writing

After getting ideas in the preparation stage, the students were asked to express their ideas clearly and develop the descriptive text content with plenty of specific details based on the information they had in prewriting activity. At first, the students could ignore about the correct grammar, punctuation, or spelling. Therefore, they were able to express ideas freely without afraid of making mistakes.

d. Post-writing

The following were revising and editing. The students were asked to review the rough draft from the writing stage focusing on grammar, organization, content, vocabulary and mechanics. The students could ask help from their friends as a proofread. Then, the students guided by the teacher checked. After checking the first draft, the students were asked to write the final draft in which it was more readable than the previous drafts.

Finally, after conducting four stages of writing, the researcher gave the post test. The students were asked to make a descriptive text

2. Acting

In this stage, the researcher started the implementation of activities which have been formulated in the planning. It took 4 meetings. The introduction and prewriting
took 2 meetings, and writing and post-writing took 2 meetings. Each meeting was conducted in 90 minutes.

a. First Meeting

It was on 28\textsuperscript{10}e2010 at 7:30 am. It was attended by the researcher as a teacher and his collaborator as an observer entered the class while all students in the class stand up to show the reward to their teacher. This is the traditional act in Laos for all school. And then all students said “good morning” then teacher said “good morning, please sit down” after that teacher asks students about condition of today:

Teacher: How are you today?
Students: Fine, thank and you Sir?
Teacher: I’m fine, thank you. Any body absent today
Student: No one sir
Teacher: That’s good

The researcher acted as the English teacher. He began the lesson by asking the questions about the last test because he needs to review for students’ problems facing in the test. The researcher asks students by giving simple questions to engage them the topic that was going to be discussed in the class such as:

Teacher: Did you remember what the topic of the last test?
Students: it was about describing people, one student said
Teacher: looks at that student and then ask him a question

Who did you choose to describe?

Student: my father sir.

Teacher: “good job” how about you. Did you describe your father?

Teacher asks student who sat behind.

Student: No sir. I describe my close friend, he said.

Teacher: excuse me what is your name?, teacher asks a girl student

Student: my name is Thidavanh

Teacher: did you describe your boyfriend?

Student: No sir. I describe my mother

The class was really alive because many students tried to answer the question instead of the girl especially for the boy-students. After they had been able to answer all given questions freely even they excitedly and enthusiastically answered the teacher’s questions. The opening was successfully done.

Next, teacher wrote the topic on the board to explain more about describing people or descriptive text. Before explaining more about descriptive text, the teacher started the lesson by reviewing about the problem facing of students’ writing the last test related to the topic. According to scoring rubric, there were five elements to score in writing such as grammar, content, organization, vocabulary, and mechanics. The teacher can order the problems according to the students’ writing by some indicators as follows:
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(1) grammar: (2) vocabulary: (3) organization: (4) mechanics: (5) content. It seemed to be that the most problem of the student is on grammatical. They were unable to use the words to write in a good sentence or sentences. Thus the researcher needed to explain more about sentence and at the same time the researcher also needed to present students about characteristics, language features of descriptive text by giving some hand out, and then doing the activities about sentence or sentences. After that, teacher explains about descriptive text and then teacher ask one of students to do the oral describing people in the front of their friends then one volunteer student rises his hand to do the activity.

Teacher: what is your name?
Student: my name is Khamsouk Saiyaphith
Teacher: ok, Khamsouk please choose one of your friends here to describe. Who do you want to describe?
Student: Miss. Manivanh phanvongsa
Teacher: all right Manivanh, would you mind to stand up please

And then, teacher tells another student to be quiet and listen to kamsouk. The students listened attentively to Khamsouk while he was describing and sometime they made a noise by laughing. After Khamsouk finished, the teacher explained about Khamsouk’s mistakes then teacher gave an example descriptive text to students.
Before closing the class, teacher gave them opportunities to ask some questions they had and then gave some work sheets to study by themselves at home. In the end, teacher said good bye while his students were standing up to show the reward for him again.

b. Second Meeting

It was on 11\textsuperscript{th} November 2010 at 13:00 pm. The researcher and collaborator entered the classroom. The collaborator directly took a seat at the back of the class after the students’ rewarding and sat down. The researcher started the class by checking the students’ attendance. One head of the class said that there was no body absent today. There were 34 students attending the class. They consisted of 20 female students and 14 male students. The researcher asked the students what they had studied last week. This was aimed to make sure or confirm whether they had understood or not about the previous lesson. The researcher said:

Researcher: do you still remember the previous lesson?

Students: yes, sir

Researcher: What is it about?

Students: descriptive text

Researcher: all right, who can explain about descriptive text?
There was no one rise their hand to answer the teacher’s question, so teacher walked around the class. Surprisingly, there was a girl student rise her hand and said: I can Sir. Then she answered the teacher’s question correctly.

Next, the researcher told the students what they are going to do. The researcher gave the students the hand out then he explained about what is the brainstorming technique. And then he also explained how to use brainstorming in writing descriptive text. Firstly, he drew it on the board that should be refilled with related words to it, and could be seen as follows:
The researcher told the students to complete their brainstorming, and gave the limit time for them to complete it. After that, the researcher asked students to complete the brainstorming on the board one by one while the researcher was walking around the class to check the words on the students’ papers. After the words were over flooded on the board, the researcher told the students to stop. Afterward, he explained to the students which words that relevant and irrelevant to the topic, and dropped out the irrelevant words.

Based on the brainstorming, the researcher told the students to use the words to write in a sentence that could be seen as follows:

*His name is Tsuneki*

*He is 19 years old*

*He is tall and thin, he wears glasses and he has short black hair… etc.*

Based on the sentences above, the researcher told the students to write the first draft, and he also explained to the students about what is a paragraph before they started to write. By the way, the researcher asked one student to write his or her paragraph on the board in the front of the class while another student was writing their own paragraph on their seats. After 10 minutes ago, the researcher watched his watch. Seriously, there were only fifteen minutes to give go on before they had break time, so the researcher only checked the paragraph on the board to be an example for the students. Before closing the class, the researcher also told the students to finish
his or her first draft at home, and reminded them to study hard before teacher say
good bye to his students.

c. Third Meeting

It was November 4th, 2010 at 7:30 am. The researcher expected that the
students had more practices and experiences to write a descriptive text. The
researcher started the lesson by asking them who were absent, and he also asked them
about the previous lesson.

Teacher: did you finish your first draft?

Students: yes, sir

Teacher: what about you Khanlaya?

Student: I already finished. I did it last night

Teacher: did you correct it by yourself?

Student: my older sister helps me to correct it

Teacher: that’s a good idea

After a short conversation, the researcher told the students what they were
going to do. In this phase, the students were divided in pair. First of all, they took turn
the paper with his or her partner to correct the paragraph. The researcher also
explained and gave them the check list as follows: (1) Is the first word of the

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paragraph indented? : (2) Does each sentence begin with a capital letter? : (3) Does each sentence end with a period? : (4) Does each new sentence begin next to the one before it? And also some symbols as follows:

a) sp = a spelling mistake
b) sing/pl = a single/plural mistake
c) ^ = missing word
d) CAP = CAPITAL letters?
e) agr = subject and verb do not agree
f) ? = what does this mean?

While the students were checking their partners’ paragraphs, the researcher was walking around the class to help his students and to make sure that all students were able to finish his or her checking. After all students finished, the researcher told the students to turn back the paper to her or his partner, and gave the opportunities for the students to discuss with each other about their mistakes on the paper.

Before closing the class, the researcher also gave the opportunities for students to ask him the question. He also reminded his students to study for the examination next week then he said good bye to the students.

d. Fourth Meeting

It was November 8th, 2010 at 13:00 pm. In this phase, the researcher designed a post-test for the students to construct a descriptive text. The researcher gave the
students a post-test in order to know the students’ achievement. The researcher gave 60 minutes. And he also told the students to do the test individually based on the instruction given. There were 34 students who took a post-test.

3. Observation.

This was aimed to know the students’ achievement progress. It was also to know how far the effectiveness of brainstorming technique in writing descriptive text. In this phase, both researcher and collaborator acted as the classroom observers. The observation was concentrated on the teaching-learning process during the implementation the action occurred.

The result of the collaborator’s observation in the first meeting was the researcher was able to run the class well. He absolutely controlled the class well. The students joined the lesson actively and they always gave responses to the teacher’s questions. This was proved that there were many students who wanted to answer the teacher’s questions. The researcher also tried to encourage the students’ attention to participate in teaching-learning process by giving some small presents for those who were able to answer the teacher’s questions. It was a very effective way. When the researcher asked the questions the students listened to him attentively and the researcher also listened attentively to the students’ answer too. The class situation sometime was noisy. The researcher delivered the class mostly using English. He also used Lao language when it was necessary. It was very helpful for the students to
make sure that his students understood the lesson. It meant that when the students got the difficulties to catch the ideas he explained them in Lao language.

The researcher also gave the opportunities to the students to ask questions dealing with what the researcher had explained or what the students interested. Basically, in the first meeting, the teaching and learning process ran well in accordance with the lesson plan. The teacher’s instruction and explanation were clear and well understood by the students. Meanwhile, in the second meeting, the teaching-learning process ran smoother since they had got experience about what a descriptive text was. It was included generic structure, language feature and text organizer of descriptive text. He started the lesson step by step. The researcher moved around the class to nominator the students’ activities and gave necessary assistance to the students who got the problems. In this meeting, the researcher ran the class well. His explanation was clear and well understood by the students, so that the students were able to present his or her describing in the front of the class well.

In the third meeting, the students were expected to be able to construct a descriptive text similar to the model learned in the previous meeting. The researcher explained about the brainstorming technique clearly and after they had understood they started to work on it. The students absolutely felt free to explore their ideas and creativities freely. The researcher monitored the class by moving around to help or make sure that his students were able to run well.
The last activity in the first cycle was post-test done on November 8th, 2010. It seemed that they had enough confidence to have a post-test since they had got enough exercises from the previous activities. The result of the post-test could be seen as follows:

**Table 7**

<table>
<thead>
<tr>
<th>No</th>
<th>Explanations</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The highest score</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>The lowest score</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>The average score</td>
<td>65.1</td>
</tr>
</tbody>
</table>

There were five writing elements that were analyzed: organization, content, grammar, vocabulary and mechanics. The result of the analysis can be seen on the table below.

**Table 8**

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>51.8</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>70.8</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>63.5</td>
</tr>
</tbody>
</table>
The score from the second corrector could be reported that the highest score was 76. The lowest score was 48, and the average score was 66.6. The complete data can be seen on table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Explanations</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The highest score</td>
<td>96</td>
</tr>
<tr>
<td>2.</td>
<td>The lowest score</td>
<td>52</td>
</tr>
<tr>
<td>3.</td>
<td>The average score</td>
<td>66.6</td>
</tr>
</tbody>
</table>

There were five writing elements that were analyzed: organization, content, grammar, vocabulary and mechanics. The result of the analysis can be seen on the table below.
Table 10

Post-test score of writing elements of cycle 1 from the second corrector

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>55.3</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>70.6</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>65.9</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>64.7</td>
</tr>
<tr>
<td>5</td>
<td>mechanics</td>
<td>76.5</td>
</tr>
<tr>
<td></td>
<td>Average score</td>
<td>66.6</td>
</tr>
</tbody>
</table>

Based on the table above, it could be concluded that the students still had a problem on grammar and organization since the average score of them were lower than other writing element despite the fact that there was a bit increase on the students’ achievement.

4. Reflecting

After observing the implementation of the action in the first cycle, the researcher would like to know whether there was a better progress or not, there was a consistency or not. The result of the evaluation and the implementation of brainstorming technique in the first cycle were used to find out the strengths and weaknesses of the implementation of brainstorming during in the first cycle in...
teaching and learning process. It was also used to answer what did it happen and how should be then?

a. The strengths

The implementation of brainstorming in the first cycle was a bit successful to improve the students’ achievement scores if it was compared with the result of a pre-test in which the mean score was 56.18, and the result of a post-test in the first cycle the mean score was 65.1.

By the way, the influences of brainstorming technique in writing a descriptive text were as follows: (1) it gave a bit fun for students; (2) the students were able to generate their ideas freely; (3) the students were able to know more vocabulary; (4) the student felt easy to construct a descriptive text through brainstorming technique.

b. Weaknesses

In the teaching and learning process, the researcher still found problems faced by the students as follows: (1) teaching-learning activities were still dominated by the teacher; (2) some students did not get involved during the activities in teaching-learning progress; (3) some students still found difficulties in grammar and organization.

There were some cases why those conditions above happened. The causes of the students’ problems were as follows: (1) the student lack on grammar mastery; (2)
the students had different basic knowledge in writing: (3) there were too many students in the class.

As the finding of the students’ achievement in constructing a descriptive text above, there were still some problems faced by the students. To overcome those problems, it was necessary to conduct the second cycle in order to find out whether there would be a significant improvement or not. The researcher designed to conduct the second cycle. However, he changed a bit different way of teaching from describing people to describing place to make sure that the students were able to get more understanding about descriptive text. The researcher shared ideas with collaborator to make a plan for second cycle in order that the treatment given to the students enable to achieve the objectives of the teaching-learning process and the students’ problems solved. There were a lot of things were discussed: lesson plan, teaching aids, the students’ problems, and also the solutions.

Table 11

The students’ problems and their solution

<table>
<thead>
<tr>
<th>Students’ problems</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rack of grammar mastery</td>
<td>Giving more exercises dealing with structure and usage</td>
</tr>
<tr>
<td>Organizing their ideas</td>
<td>Giving more detail explanation and more exercises</td>
</tr>
<tr>
<td>Passive students</td>
<td>Being closer to them, giving more assistance, motivation and attention</td>
</tr>
</tbody>
</table>
C. Cycle II

a. Planning

Based on the reflection in the previous cycle, the researcher set some activities that were going to be done for the second cycle. In this phase, the researcher did many activities such as sharing idea with the collaborator, designing treatment, and giving a post-test. He also prepared a lesson plan and schedule for cycle 2. There were four meeting. In this cycle, the topic was describing place.

b. Acting.

1. The first meeting

It was on November 22\textsuperscript{nd} at 7:30 am. It was attended by the researcher as a teacher and his collaborator as observer. The teacher started the class by greeting and checking the students’ attendance. After that, he started the lesson by reviewing the previous class. He also told the students what they were going to do in this cycle.

Firstly, he wrote the topic on the board. It was describing place. Then the researcher asked the students his question:

Teacher: what did you learn in the previous class?

Students: about describing people.

Teacher: “what is the difficult thing for you Thidaphone?” he asked a girl

Student: “mostly about grammar, Sir” she replied.
Teacher: “how many of you think grammar is difficult”, rises your hand please.

There were more than a half of the students who was raised their hand. The researcher realized that he should explain more about the grammar. Afterwards, he gave the students a work sheet. Then he asked the students to follow the activities. After finishing it, the researcher also gave the opportunities for students to ask the questions then the researcher answered the students’ questions. After that, the researcher asked some students to describe his or her own room by oral presentation in the front of the class. There were 2 volunteer students a girl and a boy enjoyed in this activity. After the students finished, the researcher also gave an example oral describing his own room. Before closing the class, he also asked them to study hard at home.

2. Second meeting

The second meeting was held on 25th of November 2010 at 13:00 pm. The researcher started the lesson by greeting, and checking attendance list. After knowing the class situation he gave the students a work sheet, and asked the students to follow the activities. On the hand out, there was a picture of a room. The teacher told the students to look at the picture, and then write as much information as they can. The picture should be seen as follows:
The researcher told the students to complete their brainstorming, and gave the limit time for them to complete it. After that, the researcher asked students to complete the brainstorming on the board one by one while the researcher was walking around the class to check the words on the students’ papers. After the words were over flooded on the board, the researcher told the students to stop. Afterward, he explained to the students which words that relevant and irrelevant to the topic, and dropped out the irrelevant words.

Based on the brainstorming, the researcher told the students to use the words to write in a sentence that could be seen as follows:

*There is a computer on the table*

*There were magazines on the bed… etc.*
Based on the sentences above, the researcher told the students to write the first draft, and he also explained to the students about what is a paragraph before they started to write. By the way, the researcher asked one student to write his or her paragraph on the board in the front of the class while another student was writing their own paragraph on their seats. After 10 minutes ago, the researcher watched his watch. Seriously, there were only fifteen minutes to give go on before they had break time, so the researcher only checked the paragraph on the board to be an example for the students. Before closing the class, the researcher also told the students to finish his or her first draft at home, and reminded them to study hard before teacher say good bye to his students.

3. Third Meeting

It was November 29th, 2010 at 7:30 am. The researcher expected that the students had more practices and experiences to write a descriptive text. The researcher started the lesson by asking them who were absent, and he also asked them about the previous lesson.

Teacher: did you finish your first draft?

Students: some of them said yes, and some said no

Teacher: alright, that’s ok

After a short conversation, the researcher told the students what they were going to do. In this phase, the students were divided in pair. First of all, they took turn
the paper with his or her partner to correct the paragraph. The researcher also
explained and gave them the check list as follows: (1) Is the first word of the
paragraph indented? : (2) Does each sentence begin with a capital letter? : (3) Does
each sentence end with a period? : (4) Does each new sentence begin next to the one
before it?. And also some symbols as follows:

g)  sp = a spelling mistake
h)  sing/pl = a single/plural mistake
i)  ^ = missing word
j)  CAP = CAPITAL letters?
k)  agr = subject and verb do not agree
l)  ? = what does this mean?

While the students were checking their partners’ paragraphs, the researcher was
walking around the class to help his students and to make sure that all students were
able to finish his or her checking. After all students finished, the researcher told the
students to turn back the paper to her or his partner, and gave the opportunities for the
students to discuss with each other about their mistakes on the paper.

Before closing the class, the researcher also gave the opportunities for students
to ask him the question. He also reminded his students to study for the examination
next week then he said goodbye to the students.
4. Fourth Meeting

It was on 2\textsuperscript{nd} of December 2010 at 13:00 pm. In this phase, the researcher designed a post-test for the students to construct a descriptive text. The researcher gave the students a post-test in order to know the students’ achievement. The researcher gave 60 minutes. And he also told the students to do the test individually based on the instruction given. There were 34 students who took a post-test.

C. Observation

In this second cycle, the observation of the action was carried out during the implementation of the action. Basically, the teaching-learning process had enhanced better. The result of their writing was better than the result of the previous cycle. The students involved in teaching-learning activities actively and enthusiastically since the researcher used the picture as a real aid in teaching-learning process. The researcher gave them more chances to ask questions what they had not understood yet. More assistance was given to passive students.

The result of the collaborator’s observation in the first meeting was the researcher was able to run the class well. He absolutely controlled the class well. The students joined the lesson actively and they always gave responses to the teacher’s questions. This was proved that there were many students who wanted to answer the teacher’s questions. The researcher also tried to encourage the students’ attention to participate in teaching-learning process by giving some small presents for those who

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were able to answer the teacher’s questions. It was a very effective way. When the researcher asked the questions the students listened to him attentively and the researcher also listened attentively to the students’ answer too. The class situation sometime was noisy. The researcher delivered the class mostly using English. He also used Lao language when it was necessary. It was very helpful for the students to make sure that his students understood the lesson. It meant that when the students got the difficulties to catch the ideas he explained them in Lao language.

The researcher also gave the opportunities to the students to ask questions dealing with what the researcher had explained or what the students interested. Basically, in the first meeting, the teaching and learning process ran well in accordance with the lesson plan. The teacher’s instruction and explanation were clear and well understood by the students. Meanwhile, in the second meeting, the teaching-learning process ran smoother since they had got experience about what a descriptive text was. It was included generic structure, language feature and text organizer of descriptive text. He started the lesson step by step. The researcher moved around the class to nominator the students’ activities and gave necessary assistance to the students who got the problems. In this meeting, the researcher ran the class well. His explanation was clear and well understood by the students, so that the students were able to present his or her describing in the front of the class well.

In the third meeting, the students were expected to be able to construct a descriptive text similar to the model learned in the previous meeting. The researcher
explained about the brainstorming technique clearly and after they had understood they started to work on it. The students absolutely felt free to explore their ideas and creativities freely. The researcher monitored the class by moving around to help or make sure that his students were able to run well.

The last activity in the first cycle was post-test done on December 2nd, 2010. It seemed that they had enough confidence to have a post-test since they had got enough exercises from the previous activities. The result of the post-test could be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Explanations</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The highest score</td>
<td>96</td>
</tr>
<tr>
<td>2.</td>
<td>The lowest score</td>
<td>52</td>
</tr>
<tr>
<td>3.</td>
<td>The average score</td>
<td>78.7</td>
</tr>
</tbody>
</table>

There were five writing elements that were analyzed: organization, content, grammar, vocabulary and mechanics. The result of the analysis can be seen on the table below.
Table 13

Post-test score of writing elements of cycle 2 from the first corrector

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>66.5</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>76.5</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>77.1</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>80.0</td>
</tr>
<tr>
<td>5</td>
<td>mechanics</td>
<td>93.5</td>
</tr>
</tbody>
</table>

The score from the second corrector could be reported that the highest score was 100. The lowest score was 56, and the average score was 83.1. The complete data can be seen on table below.

Table 14

Post-test score of cycle 2 from the second corrector

<table>
<thead>
<tr>
<th>No</th>
<th>Explanations</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The highest score</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>The lowest score</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>The average score</td>
<td>83.1</td>
</tr>
</tbody>
</table>
There were five writing elements that were analyzed: organization, content, grammar, vocabulary and mechanics. The result of the analysis can be seen on the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Writing elements</th>
<th>Average scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>66.5</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>90.6</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>82.9</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>81.8</td>
</tr>
<tr>
<td>5</td>
<td>mechanics</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Based on the table above, it could be concluded that the students’ ability in writing a descriptive text using brainstorming technique improved. The score of each element also improved.

D. Discussion

The result of the teaching-learning process of writing descriptive text using brainstorming technique showed improved significantly from the first cycle to the second cycle. The result of mean score that gained from the first post-test was 65.85.
The mean score that they gained from the second post-test was 80.88. It could be concluded that there was a progress than before.

Based on the result, it could be concluded that the second cycle had given much improvement toward students’ ability in constructing a descriptive text using brainstorming technique. The students’ ability in writing a descriptive text improved using brainstorming technique. It could be said that brainstorming is a good technique to improve students’ writing ability since it can help the students to organize the words into a descriptive text, and give a bit fun.

The improvement of the students’ ability can also be seen from the results of the students’ pre-test and post-test which were done in the end of every cycle. The mean score of the pre-test was 56.18. The mean score of the first post-test was 65.82, so there was a progress than before. It occurred after the teaching-learning process used brainstorming as a teaching technique. The mean score of cycle 1 was 65.82, and the mean score of cycle 2 was 80.88. It could be summarized that there was a significant improvement of the students’ ability in writing a descriptive text using brainstorming technique. These several values can be classified into three main points as follows:

1. **Improvement of students’ writing ability**

The implementation of brainstorming technique can improve students’ writing ability. In this case, brainstorming gives more chance for students to involve deeply
in writing, starting from finding the concept of descriptive text by using hypothesis, collecting data, making conclusion, and the last is applying the conclusion in the real writing. In every step of brainstorming needs students’ deep involvement for the teacher’s role in brainstorming is facilitator and motivator only. To make good transforming information to the others, the students should be able to fulfill the elements of writing such as organization, content, grammar, vocabulary, and mechanics.

There are some indicators which show students’ writing improvement from preliminary up to the second cycle as follows:

1) The students were used to generate their ideas into word map. It was a basic of writing
2) The students tried to use appropriate language, punctuation and correct spelling
3) The students tried to minimize the grammatical mistakes by checking and sharing with their friends and teacher
4) The students’ writing score improved from pre-test as preliminary observation up to post-test in second cycle which can be seen as follows:
### Table 22

Comparison of score from pre-test, post-test I and post-test II

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Pre-test</th>
<th>Post-test I</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>68</td>
<td>84</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>36</td>
<td>48</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>56.18</td>
<td>65.82</td>
<td>80.88</td>
</tr>
</tbody>
</table>

### Table 23

Comparison of the number of students achieve the passing grade from pre-test up to post-test II

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Passing grade</th>
<th>Number of student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test I</td>
</tr>
<tr>
<td>1</td>
<td>Score above passing grade</td>
<td>60</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Score below passing grade</td>
<td>60</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>
From the table above, there were 33 or 97.05% students could pass the passing grade while the rest 1 or 2.95% students still could not pass the passing grade. It means that the implementing brainstorming technique can improve student’ writing ability in descriptive text

2. The effectiveness of Brainstorming for Teaching Writing

Nunan (1998:373) stated that the successful writing involves:

(1) Mastering the mechanics of letter formation
(2) Mastering and obeying conventions of spelling
(3) Using the grammatical system to convey one’s intended meaning
(4) Organizing content at the level of the paragraph and the complete text to reflect given new information and topic structures
(5) Polishing and revising one’s initial effort
(6) Selecting an appropriate style for one’s audiences

To achieve the purpose above, brainstorming can be implemented in teaching-learning writing. Brainstorming technique is step by step that can be combined with the process of writing to make students have high motivation, interest, and enthusiasm during the process of teaching-learning. The students started from finding the concept of descriptive text up to the application of the concept to create descriptive text. They were involved in all aspects of teaching and learning process starting with generating their own ideas in the forming of mapping words, making
their own sentence or sentences, enjoying checking the mistake with the partner, and sharing with the teacher.

The students got involved in every activity. They took part in every single phase of genre approach. It possibly reinforces skill in three domains-physical, emotional, and cognitive. It is contrast with traditional approach in which focuses on cognitive domain only.

3. The strength and weaknesses of brainstorming

1). Strengths

a. The implementation of the brainstorming technique in the first cycle was successful to improve the students’ achievement scores if it was compared with the result of a pre-test in which the average score was 56.18. And the result of a post-test in the first cycle the average score was 65.82.

b. The influences of brainstorming in writing descriptive text were as follows:

1) It enabled the students to generate the needed words in constructing a descriptive text.

2) It made the students got fun and energy

3) The classroom atmosphere was more alive

4) The students felt easy to construct a descriptive text through brainstorming

5) The students felt their writing were better
2). Weaknesses

In spite of the fact that there were many benefits when brainstorming was implemented in teaching-learning process, the researcher still found some problems during the teaching-learning process in the first cycle and second cycle such as:

a) It took long time to carry out the teaching-learning process
b) Some students were not able to generate their ideas smoothly and got stuck
c) Some students still were unmotivated to get involved in pair work
d) It made the class more noisy
e) Teacher got a bit complicated to control the class during teaching-learning process.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of this action research, the researcher could concluded that by using brainstorming technique in writing descriptive text was successful in some way. First, brainstorming could improve the students’ writing ability in writing descriptive text. The students understood the generic structure, characteristics, the language features, and the organization of descriptive text well. The improvement of the students’ ability could be seen from the improvement of the scores achieved by them. It was known that their scores of all five elements of writing that covered organization, content, grammar, vocabulary, and mechanics improved significantly. The average score of the first cycle was 65.82. And the average score in the second cycle was 80.88. It could be summarized that there was a significant improvement of the students’ ability in constructing a descriptive text by using brainstorming technique.

Second, the teaching and learning process activities using brainstorming could run well even the classroom’s atmosphere was very alive because they interacted with their friend freely. It seemed they enjoy it since the researcher did not dominate the classroom activities during teaching-learning activities occurred. He only monitored what they were doing and gave help it was needed. He let them involved
actively in the teaching and learning process. The students always were very active to answer the teacher’s questions and to do all activities in teaching-learning process.

Based on the statement above, the researcher could conclude that the students got better understanding of the teacher’s instructions. Therefore, the researcher concluded that brainstorming technique could improve the students’ writing ability in descriptive text. The significance improvement of the students’ ability in writing occurred when it was implemented in the teaching-learning process.

Despite significant improvement achieved by the students in the first cycle, the researcher was not satisfied yet with the students’ score. In fact, the students had weaknesses on organization and grammar. The average score of the organization was the lowest. Therefore, the researcher continued the treatment to cycle 2 to improve the students’ writing content by giving more exercises and demonstrating how to make and to do something. As a result, the average of organization significantly improved. Unexpectedly, the other scores also increased. The result of the test, between a post-test of cycle 1 and a post-test of cycle 2 significantly improved. The average score in the first cycle was 65.82. The average score in the second cycle was 80.88.

B. Implication

The result of the research shows that brainstorming could improve the third year students’ writing ability in descriptive text. The significant improvement was
achieved by the students. There were many benefits when genre based approach with brainstorming technique was implemented in the teaching-learning process to construct a descriptive text. It implied that brainstorming and genre based approach with four stages: introduction, pre-writing, writing, and post-writing were the phrases which are very helpful and useful for the students to construct a descriptive text.

C. Suggestion

It is suggested for the institution to provide good teaching facilities. The institution should prepare place where the students feel comfortable and enjoy their learning. To optimize learning, it is better to limit the number of students in a classroom. This is based on the belief that the bigger the class, the less opportunity for the learner to interact with their friends and their teacher. Despite the fact that it is always possible to optimize student interaction in a big class through pair work or small group work or other classroom management techniques. If the class is too big, it is so hard for teacher to control.

The last recommendation is addressed to the other researchers to construct further studies in different areas. The further studies that are going to be conducted should be based on the difficulties faced by the learners which can be from any language skills and elements. In accordance with the conclusion above, the researcher gives some suggestions for the betterment of students’ writing ability as follows:
3. For the teacher

To improve students’ writing ability, they are suggested to:

a) Implement brainstorming with genre based approach with its four stages: introduction, pre-writing, writing, and post-writing

b) Give more attention to the five writing elements: organization, content, grammar, vocabulary, and mechanics to improve students’ writing skills.

c) During teaching and learning process, try to encourage and motivate the students to be themselves.

d) The teaching aids and materials should appropriate or accordance with students’ level and need.

e) Giving them homework then do feedback because writing needs more in doing and it could improve the students’ handwriting.

4. For the students

For the benefit and betterment of students’ writing ability, they are suggested to:

a) Play your attention and follow the teacher’s instructions obediently

b) More practice will absolutely help them to sharpen the ways of thinking and develop their writing quality

c) Be open to ask the teacher what your problems are in order to gain problem solving

d) Being active and involve in the classroom activities
5. **For the school**

To support the effectiveness of teaching-learning process, the school is suggested to:

a) Providing the classroom facilities in a good atmosphere

b) Hold teachers’ training or have the teacher participate actively in Association of English teacher to dig something new.

c) Provide books dealing with the students’ knowledge and need

d) Equip the teacher by providing teaching equipment: LCD, laptop, multi media room, language laboratory, etc

e) Provide livery in English department for students to read or do more activities there.
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