CHAPTER I

INTRODUCTION

1.1 Research Background

English is an international language spoken by people all over the world. English is used to make global contact, build relationships, and cooperate among people from different countries, both in oral and written form. It plays an essential part as an international communication language in various sectors, including the economy, education, science, and technology. In addition, Adas & Bakir (2013) stated that English also placed an important part in education, and students are required to use it effectively. Therefore, it is essential to be mastered to compete in the world of global communication and success in education since the use of English as an international language. To be considered a proficient English speaker, students must master four key language skills, namely: listening, reading, writing, and speaking (Astrini et al., 2020). These four skills are categorized into two groups. First, receptive skills consist of listening and reading. Second, productive skills consist of speaking and writing. We can understand and gain information by listening and reading. While by speaking and writing, we can express our feelings, needs, desire, emotions, share stories, and produce ideas. The primary goal of language teaching is to master all of the language's skills.

Although writing is in the last position, it does not mean writing is an unimportant language skill. Writing is an essential skill that students need to gain because it allows them to be able to compose their pieces of writing in various genres required by the curriculum (Ratminingsih et al., 2018). It also facilitates students to convey their statements easily, showing ideas and feelings and enables them to reach and receive a greater audience than face-to-face. Students who possess writing skills can utilize language to communicate (Padmadewi et al., 2022). Thus, mastering writing is a huge factor in determining success in learning.

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As a compulsory subject, writing is taught from seventh grade to the university level. The primary rationale for instructing writing is that it is a fundamental language ability, equally as essential skill as listening, reading, and speaking. It is supported by Harmer (2006: 79-80 as cited in Faisal & Suwandita, 2013) revealed that writing, the same as speaking, listening, and reading, is a basic language skill. Students must be able to compose a letter, respond to advertisements, and how to write using electronic media. In summary, many of our recordings are in written form.

There are two basic reasons why writing is important, as stated by Langan (as cited in Mettaningrum et al., 2013). First, writing is one of the fundamental interests for English language students to support the success of their education. In English subjects, students are often given written assignments such as essays, papers, reports, various types of texts, and other written projects. This kind of assignment is used to evaluate students' understanding of the subject that has been learnt. Teachers can find out students' English competence through their writing performance. Writing is the final product after students have learned other previous skills (i.e., listening, speaking, and reading). They write down what they hear, speak, and read.

The second reason, writing is a useful requirement to support the career of English learners. It supported by Light (2001 as cited by Graham, 2018) claimed that in the workplace, employees commonly use writing to perform their job, and the employer determines who to hire and promote based on the employees' writing competence. In conclusion, writing is not only an essential foundation for students in academic life but also in any future career field (Salem, 2017).

In 10th-grade students, the students are demanded to comprehend social function of the text, structure, and language features of the text. Based on Merdeka curriculum students learned variety genres of text including descriptive, narrative, recount, procedure, report, explanatory, and analytical. Recount text is a tenth-grade topic in senior high school. It retells events or experiences that happened to the participant in the past (Liunokas, 2019). The social function is to entertain or

inform the audience by providing the arrangement of events in chronological sequence. A recount text gives a description of events of someone's past experience. There are many types of recount text such as biographical recount, factual recount, imaginative recount, personal recount, and procedural recount (Mardaningsih et al., 2015). The main focus of this research is personal recount. There are three generic structure of recount text namely orientation, event, and reorientation (Gaffar et al., 2024).

For some people, writing is a difficult skill to be mastered. According to Adas & Bakir (2013) opiniated that writing is the most challenging skills to be mastered by the students. It is because in writing students combine or arrange words into meaningful regular sentences. Writing is the process of generating and organizing ideas into written form. Writing needs deep thought because in writing students must produce words and sentences into   paragraphs at the same time.

Based on classroom observations conducted in the tenth grade of SMA Negeri 3 Singaraja, several difficulties were identified in students' ability to apply their writing skills, particularly in generating ideas. A prominent issue was students' struggle to get and develop initial ideas for writing. The English teacher employed the Presentation, Practice, and Production (PPP) technique as a technique for teaching writing; however, it was found to be ineffective in assisting students in producing and gathering ideas. Many students reported difficulty in determining ideas as topics for their writing, and often could not begin composing even the first sentence without sufficient background knowledge or reference materials. Writing a coherent sentence required them to gather information through reading and then synthesize it using their own words, which posed a challenge for those lacking prior knowledge. Many students struggle to get ideas to write or they find difficulties in generating ideas. This led to the students' writing performance being unsatisfactory, as reflected in their average scores (73 in class XA, and 71 in class XC), both of which fell below the minimum standard of mastery (KKM) set at 75.

Besides, when teachers applied the PPP technique, there were some students who were unmotivated to write. Many students were unresponsive during lessons,

often displaying a lack of interest due to the monotonous learning activities. The absence of engaging learning media or stimuli meant that students had no reference points to spark their ideas. They were frequently instructed to write on a piece of paper without being given visual or contextual support to aid their thinking. This routine led to boredom and disengagement, as students found writing to be a tedious task. The teacher-centered approach, which focused primarily on explanation and repetition, failed to provide an effective environment for creative expression. As a result, students struggled to generate and develop ideas into coherent paragraphs. These challenges suggest that the current teaching technique does not adequately support students' needs in writing instruction.

In addition, the teacher forgets the fact that to get ideas, students need to be stimulated. The teacher was just explaining the theory of the text including the definition, language features of the text, structure of the text, and example of the text. Then, let the students to produce the text by themselves. The teacher takes role as a knowledge provider, whereas the teacher explaining the material without giving the opportunity to ask. Consequently, this teaching activity causes the teacher to increase their knowledge and understanding of the topic, while the students' role is to listen to the teacher's explanation. As a result, the students become less able to acknowledge lessons, are afraid to argue, tend to be passive students and lack of creativity.

Regarding all those problems above, it seems that it is necessary to use a writing technique that can assist students in generating ideas where the implementation of the technique is student-centered. Generating ideas is one of the parts of the pre-writing stage where the students work to produce ideas and decide for the topic. This is a vital aspect before students write. Generating ideas boost students confident as they already have ideas to develop. As Crossley et al (2016) stated that idea generation is a part of pre writing component, which is described as an intentional and effortful process in which writers deliberately and strategically seek ideas. Silva (1993) discovered that writers who performed less planning were less fluent (used fewer words), less accurate (made more errors), and less effective in defining the purpose and organizing the material. Other

variables discovered included differences in the use of proper grammatical, rhetorical, and lexical rules. It indicates that if writers do not plan before writing, they will receive low scores in practically every writing component, such as content, organization, vocabulary, language use, and mechanics. Therefore, generating idea in planning stage is a key success to produce a good text. Moreover, generating idea is very important among other step in writing.

Dewi (2015) said that generating ideas is a prominent aspect in writing. After knowing the topic, the next basic competence that students need to have is idea. Therefore, generating and developing ideas is important to produce good paragraph. Ideas serve as one of the most significant components of writing and form its foundation. Without ideas students are unable to write or communicate effectively. In contrast, there were some researchers studied about 635 Brainwriting technique. Those researchers concluded that this technique is effective in improving students' writing competence.

Wardani (2021) proved that using 635 Brainwriting technique resulted there was a statistically significant difference in the result between the experimental group who received the intervention by 635 Brainwriting technique and the control group who did not. In the post-test, the control group achieved a mean score of 75.85, with a maximum score of 80 and a minimum score of 68. In comparison, the experimental group gained a mean score of 79,46 in the post-test. The maximum score was 86 and the minimum score was 75. It can be inferred that the implementation of the 635 brainwriting technique has a positive impact on students' writing competence.

Tiarani (2020), proves the use of 635 brainwriting technique affected students' competence in writing recount text. Her study divided into two cycle, in cycle 1 the researcher failed because some students cannot achieve the minimum mastery criteria (MMC). There are only 11 students (52,4%) who got scores ≥ 68 and 10 students (47,6%) who got ≤ 68. The criteria of success are 75% of students got grade ≥ 68. The researcher continued the research to cycle II because she was not successful on cycle I. In cycle II there was an enhancement in students' writing

competence. There are 16 (76,2%) students who got grade ≥68 and 5 (23,8%) students got grade ≤68. The average score of the second cycle was 74,20 which is higher than the first cycle. It can be inferred that the second cycle was successful.

Halifah (2019) has conducted study about the implementation of Brainwriting 635. Result of the study found that Brainwriting 635 gave positive impact for students' writing skills. This is apparent from results of the students' tests. At the first cycle, pre-test 1 before Brainwriting 635 was applied, there were 12 students or 40.00% who did not achieve a passing grade and 60.00% or 18 students achieved a passing grade. Meanwhile, the results of post-test 1 showed that there were 23.33% or 7 students failed, and there were 76.67% or 23 students achieved the passing grade. On the other hand, in the second cycle, the results of pre-test 2 showed that there were 13.33% or 4 students who did not reach passing grade and 86.67% or 26 students who achieved passing grade. Meanwhile, in post-test 2 there were 10.00% or 3 students who did not achieve a passing grade, and 90.00% or 27 students succeeded. There were 30 students totally. Based on the calculation results, the mean score of pre-test 1 was 76.30 and post-test 1 was 78.83. Meanwhile, the mean score of pre-tests 2 was 81.43 and the mean score of post-tests 2 was 85.57. This proves that using Brainwriting 635 in writing report text give a significant effect toward students' writing report text.

Therefore, the researchers want to justify whether the 635 Brainwriting Technique is effective with the design that the researcher used. Brainwriting is a modification of Brainstorming. According to Sari & Fitrawati (2018) stated that 6-3-5 Brainwriting was a group creativity technique for rapidly producing new ideas. The word 635 refers to how the implementation of this technique. This technique was designed for 6 group members seated around a table. Each group got a worksheet that consists of 6 rows and 3 columns. Each participant is assigned to fill one field within 5 minutes. After finishing, the worksheet is handed out to the next participants until all of the participants in the group have had their turn (VOß et al., 2022). According to Halifah (2019), Brainwriting is one of the creative techniques that is used to generate ideas by involving everyone in group

activities. The 635 Brainwriting can be applied to create paragraphs from ideas generated by groups.

Moreover, the use of media is also needed to attract students; attention and encourage them to write. Media is also very necessary to stimulate students' brains with learning topics. One of the media that can be used is visual media. As Laraswati & Suhartono (2016) said by using visual media, students are able to grasp ideas easily. Picture series is a type of visual media which can be implemented to make students excited about writing. The utilization of an interesting activity in writing can be created by proper media, which can capture more students' attention and will make them understand the lesson well. An appropriate teaching media that applied by the instructors can also increase the quality of teaching and learning. The pictures may inspire learners to write about their ideas. When students are having difficulty identifying and developing ideas, pictures might be a helpful guidance.

From the explanation above, the researchers want to dig deeper into the effect of using this 635 Brainwriting technique on the writing competence of 10th graders at SMA Negeri 3 Singaraja. In addition, the researchers also used picture series to help students generate ideas. Picture series used while doing brainwriting can enhance students' motivation and interest in writing (Kurniawan et al., 2017). So that in the future, this technique can enrich the technical options that are implemented in teaching English.

1.2 Problem Identification

Based on observations conducted at SMA N 3 Singaraja it was discovered that students have difficulty in generating ideas for their writing. Students didn't have any idea to write down since they didn't have knowledge or experience of the topic. That was also caused by the teacher who lacks in providing guidance to help students in generating ideas. The teacher seemed to prefer teaching conventionally by using teacher centered and showed a lack of variation in learning techniques. It was also found that the limitation of an interesting media

or techniques can negatively impact the teaching activity, which in turn caused students to feel confused about writing and gave little attention to the instructions. As the teacher was busy explaining material, there was no available time for discussion because the teacher took a role as a source of knowledge, causing students to simply listen and without having the opportunity to ask questions. One of the techniques that helped students in generating ideas was the 635 Brainwriting technique. The 635 Brainwriting Technique was an idea generation technique developed by Oxborn, which had been tested for its validity in generating ideas through a structured pattern in which each group consisted of six people, and each person in the group produced three ideas in five minutes. This technique was effective when used with the help of a series of images. With the help of a series of images, students were able to generate ideas easily and orderly according to the 635 Brainwriting pattern. Pictures assisted students in arranging stories based on the chronological order. Using pictures also proved to increase students' vocabulary, making it easier to generate ideas for writing materials. Therefore, this current research was essential to determine whether there was a significant effect of the implementation of the 635 Brainwriting technique on the 10th-grade students' English writing competence at SMA Negeri 3 Singaraja.

1.3 Research Limitation

This study was limited to investigating the application of the 635 Brainwriting technique towards English writing competence of 10th-grade students at SMA Negeri 3 Singaraja. The use of 635 brainwriting here is for generating ideas. Students were assigned to generate ideas in a group in accordance with 635 Brainwriting technique pattern. After getting ideas they were back to their seat and created personal recount texts.

1.4 Research Problems

Relating to the research background, the research problem of this study is: Is there any significant effect of the application of the 635 Brainwriting technique towards 10th grade student's English writing competence at SMA Negeri 3

Singaraja?

1.5 Research Purpose

The purpose of this research is to investigate whether or not there is a significant effect of the 635 Brainwriting Technique on 10th-grade students' writing competence at SMA Negeri 3 Singaraja.

1.6 Significance of the Study

The study's significance is assessed from two distinct perspectives. These encompass both the theoretical and practical significances.

1. Theoretical Significance

The theoretical significance of this research is to enrich and add theoretical studies and information related to the application the 635 Brainwriting technique to generate ideas for teaching writing competence in English.

2. Practical Significance

Practically, this study is predicted to have a good impact on teachers and other researchers, particularly those planning similar studies.

1.1 For the Teacher

Through this study, the researchers believe that the findings of this research will also make a valuable contribution to English teachers who can get knowledge about the 635 Brainwriting technique for generating ideas in writing recount texts.

1.2 For the Students

By conducting this study, it is hoped that students can use the 635

Brainwriting as an alternative technique for generating ideas.

1.3 For the Researchers

The outcome of this research is expected as a reference in writing-related studies on the effectiveness of certain learning related to the implementation of 635 Brainwriting for teaching writing techniques.