Developing Ideas in Writing Paragraphs Using Brainstorming Techniques: An Action Research

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ABSTRACT

This research aimed to find the improvement of student's ability to develop ideas in writing a paragraph and the students' participation towards the use of brainstorming techniques in the learning process. The researchers conducted a Classroom Action Research (CAR). The researcher conducted two cycles, where each cycle consisted of three meetings. It was done by second-grade students at Madrasah Aliyah Madani Pao-Pao. The subjects of this research were thirty students. The instruments used to collect the data were observation checklists and tests. The assessment of the test result was focused on the students' developing ideas in writing a paragraph. The research findings indicated that the use of the brainstorming technique increases significantly the students' writing ability based on unity, logical communication/knowledge, and cohesion/coherence. The result of observation showed that the majority of the students' participation during the teaching-learning process created a positive atmosphere in the classroom, and the students also became active in exploring and finding as many as possible ideas they had gotten. Based on the result of this research, the researcher suggests that the brainstorming technique can be used as an educational technique in teaching writing especially in teaching writing paragraph type.

Keywords: Developing ideas, writing paragraphs, classroom action Research, Brainstorming Techniques

A. INTRODUCTION

There are four language skills that have to be mastered by students in learning English. The skills consist of listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learned because it needs hard thinking to produce words and sentences at the same time which are to be a good paragraph. Teaching students to write down ideas in paragraphs requires a lot of things including the teachers' learning strategies. On the other hand, teachers require appropriate techniques for learning. As a fact, many problems are faced by teachers to guide their students in mastering writing, such as the teacher does not have good preparation, finally, the classroom are not interesting, exciting, and enjoyable. Furthermore, the teacher confused to find the appropriate technique in teaching. Based on the observation by interviewing the teacher and the students. The researcher found that the students' problems in writing a paragraph which are; no ideas to write, difficulty to organize ideas, limited range of

vocabularies, no motivation, and lack of confidence in grammar. In line with the observation stated, at the beginning of writing a paragraph, students have to find out the ideas to write about. Unfortunately, getting stuck on ideas is often faced by students and it can be a block in writing activity. As a result, the writing process goes slowly and stops immediately. The problems above can be influenced by some factors; these are coming from students' internal and external factors. The internal factors that can affect students' writing are; motivation, and cognitive ability. The external factors are curriculum, approaches, and learning methods. The solution to those problems involves the teacher's creativity in choosing appropriate strategies and techniques. Therefore, the students should have extensive knowledge if they want to write anything. The extensive knowledge will support their idea in writing a paragraph to be legible and interesting reading to know to write down their idea. For those reasons, the researchers will propose a technique to facilitate the students' problems to develop their ideas in writing a paragraph which is "Brainstorming Technique" in learning writing subject. It is an attractive technique in learning writing subjects, to help the students generate ideas and clarify their thinking about a topic that needs to be a good complete text. At the last the researcher formulates the problem statement; 1. How is the implementation of brainstorming techniques to improve students' developing ideas in writing paragraphs in second-grade students at Madrasah Aliyah Madani Pao-Pao, Gowa Regency? 2. How is the improvement of the students' developing ideas in writing paragraphs through brainstorming techniques?

The urgency of this research is to implement the Brainstorming technique to develop students' ideas in writing paragraphs in second-grade students at Madrasah Aliyah Madani Pao-Pao, Gowa Regency.

B. REVIEW OF RELATED LITERATURE

WRITING

Definition of Writing

According to Marion (2009) Writing is a process that contains seven sub-processes. They are: Considering the goal of the writer, having a model of the reader, gathering ideas, organizing ideas, turning them into ideas in written tests, reviewing what has been written, and editing.

Gebhard (2012) stated that writing is a process of creating an idea and expressing the meaning in written form. Writing skills are specific abilities that help students or writers put their thoughts into words in a meaningful form and mentally interact with the message.

Writing Process

A process is a series of actions that are followed to the desired result. For the result to be successful, all steps must be followed. Writing is a process that involves multiple steps that must be completed to create an effective essay. According to Stephen (2015), there are generally five recognized stages in the writing process:

a) Prewriting – in this stage, you plan what you are going to write. You choose your topic, identify your audience and purpose, brainstorm ideas, and organize your information.

b) Drafting – in this stage, you start with a working thesis and then write your ideas in sentences and paragraphs. You follow your prewriting plan to create a first draft of your essay.

c) Revising – This stage involves making changes that will improve your writing. You focus on large-scale elements of the essay, such as overall organization or logical flow of support, effective thesis statement, interesting introduction and concluding paragraphs, well-developed body paragraphs with clear topic sentences, appropriate tone, and style for intended audience and purpose, etc.

d) Editing and Proofreading – this is the stage of your essay where you polish your essay. You focus on smaller-scale yet important essay elements, such as, clarity in sentence structure, appropriate word choice, correct spelling and grammar, and accurate document format.

e) Publishing – in this final stage, you choose a way to present your work to an audience (often this is indicated by your instructor).

Component of Writing

According to Mogahed (2013), the components of writing are as follows:

a) Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from it. To have good content of writing, the content should be well unified and completed. This term is usually known as unity and completeness which become the characteristics of good writing.

b) Form

In form of writing concerns the ways through writer arranges and organizes the ideas and orders messages in the writing. There are many ways used by the writers to organize or arrange the writing. This form is mainly recognized as order.

c) Grammar

Grammar plays an important role in writing. In the government utterances that we produce to be right or orderly. Therefore, it also has a great influence on the quality of writing. To have good grammar in writing, the writer should pay attention to the use of grammatical rules concerning tenses, prepositions, conjunctions, clauses, adjectives, adverbs, articles, etc. The lack of good grammar will make the content of the writing vague and can make misunderstandings, for example, the use of tenses.

d) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing. The writers always think about putting words into sentences, putting sentences into paragraphs until they can create a place of writing. It is clear now that we cannot write or express our ideas if we do not have vocabulary. Therefore, we cannot understand the written passage without having a lot of vocabulary.

PARAGRAPH

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. It can be as short as one sentence or as long as ten sentences. According to Langan (2001), a paragraph is a series of sentences that consist of one main idea, or point. In addition, Crimmon in Ilham (2011) stated that a paragraph requires much the same process of composition as a whole essay, though in a smaller scope. A paragraph must have a purpose, a clear structure, and a reasonable progression of ideas. Besides, a paragraph must also be developed in enough detail to make its general statements meaningful.

DEVELOPING IDEAS

Some different steps or stages are employed by writers in writing paragraphs, and generating ideas is one of the main stages in that process. Following writing steps, Richard et al (1992) stated that there are some stages recognized in the writing process, they are:

a) Rehearsing (known as prewriting): in this stage, writers look for the topic or ideas and languages that are related to the topic before beginning the writing.

b) Writing (known as planning, drafting, and composing): activities in which writers write down rough form.

c) Revising (known as editing and post-writing): in this stage, writers revise and rewrite what they have written.

CONCEPT OF BRAINSTORMING TECHNIQUE

According to Maghsoudi (2011), brainstorming is probably the most effective of all the writing techniques because it helps ESL students think through their topics without having them judge what they write. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.

Paulus & Arditti (2010) state that there are four main principles in brainstorming; acceptance, quantity, outside–the–box thinking, and combinatory thinking. Each of these is thought to encourage a synergy that will produce ideas that be wouldn't arrived at by individuals thinking on their own. In recent years, as the critique of brainstorming has increased, some alternative theories of brainstorming have begun to appear, but for the most part, this four-part model remains dominant.

C. RESEARCH METHOD

In this research, the researcher conducted *Classroom Action Research* (CAR). According to Arikunto (2008), CAR for English Learning aims at developing a certain instructional strategy to solve practical instructional problems in English Classroom. It means that Action Research which was conducted in a classroom to increase the quality of learning and teaching practices. CAR can develop an innovative instructional strategy that helps to enhance the student's success in learning English. One expert states that Action Research is the systematic collection of information that is designed to bring out social change.

Latief (2013) stated that CAR is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in Classrooms. CAR activities involve repeated cycles, each cycle consists of a plan, action, observation, and reflection. According to Kemmis & McTaggart (1988), the result of one cycle is used to determine the need for the following cycle until the problems are solved by the strategy.

The researcher used the spiral model by Kemmis & Taggart in this research by considering that it was simple and easy to understand it. Kemmis & Taggart's model is the development of Kurt Lewin's model. It had the same basic in their activities. There were four stages in the Kemmis and Taggart model. They are plan, action, observation, and reflection. The relation among them is called a cycle. The activities can be stated as follows:

a) Plan

In this step, the researcher prepared the classroom instructional strategy as well as what the students had to do in the action step based on the problems faced by students in writing paragraphs. In this case, the researcher prepared the instrument of research to get valid data, such as lesson plans, materials, observation check, first test, second test as competence test, and attendance list to know students' activeness in joining the teaching-learning process.

b) Action

In this step, the researchers conducted activities according to the schedule arranged in the planning stage. In general, the procedures of action in each cycle were: The researcher began the class by giving some explanations related to the material. The researcher provided some topics. The students were given warming up related to the topic. Next, the class was divided into some groups and each group was assigned one part of the topic. The students were allowed to brainstorm their ideas on the topic individually. Students discussed the topic in small groups and the ideas that they generated. Then each group elected a recorder whose job was to summarize the ideas generated collectively by that group.

Next, the reporters moved to a new group that had the same topics and reported on the ideas developed by their previous group. When all groups had an opportunity to discuss each topic, the reporters of each group which had the same topics summarized whole ideas. Finally, these ideas were collectively organized into logical structures which elected from each group would be written into the structural paragraph.

c) Observation

In this step, the researcher observed the learning process of writing a paragraph through a brainstorming technique by asking the collaborator to help the researcher in monitoring the class situation and student's participation using an observation checklist. The purpose of this activity was to evaluate the results, collect the data, and monitor the teaching-learning process.

d) Reflection

In this step, the researcher assessed the student's writing result after whole activity had finished. After analyzed the weakness, the researcher looked for the problems causing the weakness. However, if there was a problem it should move to the next cycle regarding re-planning, re-acting, and re-observing. Even, in this step, the researcher had to think what had to do at the next step.

The research target of this research was to achieve the successfulness indicator of students' scores which there was a minimal 75% of the students should get the KKM standard score of the second-grade students of Madrasah Aliyah Madani Pao-Pao MTsN Libureng. MTsN Libureng point 70 as a KKM standard score. Therefore, the students have to give good responses by using brainstorming techniques in teaching writing. The Instruments of this research are both an observation checklist and a test.

D. FINDINGS AND DISCUSSIONS

1.   **The First cycle**

a.   **Plan**

This cycle was conducted for three meetings. The first and the second meetings were used to teach the material the third meeting was a competence test, and the all meetings (first meeting, second meeting, and third meeting used Google Classroom to clarify the all results because Madrasah Aliyah Madani implemented the virtual learning because of pandemic situation. It was conducted on July 1st, 8th, and 15th 2020.

To conduct this research, all required materials were prepared first. They were lesson plans, materials, observation checklist, first test, second test as a competence test, and attendance list to know students' activeness in joining the teaching-learning process. The all required materials were sent to the students by using WhatsApp directly, they were not sent by using Google Classroom because the students were easy to access the all information via WhatsApp, it could be read by the students at any time.

Before conducting this research, the students were given a first test by sending it directly to Google Classroom and WhatsApp and the students answered it, this test aimed to know their writing ability in writing paragraphs before implementing the brainstorming technique. From the test, it concluded that the students had problems developing their ideas in writing a paragraph such as a lack of ideas to write about, difficulty in organizing the ideas, and lack of grammar. All of the problems or the weaknesses of students in developing their ideas to write were proved based on the first test which was conducted with the students' mean score of the first test (Pre-cycle) that was fair.

Table 1. The Students' Score of the First Test (Pre-cycle)

Students	Scores	Classification
1	54	Fair
2	53	Fair
3	54	Fair
4	51	Fair
5	60	Fairly Good
6	51	Fair
7	60	Fairly Good
8	57	Fair
9	55	Fair
10	52	Fair
11	51	Fair
12	50	Fair
13	50	Fair
14	51	Fair
15	50	Fair
16	50	Fair
17	60	Fairly Good
18	50	Fair
19	50	Fair
20	50	Fair
Total score	**1058**	**Fair**
Mean score	**53**	

From the result of students' mean scores, the researcher calculated the frequency and percentage achievement of students' writing paragraphs in the first test. The result as follows:

Table 2. The Frequency and Percentage of Students' Score of First test

Scale	Classification	Pre-cycle	
		F	Percentage (%)
90 – 100	Excellent	0	0
80 – 89	Very Good	0	0
70 – 79	Good	0	0
60 – 69	Fairly good	3	15
50 – 59	Fair	17	85
	Total	20	100

Table 2 above shows the students' scores on the first test. The data indicated from 20 students who followed the test, none of students got excellent, none got very good score, none got good scores, 3 students (15%) got fairly good score as well as 17 students (85%) got fair score. For more detail information (see table 7). It showed that the students' score was *fair* and had difficulties to develop their idea in writing paragraph. Therefore, the researcher tried to apply brainstorming

technique in the class to overcome the students' problem and to improve the student's developing idea in writing paragraph.

b.   Action

1)   The first meeting

Based on the schedule of the class, the first meeting was conducted on July, 1ˢᵗ 2020. The meeting on Google classroom and Whatsapp group was started from 10.10 – 11.30 a.m. in the morning. The time was provided for 90 minutes each meeting, so the researcher had to use time in learning process effectively and efficiently. All the process in the first meeting was done by using Google Classroom, the teacher posted the material and the students finished it by following the time set before.

Based on the planning, lesson plan and material had prepared, brainstorming technique was applied during the teaching and learning process. The procedures as follow:

a) Teacher entered the class on Google classroom and had greeting to all the students.

b) Introduced the concept of brainstorming technique to students. Told them that brainstorming technique would help them to generate ideas when they started to write while them giving attention and make a note of the concept.

c) Leading students to generate ideas in form brainstorming technique. The students free to organize their ideas as long as related to the topic given (My self) after that the student collect it by using Google classroom and Whatsapp group.

d) Ask the students to write the first draft based on the design of brainstorming technique samples to know that students had easy when started to write by using brainstorming technique related to the selected topic (Myself).

e) After students were able to use brainstorming technique, asked them to make a procedural paragraph referred to their own generating ideas in groups from the whole ideas in the whatsapp group.

f) Teacher checked the students' writing paragraph as many as possible ideas related to the topic they able to write in paragraph in their group.

g) After the students' activity the teacher checked their understanding of the materials trough giving questions to the students as the last session of the class.

h) Closing the class on Google classroom and Whatssap.

2) The second meeting

Based on the schedule of the class, the second meeting was conducted on July, 8th 2020. The meeting Google classroom and Whatsapp group was started from 10.10 – 11.30 a.m. in the morning. The time was provided for 90 minutes per meeting, so the researcher had to use time in learning process effectively and efficiently.

Based on the planning, lesson plan and material had prepared, using brainstorming technique was applied during the teaching and learning process. The procedures were below:

a) Teacher entered the class on Google classroom and had greeting to all the students.

b) The teacher provided some topics on Whatsapp group or let the students select one.

c) Students allowed a few times to individually brainstorm ideas on their topic.

d) Students discussed their topic on the Whatsapp group, and they were asked to generate their ideas.

e) Teacher checked the students' writing paragraph as many as possible ideas related to the topic they able to write in paragraph

f) After the students activity the teacher checked their understanding of materials trough giving question to whatsapp each group as the last session of the class.

g) Closing the class.

3) The third meeting

The third meeting was conducted on July, 15th 2020. In the meeting, the researcher did not apply the procedure of the activity but the researcher gave little explanation about brainstorming technique on the group, only to make students reviewed their previous material. After that, the researcher gave the students a competence test (second test) of the first cycle to measure their achievement in learning developing ideas in writing paragraph trough brainstorming technique. The topics that had used were "games and family" it chooses by students based on the topic that they had during the lesson. All the students were asked to doing the test based on the materials already received about brainstorming technique.

c.   Observation

The first and the second meeting were observed by the collaborator which was helped the researcher to observed how the students' worked their task while the teacher posted the material on the group, how the students helped their friends by giving their friends solution when their friend asked some questions on the group, and optimized their potentials to understand the

material, as well as how the condition and situation of the group was in applying brainstorming technique to develop students' ideas in writing paragraph. To observe them, the observer used observation checklist which were made before conducting this research. The result of the observation was analyzed to find the weaknesses of the action. The result of the observation as follow:

Table 9. The Result of Observation in Cycle 1

No	Indicators	None (0 %) 1	A few (<20%) 2	Half (20-49%) 3	Many (50-69%) 4	Majority (>70 %) 5	Score
1	Students' participation toward teachers' explanation on the group Whatsapp and Google Classroom by giving question and comment.		√				2
2	Students' participation in making a statement/comment on teacher explanation.		√				2
3	Students' posted questions to the teacher to clarify understanding		√				2
4	The students are active on the group in responding teacher 'question.		√				2
5	The students answer teacher's questions.		√				2
6	They are active in doing and complete the written tea, which is posted on the whatsapp group and google classroom.				√		4
	Total						14
	Score percentage						46.6%
	Category						Half

The table above showed that students' participation in teaching and learning process on the group was not maximal. There were still some descriptions which must be improved. Besides that, there was also a description that did well even though they still needed to be improved in next cycle. The data observation checklist in this cycle shows that, about 20% students had participation toward teacher's explanation on the group, making a note from teacher explanations', ask question to clarify teacher's explanation, enthusiastic in responding teacher, as well as answer the teacher's question. Besides that, about 55%

students were enthusiastic doing and completing the written test. It concluded that the students' participation during the first cycle was about 46% (Half Category).

Besides observing the students' participation in teaching and learning process, the researcher also gave the students a competence test to know the students' achievement of the material during the learning process. The result of students' mean score of competence test in the first cycle, see the following table:

Table 4. The Result of Competence Test in Cycle 1

Students	Score	Classification
1	70	Good
2	61	Fairly good
3	62	Fairly good
4	62	Fairly good
5	70	Good
6	63	Fairly good
7	61	Fairly good
8	61	Fairly good
9	64	Fairly good
10	61	Fairly good
11	61	Fairly good
12	61	Fairly good
13	60	Fairly good
14	66	Fairly good
15	62	Fairly good
16	61	Fairly good
17	62	Fairly good
18	50	Fair
19	60	Fairly good
20	50	Fair
Total score	1227	**Fairly good**
Mean score	61	

On the result of students' mean score of competence test above, the researcher also calculated the frequency and percentage achievement of students' developing ideas in writing paragraph. The result as follow:

Table 05. The Frequency and Percentage of Students' Score of Cycle 1

Scale	Classification	First cycle	
		F	Percentage (%)
90 – 100	Excellent	0	0
80 – 89	Very Good	0	0
70 – 79	Good	2	10
60 – 69	Fairly good	16	80
50 – 59	Fair	2	10
	Total	20	100

The table 05 (in the result of competence test) showed that the scores of the students increased. The students' score were found fair in the first test while competence

test, students were found *fairly good* and come of them got *good* score. From 20 students who followed the test, none of the students got excellent score, and none got very good score. But there are 2 students (10%) 16 students (80%) got fairly good score, and 2 students (10%) still got fair score. This is considered a good improvement of the students' achievement. For more detail information (see table 10).

On the other side, there is an indicator of successfulness students that has been determined by the researcher namely: if 75% of students had success in their writing paragraph achievement (had 70 as KKM score), it can be said that using brainstorming technique can improve the students' developing idea in writing paragraph. The description of the successful in teaching and learning process by using brainstorming technique in order to improve students' achievement in writing paragraph were shown in the following table:

Table 06. The Successful Indicator in Cycle 1

No	Score	Category	Frequency	Percentage (%)
1	0 – 69	Not Success	18	90
2	70 – 100	Success	2	10
		Total	20	100

From the table 06, it showed that the successful indicator of this research which had to fulfill by the students were not achieved yet in the first cycle. There were only 10% of students were classified success.

From all the data above, it concluded that in the first cycle there were a little improvement in both the students' understanding of the material and the students' participation in the class. Nevertheless, the researcher still disappointed because there were still many students found fairly and fair score. Therefore, the researcher decided to improve the students' achievements in improving students' developing ideas in writing paragraph to the next cycle, the second cycle.

d.   Reflection

Based on the result of the observation and the score of the competence test was still disappointing. There were some problems which faced by the students in writing paragraph. Some students' were still lack in organizing idea, confusing in transition from one idea to another, the

organization and contains clear introduction development of idea not close relation each other. Most of the students got difficulties in developing their idea. They were confused what they want to write first as well as what to write next. It can be said that the students' were still lack in understanding the material. In other side, teaching and learning process was not maximal. Most of students were still less in making comments or asking questions about the explanation. The researcher needed to do stabilization in the second cycle especially concerning the students' participation in the class and students' developing ideas in writing paragraph.

2.   The second cycle

a.   Plan

The planning for the first and the second cycle were the same because there were lessons plans, materials, observation check, second test as a competence test, and attendance list in order to know students' activeness in join teaching learning process on Google Classroom. The second cycle was conducted for three meetings. It was done August, 3rd, 10th, and 17th 2020. There was an emphasis on the making stronger of the weakness in the first cycle.

b.   Action

Mostly the action in the first cycle and the second cycle were just the same, but the researcher focused on the increasing of the strength of the weakness in the first cycle.

1)   The first meeting

Based on the schedule of the class, the first meeting was conducted on August, 3rd 2020 on the google classroom. The meeting was started from 10.10 – 11.30 a.m. in the morning. The times were provided for 90 minutes per meeting so the researcher had to use time in learning process effectively and efficiently.

Based on the planning, lesson plan and material had prepared, using brainstorming technique was applied during the teaching and learning process. Even though some steps of learning process was changed to decrease the weakness in the previous cycle. The procedures as follow:

a)   Teacher entering the class on zoom/google classroom and having greeting to all the students.

b)   Divided students into 4 groups on the google cand each group consisted of 5 members.

c)   Teacher explained about the material on zoom/google classroom, while they giving attention and make a note of the concept of the material about brainstorming technique.

d) Leading students to generate ideas in form brainstorming technique. Put the topic google classroom. The students free to organize their ideas as long as related to the topic given; -My daily activity, - My favorite food.

e) Ask students to write the first draft based on the design of brainstorming technique samples.

f) Mixing them to the whole class to discuss to their friend to find more ideas related to the topic.

g) Bringing the students backed into their groups in the first to summaries whole idea

h) After students were able to use brainstorming technique, asked them to make a procedural paragraph referred to their own generating ideas in groups from the whole ideas.

i) Teacher checked the students' writing paragraph as many as possible ideas related to the topics they able to write in paragraph in their group.

j) The highest score of students developing idea was given a reward by the teacher.

k) After the students' activity the teacher checked their understanding of materials trough giving question to each group as the last session of the class.

l) Closing the class on zoom/google classroom.

2) The second meeting

Based on the schedule of the class, the second meeting in the second cycle was conducted on August, 10th 2020. The meeting was started from 10.10 – 11.30 a.m. in the morning. The time was provided for 90 minutes in this meeting so the researcher had to use time in learning process effectively and efficiently.

Based on the planning, lesson plan and material had prepared, using brainstorming technique was applied during the teaching and learning process. The procedures were below:

a) Teacher entering the class on zoom/google classroom and having greeting to all the students.

b) Divided students into 4 groups and each group consisted of 5 members.

c) The teacher provided some topics or let the students select one. It counted by major vote. For example the topics used in this research project were: -Holiday, -Favorite place.

d) Each group was assigned one part of the topic which had been selected previously. Each group divided into 2 groups had the same topic.

e) Leading students to generate ideas in form brainstorming technique. Put the topic in the center by using box or other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. The students are free to organize their ideas as long as related to the topic given.

f) Students are allowed three minutes to individually brainstorm ideas on their topic.

g) Students discussed in their small groups the ideas they generated during stage 3.

h) Then, the reporters moved to a new group which had some topics and reported on the ideas developed by their previous group. The new group then builds on the ideas generated by the previous group and adds new ideas of their own. It is important that this stage is constructive and none of the ideas of the previous group are rejected (this stage is repeated until all groups have had an opportunity to contribute to each part of the same topic they had the same with).

i) When all groups had an opportunity to discuss each topic, the reporters of each group which has the same topics summarized whole ideas.

j) These ideas were then collectively organized into logical structures elected from each group that had the same topic. Then each group wrote down the whole idea into a structural paragraph. Furthermore, each member of each group had to write those whole ideas from the reporter by her/himself as a result of a written paragraph.

k) The teacher checked the students' writing paragraphs with as many as possible ideas related to the topics they were able to write in a paragraph.

l) After the students' activity the teacher checked their understanding of the materials by giving questions to each group as the last session of the class. Then, closing the class.

3) The third meeting

The third meeting was conducted on August 17th 2020. In the meeting, the researcher did not apply the procedure of the activity but the researcher gave little explanation about the brainstorming technique, only to make students review their previous material. After that, the researcher gave the students a competence test (second test) of the first cycle to measure their achievement in learning and developing ideas in writing paragraphs through brainstorming techniques. The topic that was used was "Holyday" it was chosen by students based on the topic that they had during the lesson. All the students were asked to do the test based on the materials already received about brainstorming techniques.

c. **Observation**

The first and the second meetings were observed by the collaborator which was helped the researcher to observed how the students' worked together, helped their friends, and optimized their potentials to understand the material, as well as how the condition and situation of the class was in applying brainstorming technique to develop students' ideas in writing paragraph. To observe them,

the observer used observation checklist which were made before conducting this research. The result of the observation was analyzed to find the weaknesses of the action. The result of the observation as follow:

Table 07. The Result of Observation in Cycle 2

No	Indicators	None (0 %) 1	A few (<20%) 2	Half (20-49%) 3	Many (50-69%) 4	Majority (> 70 %) 5	Score
1	Students' participation toward teachers' explanation.				√		4
2	Students' activity in making a note from teacher explanation.				√		4
3	Students' asks questions to the teacher to clarify understanding			√			3
4	The students are enthusiastic in responding teacher 'question.			√			3
5	The students answer teacher's questions.			√			3
6	The students are enthusiastic doing and complete the written test.					√	5
	Total						22
	Score percentage						73.3%
	Category						Majority

The table above shows that students' participation in the teaching and learning process during the second cycle increased more rapidly than in the first cycle. There was 73.3% of the students participated in the learning process.

The researcher is happy because most of the indicators that needed to be improved in the first cycle were achieved in the second cycle. More than half of the class seemed active in taking notes on some important information that they got from the teacher's explanation or some other important things related to their task and then there were majority of the students the students are enthusiastic about doing and completing the written test.

Besides observing the students' participation in the teaching and learning process, the researcher also checked and analyzed the students' competence test in the second cycle, and the

researcher determined the improvement of the student's achievement in improving students' developing ideas in writing paragraphs through brainstorming techniques. For more detailed information about the result of students' means score of the test, see the following table:

Table 08. The Result of Competence Test in Cycle 2

Students	Score	Classification
1	81	Very good
2	71	Good
3	76	Good
4	82	Very good
5	75	Good
6	76	Good
7	82	Very good
8	81	Very good
9	78	Good
10	70	Good
11	61	Fairly good
12	71	Good
13	66	Fairly good
14	79	Good
15	71	Good
16	73	Good
17	82	Very good
18	65	Fairly good
19	65	Fairly good
20	60	Fairly good
Total score	1466	Good
Mean score	73	

From the result, the researcher calculated the frequency and percentage achievement of students' developing ideas in writing paragraphs as follows:

Table 09. The Frequency and Percentage of Students' Scores of Cycle 2

Scale	Classification	Cycle 2	
		F	Percentage (%)
90 – 100	Excellent	0	0
80 – 89	Very Good	5	25
70 – 79	Good	10	50
60 – 69	Fairly good	5	25
50 – 59	Fair	0	0
Total		20	100

Table 09 above (in the result of the competence test) shows that the scores of the students increased. The students' mean score in the competence test in the second cycle was 73 so the students found it good. From 20 students who followed the test in the second cycle none of the

students got excellent scores but 5 (25%) students got very good scores, 10 (50%) students got good scores, 5 (25%) got fairly good scores, as well as none of students got fair score. This is considered a good improvement of the students' achievement. For more detail information (see table 14)

On the other side, there is an indicator of success students that had been determined by the researcher namely: if 75% of students had success in their writing paragraph achievement (had 70 as KKM score), it can be said that using brainstorming technique improved the students' developing idea in writing paragraph. The description of the successful teaching and learning process by using brainstorming techniques to improve students' achievement in writing paragraphs is shown in the following table:

Table 10. The Successful Indicator in Cycle 2

No	Score	Category	Frequency	Percentage (%)
1	0 - 69	Not Success	5	25
2	70 - 100	Success	15	75
Total			20	100

From Table 10 above, it could be concluded that the successful criteria in the second cycle had been achieved. There were 75% of students had reached the successful indicator. It was clear that the actions that were done in the second cycle had gone well and the brainstorming technique improved the students' developing ideas in writing paragraphs so that the students' scores became better than before.

d.   **Reflection**

The students' scores at the end of this research increased totally whereas in the second cycle test, none of the students got fair scores. Moreover, the successful indicators that had been determined by the researcher were achieved in the second cycle, where 10% of students were successful in the first cycle to 75% in the second cycle. This is considered a good improvement in the student's achievement. So, this research was stopped because the target from the researcher had been achieved. It made the researcher happy.

3. Comparison of the result of each cycle

Based on the result above, the researcher made a comparison between the first cycle and the second cycle. For more detailed information about the improvements, see the following description:

The improvement of students' writing paragraph

The result of the mean score in the first cycle and the second cycle significantly improved. The improvement of students' writing achievement from the first cycle to the second cycle was described in the following table:
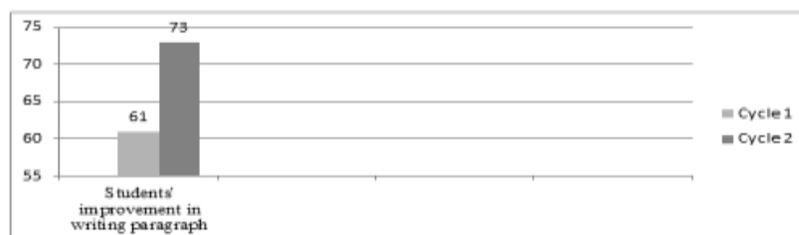
Table 11. The Improvement of the Students' Means Score in Writing Paragraph

Mean score	Cycle 1	Cycle 2	Improvement C1 - C2
	61	73	12
Classification	Fairly good	Good	

Table 11 above shows that there was a significant improvement of the students' mean score in writing paragraphs after using the brainstorming technique. The students' mean score in writing paragraphs in the first cycle was 61 which in the category of fairly good had significantly increased to 73 in the second cycle in the good category.

Table 11 above also indicated that the improvement of students' writing paragraphs from the first cycle to the second cycle was 12. From the data above, it was indicated that the use of brainstorming technique increased the students' mean score in writing paragraphs. It was more clearly shown in the graphic as follows:

Chart 1: The Students Mean Score in Writing Paragraph

The chart 1 above showed that the students' mean score in writing paragraph in the second cycle was greater than in the first cycle (73 > 61). It was clearly that the students' means score improvement between the cycles was totally improved.

a.   The Frequency and Percentage of students' score in Writing Paragraph using brainstorming technique.

Based on the result of students' mean score, it described that students' writing skill automatically improved, the researcher calculated the percentage of achievement of study and classified into different categories. The result as follow:

Table 12. The Frequency and Percentage of Students' score in writing paragraph

Scale	Classification	Cycle 1		Cycle 2	
		F	(%)	F	(%
90 – 100	Excellent	0	0	0	0
80 – 89	Very Good	0	0	5	25
70 – 79	Good	2	10	10	50
60 – 69	Fairly good	16	80	5	25
50 – 59	Fair	2	10	0	0
Total		20	100	20	100

Table 12 above indicates that the percentage of students' scores in the first cycle after using brainstorming to develop ideas in writing paragraphs, the student's scores in writing were lacking. None of the students got excellent and very good scores, 2 students (10%) got good scores, 16 students still (80%) got fairly good scores, as well as 2 students (10%) got fair score categories.

In the second cycle after revising some mistakes in the first cycle, the students' score in writing paragraphs in the second cycle was greater than the students' score in the first cycle. In the second cycle, although there were none of the students got excellent scores, but there 5 students (25%) got very good scores, 10 students (10%) got good scores, 5 (fairly) students got fairly good scores, as well as none of the students, got fair score category.

From those results above it showed that in each cycle the students' score percentage in developing ideas to writing paragraphs had increased significantly.

b.   The Comparison of the Observation Checklist Result between Cycle 1 and Cycle 2

The result of the observation checklist was explained in each cycle. To make it clear, the table below shows the comparison of the result between cycle 1 and cycle 2:

Table 13

The Comparison of the Result between Cycle 1 and Cycle 2

	Indicators	Score	
		C1	C2
Students Participations	Students' participation toward teachers' explanation.	2	4
	Students' activity in making a note from teacher explanation.	2	4
	Students' asks questions to the teacher to clarify understanding.	2	3
	The students are enthusiastic in responding teacher 'question.	2	3
	The students answer teacher's questions.	2	3
	The students are enthusiastic doing and complete the written test.	4	5
Total Score		14	22
Score Percentage		46.6%	73.3%
Category of improvement		Half	Majority

The research findings from Table 13 above indicated that there was an increase in the students' participation from the first cycle to the second cycle, wherein in the first cycle the percentage of students' participation score was 46.6% in half category became 73.3% in majority category in the second cycle. Such as the students became active in making notes from the teacher's explanations, asking questions to the teacher to clarify their understanding, as well as students were enthusiastic about doing and completing the written test. It means that the student's participation made good improvement progress.

Discussion

Using brainstorming techniques to improve students' developing ideas in writing paragraphs the second-grade students of Madrasah Aliyah Madani Pao-Pao were successful. In the learning activities in teaching writing in the Zoom/google classroom, the teacher applied brainstorming techniques in delivering writing materials. The brainstorming technique brought students to think through their topic and generate the topic for expanding ideas and perceptions about the topic. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details they can think of without having them judge what they write.

The brainstorming technique brought the students to be active, cooperative with their friends, and interactive in the classroom because each meeting had different activities. The steps of the learning scenario were warming up (continuing word game related to the topic) to train their

thinking about what word can be recognized with the topic, leading materials through stimulate students' minds, presenting materials through the frame of materials for each segment, activity to optimize students' understanding about materials, evaluation was done by writing task as many as possible ideas they can write into paragraph so every students followed the evaluation seriously to get good achievement because sometimes teacher provided them reward, and closing the class.

By applying the learning strategy in teaching writing, it was proved that the student's achievements were very satisfactory. It could be seen in the result findings of the test in the first test to the competence test in the first cycle until the last test was in the second cycle. Students' scores increased significantly. Before conducting the first cycle, the lowest students' finding test was fair and the highest students' finding test was fairly good. However, in the second cycle, the lowest students' finding test was a fairly good score as achieved by five students, and the highest students' finding test was a very good score as achieved by five students, as well as ten students got good scores. From those explanations, it means that the use of the brainstorming technique made the students enthusiastic in responding teacher's explanation, more active in arranging their thoughts, as well as be free to explore their ideas without thinking about making a mistake in the writing process.

All the students were active in the learning process and understood the materials not only from the teacher's knowledge but also from optimal students' potential to explore their ideas in understanding the materials, thus creating an atmosphere of achievement. Students worked through the assignment until a group member successfully understood and completed it.

The findings above prove that learning and teaching brainstorming techniques improved the students' achievements and performance, especially in improving students' developing ideas in writing paragraphs. The mean score test increased from the first cycle to the second cycle. Comparing the observation checklist of the first cycle and the second cycle showed that the student's participation improved because of the application of an active learning strategy in teaching writing paragraphs. The data of observation in finding (see table 19) about the comparison result of observation in the first cycle and the second cycle showed us the improvement of students' participation during the learning process. The finding of observation data first cycle was that students' participation was half with a score percentage of 46.6% while in the second cycle students' participation increased based on the result observation that students found the majority (73.3%) in participated the learning process.

There were a lot improvements of in the students' achievements and performance. But there were also some weaknesses which were found in this study. Some of the students still have some difficulties in organizing ideas into logical paragraphs and rarely in grammar. They also still feel shy to present their job and give comments or suggestions on their friends' jobs.

The main goals of this study were to improve students' developing ideas in writing paragraphs. The goals were achieved because the students' achievement and performance improved from the first to the second cycle. Even though the results were good, it still needed some stabilization.

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