

**BRAINSTORMING TECHNIQUE IN ASSISTING STUDENTS'
WRITING ACTIVITY AT ENGLISH EDUCATION STUDY PROGRAM
OF IAIN MANADO**

THESIS

**Submitted as Partial Requirement for Degree of Education (S. Pd) in English
Education Study Program**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES**

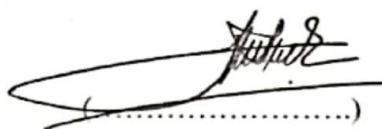
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THESIS RATIFICATION

The thesis entitled "*Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN Manado*" compiled by Sri Nurul Putri Abdullah with student registration number 1926034, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on February 23th 2024 has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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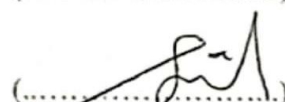
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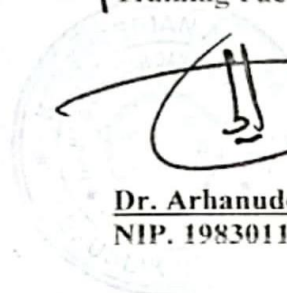


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ABSTRACT

Sri Nurul Putri Abdullah (2024) Brainstorming Technique in Assisting Students' Writing Activities at English Education Study Program of IAIN Manado, Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri Manado.

This study aims to determine the extent to which the Brainstorming Technique can help the writing activities of 3rd-semester students in the English education study program. The researcher used a mixed-method research approach. In this study, researchers used research instruments, questionnaires, and interviews. The respondents of this study were 18 students, thirteen female and five male students from the English education study program, and 1 English lecturer. The researcher used Miles and Huberman's theory, which contained data collection, data presentation, and conclusions, to analyze the data. Based on the results found by the researchers, 92.77% of students responded positively to the use of brainstorming techniques in writing activities. It is confirmed by the results of interviews that students feel helpful and valuable when using brainstorming techniques in writing activities, such as collecting ideas to be directed and structured. On the other hand, 7.23% of students responded negatively to this technique. In conclusion, from the results of the interviews, students also said that writing activities using brainstorming techniques were practical and helpful in collecting ideas and thoughts to help in writing a text. It can be proven by looking at the positive responses, which include interesting, fun, motivated, enjoyable, effective, and creative.

Keywords: Brainstorming Technique, Writing Activities

ABSTRAK

Sri Nurul Putri Abdullah (2024) Teknik *Brainstorming* dalam Membantu Kegiatan Menulis Siswa Program Studi Tadris Bahasa Inggris IAIN Manado, Skripsi dari Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui sejauh mana Teknik *Brainstorming* dapat membantu kegiatan menulis siswa semester 3 di program studi Tadris Bahasa Inggris. Peneliti menggunakan pendekatan penelitian *mixed method*. Dalam penelitian ini peneliti menggunakan instrument penelitian yaitu angket dan wawancara. Responden dari penelitian ini yaitu 18 siswa, tiga belas perempuan dan lima laki-laki mahasiswa dari program studi Tadris Bahasa Inggris dan 1 Dosen Bahasa Inggris. Peneliti menggunakan teori Miles and Huberman untuk menganalisis data yang berisi pengumpulan data, penyajian data, dan kesimpulan. Berdasarkan hasil penelitian yang ditemukan oleh peneliti, sebanyak 92.77% siswa memiliki respon positif terhadap penggunaan teknik *brainstorming* dalam kegiatan menulis. Ini diperkuat oleh hasil wawancara dimana siswa merasa terbantu dan berguna saat menggunakan teknik *brainstorming* dalam kegiatan menulis, seperti pengumpulan ide menjadi terarah dan terstruktur. Di sisi lain 7.23% Siswa memiliki respon negatif terhadap teknik ini. kesimpulannya, dari hasil wawancara siswa juga mengatakan bahwa kegiatan menulis menggunakan teknik *brainstorming* efektif dan berguna dalam mengumpulkan ide dan gagasan agar bisa membantu dalam menulis suatu text. Hal ini dapat dibuktikan dengan melihat respon yang positif, tanggapan positif meliputi: menarik, menyenangkan, termotivasi, menikmati, efektif dan kreatif.

Kata kunci: **Teknik *Brainstorming*, Kegiatan Menulis**

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 23 Februari 2024

Penulis



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CHAPTER I INTRODUCTION

A. Background of the Study

Writing is an essential component of teaching English because it teaches students how to write reports, letters, advertisements, other types of text, how to respond to advertisements, how to use electronic media, and more. Writing is generally a process in which all of the stages are interconnected.¹

Furthermore, writing is the organized process of transferring ideas into language. This means that the writer should prepare the writing's content beforehand and then organize the ideas into paragraphs using suitable language structure, including word choice, grammar, and vocabulary. It also requires a strong sense of organization.²

In Islam also emphasizes the importance of writing, as Allah says in the Qur'an:

الَّذِي عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who taught by the pen, taught man that which he knew not” (Q.S Al-Alaq: 4-5).³

Quraish Shihab in Tafsir Al-Misbah explains, the word (القلم) al-qalam is taken from the verb (قلم) qalama which means to cut off the ends of something. Thus, the tool used for writing was named qalam because at first the tool was made of a material which was cut and sharpened at the end. Quraish Shihab continued that the word qalam here can mean the result of using the tool, namely writing.⁴

¹ A. A. Rifa'at and H Setiawan, 'The Power of Mind Mapping to Produce Good Writing Product', *Ideas: Journal on English Language Teaching and Learning, Linguistics and Literature*, 2019, 33–44.

² K. Artini, 'The Application of Brainstorming Technique to Improve Writing Skill of the Eight Grade Students.', *A Thesis of Mahasaraswati Denpasar University, Denpasar.*, 2014.

³ 'Kementrian Agama RI, Al-Qur'an Dan Terjemahannya'.

⁴ Studi Tafsir, Al-misbah Karya M Quraish, and Wely Dozan, 'Nilai-Nilai Pendidikan Islam Dalam Surat Al- Alaq Ayat 1-5', 9.02 (2020), p. 166.

From the verse and interpretation above, the priorities and recommendations for writing are meant. So humans are encouraged to write as a means of gaining knowledge. Writing skill which is an important part of learning English because writing helps students to think critically and logically. So that students can contribute intelligence, experience, and feelings as outlined in writing text.

In teaching writing text, one of the techniques that can be used is brainstorming technique. According to Brown in Aditya, brainstorming is a helpful technique that enables students to approach a topic with an open mind and without making judgments on the ideas. Students are free to come up with ideas or surprising thoughts that they may not have known they had before.¹

Based on preliminary observation, students of English Education Study Program in the batch of 2022/2023 still experienced difficulties in writing. The difficulties included developing ideas, organizing ideas into paragraph, and lack of vocabulary. However, students of English Education Study Program in the Batch of 2022/2023 are helped by the use brainstorming technique.² Because of brainstorming is a technique that is suitable for learners in writing subject because it assists with a variety of writing-related issues, including choosing what to write about, developing ideas, and how to start. By the use of brainstorming technique, the theme can be expanded into multiple themes so that the ideas develop in a writing.

Based on the background of the study above, the researcher tried to study to what extent brainstorming technique that can assist students' writing activity, especially in English Education Study Program in the Batch of 2022/2023.

¹ Dhoni Aditya, 'The Use of Brainstorming Technique to Improve the Students' Ability of Writing Hortatory Exposition Text at SMA N 1 Seputih Agung Central Lampung' (state institute of islamic studies of metro, 2019).

² Three Students of English Education Study Program in the Third Semester. 08 November 2023

B. Research Question

To what extent does brainstorming technique assist the students' writing activity of the third Semester of English Education Study Program?

C. The Objective of Study

Based on the research question above, this study aims to find out to what extent of brainstorming technique in assisting students' writing activity to the Third Semester of English Education Study Program in the Batch of 2022/2023.

D. Limitation of Study

To avoid developing problems, the researcher limits to know to what extent of brainstorming technique in assisting students' writing activity. This study focuses on students of English Education Study Program in the batch of 2022/2023 at IAIN Manado.

E. Significance of Study

The results of this study are contributed to provide the following benefits:

1. Theoretically

To give information to the readers about brainstorming technique in assisting students' writing activity to write an essay descriptive.

2. Practically

The result of this study contributed practically, such as:

a. For Students

The result of this research contributed to motivate the students in learning English especially about brainstorming technique in writing activity.

b. For English Education Study Program

The result of this research contributed to give information for the students of the English Education Study Program, especially in the use of the Brainstorming Technique in writing a text.

F. Definition of Key Terms

1. Brainstorming technique

According to Hidayanti et al, brainstorming technique is technique that encourage participation from everyone by creating a free and open environment. Unusual ideas are welcomed and developed, and everyone is encouraged to participate fully to foster the development of various creative solutions.³

2. Writing activity

Murcia in Alawi stated that writing is the act of expressing one's ideas into written work in a second or foreign language.⁴

3. Assisting

Assisting means to help somebody to do something or assist somebody to do something.⁵

³ Winda Ismi Hidayanti, Diana Rochintaniawati, and Rika Rafikah Agustin, 'The Effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition', 1.January (2018). p. 45.

⁴ Fikri Fauzi Alawi, 'Improving Students' Ability in Writing Descriptive Text Using Clustering Technique' (Syarif Hidayatullah State Islamic University, 2011). P. 8.

⁵ https://www.oxfordlearnersdictionaries.com/definition/english/assist_1

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

The ability to express ideas, thoughts, or images in the mind through written works that are readable and understandable by others is known as writing. Writing is a linguistic activity that is essential to the development of human civilization. People can express thoughts from both inside and outside of themselves, communicate, and have richer experiences through writing.¹

According to Brown in Sulastri, writing is a written output of thought, drafting, and revision that involves unique skills in how to create ideas, organize them coherently, revise texts for clear meaning, edit texts for appropriate purposes, and produce final products.²

Furthermore, erkan and saban in saud explained that writing is considered as the most difficult skill among the four skills in language learning for English as a Foreign Language learner since it is active and productive skill. This skill requires thinking strategies that allow the individual to express his or herself competence in the other languages. It is also a complex activity that requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar.³

It is also possible for people to get benefit from their development through writing activity. The ability to write is mechanical. Writing activity must be regularly practiced in order to produce well-organized writing.⁴

¹ T Ariebowo, 'Autonomous Learning during COVID-19 Pandemic: Students' Objectives and Preferences', *Journal of Foreign Language Teaching and Learning*, 2021. p. 56-77

² Ela Sulastri and Ine Rahayu Purnamaningsih, 'Using Mind Mapping Method To Improve Students' Writing Skills of Descriptive Text in Class Viii', *Judika (Jurnal Pendidikan Unsika)*, 10.2 (2022)

³ 'Indah Wardaty Saud The Use of Cohesive Device in Writing Cause and Effect Essay Indah Wardaty Saud Faculty of Cultural Science – University of Muhammadiyah Gorontalo', 6.1 (2015), 88–98.

⁴ N. D. Handayani and I. A. M. Widiastuti, 'Integrating Quantum Learning to Improve Students' Linguistic Competence', *International Journal of Linguistics and Discourse Analytics (IJOLIDA)*, 2019. P. 22-28

From the definition above, the researcher can conclude that writing is a process of adding information to the text through the creation of words, phrases, and letters. Through writing activities, students can express and explore thoughts, feelings, and ideas while also helping readers understand the concept.

2. Stages of Writing

According to MC.Crimmon in Aditya, there are three stages in writing process, as follows:

a. Planning

Planning is an orderly procedure used to achieve a desired result. As the first stage of the writing process, planning is a set of strategies designed to find and generate information in writing.

b. Drafting

Drafting is the procedure for composing the preliminary sketches. As the second stage in the writing process, drafting is one of the strategies designed to organize and develop a substantial piece of writing.

c. Revising

Revising is a set of strategies designed to re-examine and re-evaluate options that have been made a piece of writing.⁵

The process of writing is necessary because it clarifies the order, clarity, and effectiveness of the written work. The process helps writers refine their work, communicate their ideas clearly, and adapt to the needs of readers. This means that if someone is going to write, he or she must know about the writing process. By knowing the writing process, the writer can produce good sentences. On the other hand, the readers will be interested in reading it because they can understand what they are reading about.

⁵ Dhoni Aditiya. p. 9

3. The Purpose of Writing

According to O'Malley and Pierce in Triyastuti, there are three purposes of writing in English language learning, as follows:

a. Informative

Informative writing aims to provide knowledge or information, give directions, and express ideas to the reader. Informative writing includes describing events or experiences, analyzing some concepts, speculating about cause and effect, and elaborating new ideas which aim to inform the reader about something that might be important to them.

b. Expressive Writing or Narrative Writing

"Expressive writing" or "narrative writing" that aims to bring out personal or imaginative expression. Usually, this writing is created by story or essay writers. Expressive or narrative are often used to present pleasure discoveries, stories, poems, and short plays.

In short, expressive writing puts an emphasis on emotions, thoughts, and personal reflections. Whereas narrative writing is about creating a fascinating story with a structured plot and engaging the reader through the sequence of events.

c. Persuasive

Persuasive writing aims to convince the reader to do something. It attempts to persuade others and begin an action or change. This type of writing consists of evaluations of books, movies, consumer products, or controversial issues.⁶

4. Types of Writing

According to George Wishon in Irawati, types of writing could be divided as: narration, description, exposition, and argumentation.

⁶ Siska Triyastuti, 'Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List) Strategy at the First Grade of MTs Ma'arif Sarampu Polewali Mandar.' (State Islamic Institute (IAIN) Parepare, 2019).

1. Narration

Narration is a form of writing used to relate a story of acts or events. Narration places events in time and tells what happened according to the natural time sequence. Types of narration include novels short stories, news stories, and as well as a large part of our day-to-day social exchanges in conversation.

2. Description

Description reproduces information about how something looks, smells, feels, tastes, or sounds; it can also elicit emotions like as happiness, loneliness, or fear. Using descriptions, one can create visual representations of individuals, locations, and even time intervals such as days, times of the day, or seasons. It can provide details about a person's personality or character.

3. Exposition

Exposition is a text that contains information and makes explanations. In addition, it interprets meanings that include editorials, essays, and informative and instructional material. Expository texts can be found in some academic writing, such as essays, articles, reports and anything in the form of informative writing with the main purpose of educating, informing, or clarifying an object for the reader.

4. Argumentation

Argumentation is used to persuade and convince readers.⁷ It includes a number of supporting arguments together with logical and unambiguous reasons that support a specific idea or claim.

B. Concept of Brainstorming

1. Definition of Brainstorming

Brainstorming is a technique that was found by Alex Osborn in 1953. Madison Avenue advertising executive Alex Osborn, whose developed the

⁷ Henny Irawati, 'Error Analysis on Grammatical Aspects of Student;s Narrative Writing', 21.1 (2015), 1–9.

original approach and published it in his book *Applied Imagination*. With the help of this technique, students are able to generate ideas and compile a list of potential solutions for a given issue.⁸

According to Ploeger in Effendi, brainstorming provides method for thinking of and recording ideas for writing.⁹

A group or an individual can use the technique of brainstorming to apply critical thinking to produce a wide range of ideas and innovative solutions for problems. These days, a lot of diverse human endeavors, including education, use this technique.¹⁰

Based on the definition above, the researcher can infer that brainstorming is a technique in writing which is used to recording ideas about the topic. It is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem.

2. Types of Brainstorming

Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic. There are some types of brainstorming. However, some others are listed below with brief examples and many other types can be imagined.

a. Listing

Listing is an important brainstorming activity that is common and simple to operate. It basically means creating a list of all the things that one can remember. Ideas are written down as they occur to the mind, without concern for order and sequence, in an effort to avoid forgetting the points. Making a list of every potential point related to the conversation

⁸ Salem Saleh Khalaf Ibnian, *Theory and Practice in Language Studies Vol.1: Brainstorming and Essay Writing in EFL Class* (Finland: Academy Publisher Manufactured, 2011).264.

⁹ A.M. Effendi, 'The Effect of Using Brainstorming on the Seventh Grade Students' Writing Achievement at SMPN8 Jember in the 2013/2014 Academic Year', 2014.

¹⁰ D. W. Owo, V. O. Idode, and E. F. Ikwut, 'Validity of Brainstorming Strategy on Students' Prior Knowledge and Academic Performance in Chemistry in Selected Secondary Schools in South-South Nigeria', *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*., 2016.

topic is crucial in this situation. Following this, the main topics are listed along with their subtopics.¹¹

For students who may be limited by uncertainty about how to convey their ideas in grammatically correct sentences, listing is a helpful activity. Additionally, listing helps students generate a variety of ideas in a logical order, which makes it easier for them to organize their writing as a whole. Through the process of organizing the previously described ideas, students can effectively create a well-organized writing composition.

List one of the brainstorming techniques Listing a few brainstorming techniques that writers can use to generate ideas, acquire information, activate schemas, and arrange their thoughts. The writer authorizes every technique used in the list, taking into consideration all relevant ideas. Next, classify the concepts based on their categories and eliminate any that are not compatible with one another. Teachers might set aside time during writing lessons so that students can complete brainstorming activities (lists) as thinking and writing development activities.

This technique is one of the most useful ways for writers to start over when they have no ideas at all while writing a draft.

According to Oshima and Houge in Eliwarti, the procedures applied in the listing technique are:

- 1) Write the topic at the top of the paper.
- 2) Make a list of ideas about the topic
- 3) Use words or phrases, and not worry about spelling and grammar.¹²

b. Mind Mapping

Mind mapping is a technique for arranging notes that combines the functions of the left and right brains to enable students to fully utilize the

¹¹ C. A. Muodumogu and C. O. Unwaha, 'Improving Students' Achievement in Essay Writing: What Will Be the Impact of Mini-Lesson Strategy?', *Global Advanced Research Journal of Arts and Humanities (GARJAN)*, 2013. p. 111-120

¹² Eliwarti, 'Brainstorming Technique, Listing, Writing Essay', *Jurnal Pendidikan*, 8.1 (2017), p. 12.

capacity of their brains. Information may be easily transferred into the brain.¹³

According to Buzan, mind mapping is a powerful graphic technique that offers a universal key to unleashing the brain's potential. Here, distinct visuals are created by utilizing word, image, number, logic, rhythm, color, and spatial awareness across the boundless potential of the brain.¹⁴

In addition, Bharambe said that mind mapping gives students a helpful focus for structuring their ideas and thoughts so they may convey material in an understandable and attractive way.¹⁵

. Writing down a central idea and developing other with new and related ideas from the center is the process of mind mapping. The mind mapping technique is useful for writing on a variety of topics and for all types of writing, including argumentative, persuasive, recount, descriptive, and narrative writing.¹⁶

The steps of mind mapping that can be applied. As follows:

- 1) Students write some keywords to write.
- 2) Students then circle the word or phrase so that the word or phrase is related verbally and mentally.
- 3) Students write down new words or phrases that come to mind, circle, and connect each one.
- 4) Teachers need to encourage students to keep their hands moving.
- 5) Students write drafts without worrying about making mistakes. These steps are the basic steps for applying mind mapping techniques. Steps can be conditionally increased depending on the situation in the classroom.¹⁷

¹³ N Basri and S Syamsia, 'The Effect of Applying Mind Mapping Method in Writing Descriptive Text', *Langua:Journal of Linguistics, Literature, and Language Education*, 2020, 36.

¹⁴ T. Buzan, *Mind Mapping as a Great Effectiveness Tool*, 2016.

¹⁵ M. I. Bharambe, 'Effectiveness of Mind Mapping in Educational Psychology', *Journal of Biological Chemistry*, 2012.

¹⁶ Rafidah Abd Karim and others, 'Brainstorming Approach and Mind Mapping in Writing Activity', *Proceedings of EEIC*, 2016, p. 425.

¹⁷ Buzan.

There are numerous benefits of applying mind mapping technique. Before having their work reviewed by their teacher, students can use mind mapping to expand their knowledge and identify a variety of writing problems, such as misspelled words, commas, inconsistent ideas, and tense errors.

c. Clustering

Clustering is a technique for assessing the state of consciousness known as the right side of the brain, which is responsible for patterning, creating connections, and processing complicated imagery.¹⁸

In composition writing, clustering is a visual representation of themes and organization that helps the writer understand his or her issue by illustrating the connections between the main topic, its subtopics, and the way the ideas are organized. By clustering, a writer might become familiar with several perspectives on a subject. When one concept crosses over into another idea, the writer might use clustering to create a cluster of ideas by connecting the ideas with lines and circles. In clustering, students write a topic-related key word (or phrase) in the center of a piece of paper and surround it with a square or circle. A visual representation of ideas and their arrangement is called clustering.¹⁹

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively. Clustering can be useful for any kind of writing.

d. Rapid Free Writing

Free writing is also another brainstorming technique. The definition of free writing is implied by its name. It helps a writer concentrate on a topic however forces them to write so rapidly that he is unable to edit the work.²⁰

¹⁸ M. Mogahed, 'Planning out Pre-Writing Activities', *International Journal of English and Literature*, 2013. p. 60-68.

¹⁹ S. Inal, 'The Effects of the Clustering Pre-Writing Strategy on Turkish Students "writing Achievement and Their Writing Altitudes."', *The Journal of Academic Social Science*, 2014. p. 593-611.

²⁰ Mogahed.

The writer's initial ideas on a subject are presented in free writing. The emphasis is on being able to put down any information and questions that come up on paper, even if such ideas are off-topic, thus the writer does not worry about proper spelling, punctuation, grammar, or incomplete sentences. When students write as free writing, the teacher assigns them a certain amount of time and encourages them to write without stopping.

e. Journalist's questions

Another brainstorming technique that can be used to discuss a topic is questioning because it offers answers to all the questions related to the issue. One way to assess a topic's flexibility is through questions.²¹

Asking specific inquiries is a flexible and powerful technique for collecting information about a topic. These kinds of questions could be referred to as journalistic questions of what, how, when, where, and why.²² In this technique 5W/1H questions can be used to gather the ideas/information. Asking question using 5W/1H questions helps to explore exact ideas required for the topic. Specially, it is useful to write narrative writing.²³

3. The Advantages of Brainstorming

a. Advantages of brainstorming include:

- 1) Help students to solve problems; and innovative solution.
- 2) Help students to benefit from the ideas of others through the development and build on them.
- 3) Help the cohesion of the students and builds relationships among them and access the views of other.²⁴

²¹ Muodumogu and Unwaha.

²² E. Owusu and A Adede-Uboah, 'Thesis Statement: A Vital Element in Expository Essays', *Journal of Language of Teaching and Research*, 2014. p. 56-62.

²³ Laxmi Acharya, 'Effectiveness of Brainstorming in Developing Free Writing at Secondary Level', 2017, 22.

²⁴ B. Al-khatib, 'The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College.', *American International Journal of Contemporary Research*, 2 (2012).

Based on the explanation above, the researcher concludes that the brainstorming technique has advantages when used in writing activities. One benefit of brainstorming is that it allows students to openly share their ideas, which can lead to creative problem-solving and inventive solutions. In addition, students have access to other people's perspectives and can develop their own ideas, which can help in building relationships.

b. Disadvantages of brainstorming

1. Many ideas or suggestions are useless or not worth anything.
2. It can take too much time if the group of the students is not controlled and is allowed to run for too long. Sometimes, some students feel pressure and uncomfortable, because the discussions usually do not flow freely as in an unstructured session.
3. The ideas of some students may have to be disposed (usually in group learning).²⁵

Based on the statements above, it can be infer that brainstorming has disadvantages in spite of benefits. One of the disadvantages of brainstorming is that it might be challenging to identify the ideas that are useless at the time. Some students feel uncomfortable in groups because it can be difficult to bring together views from a wide range of students and the discussion does not flow freely.

D. Previous Studies

Some studies are relevant to this research. They are as follows:

Table 2. 1 Relevant Studies

No	Research Identity	Similarity	Differences	Research Originality
1.	Siska Triyastuti. <i>Improving Writing Skills of Students</i>	This study focused on brainstorming in improving	This study used picture and simple word list as the technique applied to	This research will focus on studying to what extent to which

²⁵ Hellmut R. Lang and David N. Evans, *Models, Strategies, and Methods for Effective Teaching* (USA: Longman Person Education, INC, 2006).

	<i>Through Brainstorming (Picture and Simple Word List) Strategy At The First Grade of MTs Ma'arif Sarampu Polewari Mandar.</i> ²⁶	students' writing skills.	students and the method of this study used pre-experimental as part of the quantitative method.	brainstorming technique can increase students' skills in writing descriptive text. This research also will use qualitative method with questionnaire and interview sheets to collect the data.
2.	Dhoni Aditiya. <i>The Use of Brainstorming Technique To Improve The Students' Ability of Writing Hortatory Exposition Text at SMAN 1 Seputih Agung Central Lampung.</i> ²⁷	The second previous study with the current research both discusses about brainstorming.	The difference is in the purpose of this study, which was to find out whether the brainstorming technique can improve students' ability in writing hortatory exposition text and this study used classroom action research.	
3.	Putri Widyawati et al, <i>Improving</i>	The third previous study with the	The difference is in the purpose of this study, which	

²⁶ Triyastuti. Accessed November 3 2023.

²⁷ Dhoni Aditiya, 'The Use of Brainstorming Technique to Improve the Students' Ability of Writing Hortatory Exposition Text at SMA N 1 Seputih Agung Central Lampung' (State Institute of Islamic Studies of Metro, 2019). Accessed November 3 2023.

	<i>Students' Writing Skills Through Brainstorming Technique at the Tenth Grade of SMK Kautsar Karang Pucung.</i> ²⁸	current research both discusses about brainstorming technique in improving students' writing skills.	was to find out whether the brainstorming technique can improve students' ability in writing recount text and this study used classroom action research.	
4.	Hapri Octarina et al. <i>The Use of Brainstorming Strategy to Improve Students' Speaking Ability</i> ²⁹	The fourth previous study and current research discusses the use of brainstorming.	The difference is in the purpose of this study, which was to find out whether the brainstorming can improve students' speaking ability. Also this study used classroom action research.	
5.	Nengah Dwi Handayani et al. <i>Brainstorming as an Effective Strategy to Improve Students'</i>	The fifth previous study with the current research discussing the same topic that is brainstorming.	The difference is in the object of this study that This study was conducted in an EFL classroom, Also this study used classroom action research.	

²⁸ Putri Widyawati and others, *Improving Students' Writing Skills Through Brainstorming Technique at the Tenth Grade of SMK Kautsar Karang Pucung*, 2022. Accessed November 5 2023.

²⁹ Hapri Octarina, and others, 'The Use of Brainstorming Strategy to Improve Students' Speaking Ability', *Jadila: Journal of Development and Innovation in Language and Literature Education* (IAIN Bengkulu, 2021). Accessed November 6 2023.

	<i>Writing Skills.</i> ³⁰			
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The table above refers to a previous study related to this study.

First, a study from Siska Triyastuti titled *Improving Writing Skills of Students through Brainstorming (Picture and Simple Word List) Strategy at the First Grade of MTs Ma'arif Sarampu Polewari Mandar*. This study explained about the analysis of students' writing skills in the first grade of MTs Ma'arif Sarampu Polewari Mandar through brainstorming strategies (pictures and simple (pictures and word lists). The results of the calculation of student scores after analyzing the data using the t-test formula, the results obtained a t-test value of 27.55 higher than the t-table value of 2.060 and student interest is 74.61 and categorized as strong. So that, There is a significant difference in using brainstorming strategy (picture and simple word list) towards the improvement in English learning process especially writing learning. The similarity is about brainstorming in increasing students' writing skills. The differences are this previous study used picture and simple word list as the technique of brainstorming, also Pre-experimental method was applied in this study. While, this study will use brainstorming as the technique and Qualitative as the method.

The second is a study from Dhoni Aditiya titled "*The Use of Brainstorming Technique to Improve the Students' Ability of Writing Hortatory Exposition Text at SMAN 1 Seputih Agung Central Lampung*". This study was to determine whether brainstorming technique can improve students' ability in writing hortatory exposition text in the eleventh grade of SMAN Seputih Agung. The results of this study showed that, from cycle I and II the result of pre-test is 63. 7, the average score of post-test II from cycles is 82,26. It means that Brainstorming technique would able to improve the students' ability of writing hortatory exposition text. The similarity is about brainstorming in increasing students' writing skills. The differences are in the purpose of this previous study, which was to find out whether

³⁰ Nengah Dwi Handayani and others, 'Brainstorming as an Effective Strategy to Improve Students' Writing Skills.', *Journal on Studies in English Language Teaching* (Universitas Mahasaraswati Denpasar, 2022). Accessed November 6 2023.

the brainstorming technique can improve students' ability in writing hortatory exposition text and this study used classroom action research. While this study purposed about brainstorming technique can increase students' writing skill in descriptive text. Also, this study will use qualitative as the method.

The third study is the research titled "*Improving Students' Writing Skills Through Brainstorming Technique at the Tenth Grade of SMK Kautsar Karang Pucung*" this research was conducted by Putri Widyawati et al (2022). This study was conducted to determine the improvement of students' ability to write text through brainstorming in recount text. The result of this study showed that brainstorming technique improved the students' ability in writing recount text in two cycles from the Minimum Completeness Criteria (MCC) scored >70 . $M = 68.64$ in the first cycle to $M = 74.36$ in the second cycle. It means that the use of brainstorming technique could improve the students' ability in writing recount text. The similarity is about brainstorming in increasing students' writing skills. The differences are in the purpose of this previous study, which was to find out whether the brainstorming technique can improve students' ability in writing recount text and this study used classroom action research. While this study purposed about brainstorming in increasing students' writing skill in descriptive text. Also, this study will use qualitative as the method.

The fourth is a study from Hapri Octarina et al titled "*The Use of Brainstorming Strategy to Improve Students' Speaking Ability.*" The purpose of this research was to find out whether brainstorming strategy can improve students' speaking ability. Researcher evaluated students' speaking ability in five forms, namely, pronunciation, grammar, vocabulary, fluency and understanding. The researcher used classroom action research method. Then the researcher found there is a significance difference between the mean score of students' speaking ability in cycle 1 (62. 24) and the mean score of students' speaking ability in cycle 2 (75. 68). There is impact of cycle 2 and the result can reach the criteria of success. The similarity is about the use of brainstorming. The differences are this previous study used brainstorming in improving students' speaking ability and classroom action

research as a method. While this study will use brainstorming in increasing students' writing skill and qualitative as a method.

Fifth, a study from Nengah Dwi Handayani Et Al titled "*Brainstorming as an Effective Strategy to Improve Students' Writing Skills.*" This research described the learning activities to improve students' writing skills through brainstorming strategy. This research used classroom action research design. The results showed that students' writing skills improved significantly in the first and second cycles compared to the pretest results. For that reason, the brainstorming strategy is considered as an effective strategy to be applied in the writing classroom. The similarity is this research with the current research discussing the same topic that is brainstorming. The difference is in the object of this previous study that was conducted in an EFL classroom, also this previous study used classroom action research. While the object of this study will be students of English Education Study Program in 2022 academic year and qualitative as a method.

The researcher discovered the similarities between this study and the previous study above, there are about brainstorming. The novelty of this research was the use of brainstorming technique in assisting students' writing activity such as mind mapping and clustering technique at English Education Study Program in the batch of 2022/2023 of IAIN Manado. Furthermore, this study used mixed method research design with quantitative and qualitative data.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

This research used a mixed research approach. The researcher used mixed methods to collect and analyze data by using quantitative and qualitative methods. According to Creswell, mixed methods research is an approach that involves gathering and combining both qualitative and quantitative data, using distinctive designs that might involve theoretical frameworks and assumptions of philosophy. This type of inquiry's basic assumption is that combining the two approaches provides a deeper understanding of a study problem than either approach alone.¹

Therefore, it can be concluded that mixed methods are a research method that combines qualitative and quantitative methods. Here, mixed methods applied in conducting the research to get information to what extent to which brainstorming technique in assisting students' writing activity.

B. Research Setting

This research conducted in one month on 18 December 2023 until 18 January 2024 to the students of English Education Study Program, in the batch of 2022/2023. English Education Study Program has been established 2015 and in 2023 was accredited Unggul nationally. This study program is a part of the Faculty of Tarbiyah and Teacher Training at Manado State Institute of Islamic Studies or IAIN Manado. Located at Jl Dr. S. H. Sarundajang Ringroad Area, Manado-North Sulawesi Province.

C. Research Participant

The participants of this study were 1 English Writing Lecturer and 18 students, 13 girls and 5 boys of the English Education Study Program, Faculty of Tarbiyah, and Teacher Training, IAIN Manado for the batch of 2022/2023.

¹ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, fourth edition. (California: SAGE Publications, Inc, 2014).p.5

D. Data and Source of Data

1. Primary Data

According to Ajayi in Dulce's dissertation, primary data is data collected by researchers directly through various sources such as surveys, observations, questionnaires and interviews.² The researcher collected the primary data as quantitative that is questionnaire and qualitative that is interview.

2. Secondary Data

According to Tripathy in Shasini, secondary data is data that already exists and can be collected through large-scale surveys, personal research, and other research.³ The secondary data that conducted in this research were from documents related to the topic of this research, such as e-books, journals, and articles.

E. Research Instrument

Research instruments are tools to measure the research data the researcher will carry. In this case, the researcher used quantitative instrument and qualitative instrument. They are as follows:

1. Quantitative Instrument

a. Questionnaire sheets

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer.⁴

The questionnaire, as the primary and dominant way primary way of collecting primary data, thus making the data collection process standardized and comparable. Also, it can ensure a faster and more accurate data collection process, and simplify data processing. In this research, the researcher adapted the questionnaire from a thesis written

² Dulce Fuentes, *Destructive-Constructive Leadership and Active-Duty Service Members, Commitment to Military Service* Submitted by (Grand Canyon University, 2022).66.

³ Shasini Rajaguru, 'Forced and Unplanned Digital Transformation of Education in Sri Lanka during Covid-19 Crisis : A Case Study Shasini Rajaguru' (UPPSALA UNIVERSITET, 2021).27.

⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: CV, Alfabeta, 2017). p. 142

by Siska Triyastuti to determine students' responses to teaching and learning activities through brainstorming.

In this research, the researcher used a likert scale model. There are some procedures for analyzing data that the researcher was applied in this research. Firstly, collect the data to be analyzed. Secondly, classify the answer based on the questions. The data obtainable from analysis by Likert Scale procedures indicates whether one strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with each statement.

In this study, the researcher used the likert scale to find data about brainstorming technique in assisting students writing activity. As explained in the previous sub-chapter, the participant of this study was English Education Study Program in the batch of 2022/2023 who were used brainstorming technique in writing course. The method of distributing this questionnaire was used google form by asking students to fill out the questionnaire that has been given.

2. Qualitative Instrument

a. Interview Sheets

According to Creswell, An interview happens when questions are posed to the research instrument in order to collect thoughts and viewpoints.⁵ In the interview process, the interviewer asked some pre-prepared questions then the student listens and provides responses to these questions.

Stuckey stated that there are three types of interviews include; structured, semi-structured and unstructured interview. Structured interviews are fully controlled by the interviewer and have a set of guideline which must be clearly observed by the researcher. Semi-structured interview also an outline of topics and question prepared by the researcher. Unlike the structured, semi-structured interviews have no rigid adherence. Unstructured interview, in studying certain aspects

⁵ Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaces*. p. 190

of pressing social issues, researchers have to become part of what they are studying. Doing so enables them to observe, point out the lead subjects and informally ask them questions while they take notes.⁶ In this research, the researcher used semi-structure interview. Also, the researcher adapted the interview sheets from a thesis by Tossi Ana Ari Utami titled ‘Improving the Ability in Writing Descriptive Text trough Brainstorming Technique’.

b. Documentation

Creswell stated documentation as the discovery of all material things in the field of necessary letters, books, journals, instructions that must be delivered, and so on.⁷ The researcher used this tools to collect data to show that the research will be accurate. In this study, the researcher took documentation from books, journals, articles, students’ product, Lecturer teaching materials, Lecturer’s Course Outline and results from instruments.

F. Data Analysis Technique

There are two kinds of analysis in this study those are qualitative analysis and quantitative analysis.

1. Quantitative analysis

In this research quantitative data were analyzed by distributing questionnaire and presented in descriptive statistics. The size of the score for the questionnaire data was calculated using a likert scale measurement scale. Has a category of Strongly Agree (SA), Disagree (D), Agree (A), and Strongly Agree (SD). The researcher used two kinds of formulas to calculate the result of questionnaire.

⁶ H.L Stuckey, ‘Three Types of Interviews: Qualitative Research in Social Health.’, *Journal of Social Health and Diabetes*, 2013.56-59.

⁷ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approach* (Sage Publication, Inc, 2013).190.

Table 3. 1 Likert Scale Rating

Statement	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Then to analyze the Likert Scale the researcher used these formulas:

Table 3. 2 Interpretation of Interval

Score	Category
0 - 43.75 %	Very low
43.76 – 62.5 %	Low
62.6 – 81.25 %	High
81.26 - 100 %	Very High

Likert Scale Formula

$$T \times Pn = \text{Total Score}$$

Explanation:

T: Total of option that have been chosen by respondent

Pn: Likert scale option number

Final Completion

$$\text{Total score}/y \times 100$$

Explanation:

Total score / Y (Maximum Score) x 100

Then, to analyze the data, the researcher used the percentage formula.⁸

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percentage

F : Frequency

N : Number of Respondents

100% : Fixed Number

The percentage of the questionnaire stated in the form of a category of assessment results. The category of assessment result is used to determine how students opinion using brainstorming technique in assisting their writing activity.

Table 3. 3 Questionnaire Assessment Category⁹

Percentage Interval	Category
86%-100%	Excellent
85%-70%	Good
69%-54%	Poor
53%-38%	Very Poor

2. Qualitative Analysis

In analyzing the data, the researcher used a flow model. The flow model proposed by Miles and Huberman that consists of three components, namely: data reduction, data display, and conclusion drawing/verification.¹⁰

a. Data reduction

According to Miles and Huberman, data reduction indicate the process of focusing, selecting, reducing, abstracting, and transforming the data that appears in field notes or transcriptions.¹¹ In this step, the data obtained through interviews were selected based on the

⁸ Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Pt Rajagrafindo Persada, 2006).

⁹ Arikunto and Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010).

¹⁰ M.B Miles and A.M Huberman, *Qualitative Data Analysis: A Methods Sourcebooks*, fourth edition (california: Sage Publication, 2019).

¹¹ Miles and Huberman. P. 10

researcher's objectives by classifying and eliminating data that is not relevant for analysis. Also, the overwhelming data must be organized and in some way reduced or reconfigured in a meaningful way.

b. Data Display

Furthermore, Miles and Huberman stated that data display as organized and compressed data that can help in making conclusions and further actions.¹² At this stage, the researcher displayed the data containing the extent of brainstorming technique in assisting students' writing activity as clearly.

c. Conclusion Drawing/verification

The last step was drawing conclusions or verification. Miles and Huberman defines conclusion drawing/verification as the process of explaining what is in the data, such as pattern, proportion, explanations, and casual flow, after the researcher has completed the gathering phase.¹³ The researcher concluded this research related to the research question.

G. Validity and Reliability

According to Creswell, validity is the process by which a researcher determines the veracity of field data findings. Meanwhile, reliability is an approach that researcher employ consistently across multiple projects and researchers.¹⁴ Triangulation was used in this research. It is defined as checking data from various sources in various ways, and at various times

1. Triangulation Source

Source triangulation was used to double-check and compare the level of trust in the information collected.¹⁵ In this case the researcher used triangulation source to re-checking the results of questionnaire sheets and interview sheets.

¹² Miles and Huberman. P. 11

¹³ Miles and Huberman. P. 11

¹⁴ Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approach*. P.201

¹⁵ Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approach*. P. 201

2. Triangulation Techniques

Researcher was test the credibility of the data by checking data to the same source with different techniques.¹⁶ The researcher used triangulation techniques by conducted interview and questionnaire.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan pendekatan kuantitatif, kualitatif*. 2013 P. . 338.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. Data obtained from questionnaire and interviews will be analyzed to find research findings.

A. General Description of Research Setting

1. Institute of Islamic Studies (IAIN) Manado

This research was conducted at State of Islamic of Institute Manado, the first Islamic Institute in North Sulawesi (known as IAIN Manado). IAIN Manado was founded in 1988 as the Manado Islamic Institute by Muslim leaders in North Sulawesi. In 1990, IAIN Manado was assimilated with the Sharia Faculty of IAIN Alauddin (now known as UIN Makassar) and changed to Sharia Faculty of IAIN Alauddin. In 1997, the Sharia Faculty of IAIN Alauddin separated and officially became independent STAIN (Sekolah Tinggi Agama Islam Negeri) Manado. Finally, in November 2015 shifted to Institute of Islamic studies (IAIN Manado).

Nowadays, IAIN Manado is located in east of Manado City, Malendeng Village, Paal Dua. This institute has four faculties including: Faculty of Tarbiyah and Teachers Training (FTIK), Faculty of Ushuluddin, Adab and Da'wah (FUAD), Faculty of Sharia (FASYA), and Faculty of Islamic Economic and Business (FEBI).¹

2. Faculty of Tarbiyah and Teacher Training

The Faculty of Tarbiyah and Teacher Training was established on March 21, 1997, at the same time as the Sharia Faculty of IAIN Alauddin split and became the Faculty of Tarbiyah and Teacher Training of STAIN Manado.

In accordance with Presidential Regulation No. 147 of 2014 on the transfer from STAIN Manado to IAIN Manado, the institutional status of

¹ 'Sejarah-IAIN Manado' <<https://iain-manado.ac.id/tentangkami/sejarah>>.

the Department was elevated to that of a faculty at the same time as STAIN Manado was transformed into IAIN Manado.²

The shift of an institution from a department to a faculty result in change and growth, particularly in the study program. Currently, the Faculty of Tarbiyah and Teacher Training has six Study Programs. The study programs are Islamic Educational Study Program, Islamic Education Management Study Program, Arabic Language Education Study Program, Primary Teacher Education Department, Islamic Education for Early Childhood Department, and English Education Study Program.³

3. English Education Study Program

The English Education Study Program was established in 2015 as a result of the development of the Tarbiyah and Teachers Training Faculty. The English Education Study Program is known as Tadrīs Bahasa Inggris (TBI). The English Education Study Program was accredited "B" nationally in 2018 with a value according to SK number: 1100/SK/BAN-PT/Akred/IV/2018, and accredited "A" nationally in 2023 with a value according to SK number: 52/SK/LAMDIK/Ak/S/I/2023. Since 2015 students of the English Education Study Program have been reached through nine batches.

Table 4. 1 General Description of TBI⁴

Visions	Missions	Objectives	Lectures
To become the hub for Education, Research, and Service in	1. Organizing Academic Education that is professional, innovative, and effective in the subject of	1. Producing qualified English educators within the discipline of	1. Nur Halimah, M. Hum (Head of TBI) 2. Fadhlan Saini, M. Pd (Secretary of TBI)

² 'Sejarah-Fakultas Tarbiyah Dan Ilmu Keguruan' <<http://ftik.iain-manado.ac.id/sejarah/>>.

³ Windi Grace Tinangon, 'An Error Analysis in Using Adjective Order at English Education Study Program of IAIN Manado State Institute of Islamic Studies', 2022.p.33

⁴ "TBI IAIN MANADO"

<p>English Language education in Eastern Indonesia by 2035</p>	<p>English Language Education.</p> <p>2. Conduct multicultural research and community service in the field of English Education.</p> <p>3. Improving the credibility, transparency, accountability, responsibility, and fairness of institutional governance in English Education.</p> <p>4. Implementing cooperation with government and business entities domestically and internationally in English Education.</p>	<p>English Education.</p> <p>2. Developing productive researcher in the field of English Education who have a multicultural perspective.</p> <p>3. Enhancing the capacity and expertise of English Education Study Program resources through tri dharma in higher education at the national and international levels.</p>	<p>3. Dr. Srifani Simbuka, M. Hum, M. Educ, STUD</p> <p>4. Dr. Andi M. Nagauleng, M. Pd</p> <p>5. Dr, Ahmad Mustamir Waris, M. Pd</p> <p>6. Nikmala Kaharuddin, M. Hum</p> <p>7. Indah Wardaty Saud, M. Pd</p>
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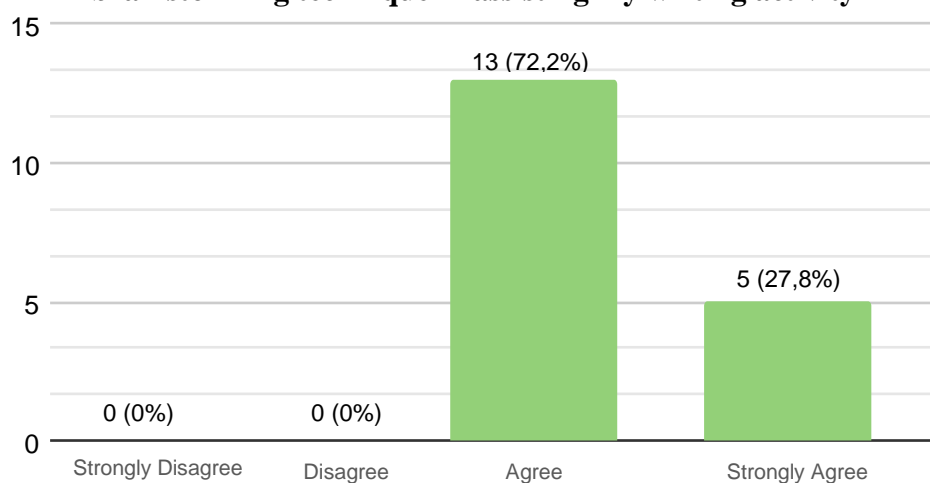
B. Findings

1. Questionnaire

The questionnaire was collected from English Education Study Program Students for the 2022/2023 Academic Batch at IAIN Manado. Students' responses to questionnaire used to collect data. The researcher sent questionnaire to respondents via WhatsApp private chats using Google Forms. There was a total of 10 statements questionnaire. The researcher obtained 18 responses to an online questionnaire.

The data was calculated using the percentage formula after the researcher obtained it from the respondents. The researcher used charts to demonstrate the result of each statement to explain the data. The charts below show the total percentage of each.

Chart 4. 1 I am interested in learning writing a text by using brainstorming technique in assisting my writing activity



Based on chart 4.1, it can be seen 5 students with a percentage score of 27. 8% strongly agree, and 13 students with a percentage score of 72. 2% agree with the first statement. Meanwhile, 0% student responded answered strongly disagree and disagree. This showed that 18 respondents agreed that they are interested in learning writing a text by using brainstorming technique in assisting their writing activity.

Chart 4. 2 The use of brainstorming technique in assisting writing activity to write a text is fun for me

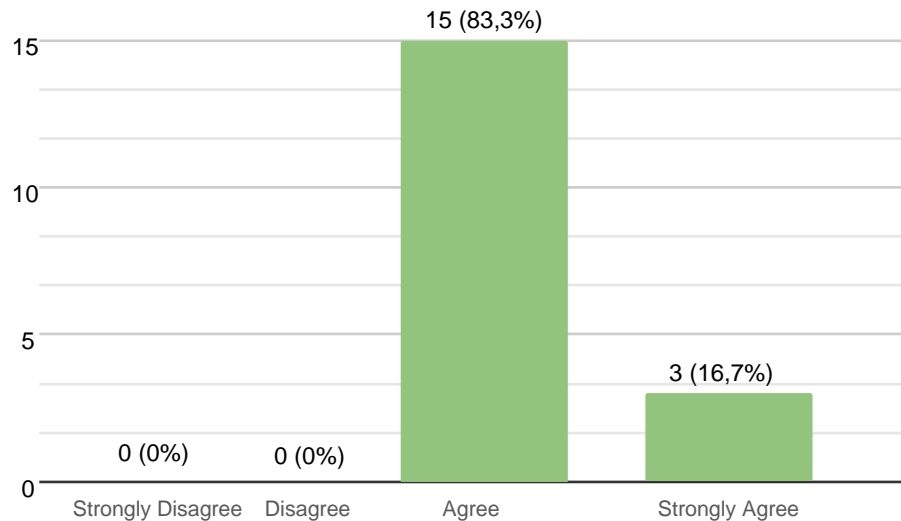
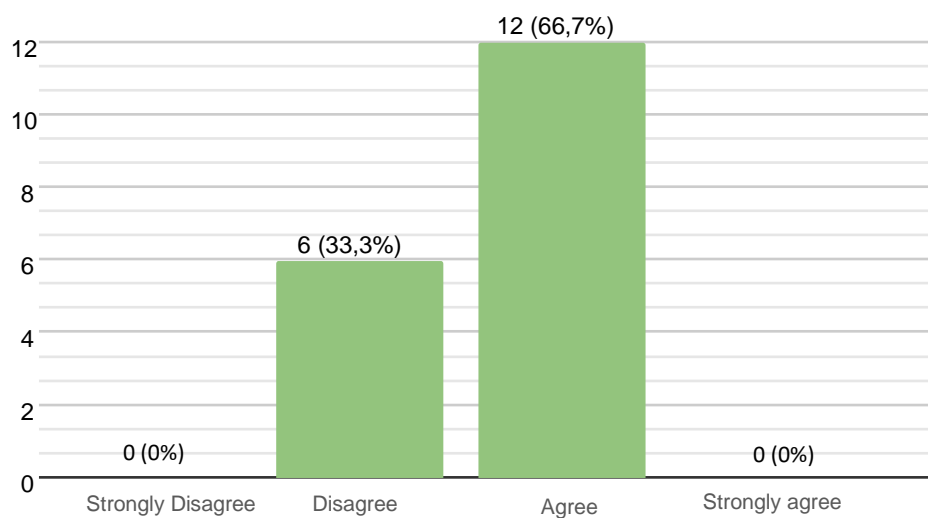


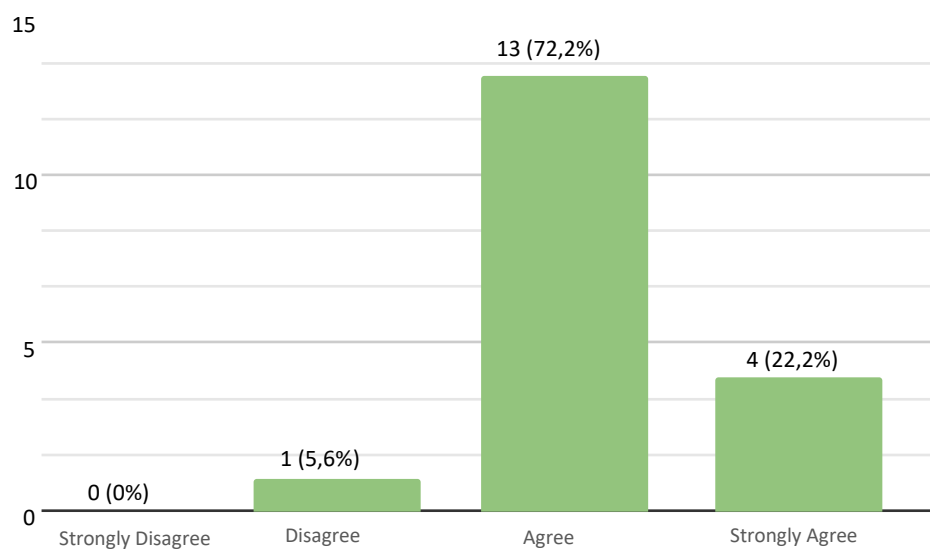
Chart 4.2 showed that 83.3 % of respondents answered agreed 16.7 % answered strongly agree. Meanwhile, 0% of students answered strongly disagree and disagree because there is no scale. It can be seen that 18 respondents agreed that the use of brainstorming technique in assisting writing activity to write a text was fun for them.

Chart 4. 3 I don't feel tired if my English Lecturer always tells me to repeat the brainstorming technique in assisting my writing activity



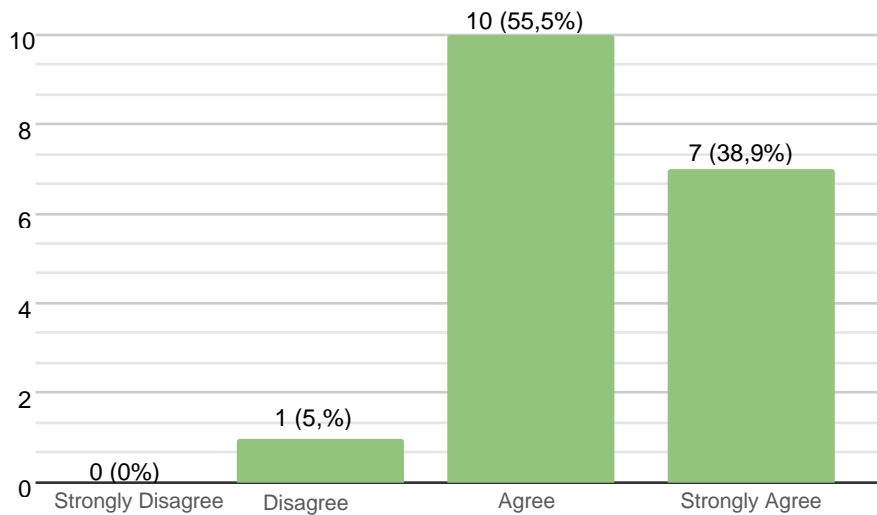
According to Chart 4.3, 12 respondents or 66.7 % agree, while 6 respondents or 33.3 % disagree. Also, 0% of respondents answered strongly disagree and strongly agree. So, it can be seen that the majority of the students agreed that they don't feel tired if the English Lecturer always tell them to repeat the brainstorming technique in writing activity.

Chart 4. 4 I have always wanted to write a text using the brainstorming technique



From the Chart 4.4, 72.1 % of students agree, with 22.2 % strongly agree. Meanwhile, 5.6% or 1 student answered disagree and 0% strongly disagree. It can concluded that almost all students always wanted to write a text using the brainstorming technique.

Chart 4. 5 I am more motivated to learn writing by using brainstorming technique



From the Chart 4.5 showed that 55.5% of students answered agree and 38.9% answered strongly agree. While just 5.6% or 1 student answered disagree with 0% answered strongly disagree. So the majority of respondents agreed that they are more motivated to learn writing by using brainstorming technique.

Chart 4. 6 Using the brainstorming technique makes me want to learn to write even more

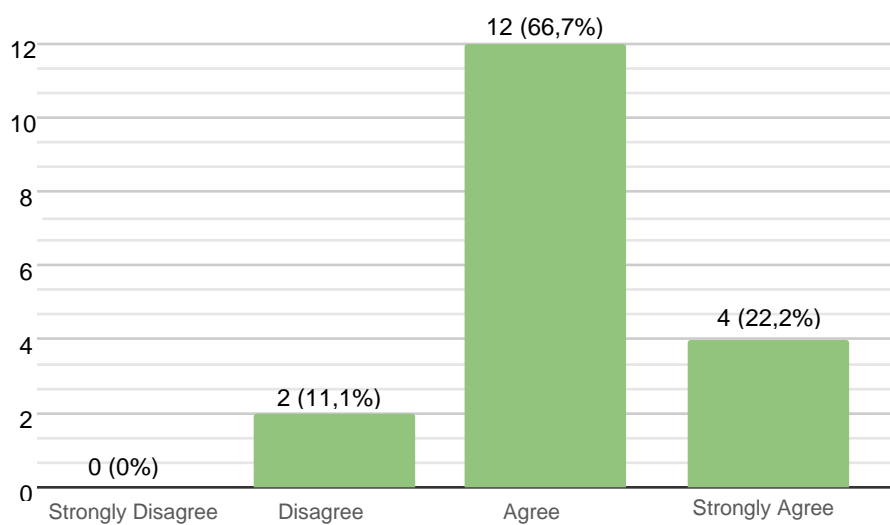
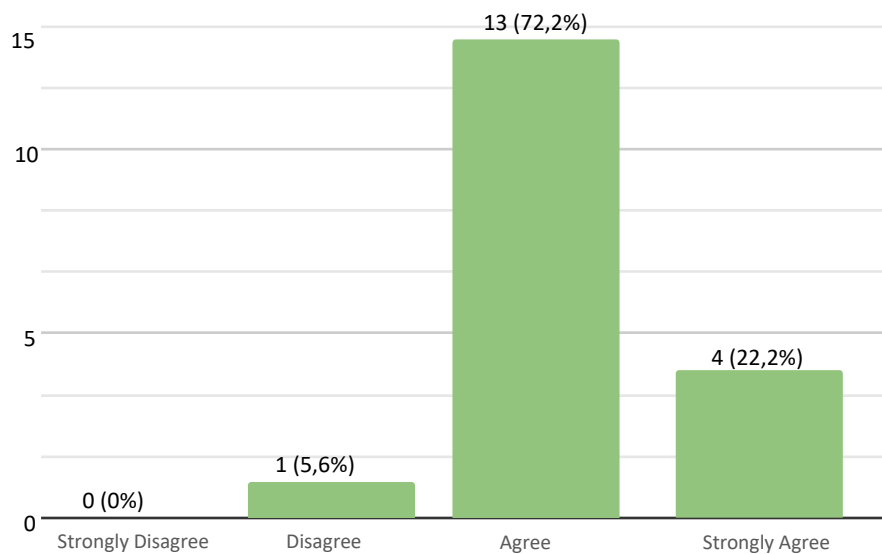


Chart 4.6 above indicates that 66.7% of respondents answered agree, 22.2% of respondents answered strongly agree, while the 11.1% stated disagree. Therefore, most of the respondents agree about the statement, using the brainstorming technique makes me want to learn to write even more.

Chart 4. 7 I like it when my English Lecturer uses brainstorming technique



In accordance with chart 4.7, it showed that there were 72.2% students answered agree, with 22.2% strongly agree. While there were 5.6% or 1 student stated disagree and there were 0% answered strongly disagree. It can be concluded that they like it when the English Lecturer used brainstorming technique.

Chart 4. 8 Using brainstorming technique is very easy in assisting my writing activity

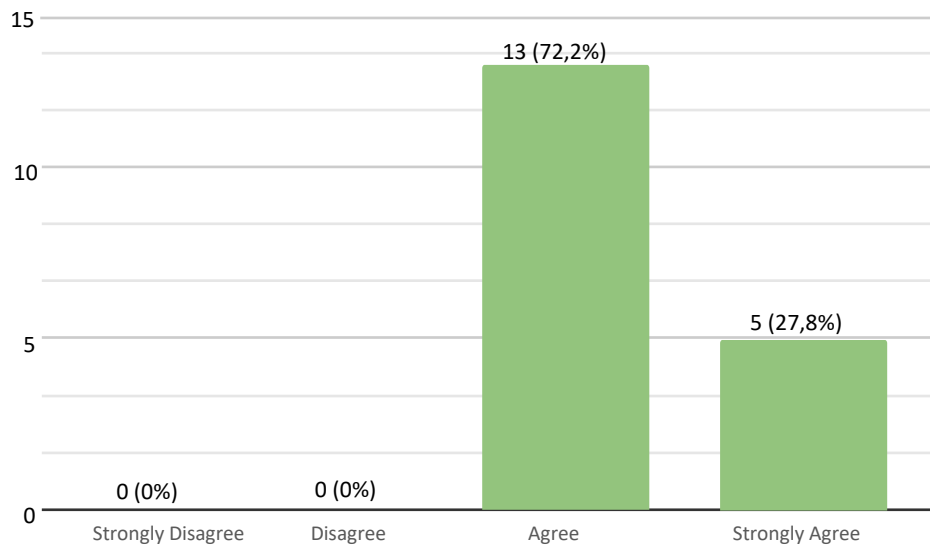
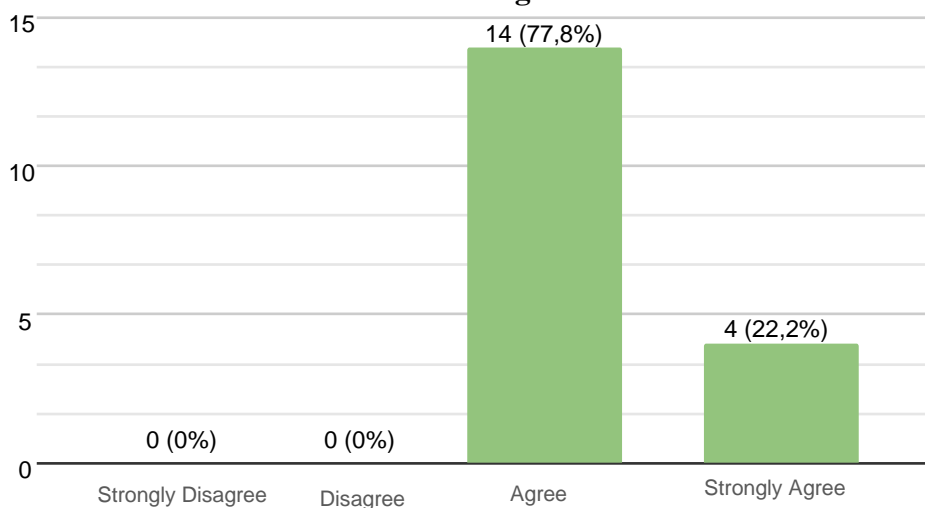


Chart 4.8 showed that 72.2% of respondents answered agree and 27. 8% answered strongly agree. It can be seen that all students agreed that using brainstorming technique is easy in assisting their writing activity.

Chart 4. 9 Brainstorming is an effective technique in assisting my activity in writing a text



As shown in the chart 4.9, 77. 8% of respondents agree and 22.2% answered strongly agree. While 0% answered disagree and strongly disagree. It can be concluded the students agreed the brainstorming in an effective technique in assisting their writing activity.

Chart 4. 10 English Education Study Program Students have to master brainstorming technique

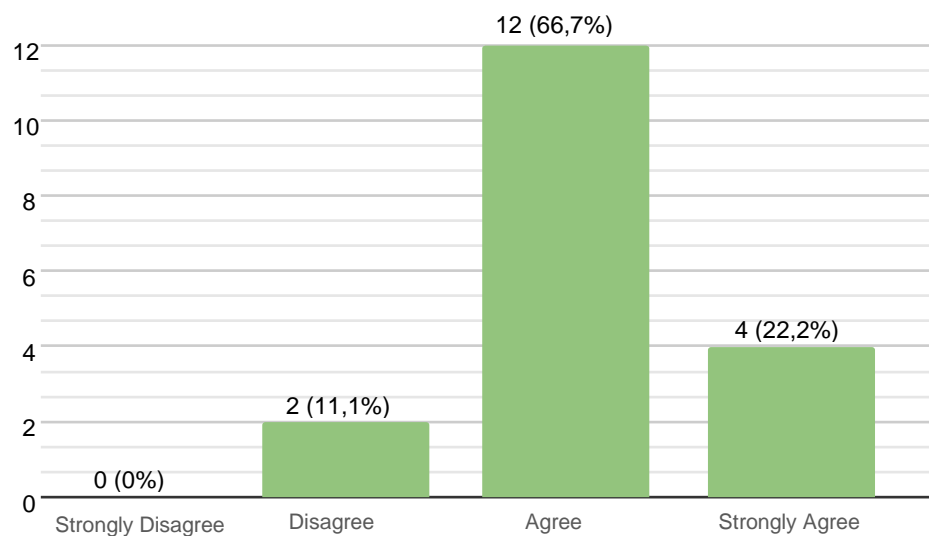


Chart 4.10 presented that 66.7 % of students answered agree and 22.2% answered strongly agree. While 11.1% or 2 students answered disagree and 0% student answered strongly disagree. The researcher then concluded that the majority of students agreed that English Education Study Program students have to master brainstorming technique.

Based on these findings, analysis study about the use of brainstorming technique in assisting students' writing activity at English Education Study Program of IAIN Manado in the batch of 2022/2023 year can be classified in the table below 4.2

Table 4. 2 Average of Respondents' Answers

No	Statement	Positive most dominant		Negative Most Dominant	
		3 4	Percentage	2 1	percentage
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.	18	100%	0	0%
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.	18	100%	0	0%
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity	12	66.7%	6	33.3%
4.	I have always wanted to write a text using the brainstorming technique.	17	94.4%	1	5.6%
5.	I am more motivated to learn writing by using brainstorming technique.	17	94.4%	1	5.6%
6.	Using the brainstorming technique makes me want to learn to write even more	16	88.9%	2	11.1%
7.	I like it when my English Lecturer uses brainstorming technique.	17	94.4%	1	5.6%
8.	Using brainstorming technique is very easy in assisting my writing activity.	18	100%	0	0%
9.	Brainstorming is an effective technique in assisting my activity in writing a text.	18	100%	0	0%

No	Statement	Positive most dominant		Negative Most Dominant	
		3 4	Percentage	2 1	percentage
10.	English Education Study Program students have to master Brainstorming Technique	16	88.9%	0	11.1%
Average		92.77%		7.23%	

Based on the table 4.2 above, most of the respondents on the agrees used brainstorming technique in assisting their writing activity with the score of percentage 92.77% categorized as excellent based on the table 3.2 questionnaire assessment category. While the rest of the respondents on the disagreed with the score of percentage 7.23%.

Table 4. 3 Likert Scale Score

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Category
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.	5	13	-	-	81.94%	Very High
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.	3	15	-	-	79.16%	High
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity	-	12	6	-	66.6%	High
4.	I have always wanted to write a text using the brainstorming technique.	4	13	1	-	77.7%	High
5.	I am more motivated to learn writing by using brainstorming technique.	7	10	1	-	81.9%	High
6.	Using the brainstorming technique makes me want to learn to write even more	4	12	2	-	77.7%	High

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Category
7.	I like it when my English Lecturer uses brainstorming technique.	4	13	1	-	77.7%	High
8.	Using brainstorming technique is very easy in assisting my writing activity.	5	13	-	-	81.94%	Very High
9.	Brainstorming is an effective technique in assisting my activity in writing a text.	4	14	-	-	80.55%	High
10.	English Education Study Program students have to master Brainstorming Technique.	4	12	2	-	77.7%	High
Mean						78.28%	High

Based on the table 4.3 above, total of nine statements were in the high category while 2 statements were in the very high category. Thus producing an average of 72.28% in the high category based on table 3.2 Interpretation of interval for Likert Scale.

2. Interview to English Writing Lecturer

The researcher conducted the interview with the English Writing Lecturer at English Education Study Program of IAIN Manado to discover the teacher way in assisting students' writing activity with the use of brainstorming technique. The interview was conducted on 9 January 2024. There were 13 questions that prepared by the researcher to the English Writing Lecturer. Furthermore, the answers can be seen in the following statements below:

The first question, the researcher asked related to the writing activity was, "How is the writing learning process in the classroom?" the answered: She said that the writing activities in the classroom were going well and that students were interested in expressing their ideas, which resulted unique topics.

The second question the researcher asked related to the type of brainstorming technique was "What are brainstorming techniques do you use in teaching writing?" The answered: She said that she had introduced different

types of brainstorming such as listing, mapping, clustering and also questioning, but only focused on one type which is clustering or mapping because she thinks clustering and mapping are quite similar techniques.

The third question the researcher asked related to the advantages of brainstorming was “What are the advantages of brainstorming technique that you apply?” The answered: According to her, brainstorming provides various benefits to students such as, they can determine and filter their ideas, it requires students to be creative, students think quickly and do not hesitate to express ideas and if they sit in groups, they can collaborate with their friends.

The fourth question the researcher asked was “Have you ever applied other brainstorming technique in learning writing?” the answered: She only focused on one type, but after brainstorming, they had another technique which was outlining.

The fifth question the researcher asked was “How is your students’ writing ability after applying brainstorming technique?” the answered: She said about 9 to 10 students could develop their ideas into a good essay. For the rest, it seems that they need to improve their own skill such as grammar outside of class.

The sixth question the researcher asked was “How is you students’ participation when learning a text using brainstorming technique?” the answered: Student participation reached about 80%.

The seventh question the researcher asked was “Do your students’ feel motivated after using brainstorming technique in classroom learning?” the answered: She said that they are motivated because they have the opportunity to express their own ideas because she did not force them to choose ideas from her. So everything depends on the students.

The eighth question the researcher asked was “How are the activities carried out in the learning writing process using brainstorming technique?” the answered: She said that the first step was to introduce what brainstorming is,

its purpose and benefits. After that, students are given types of brainstorming where they are asked to choose one type of brainstorming, namely clustering/mapping. Sometimes students are asked to do brainstorming in groups.

The ninth question the researcher asked was “Is brainstorming effectively applied in writing learning? The answered: she said yes, it is. It means that brainstorming technique is effective to be applied in writing learning.

The tenth question the researcher asked related to the title was “Can brainstorming technique assist students’ writing activity in the classroom? The answered: she said yes, it can. It means that brainstorming can assist students’ writing activity in the classroom.

The eleventh question the researcher asked was “What are the important things (substance) in learning using brainstorming technique?” the answered: she said to let students think outside the box. This means to let the students have free expression and let them be creative by not limiting their ideas.

The Twelfth question the researcher asked was “Can all writing materials use brainstorming technique?” the answered: According to her, brainstorming technique can also be applied to other types of text. For example, in report or news texts. They can use questioning which part of the brainstorming technique.

The last question the researcher asked was “What are further suggestions for teachers who want to use brainstorming technique in learning writing?” the answered: She suggests trying to spend time with your students to discuss the results of their brainstorming, In addition, there is also nothing wrong with making your students work in groups by using brainstorming. Because by doing group work students will be more active or motivated by active students. Lastly, don't stress your students with grammar as it is the first step in writing.

3. Interview to Students

Here are some data from the interviews taken with 18 students of English Education Study Program in the batch of 2022/2023. The interview activity aimed to determine the use of brainstorming technique in assisting students' writing activity.

Based on the interview with 18 students, the researcher found answers about students' writing activity while use brainstorming technique, starting with their opinion about the use of brainstorming technique, what helped them felt, etc. the researcher asked the same question to all the students.

The first question, the researcher asked the respondents related to the title was, "What do you think about the use of brainstorming techniques in the teaching and learning process of writing?" From 18 respondents, all students answered this technique is good in teaching and learning process of writing and this technique also useful for them.

The second question the researcher asked the respondent was "Is the brainstorming technique effective in teaching and learning writing?". The 18 respondents answered that this technique is effective to be applied in writing activity. In addition, it because that this technique makes the ideas become more clear.

The third question the researcher asked the respondents was "By using brainstorming, does it make it easier for you to write a writing text"?, the 18 respondents answered that this techniques can make it easier for them to write a writing text. Furthermore, some students said that there is an ease in writing for the idea, because they can connect broad ideas into more concrete ideas.

The fourth question the researcher asked the respondent was "After learning writing using brainstorming technique, do you feel your ability to write a text improved?". There are various answered. The dominant one is yes they feel their ability to write improved. Such as, more efficient in terms of time, diction and use of words become fancy and creative.

The fifth question the researcher asked the respondents was "Did you become more active in learning writing using brainstorming technique?".

There are various answered, the dominant one is yes they feel they can be more active in the classroom especially in groups.

The sixth question the researcher asked the respondents was “What do you think about the way lecturer teaches writing using brainstorming technique?”. Most of them are liked the technique that used by the lecturer. Besides that, they think that the way lecturer teaches writing using brainstorming technique is easy to understand.

The seventh question the researcher asked was “Do you find it helpful in creating a text using brainstorming technique?” they answered that they are helped by this technique. Because they can generate their ideas clearer and more directed and be more creative.

The eighth question the researcher asked the respondents was “Is using brainstorming technique easy to apply in writing a text? The most respondents answered that this technique is easy to be applied.

The last question the researcher asked the respondents was “Do you enjoy learning writing using brainstorming technique?” Most of the answered was they enjoyed the learning writing using brainstorming technique. Because it's fun and interesting.

C. Discussion

In this subchapter, this research examined students' writing activity by using brainstorming technique. In the classroom the Lecturer used brainstorming technique at the pre-writing of descriptive essay activities which can be seen in appendix 5 that contains the course outline. The researcher successfully collected the data using a questionnaire and interview as instruments to answer research questions. The data aim to determine to what extent of brainstorming technique in assisting students' writing activity.

Based on the analysis of the findings in the questionnaire, 89.43% of students agreed that brainstorming technique helps them in writing activity. However, a few students disagreed with several statements of the questionnaire, resulting in a 10.57% score. 4 statements achieved the highest score with a percentage 100% combined between strongly agree and agree.

They are, “I am interested in learning writing a text by using brainstorming technique in assisting my writing activity, the use of brainstorming technique in assisting writing activity to write a text is fun for me, using brainstorming technique is very easy in assisting my writing activity, the last one is brainstorming technique is an effective technique in assisting my activity in writing a text.”

The third statement “I don’t feel tired if my English Lecturer always tells me to repeat the brainstorming technique in assisting my writing activity” showed that 66.7% of respondents agreed. While, another respondents answered 33.3% disagreed with that statement. However it means that the majority of students didn’t feel tired if their English Lecturer tells them to repeat the brainstorming technique in assisting their writing activity.

Moreover, there are 3 statements have the second place of the highest score that reach same score 94.4% combined between strongly agree and agree. They are, “I have always wanted to write a text using the brainstorming technique, I am more motivated to learn writing by using brainstorming technique, and I like it when my English Lecturer uses brainstorming technique” it can be seen that students agreed with the use of brainstorming technique in their writing activity. Because they like it and feel motivated.

The last are 2 statements that have same score that is 88.9% combined between strongly agree and agree. They are “Using the brainstorming technique makes me want to learn to write even more and English Education Study Program students have to master brainstorming technique. With 11.1% students answered disagree of each statements. From all the data analyzed in the findings, most of the respondents agreed with a percentage 92.77% and the rest disagreed with a percentage score of 7.23%.

In addition, Based on likert scale score, total of nine statements were in the high category while 2 statements were in the very high category. Thus producing an average of 72.28% which is in the high category.

The interview was conducted with the students on 18 December 2023 and on 9 January 2024 with the English Writing Lecturer. Based on the interviews, it can be explained that the respondents response were mostly positive.

According to Brown in Sulastrri, writing is a written output of thought, drafting, and revision that involves unique skills in how to create ideas, organize them coherently, revise texts for clear meaning, edit texts for appropriate purposes, and produce final products.⁵ In writing activity the lecturer used brainstorming technique in terms to gather or narrow ideas to be composed by the students.

On the other side, the positive responses of the students were seen from the answer to the first questions on the interviews. Related to the question “what do you think about the use of brainstorming technique in the teaching and learning process?” most of the students answered it is a good technique and suitable to be applied in their writing activity.

According to the theory of Ploeger in effendi, brainstorming provides method for thinking of and recording ideas for writing.⁶ In line with this theory, students responded that the brainstorming technique was useful in gathering ideas and producing clearer and more directed ideas. While, the lecturer also stated that with brainstorming students can think quickly and didn't feel hesitate to express their ideas.

A group or an individual can use the technique of brainstorming to apply critical thinking to produce a wide range of ideas and innovative solutions for problems. These days, a lot of diverse human endeavors, including education, use this technique.⁷ Related to this theory student said that this technique can make them more creative also use critical thinking to generate their ideas. They

⁵ Ela Sulastrri and Ine Rahayu Purnamaningsih, ‘Using Mind Mapping Method To Improve Students’ Writing Skills of Descriptive Text in Class Viii’, *Judika (Jurnal Pendidikan Unsika)*, 10.2 (2022)

⁶ Effendi.

⁷ D. W. Owo, V. O. Idode, and E. F. Ikwut, “Validity of Brainstorming Strategy on Students’ Prior Knowledge and Academic Performance in Chemistry in Selected Secondary Schools in South-South

said brainstorming technique useful because they use their critical thinking in brainstorming so what will be created is more structured.

On the other hand, the lecturer said that if they sit in group they can collaborate each other about their ideas. So that, in groups while doing brainstorming students will be more active or motivated by active students. Al Khatib stated that the advantages of brainstorming help the cohesion of the students and builds relationships among them and access the views of other.⁸

The first supporting research that support this research came from Triyastuti, Her research showed that brainstorming technique are effective in improving students' writing skills in learning English, because brainstorming help students think about as many ideas as possible.⁹ This is in line with almost of the students who gave responses that this technique is effective to be applied in their writing activity. With brainstorming technique they can gather many ideas.

The second supporting research that support this research came from Aditya, His research showed that the students felt comfortable and active in following the teaching and learning activities when brainstorming technique was used in the classroom.¹⁰ This in in line with result of the interview that students can be more active when use brainstorming technique in their writing activity.

From the interview results, the Lecturer also confirmed that this technique is effective also have much benefits in assisting students writing activity. It can make them more creative, narrow their ideas and also make students' think quickly.

Moreover, brainstorming technique have benefits to students, such as more efficient in terms of time and use of words become fancy and explore their creativity. Students helped by this technique to generate their ideas,

⁸ Al-khatib.

⁹ Triyastuti.

¹⁰ Dhoni Aditya.

thoughts and inspirations. Which can be seen in appendix 7 that contains students' product. They explored many topics such as about Formula 1 championship, Kpop, Ramadhan, etc.

On the other side, students also confirmed that brainstorming technique in assisting students' writing activity effectively to be applied in the classroom. It can be proved by looking at the positive responses. The positive responses include: interesting, fun, motivated, creative, enjoy, easy to understand, getting fancy vocabulary, clearer ideas. Those positive responses support the research question about brainstorming technique in assisting students' writing activity at English Education Study Program of IAIN Manado in the batch of 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There were 92.77% students in this research had positive dominant towards the use brainstorming technique. Also the likert scale score reached an average of 72.8% which is categorized as very high. This supported from interviews result that brainstorming technique is confirmed as a beneficial to make students think quickly and helpful in making ideas directed for the students in their writing activity. Furthermore, this technique is an effective way to be applied because of students can be more creative in collecting their ideas. Because of the percentage score of the positive is 92.77%, thus the researcher concluded that the use of brainstorming technique is excellent based on questionnaire assessment category. On the other hand, only 7.23% of the students had negative dominant. Because some students on the disagreed with several statements from questionnaire, they stated in interview that if they don't have much ideas they could felt stuck.

B. Suggestion

In this section, the researcher would like to offer some suggestion, as follows:

1. Lecturers

The researcher suggests the lecturer to combine brainstorming with another technique of teaching that attractive in the classroom.

2. Students

The researcher suggests to the students to search the techniques that can help in writing activity which is brainstorming technique. Also, those who want to study English can take advantage of the technique that given by the lecturer.

3. Other Researchers

The researcher suggests to other researcher or future researcher to analyze the similar topics or investigate another obstacles of implementing brainstorming technique.

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APPENDICES

Appendix 1 Interview Sheet

Theme: Interview to the English Writing Lecturer

Place:

Date/Day:

1. How is the writing learning process in the classroom?
2. What brainstorming techniques do you use in teaching writing?
3. What are the advantages of the brainstorming technique that you apply?
4. Have you ever applied other brainstorming techniques in learning writing?
5. How is your students' writing ability after applying brainstorming technique?
6. How is the students' participation when learning a text using brainstorming technique?
7. Do your students feel motivated after using brainstorming technique in classroom learning?
8. How are the activities carried out in the writing learning process using brainstorming technique?
9. Is brainstorming technique effectively applied in writing learning?
10. Can brainstorming technique assist students' writing activity in the classroom?
11. What are the important things (substance) in learning using brainstorming technique?
12. Can all writing materials use brainstorming techniques?
13. What are further suggestions for teachers who want to use brainstorming techniques in learning writing?

(Adapted From Tossi Ana Ari Utami Thesis "*Improving the Ability in Writing Descriptive Text Trough Brainstorming Technique.*"2014)

Interview Sheet

Theme: Interview to Students

Student's Name:

Date/day:

1. What do you think about the use of brainstorming techniques in the teaching and learning process of writing?
2. Is the brainstorming technique effective in teaching and learning writing?
3. By using brainstorming technique, does it make it easier for you to write a writing text?
4. After learning the brainstorming technique, do you feel your ability to write a text has improved?
5. Did you become more active in learning writing using brainstorming technique?
6. What do you think about the way the lecturer teaches writing using the brainstorming technique?
7. Do you find it helpful in creating a text using brainstorming technique?
8. Is using brainstorming technique easy to apply in writing a text?
9. Do you enjoy learning writing using the brainstorming technique?

(Adapted From Tossi Ana Ari Utami Thesis "*Improving the Ability in Writing Descriptive Text Trough Brainstorming Technique.*"2014)

Appendix 2 Questionnaire Form

Name:

NIM:

SA: Strongly Agree = 4

A: Agree = 3

D: Disagree = 2

SD: Strongly Disagree = 1

NO.	Statement	SA	A	D	SD
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.				
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.				
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity.				
4.	I have always wanted to write a text using the brainstorming technique.				
5.	I am more motivated to learn writing by using brainstorming technique.				
6.	Using the brainstorming technique makes me want to learn to write even more.				
7.	I like it when my English Lecturer uses brainstorming technique.				
8.	Using picture and simple word list is very easy in assisting my writing activity.				
9.	Brainstorming is an effective technique in assisting my activity in writing a text.				

10.	English Education Study Program students have to master Brainstorming Technique.				
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(Adapted from Siska Triyastuti Thesis *“Improving Writing Skills through Brainstorming Strategy at the first Grade of MTs Ma’arif Sarampu Polewali Mandar”*, 2019).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajeng Kawasan Ring Road I Kota Manado Tlp./Fex (0431) 860616 Manado 95128

Nomor
Sifat
Lamp
Hal

: B-2967 /In. 25/F.II/TL.00.1/12/2023
 : Penting
 : -
 : Permohonan Izin Penelitian

Manado, 18 Desember 2023

Kepada Yth :

Rektor IAIN Manado
 Cq. Kaprodi TBI FTIK

Di

Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Sri Nurul Putri Abdullah
 Nim : 1926034
 Semester : IX (Sembilan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul: "*Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN Manado*" Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Fadhlani Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Desember s.d Februari 2023

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga,

Adri Lundeto

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
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SURAT KETERANGAN
 NOMOR : 39/SKct/TBI/11 /2024

Yang bertanda tangan dibawah ini:

Nama : Nur Halimah, M.Hum
 NIP : 196904172000032002
 Jabatan : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama : Sri Nurul Putri Abdullah
 NIM : 1926034
 Fakultas/Prodi : FTIK/TBI
 Judul Skripsi : Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN Manado.

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan Desember sampai dengan Januari 2024.

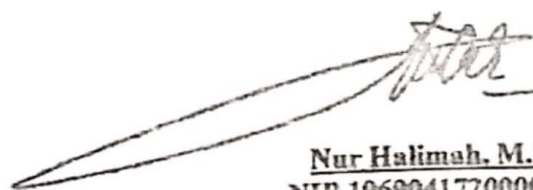
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 13 Februari 2024

KAPRODI TBI

Tembusan :

1. Kaprodi TBI
2. Arsip


Nur Halimah, M.Hum
 NIP 196904172000032002

Appendix 3 Questionnaire Results

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Average
R1	3	3	2	3	3	3	3	3	3	3	29	31.5
R2	3	3	3	3	4	3	3	4	3	3	32	
R3	3	3	3	3	3	3	3	3	3	3	30	
R4	3	4	2	3	3	3	3	3	3	3	30	
R5	4	3	3	4	4	4	4	3	4	4	37	
R6	3	3	3	3	2	3	2	3	3	3	28	
R7	3	3	3	3	3	4	3	3	3	4	32	
R8	3	3	3	3	3	3	4	3	3	2	30	
R9	3	4	3	2	4	2	3	4	3	2	30	
R10	4	3	2	4	4	4	4	3	3	4	35	
R11	4	3	3	3	4	4	3	4	4	4	36	
R12	3	3	2	4	3	3	3	3	3	3	30	
R13	3	3	3	3	3	3	3	3	3	3	30	
R14	4	4	3	3	3	3	3	3	3	3	32	
R15	3	3	2	4	3	2	3	4	4	3	31	
R16	3	3	2	3	3	3	3	3	3	3	29	
R17	3	3	3	3	4	3	3	3	3	3	31	
R18	4	3	3	3	4	3	4	4	4	3	35	
Total	59	57	48	57	60	56	57	59	58	56	X	
Average	56.7											

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Category
1.	I am interested in learning writing a text by using brainstorming technique in assisting my writing activity.	5	13	-	-	81.94%	VH
2.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.	3	15	-	-	79.16%	H
3.	I don't feel tired if my English teacher always tells me to repeat the brainstorming technique in assisting my writing activity	-	12	6	-	66.6%	H
4.	I have always wanted to write a text using the brainstorming technique.	4	13	1	-	77.7%	H
5.	I am more motivated to learn writing by using brainstorming technique.	7	10	1	-	81.9%	H
6.	Using the brainstorming technique makes me want to learn to write even more	4	12	2	-	77.7%	H
7.	I like it when my English Lecturer uses brainstorming technique.	4	13	1	-	77.7%	H
8.	Using brainstorming technique is very easy in assisting my writing activity.	5	13	-	-	81.94%	VH
9.	Brainstorming is an effective technique in assisting my activity in writing a text.	4	14	-	-	80.55%	H
10.	English Education Study Program students have to master Brainstorming Technique.	4	12	2	-	77.7%	H
Mean						78.28%	H

Interpretation of score calculation (ideal score)

Maximum item's score x total of respondents

$$Y = 4 \times 18 = 72$$

Minimum item's score x total of respondents

$$X = 1 \times 18 = 18$$

To find Interval

$Y - X$ / Kategori (4)

$72 - 18 = 54$ divided by category (4) = 13.5 so the interval is 13.2

Total Interval:

18 – 31.5

32 - 45

46 – 58.5

59-72

Interpretation of Interval

0 - 43.75 % = Very low

43.76 – 62.5 % = Low

62.6 – 81.25 % = High

81.26 - 100 % = Very High

Likert Scale Formula

$T \times P_n = \text{Total Score}$

Explanation:

T: Total of option that have been chosen by respondent

Pn: Likert scale option number

Example : SA= 5

$$A=13$$

$$5 \times 4 = 20$$

$$13 \times 3 = 39$$

$$\text{Total} = 59$$

Final Completion

Total skor/y x 100

$$59/72 \times 100$$

= 8194 so it is categorized Very High.

Appendix 4 Transcript Interviews

Name: Rizka Lumoring

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Sudah bagus ya, karena saya bisa memilah ide-ide mana yang saya pikir itu bagus dan dibutuhkan.</p> <p>It's good because I can sort out ideas that I think are good and necessary.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, karena banyak hal yang dapat dipelajari yaitu ide-ide baru.</p> <p>Effective, because many things can be learned in the form of new ideas.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya lebih mudah</p> <p>Yes, it does.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Saya rasa meningkat yak arena ide-ide saya itu lebih <i>sharp</i>.</p> <p>I think it has improved because my ideas are sharper.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan</p>	<p>Saya rasa partisipasi saya itu meningkat, karena adanya kolaborasi</p>

	<p>menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>tentang ide-ide yang akan saya pakai begitu.</p> <p>I think my participation has increased because of the collaboration about the ideas that I would like to use.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Dengan menggunakan teknik ini apa yang ingin kita sampaikan bisa terstruktur ya, juga mahasiswa bisa cepat mengerti tentang menggunakan ide-ide itu.</p> <p>By using the brainstorming technique what we want to deliver can be structured and the students can quickly understand the use of ideas.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya membantu, dalam hal menulis ide-ide berupa catatan kasar.</p> <p>Yes, it is helpful, in terms of writing ideas in the form of rough notes.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Ya, mudah.</p> <p>Yes, it's easy.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Saya menikmati itu karena saya merasa seru dalam berkolaborasi dengan teman-teman.</p> <p>I enjoy it because I find it fun to collaborate with my friends.</p>

Name: Maysaroh Syifah

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Sudah bagus dan mudah dipahami.</p> <p>It's good and easy to understand.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Sangat efektif, karena ide-ide yang muncul di otak kita harus segera ditulis, misalnya free writing disitu kita bebas untuk mengekspresikan tulisan kita.</p> <p>“Very effective, because the ideas that come to mind must be written down immediately, for example free writing, we are free to express our writing.”</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Lumayan.</p> <p>Not bad.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Kalau saya, lumayan dan ada sedikit perubahan yaitu ide saya lebih tertatah dan terarah.</p> <p>For me, it is not bad and there is a little change, which is that my ideas are more organized and directed.</p>

5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming? Did you become more active in learning writing using brainstorming technique?</p>	<p>Saya rasa itu dapat meningkatkan keaktifan saya. I think it can enhance my activeness.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Teknik yang diberikan membuat ide-ide kita itu lebih terarah dan kita bisa lebih mudah memahami dan mengekspresikan sesuatu. The technique given makes our ideas more directed and we can easily understand and express something.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya, terbantu. Yes, I do.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?</p>	<p>Ya, sangat mudah. Very easy.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?</p>	<p>Ya, saya menikmati. Mungkin karena mudah dipahami. Yes, I enjoy it maybe because it is easy to understand.</p>

Name: Ana F. Mawai

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Bagus ya, sangat berguna.</p> <p>Good, very useful.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Sangat efektif, karena itu membuat saya lebih mudah dalam mengerjakan ide-ide saya dan inspirasi.</p> <p>Very effective, because it makes easier for me to work on my ideas and inspirations.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, itu membuat saya lebih mudah dalam menulis teks. Karena saya seorang penulis ya, jadi saya itu sudah biasa menggunakan teknik brainstorming dan itu cocok.</p> <p>Yes, it makes easier for me to write a text. Since I am a writer, I am familiar with using brainstorming technique and it is suitable to use.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Ya, meningkat.</p> <p>Yes, I do.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan</p>	<p>Ya, lebih aktif.</p>

	<p>menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>Yes, I did.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Jadi dosen memberikan satu topic kemudian kita mengumpulkan ide.</p> <p>So the lecturer gives a topic then we collect the ideas.</p> <p>.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya, membantu.</p> <p>Yes, I found it helpful.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Mudah, karena saya sudah terbiasa menggunakan teknik brainstorming.</p> <p>Easy, because I am already accustomed in using brainstorming technique.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Saya menikmati, karena adanya kreatifitas.</p> <p>I enjoy it, because there is creativity in it.</p>

Name: Reza Abdul

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Teknik yang bagus.</p> <p><i>"It's a good technique."</i></p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Sangat efektif, karena dapat membantu dalam menangkap ide dan gagasan saya.</p> <p>Very effective, because it can help to capture my ideas and thoughts.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, lebih deskriptif.</p> <p>Yes, more descriptive.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Ya, meningkat.</p> <p>Yes, I do</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Saya rasa saya lebih aktif dalam hal diskusi dan praktik.</p>

	Did you become more active in learning writing using brainstorming technique?	I feel I became more active in terms of discussion and practice.
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Biasanya itu, praktik langsung dari topic yang diberikan dosen.</p> <p>Usually, direct practice of the topic given by the lecturer.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Sangat membantu.</p> <p>Very helpful.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Ya, mudah.</p> <p>Yes, it's easy.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Ya, saya menikmati karena itu menarik.</p> <p>Yes, I enjoyed it because it was interesting</p>

Name: Lestari Said

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Teknik yang bagus ya.</p> <p>That's a good technique.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, dapat mengembangkan ide saya.</p> <p>Effective, it can develop my ideas.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Membuat saya lebih mudah dalam menyusun teks saya.</p> <p>It makes me easier to organize a text.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Ya, meningkat.</p> <p>Yes, I do.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Ya, lebih aktif. Karena saya bisa lebih kreatif.</p>

	Did you become more active in learning writing using brainstorming technique?	Yes, more active, because I can be more creative.
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Sudah bagus dan banyak praktik.</p> <p>Good and lots of practice.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya, membantu saya lebih terstruktur dalam menulis yang baik.</p> <p>Yes, it helps me be more structured in writing properly.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Tidak terlalu mudah tapi bisa dipahami.</p> <p>This technique is not too easy but can be understood.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Ya, menikmati.</p> <p>Yes, I do.</p>

Name: Syalsabillah Ibrahim

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Bagus.</p> <p>It's good.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, dapat mengembangkan ide saya.</p> <p>Effective, can develop my ideas.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Membuat saya lebih mudah dalam menyusun teks.</p> <p>It makes me easier to organize a text.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Meningkat, karena kata-kata yang saya masukkan itu bukan kata-kata yang biasa. Bisa dikatakan sedikit meningkatkan vocabulary saya.</p> <p>Improved, because the words I entered were not ordinary words. Can be said to have slightly improved my vocabulary.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Ya, saya menjadi aktif.</p>

	Did you become more active in learning writing using brainstorming technique?	Yes, I became active. .
6.	Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?	Sudah bagus. It's good.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Ya, membantu saya dalam mengumpulkan ide. Yes, it helps me in collecting ideas.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Ya, teknik yang mudah. Yes, this technique is easy.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Ya, saya menikmati, karena penjelasan dosen mudah dipahami. Yes I do, because the lecturer's explanation is easy to understand

Name: Fadilah Bilondatu

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Bagus.</p> <p>It's good.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, karena ide saya bisa muncul.</p> <p>“Effective, because I can come up with ideas.”</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, itu membuat saya tau tentang arah dan tujuannya itu kemana.</p> <p>Yes, it makes me know about the direction and the point of where to go.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Lumayan.</p> <p>Not bad.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Sedikit lebih aktif</p> <p>Quite active.</p>

	Did you become more active in learning writing using brainstorming technique?	
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>.bagus ya.</p> <p>Good.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya, terbantu.</p> <p>Yes, I do.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Tidak terlalu sulit.</p> <p>Not too difficult.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Ya, saya menikmati. Karena kita dapai memilih ide0ide yang kita rasa itu mudah, jadi saya menikmatinya dan juga bebas untuk mengganti topik.</p> <p>Yes I do, because we can choose ideas that we feel are easy, so I enjoy it and we are free to change the topic</p>

Name: Afrah Harun

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Bagus.</p> <p>It's good.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, dapat membuat ide kita itu lebih baik dan tertatah.</p> <p>Effective, can make our ideas better and organized.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Lebih mudah.</p> <p>It becomes easier.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Meningkat, karena ide kita itu terarah.</p> <p>Improved, because our ideas are directed.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Saya merasa aktif.</p>

	Did you become more active in learning writing using brainstorming technique?	I feel active.
6.	Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?	Sudah bagus, juga kita belajar itu tidak ada tekanan. Good, also we learn not under pressure.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Sangat membantu, dalam hal membuat ide-ide yang akan dikembangkan menjadi paragraf Very helpful, in terms of creating ideas that will be developed into paragraphs.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Ya, teknik yang mudah. Yes, this technique is easy.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Ya, saya menikmati. Yes, I do.

Name: Oktavianus Ibrahim

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Bagus dan teknik yang cocok.</p> <p>Good and appropriate technique.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Sangat efektif karena membuat ide itu terarah.</p> <p>Very effective because it makes the idea directed.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Sangat mempermudah</p> <p>Very facilitating.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Sedikit meningkat.</p> <p>Slightly increased.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Lebih aktif, karena adanya komunikasi.</p> <p>More active, due to communication.</p>

	Did you become more active in learning writing using brainstorming technique?	
6.	Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?	Teknik ini mudah dipahami. This technique is easy to understand.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Sangat membantu ya. Very helpful.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Ya, mudah. Yes, it is.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Menikmati karena seru dan tidak ada tekanan. Enjoy because it's fun and there is no pressure.

Name: Kanzha Mokobombang

No.	Question	Answer
1.	Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?	Bagus, karena apa yang kita tahu bisa diekspersikan.

	<p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Good, because what we know can be expressed.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Ya, efektif.</p> <p>Yes, effective.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, lebih mudah.</p> <p>Yes, it does.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Sedikit meningkat, karena kita bisa saling berbagi ide.</p> <p>Slightly improved because we can share to each other about our ideas.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>Ya, lebih aktif.</p> <p>Yes, more active.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Mudah dipahami.</p>

	What do you think about the way the lecturer teaches writing using the brainstorming technique?	Easy to understand.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Saya rasa membantu dalam hal mendapatkan dan memasukkan ide dan gagasan saya. I find it helpful in getting and putting down my ideas and thought.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Ya, mudah. Yes, it is easy.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Ya, karena saya merasa rileks Yes, because I feel relaxed.

Name: Renaldi Adiputra

No.	Question	Answer
1.	Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis? What do you think about the use of brainstorming technique in the teaching and learning process of writing?	Saya rasa teknik brainstorming itu lebih bagus kalau dalam grup karena kita bisa mengumpulkan ide bersama-sama jadi ide itu lebih kongkrit. I think technique brainstorming is better in groups because we can gather ideas together so that it becomes more concrete

2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Efektif, karena kita bisa mengumpulkan lebih banyak ide.</p> <p>Effective, because we can collect more ideas.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, karena kita dapat memilah apa yang kita butuh dan tidak dibutuhkan.</p> <p>Yes, because we can sort out what we need and what we don't need.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Ya, meningkat. Juga lebih berguna karena saya menggunakan critical thinking dalam brainstorming jadi apa yang saya buat itu lebih terstruktur.</p> <p>Yes, it is. also more useful because I use critical thinking in brainstorming so that what I create is more structured.”</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>Ya, lebih aktif.</p> <p>Yes, more active.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Mudah dipahami, juga dengan teknik ini saya bisa tahu istilah-istilah yang sebelumnya itu saya tidak tahu.</p> <p>Easy to understand, also with this technique I can know more terms that I didn't know before.</p>

7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Sangat membantu bukan hanya untuk mendapatkan ide-ide baru tapi juga memperbaikinya. It is very helpful not only to get new ideas but also to correct them.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Kalau saya tergantung dari partner diskusi saya kalau secara brainstorming aman-aman saja. I depend on my discussion partner but in terms of brainstorming, it's fine.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Saya sangat menikmati karna saya dapat memfilter ide-ide saya jadi lebih mudah untuk dibuat. I really enjoy it because I can filter my ideas so it's easier to create.

Name: Leon Mokoginta

No.	Question	Answer
1.	Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis? What do you think about the use of brainstorming technique in the teaching and learning process of writing?	Sudah cocok, teknik yang mudah untuk dipahami. Suitable, a technique that is easy to understand.
2.	Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?	Efektif, khususnya dalam grup karena dapat membangun atmosfer di dalam grup saya.

	Is the brainstorming technique effective in teaching and learning writing?	Effective, especially in groups because it can build an atmosphere in my group.
3.	Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan? By using brainstorming technique, does it make it easier for you to write a writing text?	Ya, saya rasa lebih mudah karena akan lebih terstruktur apa yang akan saya buat. Yes, I find it easier because it will be structured in what I will create.
4.	Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat? After learning the brainstorming technique, do you feel your ability to write a text has improved?	Ya, saya bisa mendapatkan prespektif atau pandangan tentang berbagai topic. Yes, I can get perspectives on various topics.
5.	Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming? Did you become more active in learning writing using brainstorming technique?	Ya. Lebih aktif. Yes, I did.
6.	Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?	Itu adalah teknik yang cocok. It is appropriate and suitable technique.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?	Sangat membantu tapi tergantung dari topik

	Do you find it helpful in creating a text using brainstorming technique?	Very helpful but depends on the topic.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Ya, mudah. Yes, it is.
9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Saya menikmati, tapi tergantung topik. I enjoy it, but it depends on the topic.

Name: Dimas Makalalag

No.	Question	Answer
1.	Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis? What do you think about the use of brainstorming technique in the teaching and learning process of writing?	Mudah dipahami juga membuat ide itu solit. Easy to understand also makes the idea solid
2.	Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis? Is the brainstorming technique effective in teaching and learning writing?	Sangat efektif karena ide-ide itu menjadi lebih kongkrit. Very effective because the ideas become more clear to be detailed.
3.	Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?	Lebih mudah ketika menggunakan brainstorming, kita bisa menghubungkan ide-ide yang luas itu menjadi ide yang lebih kongkrit.

	By using brainstorming technique, does it make it easier for you to write a writing text?	It's easier when using brainstorming, we can connect broad ideas into more concrete ideas.
4.	Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat? After learning the brainstorming technique, do you feel your ability to write a text has improved?	Pendapat saya, meningkat. Dalam hal menghubungkan antara satu ide dengan yang lain, jadi itu tehubung. In my opinion, it increased. In terms of the correlation between one idea and another, it is intertwined.
5.	Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming? Did you become more active in learning writing using brainstorming technique?	Saya bisa lebih aktif karena saya bisa bertanya pada yang lain tentang ide-ide itu. I can be more active because I can ask each other for ideas.
6.	Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming? What do you think about the way the lecturer teaches writing using the brainstorming technique?	Bagus dan mudah dipahami. Good and easy to understand.
7.	Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming? Do you find it helpful in creating a text using brainstorming technique?	Membantu, setelah menggunakan teknik brainstorming ide saya menjadi jelas dan terarah. Helpful, after using brainstorming technique my ideas become clear and directed.
8.	Apakah teknik brainstorming mudah diterapkan dalam menulis teks? Is using brainstorming technique easy to apply in writing a text?	Tidak sulit dan tidak mudah. Not hard and not easy.

9.	Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming? Do you enjoy learning writing using the brainstorming technique?	Saya menikmati Yes, I do.
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Name: Fathimah Muntia

No.	Question	Answer
1.	Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis? What do you think about the use of brainstorming technique in the teaching and learning process of writing?	Suatu teknik yang mudah untuk mengumpulkan ide. An easy technique to gather ideas on a topic.
2.	Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis? Is the brainstorming technique effective in teaching and learning writing?	Ya, efektif. Yes, it is.
3.	Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan? By using brainstorming technique, does it make it easier for you to write a writing text?	Disitu ada kemudahan dalam writing untuk idenya. There is an ease in writing for the idea.
4.	Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?	Kemampuan menulis saya dalam hal grammar tidak meningkat, tapi diksi saya dan penggunaan kata-kata itu menjadi fancy dan kreatif.

	<p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>My writing ability in terms of grammar did not improve, but my diction and use of words became fancy and creative.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>Bisa lebih aktif kalau dalam grup.</p> <p>Can be more active, especially in groups.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Bagus dan mudah dipahami.</p> <p>Good and easy to understand.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Membantu, utamanya itu cari ide.</p> <p>Helpful, mainly to find ideas.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Ya, mudah.</p> <p>Yes, it is.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Sangat berguna, kalau enjoy itu relatif.</p> <p>More useful. If enjoy it is relative.</p>

	Do you enjoy learning writing using the brainstorming technique?	
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Name: Siti Kiay Demak

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Cukup bagus.</p> <p>Good enough.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Cukup aktif.</p> <p>Quite effective.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Lebih mudah kalau pakai teknik daripada tidak.</p> <p>It is easier than not using this technique.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Lumayan.</p> <p>Not bad.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan</p>	<p>Komunikasi dan diskusi itu jalan dan kami sering bertanya dan berbagi</p>

	<p>menggunakan teknik brainstorming?</p> <p>Did you become more active in learning writing using brainstorming technique?</p>	<p>pendapat, jadi lebih aktif apalagi dalam grup.</p> <p>Communication and discussion is good and we often ask questions and share opinions, so that we can be more active, especially in groups.</p>
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Cukup baik.</p> <p>Good enough.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Saya merasa terbantu</p> <p>I feel helped.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Mudah dipahami.</p> <p>Easy to understand.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Saya sangat menikmati.</p> <p>I really enjoyed.</p>

Name: Balqis Anandasari

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Suatu teknik yang bagus.</p> <p>A good technique.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Ya, efektif.</p> <p>Yes, it is</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Bisa, tapi kita harus pahami.</p> <p>It can be, but we have to understand.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Lumayan.</p> <p>Not Bad.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Cukup aktif, dalam hal membuat tugas, mencari ide dan diskusi.</p>

	Did you become more active in learning writing using brainstorming technique?	Quite active, in terms of being active in making assignments, looking for ideas and discussions.
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Mudah dipahami dan tidak ada tekanan.</p> <p>Easy to understand and not tense.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Saya rasa terbantu, karena teknik ini membantu dalam proses mengumpulkan data.</p> <p>I find it helpful, because this technique helps in the process of collecting ideas.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Ya, mudah.</p> <p>Yes. It's easy</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Saya rasa seru dari pembawaan dosen.</p> <p>I found it fun from the way the lecturer delivered it.</p>

Name: Elfira Husna

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Salah satu teknik yang dapat membantu menyusun ide-ide yang telah di list.</p> <p>One of the techniques that can help organize ideas that have been listed.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Ya, efektif.</p> <p>Yes, it is.</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, lebih mudah.</p> <p>Yes, it does.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Itu tergantung jika kita telah banyak kali menggunakan itu dan jika dilakukan dengan serius.</p> <p>It depends on if we've done it many times and serious about it.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Ketika saya punya ide saya merasa aktif tapi ketika tidak ada ide kadang-kadang itu bisa buntu.</p>

	Did you become more active in learning writing using brainstorming technique?	When I have an idea I feel active, when I don't have one sometimes I get stuck.
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Pembawaan dosen yang bagus jadi saya suka.</p> <p>The lecturer's presentation is good so I like it.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Ya, membantu dalam menyusun ide-ide yang telah di list.</p> <p>Yes, it helps, organizing the ideas that have been listed.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Mudah jika sering digunakan.</p> <p>It is easy if you use it often.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Ya, ketika saling berbagi dengan teman-teman.</p> <p>Yes when sharing with friends.</p>

Name: Restu Saputro

No.	Question	Answer
1.	<p>Apa pendapat Anda tentang penggunaan teknik brainstorming dalam proses belajar mengajar menulis?</p> <p>What do you think about the use of brainstorming technique in the teaching and learning process of writing?</p>	<p>Suatu teknik yang membantu dalam hal ide dan gagasan.</p> <p>One technique that helps in terms of ideas and thoughts.</p>
2.	<p>Apakah teknik brainstorming efektif dalam pengajaran dan pembelajaran menulis?</p> <p>Is the brainstorming technique effective in teaching and learning writing?</p>	<p>Ya, efektif.</p> <p>Yes, it is</p>
3.	<p>Dengan menggunakan teknik brainstorming, apakah Anda lebih mudah dalam menulis sebuah tulisan?</p> <p>By using brainstorming technique, does it make it easier for you to write a writing text?</p>	<p>Ya, lebih mudah.</p> <p>Yes, it does.</p>
4.	<p>Setelah mempelajari teknik brainsorming, apakah Anda merasa kemampuan anda untuk Menulis teks meningkat?</p> <p>After learning the brainstorming technique, do you feel your ability to write a text has improved?</p>	<p>Lebih efisien dalam waktu.</p> <p>More efficient in terms of time.</p>
5.	<p>Apakah Anda menjadi lebih aktif dalam belajar menulis dengan menggunakan teknik brainstorming?</p>	<p>Itu tergantung, jika dalam grup.</p>

	Did you become more active in learning writing using brainstorming technique?	It depends, if it's in a group.
6.	<p>Bagaimana pendapat Anda tentang cara dosen mengajar menulis dengan menggunakan teknik brainstorming?</p> <p>What do you think about the way the lecturer teaches writing using the brainstorming technique?</p>	<p>Saya suka.</p> <p>I like that.</p>
7.	<p>Apakah Anda merasa terbantu dalam membuat teks dengan menggunakan teknik brainstorming?</p> <p>Do you find it helpful in creating a text using brainstorming technique?</p>	<p>Membantu, dalam efisiensi waktu dan mennglist ide.</p> <p>Helpful, in terms of time efficiency and listing ideas.</p>
8.	<p>Apakah teknik brainstorming mudah diterapkan dalam menulis teks?</p> <p>Is using brainstorming technique easy to apply in writing a text?</p>	<p>Saya merasa sulit saat pertama kali tapi lama kelamaan sudah terbiasa.</p> <p>I found it difficult at first but I got used to it after a while.</p>
9.	<p>Apakah Anda menikmati belajar menulis dengan menggunakan teknik brainstorming?</p> <p>Do you enjoy learning writing using the brainstorming technique?</p>	<p>Menikmati ketika menyusun ide.</p> <p>Enjoy when organizing the ideas.</p>

Transcript interview to English Writing Lecturer

No.	Question	Answer
1.	<p>How is the writing learning process in the classroom?</p> <p>Bagaimana proses pembelajaran menulis di dalam kelas?</p>	<p>Activity in the classroom has been run well. I think because some of the students are interested and motivated to express their ideas without hesitations and the ideas that they produce also interesting they were want to explore all about unique topic. For example, about Kpop, Ramadan also about Formula One Championship.</p> <p>Aktivitas di dalam kelas berjalan dengan baik. Saya pikir karena beberapa siswa tertarik dan termotivasi untuk mengekspresikan ide-ide mereka tanpa ragu-ragu dan ide-ide yang mereka hasilkan juga menarik, mereka ingin mengeksplorasi topik yang unik. Misalnya, tentang Kpop, Ramadhan, dan juga tentang Kejuaraan Formula Satu.</p>
2.	<p>What types of brainstorming technique do you use in teaching writing?</p>	<p>Actually, I introduce the various kinds of brainstorming such as listing, mapping, clustering and also questioning but I focus on only on one type that is mapping or clustering because I think mapping and clustering is quite similar technique</p> <p>Sebenarnya, saya memperkenalkan berbagai jenis brainstorming seperti</p>

	<p>Jenis teknik brainstorming apa yang Anda gunakan dalam mengajar menulis?</p>	<p>listing, mapping, clustering dan juga question, tetapi saya hanya fokus pada satu jenis yaitu clustering atau mapping karena menurut saya clustering dan mapping adalah teknik yang cukup mirip.</p>
<p>3.</p>	<p>What are the advantages of the brainstorming technique that you apply?</p> <p>Apa saja kelebihan dari teknik brainstorming yang Anda terapkan?</p>	<p>I think brainstorming gives benefits to students and especially when they when they want to determine which ideas that is appropriate to be composed by them. Brainstorming also helps them to narrow their ideas. Brainstorming requires the students to be creative. Moreover, it's so kind of tool to make the students think quickly and they didn't feel hesitate to express the ideas. Besides that, they are spontaneously speak up or right down their ideas on a paper. If they sit in a group they can collaborate with their friends.</p> <p>Menurut saya, brainstorming memberikan manfaat bagi siswa, terutama ketika mereka ingin menentukan ide mana yang tepat untuk disusun oleh mereka. Brainstorming juga membantu mereka untuk menyaring ide-ide mereka. Brainstorming menuntut siswa untuk menjadi kreatif. Selain itu, metode ini juga dapat membuat para siswa berpikir dengan cepat dan tidak ragu untuk mengungkapkan ide. Selain itu, mereka juga secara spontan berbicara atau menuliskan ide mereka di atas kertas. Jika mereka duduk dalam kelompok,</p>

		mereka dapat berkolaborasi dengan teman-teman mereka.
4.	Have you ever applied other brainstorming techniques in learning writing?	<p>I only focus one type but after brainstorming they have another technique that is outlining.</p> <p>Saya hanya memfokuskan pada satu jenis, namun setelah melakukan brainstorming, mereka memiliki teknik lain yaitu outlining.</p>
5.	How is the students' participation when learning a text using brainstorming technique?	<p>Because this is the writing course so I have to assess all the process from the beginning including this one brainstorming. They generate the ideas until where they can produce an essay. Including, I have to assess the product of writing. That is essay. The result is 9 to 10 students can develop their ideas into good writing essay. While the rest I think they have to improve their own ability outside the classroom. Because this is writing class. So they need to develop their grammars.</p> <p>Karena ini adalah kelas menulis, jadi saya harus menilai semua prosesnya dari awal, termasuk brainstorming. Mereka menghasilkan ide sampai akhirnya mereka bisa menghasilkan sebuah tulisan. Termasuk, saya harus menilai produk tulisannya. Yaitu esai. Hasilnya, 9 sampai 10 mahasiswa bisa mengembangkan ide mereka menjadi sebuah tulisan esai yang baik. Sedangkan sisanya saya rasa mereka harus meningkatkan kemampuan mereka sendiri di luar kelas. Karena ini adalah kelas</p>


		menulis. Jadi mereka harus mengembangkan grammar mereka.
6.	<p>How is the students' participation when learning a text using brainstorming technique?</p> <p>Bagaimana partisipasi siswa saat mempelajari teks menggunakan teknik brainstorming?</p>	<p>Students participation reach about 80%</p> <p>Partisipasi siswa mencapai sekitar 80%.</p>
7.	<p>Do your students feel motivated after using brainstorming technique in classroom learning?</p> <p>Apakah siswa Anda merasa termotivasi setelah menggunakan teknik brainstorming dalam pembelajaran di kelas?</p>	<p>They are motivated because they have opportunity. They have chance to express their own ideas. I didn't force them to choose the ideas from me. So it's all depends on them. That's why they produce a unique ideas.</p> <p>Mereka termotivasi karena mereka memiliki kesempatan. Mereka memiliki kesempatan untuk mengekspresikan ide-ide mereka sendiri. Saya tidak memaksa mereka untuk memilih ide dari saya. Jadi semuanya tergantung pada mereka. Itulah mengapa mereka menghasilkan ide-ide yang unik.</p>
8.	<p>How are the activities carried out in the writing learning process using brainstorming technique?</p>	<p>First step is introducing the students about brainstorming what is brainstorming and also the objective the benefits of using brainstorming. After that, I give them types of brainstorming that they can use in writing activities. After that I asked them to only choose one of the types brainstorming that is clustering. Because I think clustering or mind mapping is more attractive types among others. Because it explores</p>

		<p>their creativity, they can make bubbles. They can also put any accessories or pictures that represent the topic. Sometimes, I also asked them to sit in groups work using brainstorming technique.</p> <p>Langkah pertama yang saya lakukan adalah memperkenalkan kepada para siswa tentang apa itu brainstorming dan apa tujuan serta manfaat dari brainstorming. Setelah itu, saya memberikan jenis-jenis brainstorming yang dapat mereka gunakan dalam kegiatan menulis. Setelah itu saya meminta mereka untuk hanya memilih salah satu jenis brainstorming yaitu clustering. Karena menurut saya clustering atau mind mapping adalah tipe yang lebih menarik di antara yang lain. Karena tipe ini lebih mengeksplorasi kreativitas mereka, mereka bisa membuat gelembung-gelembung. Mereka juga bisa menaruh aksesoris atau gambar yang mewakili topik. Terkadang, saya juga meminta mereka untuk duduk dalam kelompok dan bekerja dengan teknik brainstorming.</p>
9.	<p>Is brainstorming technique effectively applied in writing learning?</p> <p>Apakah teknik brainstorming efektif diterapkan dalam pembelajaran menulis?</p>	<p>Yes, it is.</p> <p>Ya, benar.</p>

10	<p>Can brainstorming technique assist students' writing activity in the classroom?</p> <p>Dapatkah teknik brainstorming membantu aktivitas menulis siswa di kelas?</p>	<p>Yes, it can.</p> <p>Ya, bisa.</p>
11.	<p>What are the important things (substance) in learning using brainstorming technique?</p> <p>Apa saja hal-hal penting (substansi) dalam pembelajaran dengan menggunakan menggunakan teknik brainstorming?</p>	<p>Let them think out of the box.</p> <p>Biarkan mereka berpikir di luar batas.</p>
12.	<p>Can all writing materials use brainstorming techniques?</p> <p>Apakah semua materi penulisan bisa menggunakan teknik curah pendapat?</p>	<p>In my opinion this technique also can be applied in other kinds of text. For example in report or news text. They can use questioning that part of brainstorming technique.</p> <p>Menurut saya, teknik ini juga bisa diterapkan pada jenis teks lainnya. Misalnya dalam teks laporan atau berita. Mereka dapat menggunakan questionning yang merupakan bagian dari teknik brainstorming.</p>
13.	<p>What are further suggestions for teachers who want to use brainstormin techniques in learning writing?</p>	<p>Try to have a Time with your students to discuss about their brainstorming whether it is Good enough or not. So they can move to the next stage that is writing process. Make sure that their brainstorming is good enough to be composing into writing text. Also in writing activity it is possible to make your students to work in group using brainstorming. Because by doing group work the students will be more</p>

		<p>active or motivated by the active ones. The last is don't make your students stress with grammar because this is the very beginning step of writing.</p> <p>Cobalah untuk meluangkan waktu bersama murid-murid Anda untuk mendiskusikan hasil brainstorming mereka, apakah sudah cukup baik atau belum. Sehingga mereka dapat melanjutkan ke tahap berikutnya yaitu proses penulisan. Pastikan bahwa hasil brainstorming mereka sudah cukup baik untuk dijadikan sebuah tulisan. Selain itu, dalam kegiatan menulis, tidak ada salahnya juga untuk membuat siswa Anda bekerja dalam kelompok dengan menggunakan brainstorming. Karena dengan melakukan kerja kelompok siswa akan lebih aktif atau termotivasi oleh siswa yang aktif. Yang terakhir adalah jangan membuat siswa Anda stres dengan grammar karena ini adalah langkah awal dalam menulis.</p>
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Appendix 5 Lecturer Course Outline

	INSTITUT AGAMA ISLAM NEGERI MANADO		
	COURSE OUTLINE Subject : Writing II		

Faculty : Tarbiyah and Teacher Training
 Study Program : English Education
 Subject & Code : Writing II/-
 Credit : 3 (1 Credit point of Theory & 2 Credit Point of Practice)
 Semester : 3
 Prerequisite & Code : Writing II/-
 Lecturer : Indah Wardaty
 Saud, M.Pd

I. DESCRIPTION

This course is designed to give students of intermediate levels of English skills in communicating through essays. Therefore, to reach this goal, a theory and practice of essay writing are provided.

An essay, which is also known as composition, is an expansion of a paragraph, and, therefore, the ideas, or details of an essay are developed in the same fashion as those of a paragraph. This may imply that students' knowledge on paragraph writing as provided in Writing I is crucial. Besides learning how to write good essay based on logical division of ideas, cause and effect, order of importance, and comparison and contrast, in this course, they also deal with outlining, drafting, discussing the draft and revising the draft.

Students' assessment is considered through their mid-semester and final test results, and portfolios in writing the essays.

II. COMPETENCY STANDARDS

1. To understand how paragraphs and essays are related, and the basic steps in composing an essay;
2. To have sound knowledge in and be able to produce the types of essay in the forms logical division of ideas, cause and effect, order of importance, and comparison and contrast.

III. ORGANIZATION OF THE TEACHING-LEARNING PROCESS

Weeks	Topics	Sub-Topics	Time Allocation
1	<ul style="list-style-type: none"> • Orientation to the Course • Syllabus: Description and Aim of the Course, Topics to Cover, Assessment System, and Materials • Definition of an Essay 		100
2—4	<ul style="list-style-type: none"> • Paragraph in an Essay • Paragraph Organization 		300

5—7	<ul style="list-style-type: none"> Logical Division of Ideas Using brainstorming technique Outlining an Essay 	300
8—10	<ul style="list-style-type: none"> Supporting an Opinion 	300

11—13	<ul style="list-style-type: none"> Comparison and Contrast 	300
14-15	<ul style="list-style-type: none"> Review 	200
16	CONCLUSION	100

IV. EVALUATION

No	Components	Proportion (%)
1	Class Contribution and Attendance	10 %
2	Assignments/Tasks	30 %
3	Mid-Semester Test	30 %
4	Final Test	30 %
Total		100 %

V. Grades

86—100 = A

71—75 = B

56—60 = C

K=Kurang Memenuhi
Tugas/Syarat

81—85 = A-

66—70 = B-

41—55 = D

76—80 = B+

61—65 = C+

0—40 = E

VI. REFERENCES

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 Oshima, Alice & Hogue, Ann. 1977. *Introduction to Academic Writing*. Second Edition.
 New York: Longman.

Appendix 6 Lecturer Teaching Materials

1

Brainstorming

↳ What is brainstorming?

Brainstorming is a way of gathering ideas about a topic. Think of a storm: thousands of drops of rain, all coming down together. Now, imagine thousands of ideas 'raining' down onto your paper! When you brainstorm, write down every idea that comes to you. Don't worry now about whether the ideas are good or silly, useful or not. You can decide that later. Right now, you are gathering as many ideas as you can.

You will learn three types of brainstorming in this unit: *making a list*, *freewriting*, and *mapping*.



↳ Making a list

Write single words, phrases, or sentences that are connected to your topic. Look at this list a student made when brainstorming ideas to write about her topic, 'What should I study at university?'

history—learning about the past
 maths (too difficult, not interesting?)
 What job do I want later?
 English for work? Travel?
 writing?
 science—biology, chemistry
 I don't like physics!
 journalism
 I like reading—literature?
 art—drawing, painting, sculpture
 photography?
 studying / homework
 friends / social life

2 Work with a partner or small group. Choose one of these topics. List as many ideas as you can in five minutes.

- teenage fashions
- things to do at the beach
- driving a motorbike

3 Work alone. Choose a topic from exercise 1 on page 5, and list as many ideas as you can in five minutes.

6 PRE-WRITING: GETTING READY TO WRITE

➤ Freewriting

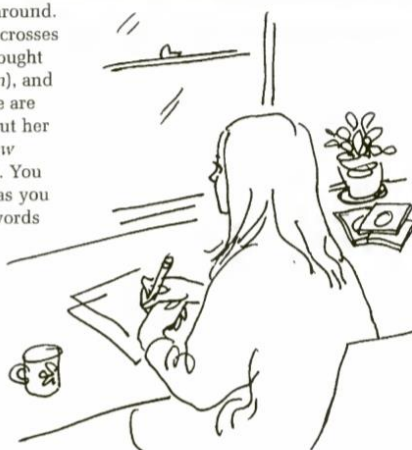
When you freewrite, you write whatever comes into your head about your topic, without stopping. Most freewriting exercises are short—just five or ten minutes.

Freewriting helps you practice *fluency* (writing quickly and easily). When you freewrite, you do not need to worry about *accuracy* (having correct grammar and spelling). Don't check your dictionary when you freewrite. Don't stop if you make a mistake. Just keep writing!

Here is an example of a student's freewriting:

There are too so many subjects to study at university, it is difficult to choose one. I've always had good marks in maths, but I don't like it very much. I don't like physical physics or any science very much. Writing—I've always liked writing. Would journalism be a good course to take? Newspapers have pictures, too, so maybe photography would be good. I'm maybe definitely looking forward to meeting new friends at university. And what about reading? Reading is a part of any course, but literature includes a lot of reading and it probably includes a lot of writing, too.

Notice how the writer's ideas jump around. When she makes a mistake, she just crosses it out and continues writing. One thought (writing) leads to another (journalism), and then to another (photography). There are some details that are not exactly about her topic (looking forward to meeting new friends), but that's OK in freewriting. You want to get as many ideas on paper as you can. You can take out unnecessary words and sentences later.



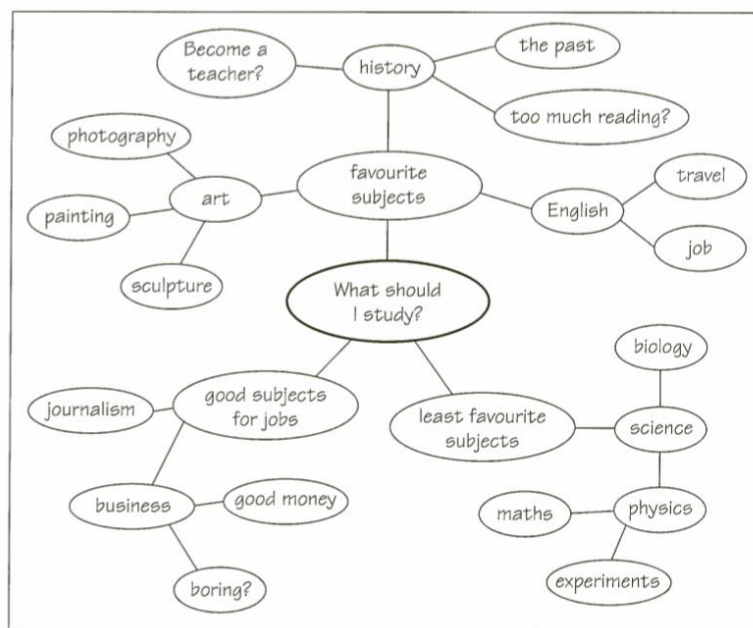
- 4 Choose one of the narrowed down topics you thought of for exercise 1 on page 5. Practise freewriting for five minutes. Remember, do not stop, erase, or go back. Just write as much as you can.

1

↳ Mapping

To make a map, use a whole sheet of paper, and write your topic in the middle, with a circle around it. Then put the next idea in a circle above or below your topic, and connect the circles with lines. The lines show that the two ideas are related.

The example below shows a map of 'What should I study at university?' The writer connected *favourite subjects* to the main idea. *Art* and *English* are connected to *favourite subjects* to show that they are related.



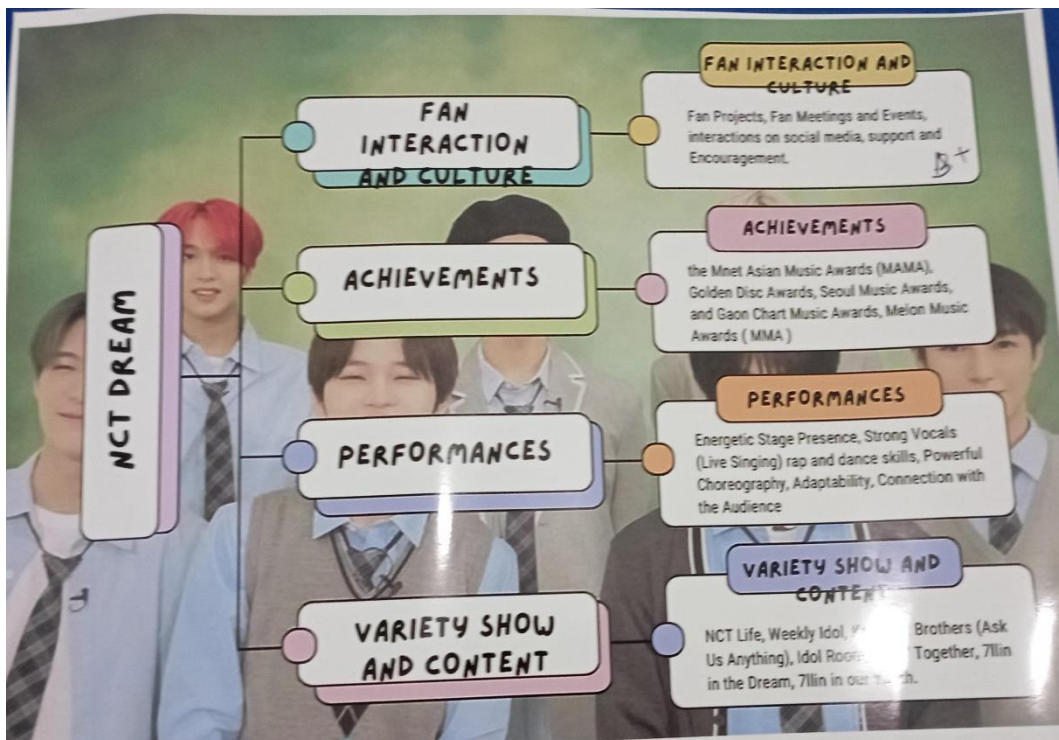
5 Choose another narrowed down topic you thought of for exercise 1 on page 5. Make a map in five minutes. Share your map with a partner. Explain how the circles are related to each other.

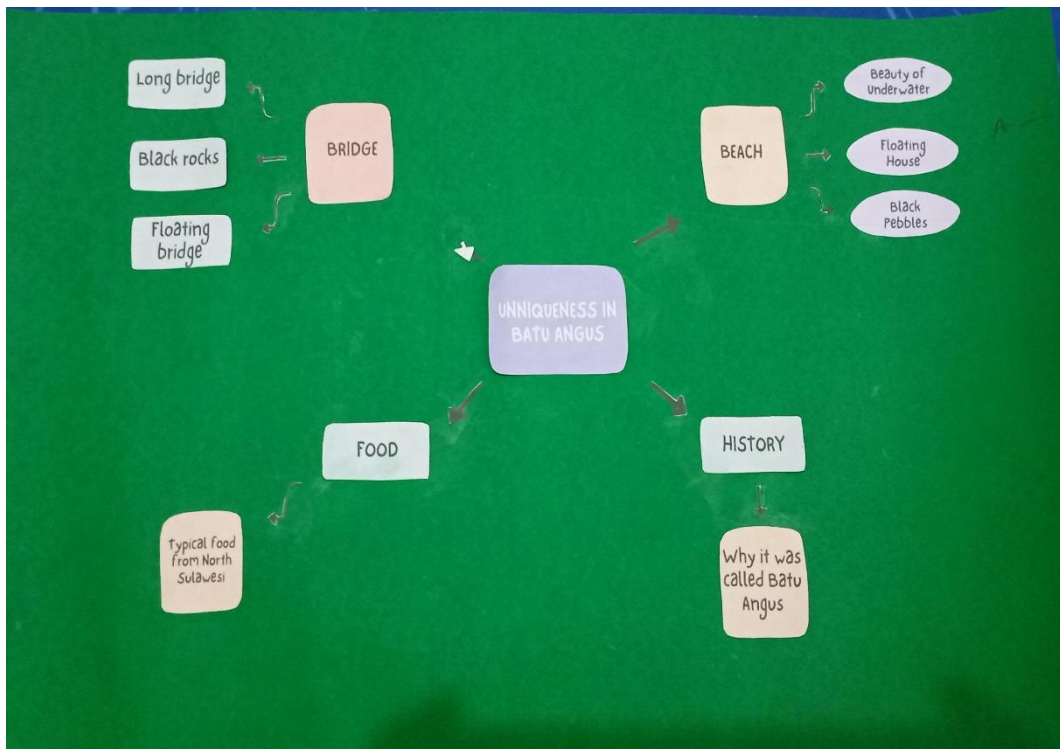
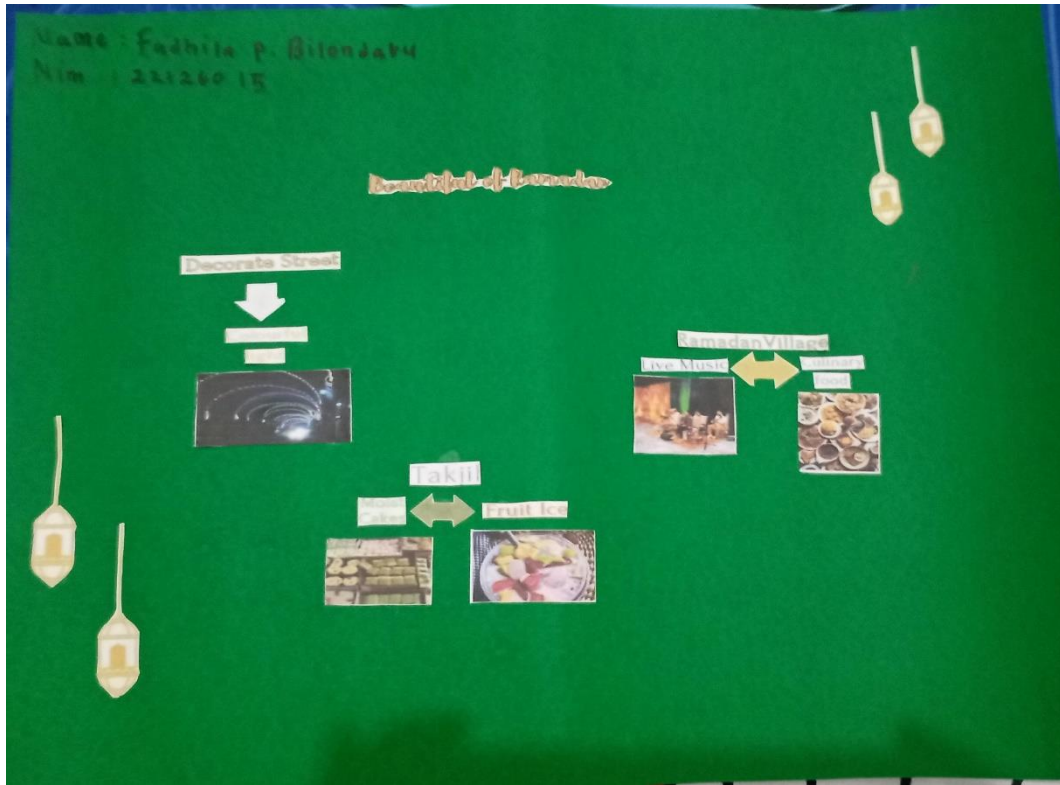
↳ What's the best way to brainstorm?

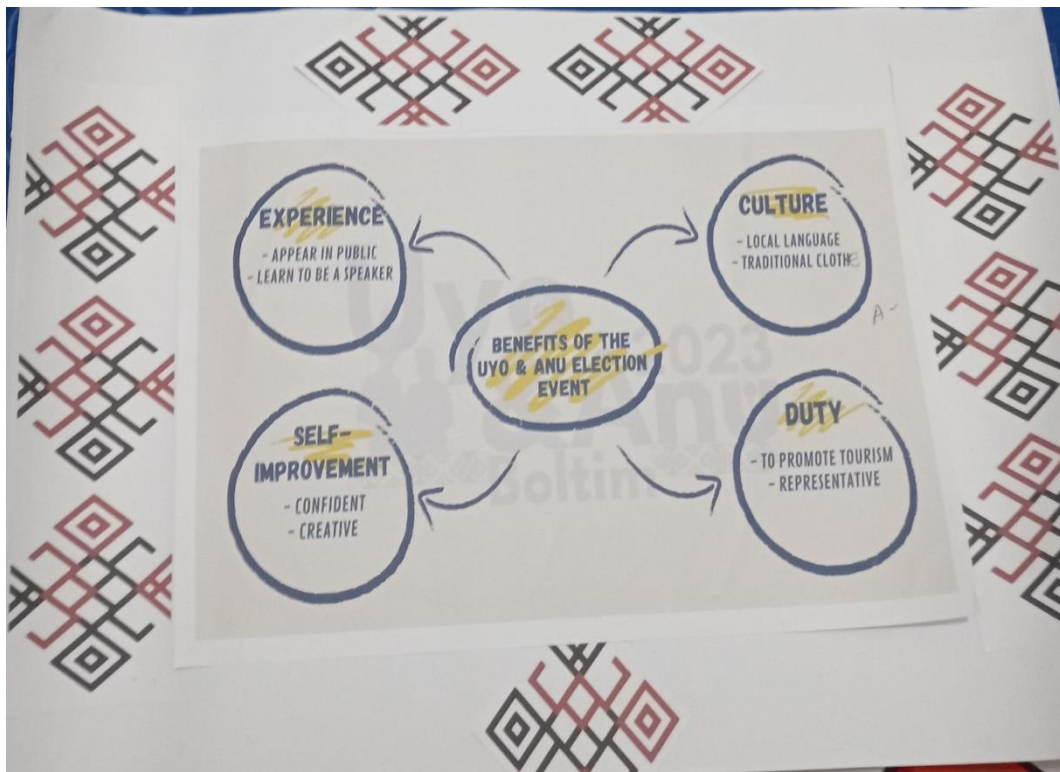
There is no best method of brainstorming. Some writers like to use lists because they don't have to write complete sentences. Some writers like freewriting because they can write quickly and ideas come easily. Some writers prefer mapping because they can easily see the relationship between ideas. Experiment with all three methods, and then choose the one that works best for you.

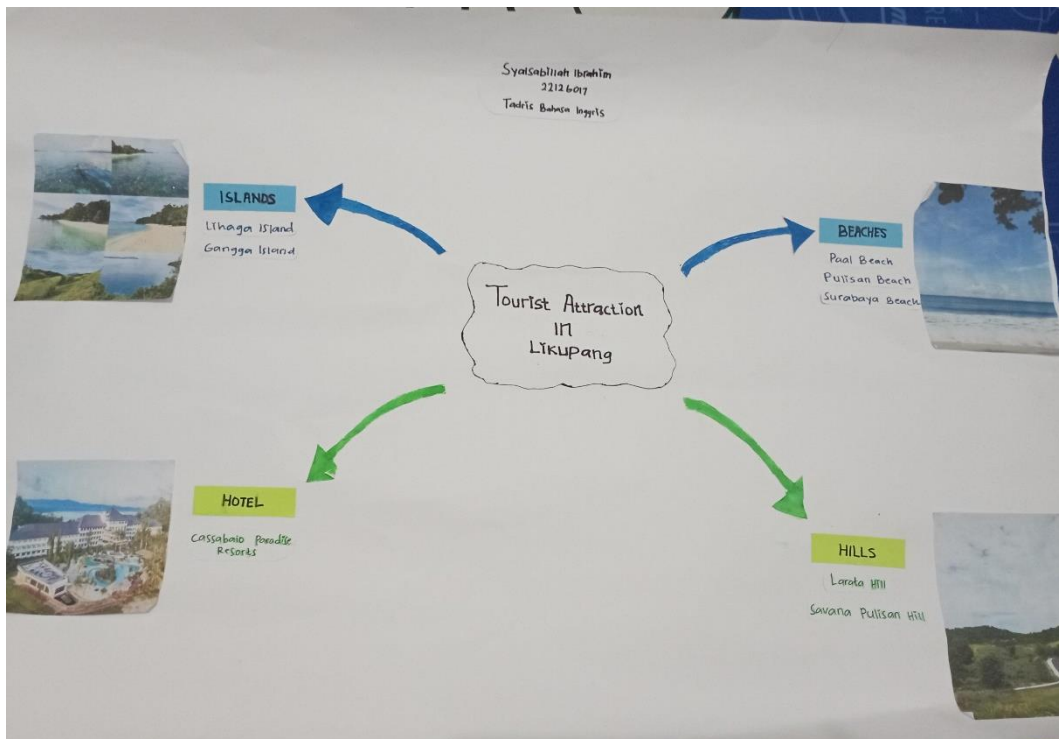
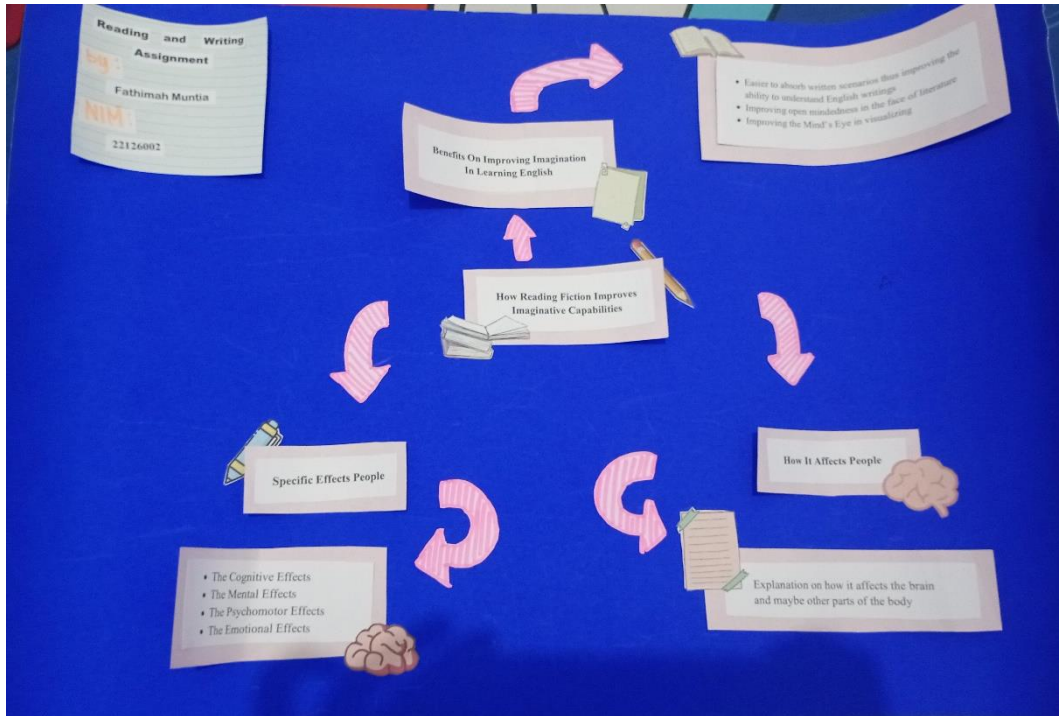
8 PRE-WRITING: GETTING READY TO WRITE

Appendix 7 Students' Product











Appendix 8 Documentation of Interview



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Fathimah Muntia

Nim : 22126002

Prodi/Angkatan : TBI 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 19 Desember 2023

Responden



Fathimah Muntia

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Perha Abdul

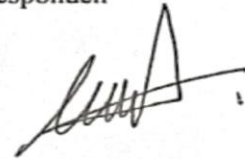
Nim : 22126026

Prodi/Angkatan : TBI 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~18~~ Desember 2023

Responden



Muhammad Perha.

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Nur April Hanun

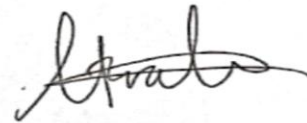
Nim : 22126014

Prodi/Angkatan : T.Bi Semester 3

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 1⁰ Desember 2023

Responden



Nur April Hanun

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : FADHILA PUTRI BILONDATU

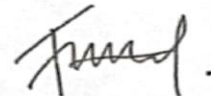
Nim : 22126015

Prodi/Angkatan : TBI / 3

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 19 Desember 2023

Responden



FADHILA PUTRI BILONDATU

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Syalsabillah Ibrahim

Nim : 22026017

Prodi/Angkatan : Tadris Bahasa Inggris 22

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 14 Desember 2023

Responden



Syalsabillah Ibrahim

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Lestari Said


Nim : 29126022

Prodi/Angkatan : Tbi / 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 18 Desember 2023

Responden


Lestari Said.

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Alwanus Ibrahim

Nim : 22126008

Prodi/Angkatan : TBI / 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~19~~ Desember 2023

Responden


Alwanus Ibrahim

LEMBAR PERSETUJUAN MENJADI RESPONDEN


Saya yang bertanda tangan di bawah ini:

Nama : Kanza Althaf Mokobombang
Nim : 22126011
Prodi/Angkatan : Tadris Bahasa Inggris / 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 14 Desember 2023

Responden


Kanza Althaf Mokobombang

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Abdillah Renaldi Adiputra*

Nim : *22126016*

Prodi/Angkatan : *Tadris Bahasa Inggris / Semester 3*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~14~~ Desember 2023

Responden



Abdillah Renaldi Adiputra

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Leon Moringinta

Nim : 22126021

Prodi/Angkatan : Tadris Bahasa Inggris / 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 10 Desember 2023

Responden


Leon Moringinta

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Dimas Arza Mahalalang
Nim : 22126013
Prodi/Angkatan : TBI 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 18 Desember 2023

Responden

Dimas

Dimas Arza Mahalalang

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Siti Nurul Imarahidayatun

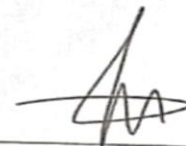
Nim : 22126010

Prodi/Angkatan : TBI /

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 18 Desember 2023

Responden



Siti Nurul

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Ana Feranda Mawar*

Nim : *22226024*

Prodi/Angkatan : *TB1 2022*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~14~~ Desember 2023

Responden



Ana Feranda Mawar

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Mayjarah Tuti*


Nim : *22126004*

Prodi/Angkatan : *TBI 2022*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 18 Desember 2023

Responden


Mayjarah Tuti

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : Rizka Amalia Luning

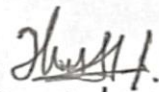
Nim : 22126010

Prodi/Angkatan : TBI 2022

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul **"Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO"**. Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 18 Desember 2023

Responden


Rizka A Luning

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Pestu yudo Saputro*

Nim : *22126023*

Prodi/Angkatan : *Tb1 / 2022*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~18~~ Desember 2023

Responden



Pestu yudo Saputro

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Eifira Shofia Husna*


Nim : *22126009*

Prodi/Angkatan : *TB1 - 2022*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~18~~ Desember 2023

Responden


Eifira Shofia Husna

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan di bawah ini:

Nama : *Balqis Nur'aini Anandasari*

Nim : *22126006*

Prodi/Angkatan : *TBI*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Sri Nurul Putri Abdullah dengan judul "**Brainstorming Technique in Assisting Students' Writing Activity at English Education Study Program of IAIN MANADO**". Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, ~~18~~ Desember 2023

Responden



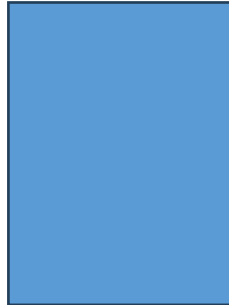
Balqis .ri

Timestamp	Name	NIM	I am interested in learning writing by using brainstorming technique in assisting my writing activity.	The use of brainstorming technique in assisting writing activity to write a text is fun for me.
12/27/2023 14:08:15	Fadhila Putri Bilondata	22126015	Agree (Setuju)	Agree (Setuju)
12/27/2023 14:21:04	Syalsabillah Ibrahim	22126017	Agree (Setuju)	Agree (Setuju)
12/27/2023 14:22:43	Oktavianus Ibrahim	22126008	Agree (Setuju)	Agree (Setuju)
12/27/2023 15:33:57	Leon Mokoginta	22126021	Agree (Setuju)	Strongly Agree (Sangat Setuju)
12/27/2023 15:34:26	Abdillah Adiputra	22126016	Strongly Agree (Sangat Setuju)	Agree (Setuju)
12/27/2023 15:51:24	Fathimah Muntia	22126002	Agree (Setuju)	Agree (Setuju)
12/27/2023 17:22:53	Restu Yudho Saputro	22126023	Agree (Setuju)	Agree (Setuju)
12/27/2023 18:38:01	Balqis nuraini anandasari	22126006	Agree (Setuju)	Agree (Setuju)
12/27/2023 18:51:48	Kanzha Althaf Mokobombang	22126011	Agree (Setuju)	Strongly Agree (Sangat Setuju)
12/28/2023 8:52:12	Dimas Arza Makalalag	22126013	Strongly Agree (Sangat Setuju)	Agree (Setuju)
12/28/2023 17:54:52	Maysaroh Shifah Ash Shafwah Tuti	22126004	Strongly Agree (Sangat Setuju)	Agree (Setuju)
12/28/2023 17:58:42	Lestari Said	22126022	Agree (Setuju)	Agree (Setuju)
12/28/2023 19:37:57	Afrah Harun	22126014	Agree (Setuju)	Agree (Setuju)
12/31/2023 17:15:11	Ana Fernanda Mawai	22126024	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
12/31/2023 17:27:24	Elfira Shofia Husna	22126009	Agree (Setuju)	Agree (Setuju)
12/31/2023 17:28:56	Siti myla imaroh kiay demak	22126019	Agree (Setuju)	Agree (Setuju)
12/31/2023 17:38:27	Muhammad Rezha Abdul	22126026	Agree (Setuju)	Agree (Setuju)
12/31/2023 17:49:29	Rizka Amalia Lumoring	22126010	Strongly Agree (Sangat Setuju)	Agree (Setuju)

I feel tired if my English Lecturer always tells me to repeat the brainstorming technique in assisting my writing activity.	I have always wanted to write a text using the brainstorming technique.	I am more motivated to learn writing by using brainstorming technique.	Using the brainstorming technique makes me want to learn to write even more.
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Disagree (Tidak Setuju)	Strongly Agree (Sangat Setuju)	Disagree (Tidak Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Disagree (Tidak Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)

I like it when my English Lecturer uses brainstorming technique.	Using brainstorming technique is very easy in assisting my writing activity.	Brainstorming is an effective technique in assisting my activity in writing a text.	English Education Study Program students have to master Brainstorming Technique.
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Strongly Agree (Sangat Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
Disagree (Tidak Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
Strongly Agree (Sangat Setuju)	Agree (Setuju)	Agree (Setuju)	Disagree (Tidak Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Disagree (Tidak Setuju)
Strongly Agree (Sangat Setuju)	Agree (Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Agree (Setuju)	Agree (Setuju)	Agree (Setuju)	Agree (Setuju)
Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Strongly Agree (Sangat Setuju)	Agree (Setuju)

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