**THE EFFECTIVENESS OF USING BRAINSTORMING STRATEGY TO THE STUDENTS’ WRITING ABILITY AT SMKN 1 KARANGANYAR KEBUMEN GRADE X IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

This study is aimed at using Brainstorming Strategy to the students’ writing ability. First, to know what stages the researcher undergoes to hold the brainstorming strategy in the classroom of vocational school students. Second, to know how effective the use of brainstorming strategy in teaching writing to vocational high school students. Brainstorming is an informal way of generating topics to write about, or points to make about a topic. It can be done at any time during the writing process. There are four stages to hold Brainstorming Strategy. The stages are making a topic, making a list of words, narrowing the list of words and using the words as supporting details. The result of pre-test is 66.31 and the result of post-test is 69.61. Moreover, the result of t-test value is -2.236. The t-test value is lower than t-table. It means that using Brainstorming Strategy is effective.

*Keyword: the effectiveness, brainstorming strategy, writing ability*

1. **Background**

Manser (2006: 7) states that the great advantage of writing as a means of communication is that we have plenty of time to consider carefully what we are going to communicate. Writing is an important skill that must be completed by students in the school, but writing has never been easy. It needs a good comprehension in vocabulary, grammar and terms of writing such as capitalization and punctuation. Most of students have difficulty to write English. It happens because most of them have difficulties to develop the idea. It also happens because they don’t know the way how to develop the idea easily. Their brains are locked to produce the idea

1. **Research Method**

The research belongs the quantitative research. The type of this research is pre-experiment with paradigm one group pre-test and post test. The data collection is carried out for 3 days: those are on April, 22nd, $25^{th}$, and $27^{th}$. Nunan (2007:231) states that population is all cases, situations, or individuals who share one or more characteristics. The population of this research is the tenth grade students of SMKN 1 Karanganyar Kebumen in the academic year of 2012/2013. Moreover, Sukmadinata (2008: 250) states that sample is a small number of a population which is really observed and taken a conclusion. The researcher used a purposive sampling because of the limitation of time, energy, and also the authority of SMKN 1 Karanganyar Kebumen. The researcher took one class that consists of 36 students. In collecting the data, the reseracher used a test as an instrument. The researcher gave two tests that are pre-test and post-test.

To analyze the data, the researcher used descriptive analysis and inferential analysis. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis.

1. **Finding and Discussion**

There are four stages to hold brainstorming in the classroom. First, The researcher makes a topic. After the researcher makes a topic, the students should make a list of words on a paper that related to the topic. In this stage, the researcher is not to evaluate any students’ answers. Third, the students should delete the words which are not related to the topic. The last, after the students narrow down the list of words, the students use the words to support the idea.

Moreover , the researcher used a descriptive analysis to analyze the pre-test and post-test. The highest score of pre test was 85 and the lowest score was 50. The mean of pre-test was 66.31. It meant that the result of pre-test was fair category. From 36 samples, there were 2 students (5.56%) who got A, 13 students (36.11%) who got B, 20 students (55.56%) who got C and 1 student (2.78%) who got D. Moreover, the highest score of post-test was 85 and the lowest score was 55 . The mean of pre-test was 69.61. It meant that the result of post-test was good category. From 36 samples, there were students 3 (8.33%) who got A, 27 students (75%) who got B, 5 students (13.89%) who got C and 1 student(2.78) who got D.

Furthermore, the researcher used inferential analysis. It included test of normality, test of homogeneity, and test of hypothesis. The result of normality test by using chi-square was 10.07 for pre-test and 1.26 for post-test . Then, the researcher compared with F table. The F table was 11.070. Because the result was lower than F table, It meant the data was normal. After that, the researcher used test of homogenity. The result was 1.144. Based on the F table, it was known that the F value on the significance level 0.05 was 1.757. Because F obtained was lower than the value of F table ( 1.144<1.757), it meant that the variance of one sample was homogeneous.

The researcher used a t-test to know the effectiveness of using brainstorming strategy to the students’ writing ability. From the computation, the result was -2.236 with degree of freedom 70 and the level of significance 5%, the critical value on the t-table was -1,994. It meant that the t-test value was lower than t table (-2.236<-1.994).

1. **Conclusion and Recommendation**

Based on the research finding and discussion the researcher can draw conclusion that using brainstorming to the students’ writing ability at SMKN 1 Karanganyar was effective. It proves by the result of the t-test value was lower than the t-table (-2.236<-1.994). Moreover, the mean of pre-test was 69.61. It was higher than the result of mean of pre test that was 66.31 .

 Furthermore, there were four stages to hold brainstorming in a classroom of vocational high school. The stages were making a topic, making a list of words, narrowing a list of words and using a words as a supporting details.

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