

Enhancing Students' Skill in Writing an Argument through Brainwriting (A CAR at second grade of Gunung Kaler 2 Junior High School in Tangerang Regency)

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al)

Abstract The target of class is second grade students of Gunung Kaler 2 Junior High school in Tangerang Regency, the subjects of this study were conducted toward students of class VII A which contains of 32 students in the class. The purpose of this study was to enhance students' writing skill in argument through brainwriting. It is a qualitative research that using a classroom action research method. In this research consist 3 cycles, where each cycle consists of 4 steps namely planning, acting, observation, and reflecting. The data collected through observation, writing test, and interview. The result of the research showed that students' writing skill in argument could enhance significantly after applied brainwriting to them. For KKM score is 75, it could seemed from the percentage in cycle one was 61. Then in cycle two percentage became 86, the percentage became 100% Based on the data collected that implementing brainwriting could enhance students' writing skill in argument. Because through brainwriting makes students could be understand deeply related text types accordance of the context use and students could create the text well. Based on the explanation above, it could be conclude that enhancing students' writing in argumentive through brainwriting was effective way in teaching learning process especially in learning writing in argument.



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INTRODUCTION

Writing is an activity to create records or information on a medium by using a script. Writing is usually done on paper by using tools like a pen or pencil, but nowadays it is highly encouraged to write online because the productions can be published on the internet and instantly shares with others. (Rizky, 2020). According to 2013 curriculum, there is a standard of the educational system. Students should learn writing in the form of text types, such as descriptive text, argument, narrative text, procedure text, recount text, report text, and anecdote. The goal is that students can be creative and increase their activity in writing. From so many genres of the text, descriptive text is one of the text that students should be understanding and comprehend.

However, when learning, of course, there will be many problems students get, it because many students consider English as a difficult subject to learn, not even a few of them consider if learning English is boring, because using language that they do not understand, and they attend the classes with the feeling of being lazy, it will hamper the learning process. The first problem is when students will start to write, they have difficultly developed their

ideas, even though there are many ideas that they can produce. When they have ideas, they cannot express it with their own words and they cannot make good sentences, and from it, they also cannot make a good paragraph or correct patterns.

The second problems is the preparation of content. As we know An argument text is a text where the writer is either 'for' or 'against' an issue or subject, or presents the case for both sides. The next problem is the students' low mastery of vocabulary. Vocabulary mastery is one of the keys to success in learning English. Not only in writing skills, but in speaking, reading, and listening skills too(Rizky, 2020). Therefore vocabulary mastery is important. Some of the obstacles in understanding English text are the poor mastery of vocabulary. It is one of the reasons students are less able or unable to develop their ideas. The next problem is the learning method used does not work as expected by the teacher. In learning, there are so many methods and strategies, there are many alternative ways to teach genres, one way is game.

The argument text might be applied, but the teacher might not know what methods or strategies are appropriate for learning by the circumstances of students so that students can write as expected. There are no strategies that can be applied in whole conditions and in this case, the teacher is responsible for findings the correct strategy which can be applied all based on the conditions of the students. In addition to the problems in the learning writing process that have been mentioned above, there are also some problems that usually occur during the teaching and learning process, such as students who are unable to achieve learning goals, real students cannot achieve their own abilities, students who are very slow in learning. learning, students who lack motivation in learning, students who are left behind and have bad habits in learning, students who often do not follow the teaching and learning process in class, and students who experience behavioral Due to the problems above, the researcher provides solutions in choosing learning methods.As we know, in the 2013 curriculum, students are asked to be more active than the teacher. Therefore, researchers assume that brainwriting is an effective method because it is considered fun and makes learning more efficient in writing especially.

As previously written that the method chosen by the researcher is the method of brainwriting.. Several researchers used this method, and the result Brainstorming is one of the teaching techniques in writing that can encourage the students to think about the topic as many as possible. This technique is help the students to enrich their vocabularies then create an idea become a writing composition. By using this strategy the students will be able to improve their writing skill. Brainwriting is an alternative method to brainstorming that tries to encourage a more uniform participation within a group. Like brainstorming, it is designed to generate lots and lots of ideas in a short amount of time(Virdyna, 2016)

THEORITICAL SUPPORT

The Essence of Writing

Writing is one productive skill, which contains symbols (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get a clearer definition(Mayers, 2005). Writing is a way of communicating a message to a reader for a purpose. The purpose of writing is to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move to the next statement. Writing is not much different, except that you take

more time to think about your subject, the person or people will you discussing it with, and the goal you hope to achieve in that discussion. And if you are writing in a second language, you also take more time to revise your work. The term of ability is defined that writing as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. In a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the level of the sentence (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank. (organizing and integrating information into a cohesive and coherent paragraph or text) whar we want to write should have something to convey.

Based on the explanation above, it can be concluded that writing is an attempt to express the writers' thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clearly understood to the reader.

Argument Writing

According to Zarefsky argument is the study of effective reasoning. Arguing is reason giving, where reasons are justifications or support for claims(Zarefsky, 2005).Rationality is the ability to engage in reason giving. The alternative to reason giving is to accept or reject claims on whim or command. Same opinion stated by Fowler and Aaron an argument is always controversial, reasonable and informed people will disagree over it or be able to support it with their own reasons(A, 2007). Further more they stated that it attempts to "open readers" minds to an opinion, "change readers" own opinions or perceptions, or move readers to action. Argument essay have been widely viewed as a fairly important type of writing, given its role as a vehicle of persuasive strategy as Wingatein Kongpolphrom stated that the purpose of an argument essay is to persuade the readers of the writer's position by using rhetorical persuasive techniques. According toWingate, structure in the analytical discussion of the argument essay should consist of a piecemeal approach and specific information so that a solid argument can be built(Wingate, 2012). A writer may support their claims by providing examples, facts, or personal anecdotes. Based on expert explanations above, researcher assumes that argument essay is a piece of writing to persuade reader which is contains reasons and information for people to agree or disagree about something.

Brainwriting

Brainwriting 6-3-5 technique is one of the group brainstorming techniques that was developed by Bernd Rohrbarch in 1969. Baxter explains that brainwriting suggests everyone write some ideas or opinions on a paper, whether in the form of a column and line. Every sheet then is passed on to the other members in groups and they must try to increase or develop those ideas further by adding new lines or columns(Baxter, 2005). Wilson argues that brainwriting is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas(Wilson, 2013).

Brainwriting is a part of brainstorming that is shown by graphics form. Brainwriting is the process of organizing and generate ideas on a table that consists of 6 rows and 3 column. It can help students to develop ideas with the point that they write. Van Gundy argues that brainwriting 6-3-5 is silent, written idea generation related to the topic that involves everyone in a group activity. Moreover, brainwriting is one of the group best techniques to guarantee the large number of ideas in a group when compared to conventional brainstorming activity.²⁸ Brainwriting 6-3-5 technique can be alternative problem-solving to introvert students who are afraid to speak up their idea. this technique also helps students more active in social groups. Baetriz Munuz Seca explained that brainwriting 6-3-5 is a teaching

technique that provides a structure to spawn a great number of ideas and find connections and combinations among those ideas (Arthur B. Van Gundy, 2005). Brainwriting 6-3-5 technique helps students to produce and arrange the ideas from small scope becomes large. The students can combine their idea to be sentences and paragraphs well. It can increase stimulate creativity and intellectual for students.

METHOD

Method and Procedure of research

This research aims at enhancing students' writing skill in argument through brainwriting. When the researcher decides to use the research title, the researcher hopes that using this method can enhance students' writing skill in argument. The research uses the qualitative approach with Classroom Action Research (CAR) method. CAR is kind of methods is a form of research which becoming increasingly significant in language education (S Kemmis and R Mc. Taggart, 2003).

The researcher choose this method for several reasons. First, CAR is very conducive to making researcher sensitive and responsive to the dynamics of learning in their classrooms. Second, by implementing the stages in CAR, researcher is able to improve the learning process through a deep study of what is happening in the classroom. The actions taken by the teacher are based solely on actual and factual problems that develop in their classrooms. Third, by implementing CAR, researcher become creative because they are always required to make efforts to innovate as the implementation and adaptation of various theories and learning techniques as well as the teaching materials they use.

In this research consists of three cycles. In each cycle consist of planning, acting, observing, and reflecting. Each cycles tell you the steps of this research.



The participants of this research is one class of VII graders of Gunung Kaler 2 Junior High School in Tangerang Regency. They comprise of 32 students; 18 male students and 14 female students. The technique that the researcher used for collecting the data are observation, test and interview. For the data analysis, the researcher use the three of this techniques to analyze the data. They are : Data Reduction, Data Description, and Data Verification.

To validate the data, the researcher applies triangulation. Triangulation is the practice of obtaining more reliable answers to research questions through integrating results from several different approaches, where each approach has different key sources of potential bias that are unrelated to each other. Here the researcher applies method and source triangulation to seeing the validity of the data in the research. The kind of triangulation that researchers will use is triangulation of data sources. The source of the acquisition of data is by conducting interviews or observations. The reason researchers use this type of triangulation is because the method was deemed quite easy to do.

The researcher decided the criteria for the successful research is 80-90% and students' achievements that is sufficient or exceeds pass the passing grade (75). Besides that, the students are expected to fulfill 80-90% observed attitude based on the observation checklist.

RESULT AND DISCUSSION

Cycle 1

Planing

Planing in the cycle 1, researchers and collaborators discuss the condition of students before the research. Researcher prepare lesson plan according to predetermined basic competencies, observation sheets, learning materials, and student worksheet. The learning process begins with the opening, main activities, and closing.

Acting

Learning activities in the cycle 1 were held on Monday, August 23, 2021. Researcher did was to greet the students then introduce self and read a prayer together. After that, researcher asked the students' condition and started to check the students' attendance. Before the lesson started, the researcher informed the students that English learning would be taught by the researcher for a while. After the opening session, the researcher immediately explained the material about the argument text to the students. The material explained starts from the definition of argument text, characteristics, purpose, generic structure, and language features of the argument text. At first the students showed a lack of enthusiasm when learning. Students tend to be silent, some of them even seem to ignore the material presented, but the researcher begins to provide examples of argument text accompanied by pictures that are the same as the text that is used as an example to attract students' attention. This made some students who were previously indifferent to be more focused when the material was explained. After the material was explained, the researcher began to explain the learning method that would be used. Then students are divided into several groups to do the task according to the method described previously. Then students are given brrainwriting to make a argument text.

Observing

The researcher observed the learning process with the English teacher as a collaborator to obtain information during the teaching and learning process. The information obtained is the behavior of students during learning, students' abilities in writing argument text and problems that occur during learning. This process is done by interview and observation.

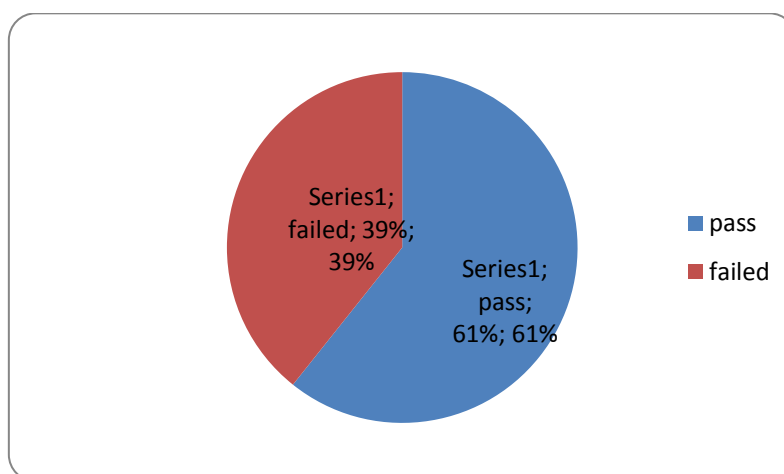
After the observation is complete, the data collected will be used as the basis for reflection. In this case, researchers and collaborators observing students' ability in writing argument text and problems found by researchers while learning through brainwriting.

Reflecting

Reflection is carried out at the end of the cycle to view and process test results, observation and learning activities. The test results were analyzed using qualitative analysis. Based on student test results, 17 of 28 students can achieve a minimum standard of completeness of 70. That means students who are pass their learning 61% and students who fail get remedial assignments. From the test results obtained, it is still too far for the criteria for student success in learning.

Based on the observations of researchers with collaborators, students who failed to score less than 70 turned out to be encountered some problems. They tend not to pay attention to the material presented and lack enthusiasm when studying in groups.

The results can be seen in the diagram below:



Cycle 2

Planing

Researchers and collaborators review and evaluate the results of cycle 1 which will then determine the follow-up to be carried out in cycle 2. the researcher also prepares lesson plans designed to adapt to teaching and learning activities in cycle 2.

Acting

Cycle 2 has been started on September 10, 2021. The researcher opened the learning activities by greeting, checking student attendance, and read praying together. After that, the researcher gave some motivation to the students with the aim that students were more enthusiastic about learning and showed the desired results. Before the material was given, the researcher reviewed the learning material last week. The material for this cycle has been changed. In cycle 1 the researcher explained argument text about people, but in this cycle the researcher explained argument text about animal.

After the material was given, the researcher asked the students to gather with their groups to be given a brainwriting, then each student from the group was asked to make a argument text.

Observing

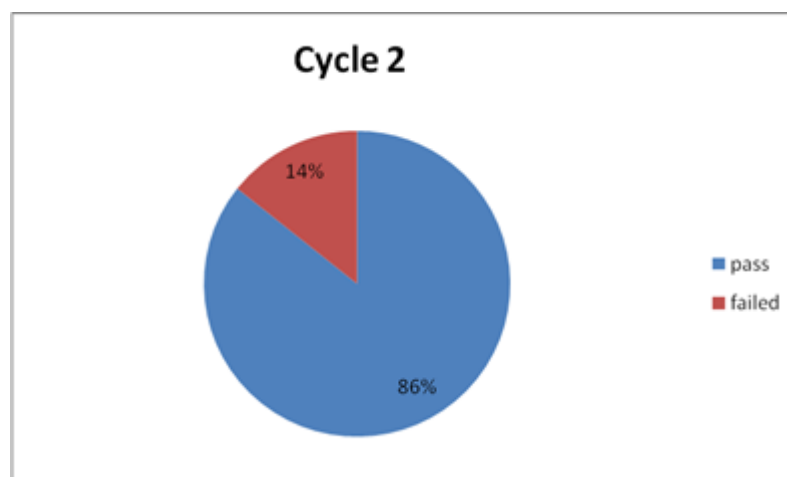
Observation were made by researcher with collabolator to find out how far the improvement learning in cycle 2 was to be evaluated if it turned out that the results of the learning still contained errors and obstacles to students while studying. It is intended that the researcher can planing the lesson plans for the next cycle so that mistakes do not repeat afterward.

Observation were carried out by researcher carefully, so that the pupose of learning through brainwriting method was to able to improve students' abillity to write argument text.

Reflecting

According to the results of the students test in cycle, there was an increase compared to the results of cycle 1. There were 24 students who got 70 or more scores, and 4 students who still did not reach the KKM score. If presented there are 86% of students who pass and 14% students who fail. Because the percentage of students who have passed has not reached 100%, the researcher will re-test in cycle 3 and hope that students' writing skill can improve.

The results can be seen in the diagram below:



Cycle 3

Planing

Researcher make plans based on the data that has been collected in the previous cycle. In addition, researchers also collect temporary data from the teaching and learning process and prepare lesson plans for cycle 3.

The scores in cycles 1 and 2 become a benchmark for researcher to find the best way to improve students' writing skills in argument so that the scores obtained by students are better than the previous cycle.

Acting

Cycle 3 has been carried out on September 28, 2021. In this section the researcher does not directly conduct the test, but reflects back on the material that has been taught previously by brainwriting in the form of questions about argument texts. The researcher also gives several different examples from the previous examples. The researcher hopes that students are better prepared when receiving and taking the test.

To create a different learning atmosphere, the researcher also changed the order of the groups with different members than before and the researchers hoped that all students could pass the test in cycle 3 with the expected value.

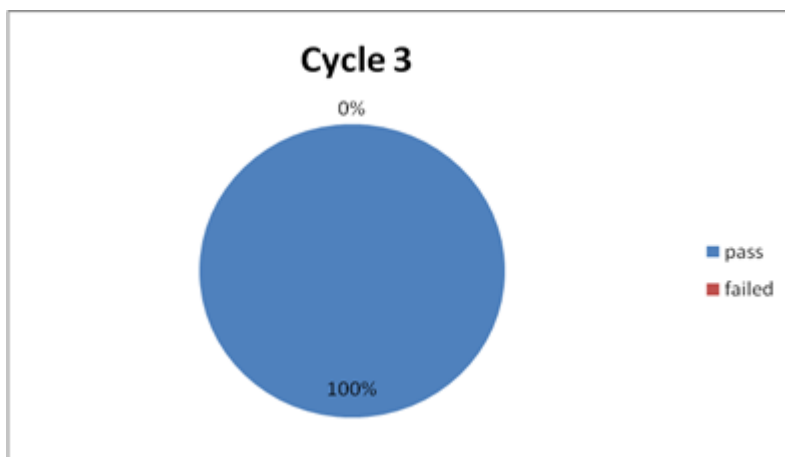
Observing

After testing in cycle 3, the researcher and collaborator made observations by asking students about the materials and learning methods that had been used for 3 cycles. After that, the researcher also checked the test answer that had been done by students and the results obtained showed the values that were as expected. Researcher and collaborator asked some questions to students about how they felt after through brainwriting method to get feedback from students and students enthusiastically answered the questions asked and showed their improvement in learning English, especially in writing argument texts.

Reflecting

According to the test results in cycle 3, there were 28 students who got scores that exceeded the KKM score. It means all students pass at this stage. If it is presented then 100% of students pass. Because at this stage the number of students who passed the test was 100%, the researcher decided to stop the research until cycle 3, and the researcher conclude that students could enhance their skill in writing argument text through brainwriting method.

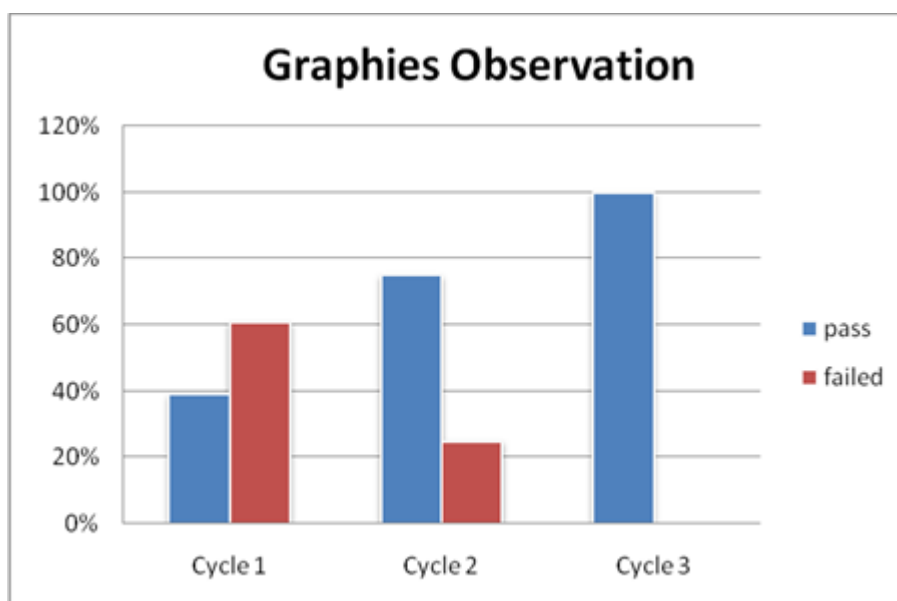
The results can be seen in the diagram below:



After cycle 3 was carried out, the researcher has interviewed 5 students about they feelings during the learning process through brainwriting method. 4 of them said that they like to use brainwriting method. They said that there was a high feeling of pleasure and enthusiasm. So, they could concentrate more when doing tests or questions. But other student expressed less interest in learning to use brainwriting method, because it made them tired and reluctant to contribute with their group mates.

Discussion

Based on research at Gunung Kaler 2 Junior High School in Tangerang Regency , the researcher could see the result of students’ skill in writing argument text brainwriting method with this ghrapics sign:



From the data that has been made, it can be seen that there is progress in students' abilities in writing skills through brainwriting method. So enhancing students' argument text writing skills was successful. From these observations and data, researchers can see that students get better motivation and concentration when writing argument texts.

After the research was completed with 3 cycles, the researcher conducted interviews with the English teacher as collaborator and students. Researcher ask their opinion during the learning process through brainwriting method. Their impressions and opinions about this method are different. For teachers this method can be a new way that can be used to learn English, especially in learning to write argument text. While the students' answers to this method are, they find it easier to learn and enjoy learning with happy feelings.

From the observations that have been made, the researcher assumes that students' motivation and concentration in learning to write should be paid more attention. Because motivation is an important aspect in learning and can improve students' writing skills.

CONCLUSION

As the researcher has said before, there are improvement of students' skills in writing argument texts in each cycle. In cycle I, only 17 students passed KKM scores and the 11 students failed. The percentage of cycle I was 61% who passed and 39% who failed. For the next cycle, students who get KKM scores increase from the previous cycle. There are 24 students who passed the KKM and only 4 students who still have not reached the KKM. The percentage of cycle II is 86% for those who pass and 14% of students who fail. After that, the researcher continued to cycle III because not all students achieved the KKM score. In cycle III all students passed the KKM and the percentage is 100%.

Based on the results of the last cycle, the researchers looked at the test results and saw the results of observations in the form of interviews afterwards, students explained that they felt happy and excited when through brainwriting method, and the researchers concluded that using brainwriting method could enhance students' skill in writing argument.

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