

RESEARCH SUMMARY 2014
USING BRAINSTORMING TECHNIQUE IN WRITING TIME-ORDER
PARAGRAPH AT THE SECOND SEMESTER ENGLISH DEPARTMENT
STUDENTS OF PALANGKA RAYA STATE ISLAMIC COLLEGE
2013/2014 ACADEMIC YEARS
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ABSTRACT

The study is aimed at (a) describing the implementation of using brainstorming technique in writing time-order paragraph; (b) measuring the difference of the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph; and (c) describing the students' response on the implementation of using brainstorming technique in writing time-order paragraph. The study belonged to descriptive study using mixed method design: qualitative and quantitative. The study was conducted at the second semester English department students of Palangka Raya State Islamic College of 2013/ 2014 academic year. The number of the subject was 28 students. To answer the research problem No 1, the researcher uses observation, field notes, and portofolio in the form of qualitative data. To answer the research problem No 2, a one way repeated measures ANOVA was applied. The data were in the form of quantitative data. Then, to answer the research problem No 2, the questionnaire was distributed to the respondents. The data were in the form of quantitative data.

The research findings showed that: (1) The implementation of brainstorming technique in writing time-order paragraph was divided into three stages. In the prewriting activities, the teacher assigned students to: brainstorm ideas about the topic selected, edit brainstorming list. organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft of paragraph based on the outline made, revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions. (2) Based on the out put of one way repeated Measures ANOVA , it was found that there was effect for time, Wilk's Lamda= 0,18, F= 61.42, p< 0005, multivariate eta squared= 0.83. It was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean= 4.67) the implementation of using brainstorming technique in writing time-order paragraph. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation. (3) Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process of writing time-order paragraph using brainstorming technique. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

Key Words: *Writing, Brainstorming Technique, Time-Order Paragraph*

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1. INTRODUCTION

Brainstorming is one of the four prewriting strategies such as free writing, clustering and WH-questions.² Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938 as a result of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems.³ Brainstorming is a method students can use to generate ideas for writing a paper. In the process of brainstorming we should suspend any concerns about staying organized. The goal is to pour our thoughts onto paper without worrying about whether they make sense or how they fit together.⁴ In brainstorming, we list single words or phrases vertically from the top of the page to the bottom). We do not take the time to write whole sentences.⁵ In the research's opinion, brainstorming is the process whereby writers come up with ideas to write about.

Concerning with brainstorming studies, there have been a number of studies. One of them, a study was conducted by Mohammad Fawzi, M. Mohammad, PhD, Ali Ahmed Hussein. PhD of Foundation Program Department of English Qatar University (2013) The study showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming.⁶ Another study conducted by Dr. Bilal Adel Al-khatib (2013) showed that there are statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills. The researcher recommended the use of this strategy in universities as well as conducting more studies regarding its effect by using other samples in different environments.⁷

In addition, there are other reasons the researcher conducts the study on brainstorming technique in prewriting strategy. First, brainstorming helps students develop and improve fluency with thinking. Second, brainstorming allows students to discover new ideas and relationships between concepts. Third, brainstorming gets the mind going to generate and organize thought processes, new ideas and information. Fourth, brainstorming in a group environment can enable all members of the group to feel like part of the team. It encourages widespread participation and involvement, It can make all participants feel like an important member of the group and that their ideas and input are respected and valued. Due to the facts above, it motivates the researcher to

² Regina L. Smalley, et.al.. *Refining Composition Skills: Rhetoric and Grammar (fifth edition)*. (Boston: Heinle& Heinle Publishers,2001) p.4.

³ Dr. Bilal Adel Al-khatib. *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College* © Centre for Promoting Ideas, USA www.aijcrnet.com. [http://www.aijcrnet.com/journals/ Vol.2.No.10 October 2012 /4.pdf](http://www.aijcrnet.com/journals/Vol.2.No.10 October 2012/4.pdf), p. 29-38, accessed on 17 March 2014.

⁴ Grace Fleming, *Brainstorming Techniques For Left Brains and Right Brains* <http://homeworktips.about.com/od/homeworkhelp/a/brainstorming.htm>., accessed on 17 March 2014.

⁵ Ann, Hoque. *First Steps in Academic Writing*. (White Plain, New York: Addison Wesley Publishing Company, Inc. 1996) p. 32.

⁶ Mohammad Fawzi, M. Mohammad, PhD, Ali Ahmed Hussein. PhD. *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. International Journal of Humanities and Social Science Vol. 3 No. 9; May 2013, p. 191-196 <http://www.ijhssnet.com/journals/Vol.3.No.9.May2013/18.pdf>., accessed on 17 March 2014.

⁷ Dr. Bilal Adel Al-khatib. *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College* © Centre for Promoting Ideas, USA www.aijcrnet.com.

conduct a case study entitled “Using Brainstorming Technique in Writing Time-Order Paragraph at the Second Semester English Department Students of Palangka Raya State Islamic College 2013/2014 Academic Years.”

A. Statement of the Problems and Aims of the Study

Based on the background of the study, the research problems are as follows:

1. How is the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?
2. Is there is any significant difference on the students’ writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?
3. How is the students’ response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years?

Based on the problems above, the aims of the study are: (1) to describe the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years; (2) to measure whether there is a significant difference or not on the students’ writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years; and (3) to describe the students’ response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

B. Significance of the Study

This study has practical and theoretical significance. Practically, the result of this study is expected to give significant contribution to the English writing teachers. One of the significant is that brainstorming is a technique of the pre writing strategies that can be used by teachers as an alternative technique of prewriting strategies to be applied in writing classes. Moreover, the result of the study is expected to provide empirical data about writing using brainstorming technique. Theoretically, it is expected that the results of the study can give contribution to support the theory of cognitive processing on teaching English as a foreign language, especially for the writing teachers.

C. Limitation of the Study

The study belongs to descriptive study using mixed methods both qualitative and quantitative approaches. This study is restricted to three focuses: describing the implementation of using brainstorming technique in writing time-order paragraph and investigating whether there is a significant difference or not on the students’ writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students’ response. This study is limited on using brainstorming technique in writing time-order paragraph. The study is conducted at the Class D of second semester English department students of Palangka Raya State Islamic College of 2013/ 2014 academic year. The number of the subjects of the study is 28 students.

II. REVIEW OF RELATED LITERATURE

A. Related Studies

Some studies have been conducted on brainstorming technique in writing. First, the study conducted by Khumaidi Noor, (2013) found that brainstorming technique offers a good technique to make the students practice in writing.⁸ Second, the study conducted by Endah Wahyu Suryani (2012) found that the use of brainstorming technique can improve the students' writing ability at the tenth grade students of SMA Muhammadiyah Kudus in academic year 2011/2012, especially in X-F class.⁹

Third, the study conducted by Mohammad Fawzi, M. Mohammad, PhD, Ali Ahmed Hussein. PhD of Foundation Program Department of English Qatar University (2013) showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming.¹⁰ Fourth, the study conducted by Dr. Bilal Adel Al-khatib (2013) showed that there are statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group indicating the effectiveness of using brainstorming strategy in developing creative thinking skills.¹¹

Those studies above investigate brainstorming technique in different paradigm and level. Moreover, this study supports the above findings by describing the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years and investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

B. Brainstorming

Brainstorming also called listing is a good technique to generate ideas and to get information that a writer needs. It is a sudden insight or connection. In brainstorming, students call out as many associations as possible while the teacher jots them down.¹² In the present study, the researcher tries to apply brainstorming technique in prewriting stage during the writing process, because it is what the researcher investigates. Here, the students are assigned to practice brainstorming technique in prewriting stage during the writing process, when they are starting to write. Hopefully, this experience can lead students to have an assumption that writing is a complex skill, which should be gained from a set of process.

⁸ Khumaidi Noor. *The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research of The Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)*. Skripsi Sarjana thesis, Universitas Muria Kudus.2013. <http://eprints.umk.ac.id/1368/>

⁹ Endah Wahyu Suryani. *The Use of Brainstorming to Improve the Writing Ability in Recount Text of the Tenth Grade Students in SMA Muhammadiyah Kudus in Academic Year 2011/2012*. Skripsi Sarjana thesis, Universitas Muria Kudus.2012. <http://eprints.umk.ac.id/1224/8/>

¹⁰ Mohammad Fawzi, M. Mohammad, PhD, and Ali Ahmed Hussein. PhD. *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. International Journal of Humanities and Social Science Vol. 3 No. 9; May 2013, p. 191-196 <http://www.ijhssnet.com/journals/Vol.3.No.9.May2013/18.pdf>., accessed on 17 March 2014.

¹¹ Dr. Bilal Adel Al-khatib. *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College* © Centre for Promoting Ideas, USA www.ajjcrnet.com. <http://www.ajjcrnet.com/journals/Vol.2.No.10.October.2012/4.pdf>, p. 29-38, accessed on 17 March 2014

¹² Jerry G. Gebhard, 2000. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. (Ann Arbor: The University of Michigan Press,2000) p.227.

C. Brainstorming Technique as a Prewriting Strategy

Brainstorming is techniques where we write down various ideas as they come to mind.¹³ Brainstorming is also a way to associate ideas and stimulate thinking. It permits writers to approach a topic with an open mind. To brainstorm, the writer can ask others to recall for information of particular topic in order to give the writer plenty of ideas about the topic. Based on the topic, the writers call out as many associations as possible while they jot them down.¹⁴ In this case, brainstorming is a tool used by teams for creative exploration of options in an environment free of criticism. It is a technique used to get a fulsome rush of new ideas on a used topic. It is a creative thinking exercise. It's the classic way of quickly grabbing lists of possibilities. It's use widely in all types of businesses. It is very easy to do and is extremely effective. Everybody is involved. In the beginning every contribution is accepted without exception, and no idea is excluded, no matter how 'out there' it may be. In short, it is a terrific technique.

Historically, brainstorming is an idea-generating technique pioneered by Alex Osborn. Brainstorming came to public attention in a book – *Your Creative Power* – written in the 1940s by Alex Osborn, a partner in the advertising agency. Since then it has become one of the most popular forms of idea generation, for both individuals and groups, in business and in everyday life.¹⁵

D. The Benefits of Brainstorming

A brainstorming is a useful tool to generate ideas or find solutions to a problem. Moreover, brainstorming in the classroom motivate students to freely express their ideas and thoughts on a subject. As there are no wrong and right answers, the sessions provide students with a platform where they can voice their thoughts without fear of failure. The sessions give the class a chance to tap into their previous knowledge and form connections between the current topic and what they have already learned. It also encourages them to listen and consider others' ideas, thereby showing respect for their fellow classmates. Brainstorming creates an atmosphere of freedom which is maintained by four basic rules: no evaluation or criticism, encourage *wild* ideas, build on the ideas of others, and strive for quantity. Brainstorming has some other benefits. It is a creative process that dispels trainees' beliefs that they are not creative. It helps idea generation by recall, association and lateral thinking. It utilizes the lived experiences of the trainees.

E. Time-Order paragraph

A time-order paragraph is a paragraph in which the ideas are put in order by time.¹⁶When we write about an event, we use time order to tell about it. We write first this happened, next that happened and then sometimes else happened. When we write instructions, we use time order. We devide our instructions into a series of steps and list the steps in order by time. In time-order paragraph, we use time-order transition signals. The tell the reader what to do first, second, third, fourth, and so on. It is important to use transition signals when we write instructions to make the order of the steps clear. Time-

¹³ The Writing Center · Campus Box #5137 · SASB North Suite 0127 · UNC-CH · Chapel Hill, NC 27599 · CSSAC Home · <http://cssac.unc.edu/> phone: (919) 962-7710 · email: writing_center@unc.edu
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¹⁴ Regina L. Smalley, et. al.. *Refining Composition Skills: Rhetoric and Grammar (fifth edition)*. (Boston: Heinle& Heinle Publishers, 2001) p.4.

¹⁵ PLB, How can I Facilitate Brainstorming in the Classroom? <https://k12teacherstaffdevelopment.com/tlb/how-can-i-facilitate-brainstorming-in-the-classroom/>

¹⁶ Ann Hoque. *First Steps in Academic Writing*. (White Plain, New York: Addison Wesley Publishing Company, Inc. 1996) p. 33.

order transition signals include the words: first, second, third, fourth, next, after that, then, finally, and so on. Here is a model of time-order paragraph.

How to Clean Your House after a Party

There are some tips to clean the house after finishing a party. First of all, change into rough clothes in order to move easily. Second, take away all the decorations, and keep back some of them and throw away some of them. Next, stop the music and put CDs in order. Then, throw away all leftovers with eating them a little and keep some of them which can still be eaten. Next, remove all the dishes from the table and bring them to the sink in the kitchen. Then, pick up noticeable trash which is lying about in the living room and throw them away to the garbage can. Since some part of the floor is wetted by spilling some drink, please wipe the floor with a floor cloth. After that, clean the floor for using a vacuum to clean dust. Then, bring the garbage bag to the dumping ground. Lastly, wash the dishes and go to bed. (adopted from Remi Matsubara)¹⁷

III. RESEARCH METHOD

A. Research Design

The design of the study is descriptive study using mixed methods design both qualitative and quantitative approaches. The method is applied since the multiple forms of data are used in the study: both qualitative and quantitative data. In addition, both qualitative and quantitative approach to data analysis is also used. The study applies concurrent design, one of the six models of mixed method design.¹⁸ In concurrent design, both qualitative and quantitative data are collected separately but at approximately the same time.

B. The Subject of the Study

Subject is a person in a study.¹⁹ In the present study, the subject of the study is all the D class students of the second semester English department of Palangka Raya State Islamic College of 2013/ 2014 academic year. The number of the subject is 28 students. The subjects are the students who are taking Writing I course of the second semester. The number of the subject is 28 students.

C. Instrument and Technique of Data Collection

The study is aimed at describing the implementation of using brainstorming technique in writing time-order paragraph and investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students' response. There are various instruments developed in conducting the study such as writing test, observation, field notes, portfolios, and questionnaire.

To evaluate the students' attitude toward the implementation of using brainstorming technique in writing time-order paragraph, applied in the writing class, the researcher distributed questionnaires to the students. The type of the questionnaire is closed- ended questions using likert scales.

The procedure to collect the data is described as the following steps. To answer the research problem number 1, about the implementation of using brainstorming

¹⁷ Remi Matsubara. *How to Clean Your House After a Party* <http://ostermanwriting222.blogspot.com/2008/10/time-order-paragraphs-how-to-clean-your.html>, accessed on March, 22, 2014.

¹⁸ Donald Ary. et, al. *Introduction to Research in Education.(eighth edition).*(United States: Wadsworth Cengage Learning, 2010). p.563.

¹⁹ *Ibid*, p. 651.

technique in writing time-order paragraph at the second semester English department of Palangka Raya State Islamic College of 2013/ 2014 academic year, the researcher observes the classroom activity in writing I class. The observation is focused on pre-teaching activity, whilst teaching activity and post teaching activity during the implementation of using brainstorming technique in writing time-order paragraph. In this case, the data are in the form of qualitative data.

To answer the second research problem, the researcher does the following steps. First, the researcher gives the test to the subject before the implementation of using brainstorming technique in writing time-order paragraph. Then, during the implementation of using brainstorming technique in writing time-order paragraph, the subjects are given a test. Then, after the implementation of using brainstorming technique in writing time-order paragraph, the subjects are, again, given posttest. Second, the researcher formulates the hypotheses being tested. The alternative hypothesis is: “there is a significant difference on the students’ writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. Meanwhile, the null hypothesis is that there is no significant difference on the students’ writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years.

Third, the researcher determines the variables of the study. There are three variables in the study: one independent variable and three dependent variables. The independent variables are: writing time-order paragraph using brainstorming technique. Meanwhile, the dependent variables are the scores of the students’ writing test before the implementation of using brainstorming technique; the scores of the students’ writing test during the implementation of using brainstorming technique; the scores of the students’ writing test after the implementation of using brainstorming technique.

Fourth, the researcher analyses the collected data and tests the hypothesis using SPSS program of Repeated Measures ANOVA. An ANOVA with repeated measures is used to compare three or more group means where the participants are the same in each group. A repeated measures ANOVA is also referred to as a within-subjects ANOVA or ANOVA for correlated samples. All these names imply the nature of the repeated measures ANOVA, that of a test to detect any overall differences between related means. In addition, the repeated measures ANOVA tests for whether there are any differences between related population means. The null hypothesis (H_0) states that the means are equal: $H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$ where μ = population mean and k = number of related groups. The alternative hypothesis (H_a) states that the related population means are not equal (at least one mean is different to another mean):

H_A : *at least two means are significantly different*

The repeated measures ANOVA statistical calculation is used to compare three or more group means where the participants are the same in each group.²⁰ In the study, the subjects’ writing ability is measured three times and different conditions: before, during, and after the implementation of brainstorming technique to see changes to an intervention. Fifth, the researcher interprets the result of the statistical calculation.

²⁰Laerd Statistics. ANOVA with Repeated Measures using SPSS <https://statistics.laerd.com/spss-tutorials/one-way-anova-repeated-measures-using-spss-statistics.php>. accessed on 17 March 2014.

To answer the third research problem about describing the students' response toward the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years, the researcher distributes the questionnaire to the subjects.

D. Data Analysis Procedure

There are some procedures to analyze the data in mixed method research. First is data reduction. It involves analyzing the qualitative data while also analyzing the quantitative data via descriptive statistics. In the study, the implementation of using brainstorming technique in writing time-order paragraph at the second semester English department of Palangka Raya State Islamic College of 2013/ 2014 academic year will be analyzed qualitatively. Meanwhile, investigating whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique, and describing the students' response, will be analyzed quantitatively using repeated measures ANOVA. Second is data display. It involves using graphs to display the quantitative data, and using other forms such as rubrics and lists to describe the qualitative data.

To sum up, the steps in collecting and analyzing data can be described below. In the earlier step, the subjects are taught using brainstorming technique in pre-writing strategy. Then, the subjects selects a topic for a time-order paragraph. They are assigned to write a time-order paragraph three times. First, they are assigned to write a time-order paragraph using free writing technique. Second, they are assigned to write a time-order paragraph using brainstorming technique during the implementation. Third, they are assigned to write a time-order paragraph using brainstorming technique after the implementation. The tests are given before, during, and after the implementation of using brainstorming technique in writing time-order paragraph. To analyze on the implementation of using brainstorming technique in writing time-order paragraph, the researcher analyzes qualitatively from the class observation. To analyze the data on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, one way ANOVA Repeated Measures is employed. It is a statistical computation used to test significant difference or compare three or more group means where the participants are the same in each group. To analyze the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the researcher analyzes quantitatively from the closed- ended questionnaire distributed.

IV. RESEARCH FINDINGS

This chapter presents the research findings. The findings are divided into three main sections. The first section discusses the implementation of using brainstorming technique in writing time-order paragraph. The observation was done six times and it was held on Mondays, 03, 10, 17, 24, March 2014 and 07, 14 April 2014. The second section focuses on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph. The test before the implementation given to the students on Monday, 03 March 2014. The test during the implementation was given to the students on Monday, 17 March 2014. The test after the implementation was given to the students on Monday, 14 April 2014. The second section focuses the description of the students' response on the implementation of using brainstorming technique in writing time-order paragraph. The questionnaire was distributed to the students on Monday, 21 April 2014.

A. The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph.

Dealing with the implementation of using brainstorming technique in writing time-order paragraph, there were five steps to be done. The implementation of the brainstorming technique in writing time-order paragraph was divided into three stages: prewriting, whilst writing, and post writing.

In the prewriting activities, the teacher assigned students to brainstorm ideas about the topic selected. In this sense, they were assigned to brainstorm list. The goal was to list as much as possible as quickly as possible. Then, the students were assigned to edit brainstorming list. In this step, the students includes in the final paragraph and what he/she want to omit by combining ideas that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas. In this sense, they were assigned to share ideas with their peer group members. Afterwards, the students organized the list and put the list in time-order. Here, the steps should be in time order. What happened first? Second? Third? Last? Each step was given a capital letter (A, B, C, etc.). The next step was making an outline. The fourth step was to add title and give a topic sentence. Here, the title was centered at the top. The topic sentence was placed below the title and the five steps listed under the topic sentence and have capital letters (A, B, C and so on).

In whilst writing activity, the teacher assigned the students to write the first draft of paragraph based on the outline made, revise and edit the paragraph in close collaboration with partner. Then, the teacher assigned each student to edit his or her partner's draft. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions. Finally, the students submitted to the teacher the writing product of a time-order paragraph in order to be given assessment, and then the teacher evaluated the learning process. In evaluating the learning process, the teacher made a reflection on class progress about what the students had learned, what the students had gained from the class activity, and also summarized the material given.

B. The Students' Progress of Writing Scores: Before, During, and After The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph.

The second research problem of the study was to measure whether there was a significant difference or not on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph. Then, the subjects were given tests three times: before, during, and after the implementation of using brainstorming technique. The three scores were compared and analyzed using One way ANOVA repeated measured test. In order to see the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, the result of the three test scores were compared. In the study, the subjects' writing ability is measured three times: before, during, and after the implementation of brainstorming technique. It was conducted on Mondays, 03 March 2014 (before), 17 March 2014 (during) and 14 April 2014 (after). The comparison was described in Table 1.

Table 1. The Comparison of the Students' Progress of Writing Scores: Before, During, and After The Implementation of Using Brainstorming Technique in Writing Time-Order Paragraph.

No	Students	Scores			Progress Scores
		Test 1	Test 2	Test 3	
1	ANT	3.00	4.00	4.50	1.50
2	LPS	3.00	3.75	4.00	1.00
3	SYM	3.50	4.50	5.00	1.50
4	BHR	2.50	3.50	4.00	1.50
5	DMW	4.00	4.50	5.00	1.00
6	AZR	4.00	4.50	5.25	1.25
7	NRD	4.50	4.75	4.75	0.25
8	SRF	2.50	3.00	4.00	1.50
9	PRS	4.50	5.25	5.50	1.00
10	SMW	3.00	4.00	4.75	1.75
11	KRW	3.75	4.50	5.00	1.25
12	NAP	4.50	4.75	4.75	0.25
13	MRF	3.00	4.00	4.00	1.00
14	ESP	3.00	3.75	4.75	1.75
15	DWR	4.25	4.50	4.50	0.25
16	YSP	4.00	4.25	4.75	0.75
17	AFS	3.50	4.50	4.50	1.00
18	UMJ	4.00	4.50	5.00	1.00
19	NRF	3.50	4.75	4.75	0.75
20	RAA	3.50	5.00	5.25	1.75
21	STP	4.50	4.75	5.25	0.75
22	RKU	3.00	4.00	4.75	1.75
23	STH	3.50	5.25	5.25	1.75
24	MRD	4.50	4.75	4.75	0.25
25	BAF	3.75	4.00	4.00	0.25
26	FDF	3.00	4.00	4.00	1.00
27	YSS	3.75	4.50	4.50	0.75
28	RRM	3.50	4.25	4.25	0.75
The highest score		5.00	5.50	5.75	
The low score		3.00	3.75	4.00	
The Average Score		4.15	4.65	5.04	

Based on the data above, it was found that there was a lot of progress on the students' writing score in writing time-order paragraph using brainstorming technique. This could be seen from the progress of the average score of each test. In the first test, before the implementation of brainstorming technique, the average score of the students' writing achievement was 3.61 in a 1.00 to 6.00 scales. Then, in the second test, during the implementation of brainstorming technique, the average score of the class increased slightly to 4.35 in a 1.00 to 6.00 scales. This was a slight increase of progress. Moreover, in the third test, after the implementation of brainstorming technique, the average score of the class increased dramatically to 4.67 in a 1.00 to 6.00 scales. This was a sharp increase of progress.

Based on the progress of the average score of the time-order paragraph writing class, it could be stated that the students' writing ability in writing time-order paragraph using brainstorming technique gradually progressed.

Testing hypotheses Using One Way ANOVA Repeated Measured

To answer the second research problem whether there is a significant difference or not on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester

English Department students of Palangka Raya State Islamic College 2013/2014 academic years, the one way ANOVA Repeated Measured was applied. The study was based on the assumption that there would be a significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph.

To begin with, the researcher considered some assumptions before analyzing data using a repeated measures ANOVA. First, the dependent variable should be measured at the interval or ratio level (i.e., they are continuous). Here, there were three Writing scores to be investigated, and those scores belongs to interval level. Second, the independent variable should consist of at least two categorical, "related groups" or "matched pairs". "Related groups" indicated that the same subjects were present in both groups. Here, test 1, test 2, and test 3 were given to the same subjects, that is the 28 students who joined Writing I class. Third, there should be no significant outliers in the differences between the two related groups. Outliers are simply single data points within your data that did not follow the usual pattern. Fourth, the distributions of the differences in the dependent variable between the two or more related groups should be approximately normally distributed. Fifth, known as sphericity, the variances of the differences between all combinations of related groups must be equal.

In this case, sphericity was measured in order to fulfil the requirements of ANOVA test.

Mauchly's Test of Sphericity^a

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^a		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
test	.758	7.191	2	.027	.805	.849	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b. Design: Intercept

Within Subjects Design: test

The Sphericity assumption required that the variance of the population difference scores for any other two conditions are the same as the variance of the population difference scores for any other two conditions. This was assessed by Mauchly's Test of Sphericity. Based on the out put, is was shown that the Sig. Value was 0.027. This indicated that the Sphericity assumption was not violated, since it was smaller than 0.05.

The next step, the researcher formulated the null hypothesis to be rejected. It was formulated that there was no significant difference on the students' writing progress: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. Using Oney way repeated Measures ANOVA, the researcher analyzed the data, as follows:

Descriptive Statistics

	Mean	Std. Deviation	N
Test 1	3.6071	.61399	28
Test 2	4.3482	.51072	28
Test 3	4.6696	.45161	28

Based on descriptive statistics above, it was shown that in Test 1, before the implementation of brainstorming technique, the mean score of the students' writing achievement was 3.61 in a 1.00 to 6.00 scales. Then, in Test 2, during the implementation of brainstorming technique, the mean score increased slightly to 4.35 in a 1.00 to 6.00 scales. This was a slight increase of progress. Moreover, in Test 3, after the implementation of brainstorming technique, the average score of the class increased dramatically to 4.67 in a 1.00 to 6.00 scales. Therefore the researcher concluded that there was a significant difference on the mean score across the three different time periods of test: before, during, and after the implementation of of using brainstorming technique in writing time-order paragraph.

Multivariate Tests^b

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
test	Pillai's Trace	.825	61.415 ^a	2.000	26.000	.000	.825
	Wilks' Lambda	.175	61.415 ^a	2.000	26.000	.000	.825
	Hotelling's Trace	4.724	61.415 ^a	2.000	26.000	.000	.825
	Roy's Largest Root	4.724	61.415 ^a	2.000	26.000	.000	.825

a. Exact statistic

b. Design: Intercept

Within Subjects Design: test

Based on the multivariate test, it was shown that the sig. Value of Wilks' Lambda was 0.000. It was less than 0.05. Therefore the researcher concluded that there was a statistically significant difference for time. This suggested that there was a change in confidence scores across the three different time periods: before, during, and after the implementation of of using brainstorming technique in writing time-order paragraph.

Tests of Within-Subjects Effects

Measure:MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
test	Sphericity Assumed	16.626	2	8.313	94.538	.000	.778
	Greenhouse-Geisser	16.626	1.611	10.322	94.538	.000	.778
	Huynh-Feldt	16.626	1.698	9.794	94.538	.000	.778
	Lower-bound	16.626	1.000	16.626	94.538	.000	.778
Error(test)	Sphericity Assumed	4.749	54	.088			
	Greenhouse-Geisser	4.749	43.491	.109			
	Huynh-Feldt	4.749	45.837	.104			
	Lower-bound	4.749	27.000	.176			

Tests of Within-Subjects Contrasts

Measure:MEASURE_1

Source	test	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
test	Linear	15.805	1	15.805	122.744	.000	.820
	Quadratic	.822	1	.822	17.445	.000	.393

Error(test)	Linear	3.477	27	.129			
	Quadratic	1.272	27	.047			

Tests of Between-Subjects Effects

Measure: MEASURE_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	1487.646	1	1487.646	2.234E3	.000	.988
Error	17.979	27	.666			

Based on the Mauchly's Test of Sphericity, it was shown that the value of Eta Squared, given in the multivariate test output box was 0.825. Using the guidelines proposed by Cohen, 1988 (0.1= small, 0.06= moderate, 0.14 large effect), this result suggested a very large effect size.

To sum up, A one way repeated measures ANOVA was conducted to compare scores of the students' writing test with three different conditions: Test 1, before the implementation; Test 2, during the implementation; Test 3, after the implementation of brainstorming technique. The means and standard deviations were presented in Table 2.

Table 2. The Descriptive Statistics for Scores in writing time-order paragraph for Test 1, Test 2, and Test 3.

Types of Test	Mean	Standard Deviation	N
Test 1	3.6071	.61399	28
Test 2	4.3482	.51072	28
Test 3	4.6696	.45161	28

Based on the output, it was said that there was effect for time, Wilk's Lambda= 0.18, F= 61.42, p< 0.005, multivariate eta squared= 0.83. Based on the above statistical calculation it was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean= 4.67) the implementation of using brainstorming technique in writing time-order paragraph at the second semester English Department students of Palangka Raya State Islamic College 2013/2014 academic years. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation.

C. The Students' Response on The Implementation on Using Brainstorming Technique in Writing Time-Order Paragraph.

To answer the third research problem on the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the questionnaire was distributed to the students on Monday, 21 April 2014. The questionnaire covered some aspects of the students' attitude and response toward the learning process of writing time-order paragraph using brainstorming technique. The result of the questionnaire checklists was as follows.

Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process of writing time-order paragraph using brainstorming technique. On the statement: *I like using Brainstorming technique in writing time-order paragraph*, there were 17 of 28 or about 60.71% students agreed and 11 of 28 or about 39.29% students disagreed. This indicated that more than half students liked Brainstorming technique.

Dealing with the second statement, it showed that brainstorming technique makes the writing class more interesting for students. This was evidenced that 20 of 28 students or about 71.43% students agreed and 28.57% disagreed. It was related with the one-month implementation of brainstorming technique in writing class.

On the third statement: *Brainstorming technique is a useful tool to generate ideas in writing time-order paragraph*, there were 19 of 28 or about 67.86% students agreed and 32.14% students disagreed. This indicated that more than half students viewed that brainstorming technique is an easy way to generate ideas in writing time-order paragraph. In addition, about 78.57% students agreed and 21.43% students disagreed on the statement: *After using the brainstorming technique, I am strongly motivated to freely express my ideas and thoughts on a subject in writing time-order paragraph* (fourth statement). This indicated that the majority of students viewed that brainstorming technique could motivate to freely express ideas and thoughts. Then, on the fifth statement: *I can enjoy learning English in the writing class through brainstorming technique*, there were 85.71% students agreed and 14.29% students disagreed. This meant that most students felt happy when they were taught using the brainstorming technique. Moreover, about 78.57% students agreed and 21.43% students disagreed on the statement: *I get some advantages from using Brainstorming technique in writing time-order paragraph, such as share ideas with partner and social skill* (sixth statement).

Next, on the seventh statement: *Brainstorming technique encourages me to listen and consider others' ideas, thereby showing respect for my fellow classmates*, there were 67.86% students agreed and 32.14% students disagreed. The students also gave positive response on the statement: *Brainstorming allows me to discover new ideas and relationships between concepts* (eighth statement). There were 85.71% students agreed and 14.29% students disagreed on that statement. Meanwhile, about 78.57% students agreed and 21.43% students disagreed on the statement: *Brainstorming gets the mind going to generate and organize thought processes, new ideas and information* (ninth statement). Finally, on the statement: *Brainstorming creates an atmosphere of freedom, encourages wild ideas, and builds on the ideas of others* (tenth statement), there were 85.71% students agreed and 14.29% students disagreed.

Based on the explanation above, it was concluded that most students had high positive response on the implementation of using brainstorming technique in writing time-order paragraph. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

V. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the research findings, there were several conclusions to be made:

1. The implementation of brainstorming technique in writing time-order paragraph was divided into three stages: prewriting, whilst writing, and post writing. In the prewriting activities, the teacher assigned students to: brainstorm ideas about the topic selected, edit brainstorming list. organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft based on the outline made,

revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions.

2. To measure the significance different on the students' progress of writing scores: before, during, and after the implementation of using brainstorming technique in writing time-order paragraph, A one way repeated Measures ANOVA was applied. Based on the out put, it was said that there was effect for time, Wilk's Lamda= 0,18, F= 61.42, $p < 0005$, multivariate eta squared= 0.83. It was interpreted that there was significant difference on the students' writing progress: before (mean=3.61), during (mean=4.35), and after (mean= 4.67) the implementation of using brainstorming technique in writing time-order paragraph. It meant that using brainstorming technique gave significant effects to the students' writing ability in writing time-order paragraph for both during, and after the implementation.
3. To describe the students' response on the implementation of using brainstorming technique in writing time-order paragraph, the questionnaire was distributed. Based on the questionnaire checklists, the students' response showed that they gave positive response on the statements on the learning process. There were 74.64% students agreed and 25.36% students disagreed to use brainstorming technique in writing class.

B. Recommendation

For the teachers, it was suggested that the writing teachers implement brainstorming technique in three stages: prewriting, whilst writing, and post writing. In the prewriting activities, the teacher assigned students to: brainstorm ideas about the topic selected, edit brainstorming list, organize the list and put the list in time-order, make an outline by adding title and give a topic sentence. In whilst writing activity, the teacher assigned the students to write the first draft based on the outline made, revise and edit the paragraph. In the post writing activity, the teacher assigned each student to write the final draft based on partner's comments, suggestions, and revisions.

For the Students. it was suggested that they implement brainstorming technique in writing time-order paragraph. In the writing activities, students should brainstorm ideas, edit brainstorming list, organize the list and put the list in time-order, make an outline by adding title and give a topic sentence and then write the first draft of paragraph based on the outline made, revise and edit the paragraph. Finally, the students were recommended to write the final draft.

For Future Researchers, since the study was a descriptive using mixed method, it is advisable that future researchers follow up the result of study by conducting other similiar researches on brainstorming technique in other types of writing such as narrative, descriptive or argumentative. It was important because there were still a number of problems in writing classes, especially in teaching paragraph writing.

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