

## Using of Brainwriting to Write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu

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### Abstract

*Poetry is a language that conveys something that is difficult to express and implies either expressed or implied. This aims as a material comparison between poetry writing techniques, both brainwriting techniques and ordinary writing techniques that are tested in class A at Muhammadiyah University of Bengkulu. This method used experimental methods. Systematic, logical, and meticulous research in controlling condition based on the results of observations of 24 respondents in class A the results of Brainwriting technique gives good impact to student to increase the accuracy of writing poetry more free and could devote more creative ideas in writing poetry.*

**Keywords:** *brainwriting, technique, poetry, Muhammadiyah University of Bengkulu*

### Introduction

In daily life, we cannot be separated from the writing and language skills. According to Harmer (2001) writing is a form of communication to deliver thought or to express feeling through written form. There are various kinds of writing, whether poetry, short stories, songs, novels, comics and so forth, needed the right techniques for the writing that produced its meaning can be conveyed well. The problem is that every student has differences in terms of thinking and self-confidence, so some of these things can hamper the process of writing. If the process of removing ideas from students is hampered, of course, they will have trouble writing a poem. Though basically in writing a poem only in need of creativity and ideas that pass in mind of each still-student, but the problem is still many of them are embarrassed to convey idea. Most Indonesian teachers still use theoretical techniques without giving good practice to their students, which is why students are still afraid to convey their ideas directly.

Brainwriting and clerical techniques via Wilson (2013) brainwriting is a method for quickly generating ideas by asking participants to compose their ideas on paper and exchanging ideas writing about tinkering with what happens to brainstorming techniques. Michalko (2004) suggests that brainwriting techniques is a brainstorming idea that is done in writing in one groups to provide ideas or ideas based on themes or issues certain. The advantage of this technique is consciously or not, the student has start thinking process. The brainwriting technique is done to generate that idea diverse about a subject or topic of conversation. This

technique is a series of thought processes that will generate ideas or ideas more interesting than the ideas or ideas produced by a student. It is expected that students can develop diverse ideas or ideas.

One demands two things of a poem. Firstly, it must be a well-made verbal object that does honor to the language in which it is written. Secondly, it must say something significant about a reality common to us all, but perceived from a unique perspective. What the poet says has never been said before, but, once he has said it, his readers recognize its validity for themselves. (Auden, W.H. (1907) English and American Poet. According Waluyo defines that poetry is a literary work with the style of compacted language, shortened and given the rhythm with the sound of a unified sound and the choice of a figurative (imaginative) words, and According to (John Keats) defines that poetry is an attempt to read beautifully from imagining a thought process or logical narrative. He does not imply a poem that is absurd or has no narration. Poetry is a beautiful work of literature, not everyone can write poetry well and every have the impression of a certain impression.

In such circumstances, requires educators to think more rationally, is the technique he chooses appropriately to train students in writing? Effective or not the technique? Because this will later determine how the results of the learning process, whether or not the technique. Writing is part of a language expression. Writing is a very important thing for students, because by writing can train students in thinking. The result of writing is one of the media to deliver the message. Writing is also a good technique to train skills in expression and imagination in each writing.

In this issue we found a technique that might have a great chance to train students in their writing skills. Here we choose the technique of brainwriting in overcoming this problem. What is brainwriting? (Thompson and her colleagues at Kellogg) along with several other researchers in the field have been studying the relatively new ideation tool of brainwriting. First, don't think about whether the ideas produced are right or wrong which is important in this procession is the collection of ideas related to the topic as much as possible. Secondly, the overlap of ideas is considered to be a reasonable one because it has not been evaluated. The basic process for brainwriting is incredibly simple: instead of stating your idea aloud, write it down. Then pass it along anonymously. Brainwriting has many advantages, and is ideal for certain types of creative work. Brainwriting is a more flexible approach; it can be done in groups or individuals, whether or not, public or private, with size groups, with or without criticism and discussion.

### **Brainwriting**

It is Important to remember two strategies in brainwriting. First, do not think about what ideas are produced, is true or false, important in this procession is the collection ideas related to the topic as much as possible. Second, the occurrence overlap of ideas is considered as reasonable because it is not evaluated. Thus, we have begun to think processes. Process sequence thinking this will awaken one's intellectual abilities. So, the thinking process is done continuously so the circuit this process can generate ideas that are more interesting than the original idea. Paul and Nijstad (2003) describe brainwriting techniques done to generate a diverse idea of a thing or a topic of conversation. This technique is a series of thought processes will produce ideas or ideas that are more interesting than ideas or ideas produced by a student. Different ideas or ideas such variations when processed carefully will generate ideas or ideas which was unthinkable beforehand. While According to Berninger and Todd (2002) defines that brain writing is a strategy that has purpose to develop teh students ability and willingness in that order to express their ideas in writing. While according to Aican Et Al (1996) suggest that brainwriting is more appropriate when a skilled fasilitator or leader is not present, when participle are not experience or trained in barinstorming, or when there is the possibility for conflict among to or more members. Not only about suggest according to Higgins and and wiese (1996) but it also about collecting ideas

That through discuss in one group.

### **Research Questions**

This article aims to leads students in Muhammadiyah University of Bengkulu become easy to express their ideas in process of writing a poem. Then students more able to distinguish the use of brainwriting techniques in writing poem and to shows whether the use of brainwriting technique effective for writing a poem lesson. Some of the things we will cover include; the suitability of the contents of poetry with the theme, Word selection (diction) and use of rhyme.

### **Objectives**

- a. Know the difference in writing poetry skills using brainwriting techniques and without using brainwriting techniques.

- b. Test the effectiveness of brainwriting techniques in writing poetry on semester one student of English study program.
- c. Proves that in the use of brainwriting techniques that students are more able to express the idea idea.

## **Methods**

Researchers used a method of experiments in conducting this research. According to Fraenkel, et al (2012) Experimental research is unique in two very important things. This study is the only type of research that directly tries to influence a particular variable, and when properly applied. This study is also the best type of research in testing the hypothesis of causality or causality. Experimental research is research conducted to determine the effect of giving a treatment or treatment of the subject of research. The experimental method is the most productive method because if done well will be able to answer the hypothesis that primarily related to causality. Therefore, research that is often done by researchers in education is experimental research.

Population in this research is one semester students of English study program Muhammadiyah University of Bengkulu which amounts to one class. Determination of this population because of consideration, one of them is brainwriting technique is aimed at beginner at university level that is student of semester one. Population in this research is all students of class 1A which consist 24 students.

The sampling technique in this research is done with certain consideration. Certain considerations include classes that have been observed by the lecturers and the second event of class schedules. With these considerations selected class 1A as sample.

This research was conducted at the university Muhammadiyah Bengkulu. The research was conducted in, December and January, 2017 in the odd semester of the academic year 2017/2018. The complete research schedule of the data is seen in the table below.

## **Research Schedule**

This research aims as a material comparison between poetry writing techniques, both brainwriting techniques and ordinary writing techniques, that are tested in class A at Muhammadiyah University of Bengkulu . This research held on Saturday, December 30, 2017 and Saturday, January 6, 2018. This research include two steps; the first test to measure the ability of students to write poetry without using brainwriting technique (pre-test),

and the last test to measure the ability of students to write poetry using brainwriting techniques ( post-test) .

## **Procedures**

### *Pre Test (without Brainwriting Technique)*

1. The teacher will give the theme of poetry to the students
2. Students are asked to write down all the ideas they think about related to the theme in poetry.
3. Students collect the poems they make to the teacher.

### *Post Test (Using the Brainwriting Technique) :*

1. Teacher will explain writing poetry by using brainwriting technique to student
2. Divide learners into groups. Each group consists of 4-5 students
3. All students write the title of the poem based on the theme that has been specified on the worksheet of each work
4. Furthermore sheets of work papers of learners are exchanged with worksheets of other learners in one group
5. This redemption process lasts for 4 times according to the number of groups. Every single exchange, learners give an idea or idea of what to write based on the title available in the friend's worksheet.
6. After the redemption process is completed and the worksheet has returned to their respective owners. Each learner has received four donations of ideas or ideas from a group of friends.
7. Ideas that have been collected on each sheet of work then selected by the students themselves.
8. Then the idea developed into a rough draft of poetry writing. When drafting, learners decide which poems they will write based on ideas they have imagined. This is where the creative process of writing poetry begins.
9. After the rough draft is completed, the learner then drew the draft into a poem
10. The work has not been completed until here, after the writing they made into a poetry work, their next task is to revise the results of their own creation poems.
11. After revising the poetry of the students themselves, then each learners exchange the poem with other learners to be revised again.

## Data Collection Technique

Data technique is done by using test technique. In this research there are two kinds of data that is preliminary test data and. Test technique to return data. The initial test is done with the aim of obtaining information producing first-semester student poetry before practice. Next given the final test in the experimental group and the control group. Provision of the final test has a purpose to know how great influence of brainwriting techniques in improving ability producing explanatory text. In the final test, the experimental group and the control group received the same material or material when the initial test.

**Assessment Score**

No	Aspect	1	2	3	Score	Total Score
1.	The suitability of the contents of poetry with the theme					
2.	Word selection (diction)					
3.	Use of rhyme					
	Total score					

(Table 2)

**Assessment Criteria of Each Aspect**

No	Aspect	Score
1.	The suitability of the contents of poetry with the theme	Very good : 21-30 Good : 16-20 enough: 6-15 Less : 0-5
2.	Word selection ( diction )	Very good : 21-30 Good : 16-20 Enough: 6-15 Less : 0-5
3.	Use of rhyme	Very good : 21-30 Good : 16-20 Enough: 6-15 Less : 0-5

(Table 3)

**The Formula of Total score**

$$\text{Score} + 10 = \text{Total score}$$

**The Score Data of Student ( Pre-Test )**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	24	25,00	70,00	45,9583	13,01330
Valid N (listwise)	24				

**The Sore Data of Students ( Post-Test : Using Brain Writing Techniques )  
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00002	24	50,00	75,00	61,1250	7,53723
Valid N (listwise)	24				

## Analysis

Control class is that gets lessons on writing poetry without using brainwriting technique, the control class test subjects were 24 students. Test results from the control group that is the highest score 60 and the lowest score of 15, from the calculation of the initial test be seen that the average score of 45.96, frequency distribution of initial test value using the usual technique can be seen in table above. That results is still below average.

The experimental class is a that gets learning to write poetry using brainwriting technique. Before doing this class experiment gets the first treatment by getting an explanation of the brainwriting technique. Subject's experimental class is one semester student of English language course as many as 24 students. Test results from the experiment group that is the highest score 65 and the lowest score of 40, from the final test calculation can be seen the average value of the expression class 61.13, Distribution of data values seen in table above.

## Results Discussion

Based the data above we get the result, this research is doing in Bengkulu University of Muhammadiyah. Sample of the research is first semester of English study program. Amount of student is 24 students and divided into pre test and post test in writing of learning poem. Pre test is first test that used to know first skill of student in writing poem. And to know the skill of student, we observed directly into the class. Meanwhile post test is last test that used to know the skill of student in writing poem with brainwriting technique and researcher do the experiment directly to the class.

Research purpose is to know the differences skill of writing poem with usual technique and use brainwriting as technique. Beside that, the research is also to know the effectiveness of using brainwriting in poem learning writing.

## Conclusion

Research And Discussion, The Following Conclusions Can Be Drawn.

1. There is a significant difference in learning writing a poem by students using brainwriting techniques and students who write poetry without using brainwriting

techniques. The value of students who write poetry using brainwriting techniques is better. The difference can be indicated by the average result in the first test without the 45, 96 brainwriting technique and the value on the second test using the brainwriting technique is 61, 13.

2. So the conclusion is, this brainwriting technique is good to use in writing a poem, because can be seen from result of poetry written by student, result of poetry written student much better and more accordance with the criterion of writing a poetry which we have made.
3. Other researchers may use this research as a reference if they wish to conduct similar research.
4. Educators can use this technique as an option in learning to write better poetry.

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