

THE EFFECT OF BRAINSTORMING TOWARD THE STUDENTS' VOCABULARY IN WRITING

*(A Pre-experimental Study on the Seventh Grade Students of SMPN 26 Pontianak
in Academic Year 2024/2025)*

A THESIS

Jurisdiction Responsibility by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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I hereby state this thesis entitled “THE EFFECT OF BRAINSTORMING TOWARD THE STUDENTS’ VOCABULARY IN WRITING (A Pre-experimental Study on the Seventh Grade Students of SMPN 1 Pontianak in Academic Year 2023/2024)” is my work. It does not contain other people’s work, except the opinions or findings from other writers included in this thesis are quoted and cited accordingly with ethical standards. The writer can be responsible for her graduation if in the future, it is proven to contain other’s work or imitate others’ graduation papers. This declaration was written by the writer.

Pontianak, 3 September 2024

The Writer

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ABSTRACT

Anggraini, Ferreniks (2024), The Effect of Brainstorming Toward the Students' Vocabulary in Writing

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This study investigates the effectiveness of brainstorming techniques in improving vocabulary use in writing among seventh-grade students at SMPN 26 Pontianak. Utilizing a quantitative pre-experimental design, the research involved a sample of 31 students from Class VII C out of a population of 96 students. The study aimed to assess whether brainstorming sessions could enhance students' vocabulary skills in descriptive text writing. A pre-test was administered to evaluate the students' initial vocabulary proficiency, followed by a series of brainstorming sessions, and a post-test was conducted to measure any improvements. The results revealed a significant increase in students' vocabulary scores, with mean scores rising from 33.42 in the pre-test to 54.00 in the post-test. The effect size of 4.29 indicates a strong impact of brainstorming on vocabulary enhancement. These findings suggest that brainstorming is a highly effective pedagogical tool for fostering vocabulary development and improving writing quality. The study recommends the integration of brainstorming techniques into teaching practices and suggests further research into the long-term effects and potential adaptations of this approach in diverse educational contexts.

Keywords: Brainstorming, Descriptive Text, Vocabulary

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Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement. I hope this thesis can provide useful contributions and serve as a reference for future research.

Pontianak 3 September 2024

The Researcher

Ferrenika Anggraini

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TABLE OF CONTENTS

| | |
|--|-----------|
| ABSTRACT..... | i |
| ACKNOWLEDGEMENT | ii |
| CHAPTER 1 INTRODUCTION..... | 1 |
| 1.1. Research Background..... | 1 |
| 1.2. Research Question..... | 3 |
| 1.3. Research Purposes | 3 |
| 1.4. Research Benefits | 4 |
| 1.5. Research Significance | 5 |
| 1.6. Scope of Research | 5 |
| 1.7. Research Variables..... | 6 |
| 1.8. Terminology | 6 |
| CHAPTER 2 LITERATURE REVIEW | 8 |
| 2.1. The Concept of Brainstorming | 8 |
| 2.2. The Concept of Writing | 11 |
| 2.3. Descriptive Text..... | 15 |
| 2.4. Vocabulary Acquisition in Language Learning | 17 |
| 2.5. Brainstorming and Vocabulary Development..... | 20 |
| 2.6. Brainstorming and Writing Skills | 22 |
| 2.7. Theoretical Framework | 26 |
| 2.8. Research Hypothesis | 27 |
| CHAPTER 3 METHODOLOGY..... | 28 |
| 3.1. Research Design | 28 |
| 3.2. Research Subject | 29 |

| | |
|--|-----------|
| 3.3. Technique of Data Collection | 31 |
| 3.4. Tools of Data Collection..... | 32 |
| 3.5. Validity and Reliability of Research Instrument | 32 |
| 3.6. Data Analysis..... | 34 |
| 3.7. The Implementation of Research..... | 40 |
| CHAPTER 4 FINDING AND DISCUSSION..... | 47 |
| 4.1. Research Finding..... | 47 |
| 4.2. Discussion..... | 51 |
| CHAPTER 5 CONCLUSION AND SUGGESTION..... | 57 |
| 5.1. Conclusion..... | 57 |
| 5.2. Suggestion | 58 |
| BIBLIOGRAPHY..... | 59 |
| APPENDICES..... | 63 |

CHAPTER 1

INTRODUCTION

This chapter introduces the study by presenting the study background, research question, study's purpose, study's significance, the definition of terminology, and the thesis structure.

1.1. Research Background

Language is essential for communication, both verbally and in writing, allowing individuals to express their thoughts and feelings effectively. Mastery of a foreign language is particularly important in today's globalized world, where proficiency in languages other than one's native tongue opens up numerous opportunities for information exchange. Consequently, foreign language education has become a critical component at the junior high school (SMP) level, emphasizing the development of four key language skills: listening, reading, writing, and speaking (García, 2020; Liu & Jackson, 2022).

This research focuses on the impact of brainstorming on students' vocabulary in writing. Brainstorming is a widely used technique in English language teaching, designed to assist students in expanding their vocabulary by generating ideas freely and spontaneously. This technique not only facilitates the recall of previously learned vocabulary but also encourages

the use of a more diverse range of words in writing (Williams & Curtis, 2021; Thompson, 2023).

Effective writing skills are crucial for students to articulate their ideas, thoughts, and feelings clearly. A fundamental component of proficient writing is vocabulary mastery; students with a rich vocabulary can more effectively convey complex ideas in written form. However, many students face challenges in developing their vocabulary, often due to limited exposure to the target language, lack of interest in reading, or ineffective vocabulary teaching strategies. This can result in writing that is underdeveloped, repetitive, and limited in expression (Morris, 2022; Fernandez, 2023).

To address these challenges, this study explores the use of brainstorming as a strategy to enhance vocabulary development in writing contexts. Brainstorming involves the free exchange of ideas, allowing students to explore and utilize vocabulary related to specific topics or themes. This process not only helps students link concepts and enrich their vocabulary but also fosters a motivating and collaborative learning environment (Kumar & Singh, 2020; Zhang, 2021).

The potential benefits of brainstorming in vocabulary development have been supported by several studies. For example, a study by Smith et al. (2020) demonstrated that brainstorming activities significantly improved students' lexical resources and writing fluency. Another study by Johnson and Nguyen (2021) found that brainstorming enhanced students'

engagement and motivation in writing tasks, leading to more creative and varied vocabulary use. Additionally, Lee (2022) highlighted that brainstorming could facilitate deeper cognitive processing of vocabulary, aiding retention and application in writing contexts.

This research aims to investigate the effect of brainstorming techniques on students' vocabulary acquisition in writing, providing insights and alternative strategies for educators to enhance vocabulary teaching in writing. By applying brainstorming methods, it is anticipated that students will develop their vocabulary more effectively, leading to richer, more varied, and engaging writing outcomes.

1.2. Research Question

The researcher conducted this research to answer the following research questions:

1. Is there an improvement in students' vocabulary in writing after being given treatment in the form of brainstorming techniques?
2. How significant is the improvement of students' vocabulary in writing after being given treatment in the form of brainstorming techniques?

1.3. Research Purposes

The main objective of this study was to analyze and evaluate the effect of brainstorming techniques on increasing students' vocabulary in writing. More specifically, the objectives of this study are:

1. Identify students' level of vocabulary mastery in writing before and after the application of brainstorming techniques.

2. Evaluate the effectiveness of brainstorming techniques in helping students develop their vocabulary in the context of writing.

1.4. Research Benefits

This research is expected to provide benefits both theoretically and practically, including:

1. Theoretical Benefits:

- Contribute to the development of science, especially in the field of language teaching and vocabulary learning.
- Enriching the wealth of research on vocabulary learning strategies in writing skills.

2. Practical Benefits:

- For teachers, this research can provide alternative strategies for teaching vocabulary in the context of writing, namely by using brainstorming techniques.
- For students, this research can help improve their vocabulary mastery in writing, to produce richer and more varied writing.
- For schools or educational institutions, the results of this research can be taken into consideration in developing more effective curricula and learning methods, especially in teaching vocabulary and writing.

This research is expected to provide significant benefits both in terms of science development and language teaching practice, especially in improving students' writing skills through adequate vocabulary mastery.

1.5. Research Significance

This research will test the effectiveness of the brainstorming method in improving junior high school students' vocabulary in writing, a topic that has not been widely researched before, especially in the context of junior high school students in Indonesia. It is hoped that the results of this research will enrich the body of knowledge regarding the application of the brainstorming method to improve junior high school students' vocabulary in writing skills. The research results can be used as a practical reference for Indonesian language teachers in applying the brainstorming method to improve students' vocabulary in writing class.

1.6. Scope of Research

This study's scope is limited to participants who are in the 7th grade of a junior high school in Pontianak, West Kalimantan. The students are from SMP Negeri 26 Pontianak. The students are learning to write descriptive text and procedure text. The study focuses on the exploration of ideas for writing descriptive text. The instrument to collect the data for this investigation included the pre-test, treatments, post-test, and a questionnaire given to students. The study employed a pre-experimental design with SPSS to analyze the data. The conceptual framework of this research was based on some theories of ESL/EFL teaching of writing skills which serve as a guide for this research.

1.7. Research Variables

1.7.1. Independent Variable

The independent variable in this research is the brainstorming process conducted using vocabulary before teaching the writing of descriptive text.

1.7.2. Dependent Variable

The dependent variable in this research is students' vocabulary improvement in writing descriptive text.

1.8. Terminology

1.8.1. Brainstorming

Brainstorming is a learning technique that involves the process of brainstorming or gathering ideas spontaneously and freely without criticism or judgment. In the context of this study, brainstorming is carried out by forming small groups of students, then each group is asked to convey as many ideas or vocabulary related to a particular topic or theme as possible in a predetermined time. Individual-centered brainstorming can be an effective alternative for generating new ideas in situations where group meetings are not possible or efficient.

1.8.2. Vocabulary

Vocabulary refers to a set of words that are owned by a person or are part of a particular language. In this study, the vocabulary in question is the words used by students in writing, nouns, verbs, adjectives, and adverbs. The use of association and context techniques in vocabulary

learning can help students remember the meaning of new words better and improve their ability to use them appropriately.

1.8.3. Writing

Writing is the activity of pouring ideas, ideas, or feelings in the form of writing using good and correct language. In this study, writing refers to students' skills in producing narrative, descriptive, or other types of writing according to the learning context. Teaching writing that is process-oriented writing and providing constructive feedback can help students develop better writing skills compared to end-product-focused teaching alone.

1.8.4. Mastery of Vocabulary in Writing

Vocabulary mastery in writing refers to students' ability to use vocabulary that varies, is appropriate, and is appropriate to the context of their writing. Aspects assessed include the richness of vocabulary, the accuracy of word use, and the variety of words used in writing. Mastery of adequate vocabulary becomes an important factor in writing skills, especially in terms of clarity, precision, and variety in expressing ideas.