

**THE EFFECTIVENESS OF USING BRAINSTORMING
TECHNIQUE IN WRITING NARRATIVE TEXT AT THE XI
GRADE STUDENTS OF ACCOUNTING IN SMK NEGERI 1
KOTA JAMBI ACADEMIC YEAR 2017/2018**

A THESIS

**Submitted as Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan (S1) In English Education**



**WRITTEN BY :
MEILINDA SUASANA
NIM 1400888203034**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BATANGHARI UNIVERSITY
JAMBI
2018**

APPROVAL

This thesis entitled “The effectiveness of using brainstorming technique in writing narrative text at the XI Grade students of accounting in SMK NEGERI 1 Kota Jambi academic year 2017/2018”, written by :

Name : Meilinda Suasana

Student's Number : 1400888203034

Study Program : English Study

Faculty : Teacher Training and Education

Has been corrected and approved to be examined in front of the examiners.

Jambi, Mei 2018

The First Advisor

The Second Advisor

Dra. Hj. Wennyta, M.Pd

Nurul Fitri S.S.M.Hum

Approved by :

The Head of English Program

The Dean of Teacher

Training and Education Faculty

Dra. Hj. Wennyta, M.Pd

H. Abdoel Gafar, S.Pd., M.Pd

LETTER OF RATIFICATION

This thesis entitled entitled “The effectiveness of using brainstorming technique in writing narrative text at the XI Grade students of accounting in SMK NEGERI 1 Kota Jambi academic year 2017/2018”, written by : Meilinda Suasana, student’s Number : 1400888203034, accepted and approved by the team of examiners Faculty of Teacher Training and Education Batanghari University on March 16, 2018.

BOARD OF EXAMINERS

Name	Position	Signature
1. Dra. Hj .Wennyta, M.Pd.	Chairman	_____
2. Nurul Fitri S.S.M.Hum	Secretary	_____
3. Dr. Suyadi, S.Pd., MA	Member	_____
4. Khidayataul Munawwaroh, M.Pd.	Member	_____

Ratified by :

The Head of English Program

The Dean of Teacher

Training and Education Faculty

Dra. Hj. Wennyta, M.Pd

H. Abdoel Gafar, S.Pd., M.Pd

STATEMENT OF ORIGINALITY

The undersigned below:

Name : Meilinda Suasana
Gender : Female
Place, Date of Birth : Jambi, May 19th 1996
Student ID : 1400888203034
Faculty : Teacher Training and Education
Study Program : English Education

States that the thesis entitled “entitled “The effectiveness of using brainstorming technique in writing narrative text at the XI Grade students of accounting in SMK NEGERI 1 Kota Jambi academic year 2017/2018” is truly my original work. As far as I know, this thesis does not have any materials previously written or published by another person except those indicated in quotation and references. If it is found that my declaration is incorrect, it is entirely my responsibility.

Similarly, this declaration is made by the researcher to be understood.

Jambi, March 2018

The Researcher

Meilinda Suasana

MOTTO

**“THERE IS SURELY A FUTURE HOPE FOR YOU,
AND YOUR HOPE WILL NOT BE CUT OFF”.**

(PROVERBS 23 : 18)

**“KARENA MASA DEPAN SUNGGUH ADA.
DAN HARAPANMU TIDAK AKAN HILANG”**

Dedicated to my parents

This thesis dedicated to :

My savior

My beloved father and mother

“Without your support and awareness I will be lost”

“Thanks for everything I Love You All”

ACKNOWLEDGEMENTS

First of all, I would like to say thanks and bless only one to my Jesus Christ the one who has a power of all, for giving health and guidance, so I could finish the thesis entitled “The Effectiveness of Using Brainstorming Technique in Writing Narrative Text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi Academic Year 2017/2018. I am aware that this thesis cannot be separated from other people help and guidance. Therefore in this special opportunity, I would like to thank to the following people who have helped and supported to gain the success :

1. First and foremost, I would like to express my special gratitude to my first advisor Dra. Hj. Wennyta, M.Pd and my second advisor Nurul Fitri, S.S.M.Hum who also provided their great deal of time for their continuous guidance, valuable suggestion and correction for completion of this thesis.
2. Thank to all teaching staff of English Study Program of FKIP Batnghari University who have tough and help me in many ways during the years of study.

3. The headmaster of SMK N 1 Kota Jambi, Edwar Toni, S.Pd who had given a permission to do the research and all of the students in class XI Accounting in academic year of 2017/2018
4. My beloved parents, my great mom N.br.Panjaitan and my dad M.J.Simanjuntak. I aware that no word can replace each part of my life that has been conevered by your life. Thanks for all your pray, patiently and support me until I can finish this thesis.
5. My beloved sister (Jumaria Fitria Simanjuntak) and brothers (Delwin Machini Simanjuntak and Jivriano Simanjuntak) who give me many support, spirit, and make me happy at all time.
6. My beloved batak teal's friend (Erda Risa Nova, Novita Debora, Yayendra Dewi, Yessica Hosana and Ruth Tarauli), thank you so much for your spirit, your time, and helping me to finish this thesis.
7. Thanks for all my lovely friends in English Education Department in the 8th semester. The times we spent together will be the unforgettable moment for me along in my life, wish we will get our success together and forever.
8. My beloved boy friend (Martin Carlos Sitorus) who always support me, and always pray to finish my thesis all the time.
9. Lastly the deepest gratitude is also expressed to all of my English lectures in faculty of teacher training and education in this beloved university.

The researcher may have missed the others names involved in this thesis. Only by pray I wish to God for your goodness and healthy. Hoping this thesis would be of great useful for the writer and the reader. Amin

Jambi, Mei 2018

The researcher

Meilinda Suasana

ABSTRACT

Suasana, Meilinda. 2018. *The Effectiveness of Using Brainstorming Technique in Writing Narrative Text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi Academic Year 2017/2018*. A Thesis of English Education Study Program in the Faculty of Teacher Training and Eucation Batanghari University Jambi. The first advisor Dra. Hj. Wennyta, M.pd and the second advisor is Nurul Fitri, S.S, M.Hum

Keyword: Brainstorming technique, Narrative

The purpose of this research is to know whether there is effectiveness to use brainstorming technique in writing narrative text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi Academic Year 2017/2018. The method apply in conducting this research is quantitative. The population of the research is 160, by using brainstorming technique is gotten the sample 41 students in experimental class and 41 students without using brainstorming technique in control class. To collect the data in this research is using test for the both experimental and control class. From the comparison between experimental and control class is gotten there is a significant different result from writing narrative text by using brainstorming technique and without using brainstorming technique. From the score is gotten the comparison between t_{table} and $t_{test} 4,8 > 0,95$, it means H_a (alternative hypothesis) is accepted and H_o (null hypothesis) is rejected or that is true the using of brainstorming technique in writing narrative text is more effective than without using brainstorming technique.

TABLE OF CONTENTS

APPROVAL	i
LETTER OF RATIFICATION	ii
STATEMENT OF ORIGINALITY	iii
MOTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
CHAPTER 1 INTRODUCTION	
1.1 Background	1
1.2 Problem of the Research	4
1.3 Limitation of the Problem	4
1.4 Objective of Research	4
1.5 Significance of the Research	5
1.5.1 Theoretical Benefit	5
1.5.2 Practical Benefit	5

1.6 Research Variable	6
1.7 Definition of Key terms	6
1.8 Basic Assumption	7
1.9 Hypothesis	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Theories of TEFL.....	8
2.2 Theories of Writing	9
2.3 Theories of Narrative Text	10
2.4 Theories of Simple Past Tense	16
2.5 Theories of Brainstorming Technique	17
2.6 Conceptual Framework	21
2.7 Previous Study	24
2.8 Similarities and Differences	27

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Method	29
3.2 Population and Sample	30
3.2.1 Population	30
3.2.2 Sample	30
3.3 Technique of Data Collection	31
3.3.1 Validity of the test	33
3.3.2 Reliability of the test	33
3.4 Technique of Data Analysis	34

CHAPTER IV FINDING AND DISCUSSION

4.1 Research Finding	36
4.1.1 The result of pre test and post test in the experimental class	37
4.1.2 The result of pre test and post test in the control class.....	43
4.1.3 Data Analysis	49
4.1.4 The test of normality data	49
4.1.5 The homogeneity test	59
4.2 Statistical hypothesis	65
4.2 Discussion	66

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	67
5.2 Suggestion	68
REFERENCES	69
APPENDIXES	71

CHAPTER I

INTRODUCTION

1.1 Background

In Indonesian high school, English is one of the main subject. Since 2003 English has been one of the compulsory subject in passing grade standard. In addition. English Language nowadays has an important role for human language in communication. English language as means of communication has four skills, they are : listening, speaking, writing and reading.

According to Delahunty (2010:5) language is a system that connects thoughts, which can not be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille) which can. In this way, one person's private ideas may be communicated to another person. For example, imagine that people want to communicate to you my idea that my study needs to be tidied up. You can't see, hear, touch, taste, or otherwise perceive that idea; it's locked away in my mind.

In accordance with the curriculum unit level language education, language learning goals at school is students are able to use language. Skills that includes four aspects: writing, reading, speaking and listening. Language skills are taught to the students to be able to listen, speak, read and write well.

Writing skills are taught in school has a goal that students are able to write well and truly of writing words, phrases, clauses, sentences, paragraphs, essays,

overviews and discourse. Therefore, writing is referred to as a productive and expressive activity.

According to Coulmas (2002:4) writing is secondary to and dependent on speech and, therefore, deserves to be investigated only as a means of analyzing speech. Nowadays, the skill to write has become an indispensable skill in our global literate community. In fact, many students think that it is difficult to write a good writing, though they spend time to try. It has been known that writing is the most difficult skill in the learning process of English writing . Sometimes, many students build anticipatory models or blueprints that are confirmed or modified by themselves to make them easy in making writing without giving much attention whether writing is correct or not, especially in narrative writing.

According to Oshima and Hogue (2007:24) Narration is story writing. When students write a narrative paragraph, students write about events in the order that they happen. In other words students use time order to organize their sentences. Students more difficulties to write narrative text because narrative text has the generic structure there are orientation, complication, resolution and Re-orientation. This problem can be stated as factors which influence the students' writing. For this reason, the use of brainstorming technique will help the students to express their ideas into written forms.

According to Khatib (2012:29) brainstorming 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 results 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

According to Isaksen (1998) brainstorming is one of the most well known tools for effective thinking. The writer chose this technique, because it enables the students for generating new, useful ideas and promoting creative thinking and to show their competence in writing.

From the explanation above the researcher concludes that Brainstorming is a technique in which the students compile a list of potential ideas and examples for a given topic. It is a powerful practice that creates new ideas, and motivates students to carry out writing tasks. Moreover writing is one of the language skills needed to improve the quality of learning. Students are expected to express their ideas, thoughts, and feelings that he or she had after undergoing the learning process in a variety of writing, both fiction and nonfiction. Therefore, many students face difficulties in writing because they don't have technique before learning. Especially in writing narrative text, students more difficult to write narrative text. Because not all of them know generic structure of narrative text such in narrative texts orientation, complication, resolutions and reorientation . In addition their vocabulary and past tense is poor, because they did not spend much time looking for words in the dictionary and looking form in dictionary, books even in internet. Due to the facts above, it motivates the researcher to conduct an experiment study entitled "The Effectiveness of Using Brainstorming Technique

in Writing Narrative Text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi Academic Year 2017/2018.

1.2 Problem of the Research

Based on the background of the study, the researcher formulates the following problem :

Is there effective to use Brainstorming Technique in Writing Narrative Text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi Academic Year 2017/2018?

1.3 Limitation of the Problem

Based on the identification of the problem above, the students' problem in writing skills is generic structure of narrative text and past tense. In this research, the researcher will focus on the students' a prewriting technique to start writing a narrative text. In this study, the prewriting technique used is brainstorming technique.

1.4 Objective of Research

The purpose of this research is to know whether there is an effectiveness of using Brainstorming Technique in Writing Narrative Text at the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi.

1.5 Significance of the Research

This research is conducted with the hope of providing benefits to as follows:

1.5.1 Theoretical Benefit

1. The result of the research can be useful input in teaching English process especially to students effectiveness in writing skill .
2. The result of the research is expected to give more attention to the students in learning writing skill.

1.5.2 Practical Benefit

1. Student

The result of the study will help them to write better. Students can improve their writing ability by effectiveness brainstorming technique and it is also expected that the result of the study will make the students interested in learning writing and more motivated in following the lesson.

2. Teacher

This research can provide benefits for English teachers, which can provide the experience and insight the teachers in teaching English on aspects of writing, particularly in subjects that require an approach to fabricate in the learning process so as to create a comfortable and pleasant atmosphere. Thus, students can be motivated to learn in order to get the maximum learning achievement.

1.6 Research Variable

According to Sugiyono (2015:61) an attribute or the nature or value of the person, object or activity having a certain variation set by the researcher to be studied and then pulled the conclusions. There are two variables in this research: Independent Variable, variable which is influenced with another variable or treatment that is given to students in experimental classes is brainstorming technique while the dependent variable is writing narrative text.

1.7 Definition of Key terms

1. Effectiveness is a measure of the match between stated goals and their achievement. The term “effectiveness” in this study means students can take advantage of learning effectively in using brainstorming technique in describing something.
2. Brainstorming is one of prewriting techniques which is very helpful for the writer to collect ideas before coming to the first draft of writing. Brainstorming technique of applied imagination or creatively.
3. Writing is one of the language skills to convey thoughts, ideas, desires, and feelings, which performed through written forms.
4. Narrative Text is defined as a text written by considering the elements of narrative genre; unfold over time, display emotion, events focus, and particular generic structure of narrative.

1.8 Basic Assumption

The study is based on the assumption that there will be a significant difference on the students' writing score between those who are taught using brainstorming technique and those who are taught without using it the Eleventh Grade Students of Accounting in SMK N 1 Kota Jambi for a number of reasons:

1. Brainstorming helps students develop and improve fluency with thinking.
2. Brainstorming allows students to discover new ideas and relationships between concepts.
3. Brainstorming gets the mind going to generate and organize thought processes, new ideas and information.

1.9 Hypothesis

According to Ary (2010:642) hypothesis is a tentative proposition suggested as a solution to a problem; a statement of the researcher's expectations about the relationship among the variables of a study. In relation to the objective of the research, the researcher formulates two hypothesis in forms of the null hypothesis (H_0) and the alternative hypothesis (H_a).

H_0 : There is no significant effectiveness on student comprehension in writing narrative text those who are taught by using brainstorming technique and those who are taught without brainstorming technique.

H_a : There is significant effectiveness on student comprehension in writing narrative text between those who are taught by using brainstorming technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theories of TEFL

According to Richards (2003:14) Foreign language teaching is a field that is constantly in a state of change. For example new curriculum frameworks currently being implemented in different parts of the world include competency based, genre based, and content based models. In many countries English is now being introduced at primary rather than secondary level necessitating considerable new investment in textbooks and teacher training. And among the innovations that teachers are being asked to consider are Multiple Intelligences, Cooperative Learning, Task- Based Instruction, and Alternative Assessment. I have recently had the opportunity to reflect on these and other changes that have come about in language teaching in recent years.

The goals of teaching English : Today English is so widely taught worldwide that the purposes for which it is learned are sometimes taken for granted. 30 years ago the assumption was that teaching English was a politically neutral activity and acquiring it would bring untold blessings to those who succeeded in learning it. It would lead to educational and economic empowerment. English was regarded as the property of the English-speaking world, particularly Britain and the US. Native-speakers of the language had special insights and superior knowledge about teaching it. And it was above all the vehicle for the expression of a rich and advanced culture or cultures whose

literary artifacts had universal value. English as an International Language This picture has changed somewhat today. Now that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it come into play. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as World English or English as an International Language. The cultural values of Britain and the US are often seen as irrelevant to language teaching, except in situations where the learner has a pragmatic need for such information. The language teacher need no longer be an expert on British and American culture and a literature specialist as well.

2.2 Theories of Writing

According to Patel and Jain (2008:125) writing is a kind of linguistic behavior ; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. It provides an excellent consolidating activity.

According to Graham and Perin (2007:3) writing well is not just an option but it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participant in civic life and in global economic. They also add that writing is a means of extending and deepening students' knowledge.

According to Richard (2003:44) views "writing as a complex" , Recursive and creative process that is very similar in its general outlines for first and second language writers : leaning to write requires the development of an efficient and effective composing process. Writing is used to help students perform a different kind of activity (in this case speaking and listening). The students need to be able to write to do these activities; however, the activities do not teach students to write.

From the explanation above the researcher concludes that the writing is very important for students because it is not only in the writing lessons the students have to write. However, it is also needed in four skills because the writing has been covering the four skills.

2.3 Theories of Narrative Text

According to Wasko (2012) narration is story telling. In many ways it is the easiest kind of writing because it comes so naturally to most people. Practically everyone enjoys telling and hearing stories. Narratives usually progress chronologically, and must have a clear beginning, middle and end. According to Boardman (2002:4) narrative is tells a story. According to Oshima and Hogue (2007:24) narration is story writing. When students write a narrative paragraph, students write about events in the order that they happen. In other words students use time order to organize their sentences. According to Gibbons (2002:55) narratives have a purpose which may be to entertain or perhaps to teach. She also points out that a narrative text has a particular organizational structure that consists of three main things as in the following quotations: (1)

Orientation, the purpose of which is to set the scene, introduces the characters, and says when and where the narrative is set. (2) There are a number of events, which lead to some kind of problem, sometimes referred to as a complication. (3)The problem is resolved in the final part of the story. In addition, Gibbons (2002:55) also suggests that a narrative text uses that generic structure because narratives deal with problematical events of a particular period of time which lead to a crisis which in turn finds a resolution. In addition, Gibbons (2002:55) explains that narratives have a purpose which may be to entertain or perhaps to teach. She also points out that a narrative text has a particular organizational structure that consists of three main things as in the

following quotations:

“(1) Orientation, the purpose of which is to set the scene, introduces the characters, and says when and where the narrative is set. (2) There are a number of events, which lead to some kind of problem, sometimes referred to as a complication. (3)The problem is resolved in the final part of the story. A narrative text uses that generic structure because narratives deal with problematical events of a particular period of time which lead to a crisis which in turn finds a resolution.”

At last, it can be added that a narrative text has a particular generic structure which is different from other genres.

<p>Once upon a time there was a boy named Jack, who lived with his mother in a small village. They were very poor and their only possession was a cow, which gave them milk, and an old axe, which hung on the wall of their house.</p>	<p>Orientation: <i>Sets the scene; gives details of who, when, and where.</i></p>
<p>One day his mother said to Jack, “We are so poor that we must sell the cow. You must take it to market and sell it to buy food.” So Jack took the cow and set off to market. On his way there he met an old man who offered to exchange Jack’s cow for some beans. Jack said, “My mother will be very angry with me if I don’t take back money. We need to buy food.” “Don’t worry,” replied the old man. “These are no ordinary beans. They are magic beans, and they will bring you good luck!” Jack felt sorry for the old man, for he looked even</p>	<p>Events: <i>Relates a number of events in sequence.</i></p>

poorer than Jack, and so he agreed to exchange the cow for the magic beans.

You are a kind boy,” said the old man, “and you will be well rewarded.”

When he got home and told his mother what he had done, she was very angry.

“You stupid boy,” she shouted. “You have sold our most valuable possession for a handful of beans.” And she threw the beans out of the window.

The next day, when Jack woke up, there, in the garden, where his mother had thrown the beans, was a huge beanstalk. It was as thick as a tree and so tall it seemed to go right up into the sky. Jack stared and stared at the beanstalk, and remembered the old man’s words. Taking his axe, he began to climb up the beanstalk. Up and up he climbed. For many hours he kept climbing until, at last, he could see the top of the beanstalk. Right at the top of the beanstalk, asleep on the ground,

<p>was a huge, ugly giant. And in front of him lay a heap of treasure. There were gold and silver coins, and piles of precious jewels. Very quietly, so as not to wake the giant, Jack started to fill his coat pockets with the giant's treasure.</p>	
<p>Just as Jack had taken all he could carry, the giant opened one eye and saw Jack. "Who are you?" he roared. He opened the other eye, and then he stood up. Jack could hardly see his head it was so far away. He turned and ran and started to climb down the beanstalk as fast as he could. The giant strode after him, and Jack felt sure he was about to die!</p>	<p>Complication: <i>States the problem.</i></p>
<p>But as the giant was about to reach down and grab Jack, Jack remembered the axe. He swung it backward and then, as hard as he could, he chopped into the beanstalk just above his head.</p>	<p>Resolution: <i>Relates how the problem is solved.</i></p>

Again and again he chopped until, at last, the top of the beanstalk crashed down out of the sky, carrying the giant with it. With a loud roar he disappeared and fell to earth. And Jack climbed safely down the beanstalk carrying enough jewels to look after his mother and himself for the rest of his life.	
--	--

Gibbons (2002:55)

Connectives that sequence events include *once upon a time, one day, when, the next day, for many hours, at last, and.*

There are typical *language features* common to narratives:

- They usually use the past tense.
- They use many action verbs that describe what people do. In the beanstalk story, the action verbs include *took, met, threw, woke, climbed, stood, turned, ran, strode, chopped, swung, crashed, disappeared.*
- They often contain dialogue, so they also contain “saying” verbs that explain how people speak; the narrative above uses *said, replied, shouted, roared.*

Based on the explanation of narrative text, from different of view above, it is concluded that narrative text is a text written by considering the elements of

narrative genre; unfold over time, display emotion, events focus, and a particular generic structure of narrative.

From the explanation above the researcher concludes writing skill and narrative text above, it can be concluded that writing skill of narrative text is a skill done by writing a story about someone or about something, which is written chronologically, by considering some elements and processes of writing narrative text.

2.4 Theories of Simple Past Tense

According to Muntaha and Alimin (2009:16) simple past tense is deeds that occurred in the past are known for sure time. According to Azar (2005:25) simple past is used to talk about activities or situations that began and ended in the past.

A. Structure

(+) S + V2+ O + adverb of time.

(-) S + did + not + V1+ O+ adverb of time.

(?) Did + S + V1+ O+ adverb of time?

example:

(+) You visited my mother yesterday.

(-) You didn't visit my mother yesterday.

(?) Did you visit my mother yesterday?

1. Simple past tense using the past tense. Description of time is often used in simple past tense is :
2. All subject use DID for negative sentences and interrogative.

B. Use

1. Simple past tense is used to indicate a events, events or circumstances that occur at the time past.

Example

- The children enjoyed the party last night.
- His father died when he was ten years old.

2. Simple past tense is also used to ask time the occurrence of an event or event

Example :

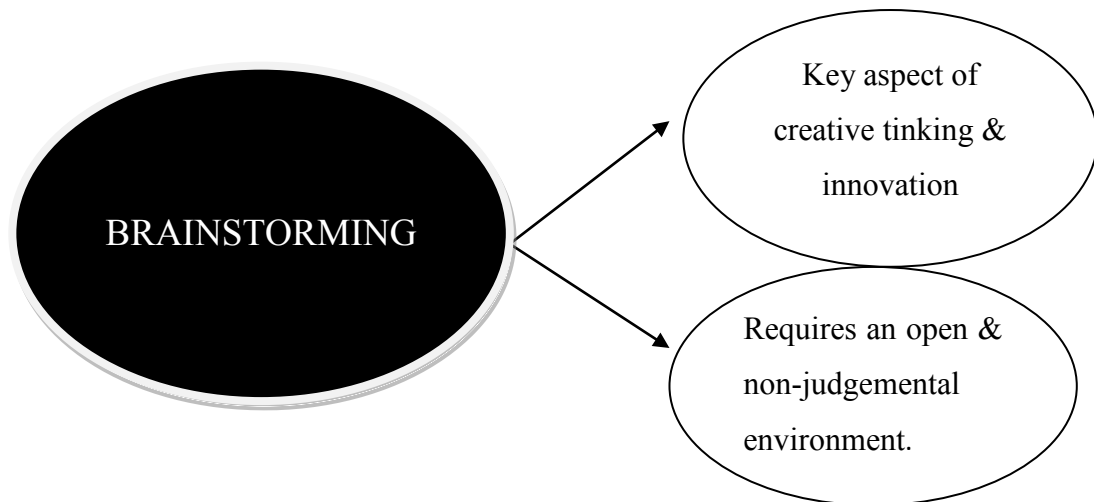
- When did you buy this new car?
- When did she get married?
- When did you buy this English dictionary?
- When did your brother leave for England?

From the explanation above the researcher concludes that simple past is events that occurred in the past and simple past have structure there are positive, negative and interrogative.

2.5 Theories of Brainstorming Technique

According to Boardman (2002 : 12) brainstorming can be done individually or in groups. The purpose of brainstorming is to think about and write down a lot of idea without worrying about what they are, how they are ordered or even whether you will use them. According to Coffin, et al (2003:34) brainstorming, as one of prewriting strategies can help writers find ideas, collect information, activate tacit knowledge, and organize their thoughts. According to McDowell (1999)

brainstorming is as the act of defining a problem or idea and coming up anything related to the topic - no matter how remote a suggestion may sound. All of these ideas are recorded and evaluated only after the brainstorming is completed. From those ideas, it can be stated that brainstorming has an important role in order to do creative thinking and find the focus on the writing because brainstorming is one of stages in writing process which has the function to generate ideas before writing. According to Newton (p.8) Brainstorming is one of the fundamental building blocks of creativity. If you have ever been asked to come up with a collection of creative new ideas whether in the school or work environment you have probably used some form of brainstorming is part of your process.



According to Simon & Schuster (2003:21) stated that some formula to brainstorm; writing the topic of a sheet a paper and the purpose of the assignment at the top, listing everything that relate to the topic by using simple words and phrases, letting the ideas be creative, selecting the best ideas and grouping the ideas. According to Pollard (2008:51) writing process focuses on the process of

writing rather than on the final product. This involves teaching students about the stages involved in writing; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing. The stages are as follows. First, students brainstorm and note down any ideas connected to the topic. They decide from the brainstormed list which ideas are the most relevant to the topic, task or title. Then the students decide which order to put those ideas in. Next, the students prepare the first draft; the focus at this stage is organization of the piece of writing. This does not mean that grammar and accuracy are not important; it just means that they are not the focus at this stage. In addition, revision and editing the drafts are initially focused on content, relevance and organization. The final stage is the production of a finished piece of work.

To raise awareness of the students on the stages of writing, teacher can brainstorm the steps with the students. Alternatively, teacher can present them with the list above and ask for their comments on it. Finally, teacher could give them the list above, jumble up and ask them to put the stages in order.

You can guide students in writing ability through the stages by;

1. Brainstorming: write the topic or title on the board and invite students to say anything at all connected to the topic.
2. Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting.

3. From the list of chosen items, students decide how the comments will be organized. At the end of this stage, students will have a plan or mind map that they can use for writing.
4. Students write the first draft of their piece of work.
5. In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organization.
6. When they have a good second draft, i.e. the content, relevance and organization satisfies them, they can move onto improving the language.
7. Finally, students can copy out their essays, in a clean, final version.

According to Neil Patrick advantages and disadvantages.

Brainstorming has many benefits and advantages that include :

- You don't have to be a highly qualified expert or highly paid consultant to use it
- Easy to understand - it's not a complicated technique
- It is inexpensive
- If controlled properly it is a quick way of generating ideas
- Encourages creative thinking and thinking "out of the box"
- Generates ideas and solutions that can be used elsewhere
- Provides an opportunity for widespread participation and involvement

The benefits and advantages outweigh any disadvantages. However, if we are to consider disadvantages, they may include:

- Can take too much time if the group is not properly controlled and is allowed to run for too long
- Raising expectations of the brainstorming group by considering ideas that will never be implemented

From the explanation above the researcher concludes that brainstorming is one of prewriting techniques which is very helpful for the writer to collect ideas before coming to the first draft of writing. And brainstorming has many advantages there are using brainstorming technique students easy to understand and get idea before write. Disadvantages of using brainstorming technique is just wasting time for teacher and students.

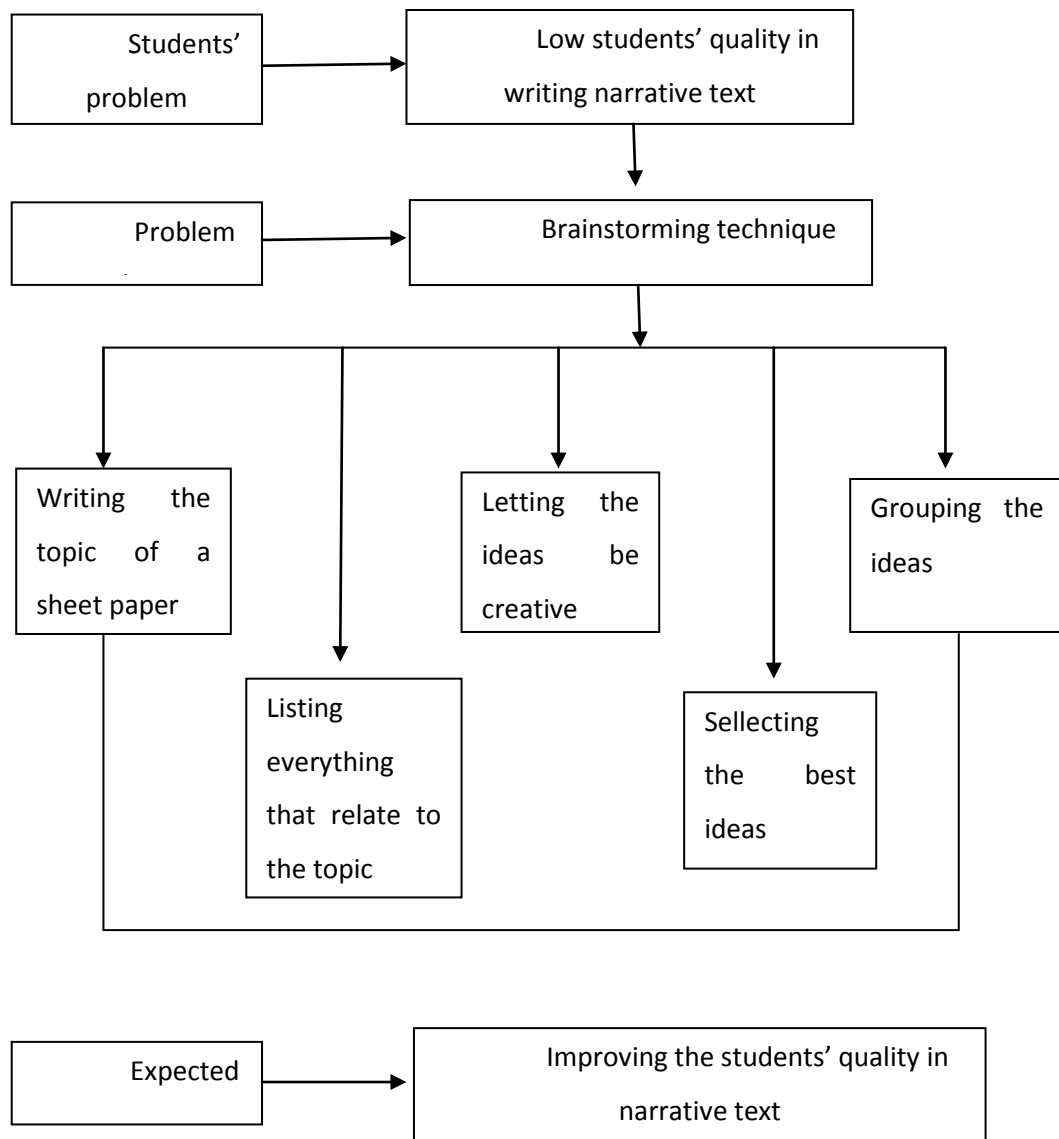
2.6 Conceptual Framework

The framework of this research will be conceptualized into two ways:

1. the problem to be solved
2. the tool of solving the problem

The problems that need to be solved are: teachers teaching strategy and low quality in writing narrative text. The writer assumes that by using brainstorming, the problems are easily solved the assumption is based on some theories about using brainstorming which have been discussed before. The procedures of brainstorming below will help the students use brainstorming regularly.

Figure 1. Diagram of Conceptual Framework



The research with the title “ The effectiveness of using brainstorming technique in writing narrative text at the XI grade students of accounting in SMK Negeri 1 Kota Jambi academic year 2017/2018 there are some plans in this research.

First, students must write some topic in paper. Moreover ask students to write some easier topic in order to before they will choose the topic, they know what they are going to write the narrative paragraph.

Second, after students choose the topic, students must make a list everything that relate the topic, after that students can put the word who have written in paper moreover that relate the topic, it can make students easier to continue their assignment

Third, letting the ideas be creative after they list everything that relate the topic. Letting students put the word in their list, and students must take the word in the correct space. Students must write every ideas in paper appropriate with the list who have written.

Fourth, after they be creative to make ideas, students must selecting their ideas and the last students must grouping their ideas to make narrative text appropriate with the generic structure.

Finally, researcher going to analysis student's assignment appropriate the generic structure : Orientation, events, resolution moreover if need reorientation researcher must correction the student's result. After researcher know the result, so that researcher expect with using brainstorming technique students improving the students' quality in narrative text.

2.7 Previous study

The research about Brainstorming Technique has done by Maryam Sari Navaee and Masoud Asadi that was The Effect of Brainstorming on Reading Comprehension of Iranian EFL Learners academic year 2015. Student's reading comprehension in an English language institute in Sari. They used brainstorming technique to improve the learners 'comprehension ability. It was obvious that student's reading comprehension by the help of suggested method which was brainstorming was better than the same teaching to control group who did not receive any instructions such as brainstorming. The findings showed that brainstorming had a significant role in promoting the learners 'comprehension ability. In other words the mean scores of student's reading comprehension revealed significant difference between experimental and control groups. Therefore; the null hypothesis which was earlier stated is rejected according to the T value to prove that the experimental group which was exposed to pre reading activities such as brainstorming technique performed considerably much better in reading comprehension tasks than control group. The learners' performance in reading comprehension test was high due to the experiment's treatment. The t-test, statistical test administered on the findings indicated the significance of the experiment's results. Applying the independent t-test for second hypothesis of the research revealed that age in this particular study did not play any significant role. Thus; the null hypothesis which was there is no statistically significant difference between the two age groups (10-13 and 14-16) who received brainstorming technique was accepted. Results of the study proved that preparing pre reading

activities such as pre reading discussion, pre-viewing and brainstorming could be used as helpful means for language teachers and reading teachers in facilitation the students 'reading comprehension ability. The advantage of this journal is significant role in promoting the learners 'comprehension ability. Disadvantage of this journal is they did applying the independent t-test for second hypothesis of the research revealed that age in this particular study did not play any significant role. Therefore it can be concluded that the use brainstorming technique can improve learners 'comprehension ability.

The research about Brainstorming Technique has done by Kadek Pande Yuni Artini that was The Application of Brainstorming Technique to Improve Writing Skill of The Eight Grade Students of SMPN 2 Sukawati Academic Year 2013/2014. She used Brainstorming Technique to help students collect ideas before coming to the first draft of writing. In fact As it was shown the subjects' average score in pre-test was 54.58, it meant that the subjects' descriptive paragraph writing ability was low. After the application of brainstorming, the average score in post-test was improved to 69.97 in cycle I and 28 subjects could reach the minimum passing grade. While after following the second cycle, by giving a picture and a appreciation to make the subjects more active and could express their ideas freely, 38 subjects could reach the minimum passing grade. The subjects' average score achievement increased to 76.12. It showed that there was a significant improvement after being taught through the application of brainstorming technique. Along with the result of the post-tests, the result of the questionnaire also showed positive response. From 41 subjects, 49.79% of the

subjects strongly agreed on the implementation of the technique; 44.81% of the subjects agreed; 5.33% of the subjects quite agreed; and 0.07% of the subject disagreed. It showed that more than half of the subjects gave positive responses on the technique. Advantage of this thesis is to make easier students before start their subject and this thesis did research more than one. Disadvantage of this thesis is no strategies to write. To sum up, it can be concluded that writing skill of the eighth grade students of SMPN 2 Sukawati in academic year 2013/2014 can be improved after the application of brainstorming technique.

The research about Brainstorming Technique has done by Salem Saleh Khalaf Ibnian that was Brainstorming and Essay writing in EFL Class of the first secondary grade students. He use brainstorming technique to developing first secondary grade students' essay writing skills in EFL. The results of the study supported the two hypotheses presented by the researcher. It was proved that the experimental group performed much better on the post essay writing test than the control group. Thus, the proposed technique (brainstorming), had a positive effect on developing first secondary grade students' essay writing skills in terms of content and organization, mechanics of writing, language use and skills emerged from creative thinking abilities (fluency, flexibility, originality and elaboration). The researcher believes that the use of the brainstorming technique highly contributed to enabling learners generate ideas, exchange opinions and crystallize new thoughts about the raised topics, a fact that positively affected their performance on the post essay writing test. The advantage of this journal is, using brainstorming technique motivated learners to get involved in the

learning process and express themselves freely without hesitation, since they were told that their ideas will not be judged during the brainstorming session, thus they felt free while generating their ideas and came up with unique and unexpected thoughts. Disadvantage of this journal is did not use pre writing before write. But it can e concluded use brainstorming can improve their writing skill in EFL consist that result.

From those previous studies, the researcher tries to increase the research about the effectiveness of using brainstorming technique in writing narrative text at the eleventh grade students of accounting in SMK N 1 Kota Jambi academic year 2017/2018. Researcher use brainstorming technique in writing narrative text for students in order to before they will begin their mind are already filled with the material and through brainstorming students easier to master learning. Difference between my research with all above studies is only about text.

2.8 Similarities and Differences

The similarities about writing descriptive text, writing skill and essay writing in EFL, writing narrative text is about writing. All of that is media to use in learning English. Based on my opinion all of the writing is make the students is interesting with the studies especially in learning English.

The differences writing descriptive text, writing skill and essay writing in EFL with narrative text is narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems, narrative text can amuse or to entertain the reader with a story. Especially

narrative text can make students remember about the legend of stories. Narrative text is a simple media but make the students entertain and interesting to learning English.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

The design of this research is experimental design. According to Ary (2010:641) experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable. According to Ary (2010:648) Quasi-experimental research is Research in which the investigator can control the treatment and the measurement of the dependent variable but cannot control assignment of the subjects to treatment. This research use quasi-experimental research. This design do not include random assignment of subject to experimental and control group. However it had both pre and post test for both experimental and control group. The design is shows as follow:

Experimental Group	Group 1	Pre-test	Treatment	Post-test
Control group	Group 2	Pre-test	No treatment	Post-test

This research is focus to see the influence of Brainstorming in writing narrative text. According to Ary (2010:271) experimental design sets up the conditions required for demonstrating cause-and-effect relationships.

There are three steps to know whether using brainstorming technique will effective in writing narrative text. The first is giving pre test to students. The second is a treatment. The third, the students are given post test in order to know

students achievement after the treatment given. The result of pre test and post test after giving the treatment is compare. The comparison shows the using of treatment it can effective or not.

3.2 Population and Sample

3.2.1 Population

According to Ary (2010:647) population is the larger group to which a researcher wishes to generalize; it includes *all* members of a defined class of people, events, or objects.. Population of this study is students SMK N 1 Jambi City. Four class at the XI Grade students of Accounting. Total numbers of the population :

Table 1

The population of the Research

No.	Classes	Number of students
1	XI AK 1	39
2	XI AK 2	41
3	XI AK 3	38
4	XI AK 4	39

3.2.2 Sample

According to Ary (2010 : 649) sample is a group selected from a population for observation in a study. The sample of this research used cluster sampling. According to Ary (2010:648) random sampling is a sample selected by a chance

procedure so that every member of the population has an equal probability of being selected.

Table 2
The sample of the research

No.	Group	Classes	Number of students
1	Experimental Group	XI AK 3	41
2	Control Group	XI AK 2	41
	Total		82

3.3 Technique of Data Collection

In this research the researcher use quantitative research to collect data. According to Creswell (2009:4) quantitative research is a means for testing objective theories by examining the relationship among variables. These variables. in turn, can be measured. typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction. literature and theory, methods. results, and discussion. To collect data the research uses pre-test, treatment and post-test.

1. Pre-test

The first test is pre-test, pre-test text is done before presenting the treatment to know how for the students understand about English lesson in the class. The type of the pre-test is text.

2. Treatment

The treatment is done in the second meeting. The students activities during the treatments or during teaching process use Brainstorming technique. The treatment is conducted in each meeting after pre test. In experimental class in this treatment the researcher used Brainstorming technique as a media. First of all, the researcher open the teaching and learning process by greeting, asked students condition and check the attendance. Then the researcher gives material about Narrative text. And then the researcher tells about Brainstorming technique as a media. It take 30 minutes for each meeting. The materials in this treatment is combine of the lesson in SMK N 1

3. Post-test

Post-test is given to the students in order to know the progress of the students in using Brainstorming technique after treatment. The type of the test is text. The material is taken from the Brainstorming technique to analyze the students effective is based on the score of the test that have been given to the students.

3.3.1 Validity of the test

According to Bond (2003:179) validity is foremost on the mind of those developing measures and that genuine scientific measurement is foremost in the minds of those who seek valid outcomes from assessment.

From the explanation above validity is a standard measure of the validity an instrument. The researcher makes test based on the material but before the test given to students, the researcher tell the legend of story.

3.3.2 Reliability of the Test

According to Fraenkel & Wallen, (2003) McMillan & Schumacher, (2001, 2006) Moss (1994) Neuman, (2003) reliability is a very important factor in assessment, and is presented as an aspect contributing to validity and not opposed to validity.

Before the researcher find value of reliability of the test. The researcher has to find value of r_{xy} . After that, the researcher uses siregar as follow :

$$r_{11} = \frac{2 r_{xy}}{(1+r_{xy})}$$

Explanation :

r_{11} : reliability of the instrument

r_{xy} : referred to as the correlation index between the two parts of the instrument

The researcher used formula of Siregar (2010:182), it is half split to know the reliability of the test.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

3.4 Technique of Data Analysis

In this research, the researcher uses a quantitative data analysis technique. According to Bogdan in Sugiyono (2015:334) data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. After collecting the data by using writing test, the researcher will analyze the data using the procedure as follows:

1. Researcher collect students' writing test papers.
2. Researcher reads the entire of students' writing test papers intensively and carefully.
3. Researcher analyze student's writing tests based on the generic structure.
4. Researcher analyze the results on the written test.
5. Researcher put the results of students writing test analysis in the discussion.
6. Finally, the conclusion will be described.

In order to analyze the data that have be collect, it use T-test . T-test which is formulated as follows:

- T-test

T-test is formula to know the significant differences between pre-test and post-test.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

t = The value of t-test

Md = differences between pre test and post test

Xd = deviation of each subject(d-Md)

$\sum X^2 d$ = quadrate of deviation

N = The number of sample

d.b = N-1

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Findings

The researcher conducts a research at SMK N 1 Jambi City along 3 weeks to prove the effectiveness in writing narrative text by using brainstorming technique. The researcher taken two class as a sample, there are eleventh accounting 2 and 3. One class consist 41 students two class is 82 students. The researcher was scheduled start from on February 21, 2018 to March 07, 2018. The researcher present the data from the test, test in this research are pre test and post test moreover, before do the test researcher gave the treatment to students.

A long three weeks there are 3 meetings , two meetings for conducting a pre test and post test and one meeting for conducting treatment to the students. This research is began by giving a pre test to students about make a paragraph of narrative text with chose one topic from three topic moreover before researcher began pre test researcher also gave treatment before start the test. After gave the pre test researcher giving treatment in the second meeting. After that the researcher gave post test to students about make a one paragraph of narrative text consist the topic moreover before researcher began post test researcher also gave treatment.

4.1.1 The result of pre test and post test in the experimental class

Before giving the treatment, pre test was administrated to both experimental and control class by asking the students to know about narrative text. The duration test is 30 minutes. After giving the pre test researcher giving treatment and post test. Having the treatment done the result of the test showed the post test score were better than the pre test score. It can be seen from the differences of both tests average score. There was significant effect on students writing narrative text after using brainstorming in the classroom. The average of pre test is 42.56 and post test is 83.41 in experimental class. The result of it, score of post test is bigger than pre test . Their score are described in the table bellow:

Table 3

The pre test score of experimental class

No.	Initial of Students	Correct Answer	Score	Average
1.	A	6	30	1.5
2.	AA	7	35	1.75
3.	CDU	4	20	1
4.	DS	7	35	1.75
5.	ES	15	75	3.75
6.	FFS	10	50	2.5
7.	FS	9	45	2.25

8.	HZR	7	35	1.75
9.	JS	12	60	3
10.	LH	8	40	2
11.	MPO	10	50	2.5
12.	MO	12	60	3
13.	MI	5	25	1.25
14.	M	9	45	2.25
15.	MBR	11	50	2.75
16.	MRS	7	35	1.75
17.	NR	5	25	1.25
18.	NNS	8	40	2
19.	N	11	55	2.75
20.	NK	6	30	1.5
21.	RH	6	30	1.5
22.	RM	12	60	3
23.	RA	5	25	1.25
24.	RE	4	20	1
25.	RAHA	3	15	0.75
26.	RM	11	55	2.75
27.	SN	10	50	2.5
28.	SN	13	65	3.25
29.	S	7	35	1.75

30.	TDF	7	35	1.75
31.	TCT	5	25	1.25
32.	UMH	4	20	1
33.	VSF	10	50	2.5
34.	VAA	10	50	2.5
35.	W	7	35	1.75
36.	Y	10	50	2.5
37.	YNA	9	45	2.25
38.	YA	12	60	3
39.	YR	14	70	3.5
40.	Z	10	50	2.5
41.	ZU	12	60	3
Sum			1745	
Average			42.56	

The sum of pre test score in experimental class is 1745 and the average score is 42.56. Students got an average score of 1.5 are 3 students, students got an average score of 1.75 are 7 students, students got an average score of 1 are 3 students, students got an average score of 3,75 is 1 students, students got an average score of 2.5 are 7 students, students got an average score of 2.25 are 3 students. Students got an average score of 3 are 5 students, students got an average score of 2 are 2 students, students got an average score of 1.25 are 4 students, students got an average score of 2.75 are 3 students, students got an

average score of 0.75 is 1 student, students got an average score of 3,25 is 1 student, students got an average score of 3.5 is 1 student.

The conclusion of the explanation above is the lowest student got an average score of 0.75 is 1 student and the higher student got an average score of 3.75 is 1 student. It can be seen from table above and students' exercise.

Table 4

The post test score of experimental class

No.	Initial of Students	Correct Answer	Scores	Average
1.	A	12	60	3
2.	AA	19	95	4.75
3.	CDU	18	90	4.5
4.	DS	14	70	3.5
5.	ES	19	95	4.75
6.	FFS	17	85	4.25
7.	FS	13	65	3.25
8.	HZR	16	80	4
9.	JS	17	85	4.25
10.	LH	10	50	2.5
11.	MPO	17	85	4.25
12.	MO	20	100	5

13.	MI	17	85	4.25
14.	M	12	60	3
15.	MBR	20	100	5
16.	MRS	12	60	3
17.	NR	19	95	4.75
18.	NNS	16	80	4
19.	N	20	100	5
20.	NK	17	85	4.25
21.	RH	13	65	3.25
22.	RM	20	100	5
23.	RA	19	95	4.75
24.	RE	18	90	4.5
25.	RAHA	18	90	4.5
26.	RM	15	75	3.75
27.	SN	19	95	4.75
28.	SN	20	100	5
29.	S	16	80	4
30.	TDF	15	75	3.75
31.	TCT	14	70	3.5
32.	UMH	14	70	3.5
33.	VSF	19	95	4.75
34.	VAA	19	95	4.75

35.	W	16	80	4
36.	Y	19	95	4.75
37.	YNA	19	95	4.75
38.	YA	15	75	3.75
39.	YR	15	75	3.75
40.	Z	19	95	4.75
41.	ZU	17	85	4.25
Sum			3420	
Average			83.4146341	

The sum of post test score in experimental class is 3420 and the average score is 83.41. Students got an average score of 3 are 3 students, students got an average score of 4.75 are 10 students, students got an average score of 4.5 average are 3 students, students got an average score of 3.5 are 3 students, students got an average score of 4.25 are 6 students, students got an average score of 3.25 are 2 students, students got an average score of 4 are 4 students, students got an average score of 2.5 is 1 student, students got an average score of 5 are 5 students, students got an average score of 3.75 are 4 students.

The conclusion of the explanation above is the lowest student got an average score of 2.5 is 1 student and the higher student got an average score of 5 are 5 students. The post test score were better than the pre test score. It can be seen from the differences of both tests average score. The average score of pre test in experimental class is 42.56 and the average score of post test in experimental

class is 83.41. There was significant effect on students writing narrative text after using brainstorming in the classroom.

4.1.2 The result of pre test and post test in the control class

The result of pre test in the control class showed that the lowest score was 44,14 and high score in post test was 81,95. The result of it, score of post test is bigger than pre test . Their scores are described in the table bellow :

Table 5

The pre test score of control class

No.	Initial of Students	Correct Answer	Scores	Average
1.	AS	12	60	3
2.	AYY	4	20	1
3.	AS	7	35	1.75
4.	AYJ	12	60	3
5.	AM	7	35	1.75
6.	AR	7	35	1.75
7.	CA	8	40	2
8.	DPC	12	60	3
9	DNP	10	50	2.5
10.	ERF	12	60	3
11.	EB	12	60	3

12.	FF	6	30	1.5
13.	FAP	9	45	2.25
14.	GPD	6	30	1.5
15.	IO	6	30	1.5
16.	IL	10	50	2.5
17.	IJ	5	25	1.25
18.	MQ	5	25	1.25
19.	MU	8	40	2
20.	MS	11	55	2.75
21.	NP	12	60	3
22.	NC	10	50	2.5
23.	RA	7	35	1.75
24.	RS	12	60	3
25.	RA	6	30	1.5
26.	RK	4	20	1
27.	RON	11	55	2.75
28.	RAA	6	30	1.5
29.	RR	11	55	2.75
30.	SA	9	45	2.25
31.	S	12	60	3
32.	SB	10	50	2.5
33.	SAP	8	40	2

34.	SS	12	60	3
35.	SS	8	40	2
36.	SSL	15	75	3.75
37.	SU	8	40	2
38.	TA	8	40	2
39.	TR	11	55	2.75
40.	WB	7	35	1.75
41.	YF	6	30	1.5
Sum			1810	
Average			44.14	

The sum of pre test score of control class is 1810 and the average score is 44.14. Students got an average score of 3 are 9 students, students got an average score of 1 are 2 students, students got an average score of 1.75 are 5 students, students got an average score of 2 are 6 students, students got an average score of 2.5 are 4 students, students got an average score of 1.5 are 6 students, students got an average score of 2.25 are 2 students, students got an average score of 1.25 are 2 students, students got an average score of 2.75 are 4 students, students got an average score of 3.75 is 1 student.

The conclusion of the explanation above is the lowest student got an average score of 1 are 2 students and the higher student got an average score of 3.75 is 1 student. It can be seen from the table above and students' exercise.

Table 6

The post test score of control class

No.	Initial of Students	Correct Answer	Scores	Scores
1.	AS	18	90	4.5
2.	AYY	14	70	3.5
3.	AS	15	75	3.75
4.	AYJ	15	75	3.75
5.	AM	19	95	4.75
6.	AR	16	80	4
7.	CA	13	65	3.25
8.	DPC	13	65	3.25
9.	DNP	18	90	4.5
10.	ERF	19	95	4.75
11.	EB	18	90	4.5
12.	FF	18	90	4.5
13.	FAP	14	70	3.5
14.	GPD	18	90	4.5
15.	IO	17	85	4.25
16.	IL	14	70	3.5

17.	IJ	18	90	4.5
18.	MQ	17	85	4.25
19.	MU	18	90	4.5
20.	MS	18	90	4.5
21.	NP	15	75	3.75
22.	NC	12	60	3
23.	RA	19	95	4.75
24.	RS	12	60	3
25.	RA	19	95	4.75
26.	RK	18	90	4.5
27.	RON	12	60	3
28.	RAA	18	90	4.5
29.	RR	17	85	4.25
30.	SA	14	70	3.5
31.	S	18	90	4.5
32.	SB	17	85	4.25
33.	SAP	16	80	4
34.	SS	18	90	4.5
35.	SS	17	85	4.25
36.	SSL	18	90	4.5
37.	SU	17	85	4.25
38.	TA	15	75	3.75

39.	TR	15	75	3.75
40.	WB	18	90	4.5
41.	YF	17	85	4.25
Sum			3360	
Average			81.95	

The sum of pre test score of control class is 3360 and the average score is 81.95. Students got an average score of 4.5 are 14 students, Students got an average score of 3.5 are 4 students, students got an average score of 3.75 are 5 students, students got an average score of 4.75 are 4 students, students got an average score of 4 are 2 students, students got an average score of 3.25 are 2 students, students got an average score of 4.25 are 7 students, students got an average score of 3 are 3 students.

The conclusion of the explanation above is the lowest student got an average score of 3 are 3 students and the higher student got an average score of 4.75 are 4 students. The experimental class were better than control class. It can be seen from the differences of both tests average score. The average score of pre test in experimental class is 42.56 and the average score of post test in experimental class is 83.41. The average score of pre test in control class is 44.14 and the average score of post test in control class is 81.95. There was significant effect on students writing narrative text after using brainstorming in the classroom and students writing narrative text without brainstorming technique in the classroom.

4.1.3 Data Analysis

The table comparison between experimental and control class:

Class	Pre test	Post test
Experimental Class	42.56	83.41
Control Class	44.14	81.95

To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significance between pre test and post test before and after treatment of experimental class, the Pearson Product Moment formula would be used analyze the data, the researcher was compared between the score of pre test and post test.

The result of t_{test} was 4.8 and t_{table} 0.95 it means that t_{test} is higher than t_{table} ($4.8 > 0.95$). Based on the calculation there is the significance differences between two means in the pre test, the average score of the experimental class 42.56 and the control class 44.14. The result of post test the experimental class was higher than the control class, those were 83.41 and control class was 81.95. From the calculation above it indicates that after getting treatment the experimental class was better than the control class.

4.1.4 The test of normality data

The analysis of normality test for variable distribution score with the test before treatment and post test after treatment. Analysis the pre-test and post test data used statistical of normality test with *Liliefors*. The standard significant as to

reject or accept the normal result or not with $\alpha = 0,05$. The compare L_0 and L_{table} with the criteria : if L_0 is more greater than L_{table} ($L_0 > L_{table}$) so the distribution population is not normal.,while if L_0 is more smaller than L_{table} ($L_0 < L_{table}$) so the distribution population is normal.

Table 7

The normality data of experimental class (pre test)

No	x	Z	f(z)	s(z)	f(z)-s(z)
1	0.75	-2.079092328	0.018804	0.02439	-0.00559
2	1	-1.829092328	0.033693	0.02439	0.009303
3	1	-1.829092328	0.033693	0.02439	0.009303
4	1	-1.829092328	0.033693	0.02439	0.009303
5	1.25	-1.579092328	0.057157	0.195122	-0.13796
6	1.25	-1.579092328	0.057157	0.195122	-0.13796
7	1.25	-1.579092328	0.057157	0.195122	-0.13796
8	1.25	-1.579092328	0.057157	0.195122	-0.13796
9	1.5	-1.329092328	0.091909	0.268293	-0.17638
10	1.5	-1.329092328	0.091909	0.268293	-0.17638
11	1.5	-1.329092328	0.091909	0.268293	-0.17638
12	1.75	-1.079092328	0.140273	0.439024	-0.29875
13	1.75	-1.079092328	0.140273	0.439024	-0.29875
14	1.75	-1.079092328	0.140273	0.439024	-0.29875

15	1.75	-1.079092328	0.140273	0.439024	-0.29875
16	1.75	-1.079092328	0.140273	0.439024	-0.29875
17	1.75	-1.079092328	0.140273	0.439024	-0.29875
18	1.75	-1.079092328	0.140273	0.439024	-0.29875
19	2	-0.829092328	0.203526	0.487805	-0.28428
20	2	-0.829092328	0.203526	0.487805	-0.28428
21	2.25	-0.579092328	0.281263	0.560976	-0.27971
22	2.25	-0.579092328	0.281263	0.560976	-0.27971
23	2.25	-0.579092328	0.281263	0.560976	-0.27971
24	2.5	-0.329092328	0.371043	0.731707	-0.36066
25	2.5	-0.329092328	0.371043	0.731707	-0.36066
26	2.5	-0.329092328	0.371043	0.731707	-0.36066
27	2.5	-0.329092328	0.371043	0.731707	-0.36066
28	2.5	-0.329092328	0.371043	0.731707	-0.36066
29	2.5	-0.329092328	0.371043	0.731707	-0.36066
30	2.5	-0.329092328	0.371043	0.731707	-0.36066
31	2.75	-0.079092328	0.46848	0.804878	-0.3364
32	2.75	-0.079092328	0.46848	0.804878	-0.3364
33	2.75	-0.079092328	0.46848	0.804878	-0.3364
34	3	0.170907672	0.567852	0.926829	-0.35898
35	3	0.170907672	0.567852	0.926829	-0.35898
36	3	0.170907672	0.567852	0.926829	-0.35898

37	3	0.170907672	0.567852	0.926829	-0.35898
38	3	0.170907672	0.567852	0.926829	-0.35898
39	3.25	0.420907672	0.663089	0.95122	-0.28813
40	3.5	0.670907672	0.74886	0.97561	-0.22675
41	3.75	0.920907672	0.821451	1	-0.17855

Mean	Standar deviation
2.134146	0.754357262
Lo	L table
0.009303	0.135

Conclusion

Lo < L table, so the data is normal distribution

Table 8

The normality data of experimental class (post test)

No	X	Z	f(z)	s(z)	f(z)-s(z)
1.	2.5	-3.729505613	0.00009592792	0.02439	0.02429431599
2.	3	-3.229505613	0.00062002224	0.097561	-0.09694095337
3	3	-3.229505613	0.00062002224	0.097561	-0.09694095337
4	3	-3.229505613	0.00062002224	0.097561	-0.09694095337
5	3.25	-2.979505613	0.00144356970	0.146341	-0.14489789371
6	3.25	-2.979505613	0.00144356970	0.146341	-0.14489789371

7	3.5	-2.729505613	0.00317146846	0.195122	-0.19195048276
8	3.5	-2.729505613	0.00317146846	0.195122	-0.19195048276
9	3.5	-2.729505613	0.00317146846	0.195122	-0.19195048276
10	3.75	-2.479505613	0.00657823296	0.317073	-0.31049493777
11	3.75	-2.479505613	0.00657823296	0.317073	-0.31049493777
12	3.75	-2.479505613	0.00657823296	0.317073	-0.31049493777
13	3.75	-2.479505613	0.00657823296	0.317073	-0.31049493777
14	4	-2.229505613	0.01289014113	0.414634	-0.40174400522
15	4	-2.229505613	0.01289014113	0.414634	-0.40174400522
16	4	-2.229505613	0.01289014113	0.414634	-0.40174400522
17	4	-2.229505613	0.01289014113	0.414634	-0.40174400522
18	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
19	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
20	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
21	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
22	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
23	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
24	4.5	-1.729505613	0.04185932138	0.658537	-0.61667726399
25	4.5	-1.729505613	0.04185932138	0.658537	-0.61667726399
26	4.5	-1.729505613	0.04185932138	0.658537	-0.61667726399
27	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
28	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436

29	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
30	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
31	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
32	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
33	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
34	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
35	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
36	4.75	-1.479505613	0.06950261613	0.878049	-0.80854616436
37	5	-1.229505613	0.10944114730	1	-0.89055885270
38	5	-1.229505613	0.10944114730	1	-0.89055885270
39	5	-1.229505613	0.10944114730	1	-0.89055885270
40	5	-1.229505613	0.10944114730	1	-0.89055885270
41	5	-1.229505613	0.10944114730	1	-0.89055885270

Mean	Standar deviation
4.170731707	0.669512473
Lo	L table
0.02429431599	0.135

Conclusion :

$Lo < L \text{ table}$, so the data is normal distribution

Table 9**The normality data of control class (pretest)**

No	X	Z	f(z)	s(z)	f(z)-s(z)
1	1	-2.235853163	0.012681	0.019512	-0.00683
2	1	-2.235853163	0.012681	0.019512	-0.00683
3	1.25	-1.985853163	0.023525	0.021951	0.001574
4	1.25	-1.985853163	0.023525	0.021951	0.001574
5	1.5	-1.735853163	0.041295	0.243902	-0.20261
6	1.5	-1.735853163	0.041295	0.243902	-0.20261
7	1.5	-1.735853163	0.041295	0.243902	-0.20261
8	1.5	-1.735853163	0.041295	0.243902	-0.20261
9	1.5	-1.735853163	0.041295	0.243902	-0.20261
10	1.5	-1.735853163	0.041295	0.243902	-0.20261
11	1.75	-1.485853163	0.068659	0.365854	-0.29719
12	1.75	-1.485853163	0.068659	0.365854	-0.29719
13	1.75	-1.485853163	0.068659	0.365854	-0.29719
14	1.75	-1.485853163	0.068659	0.365854	-0.29719
15	1.75	-1.485853163	0.068659	0.365854	-0.29719
16	2	-1.235853163	0.108257	0.512195	-0.40394
17	2	-1.235853163	0.108257	0.512195	-0.40394
18	2	-1.235853163	0.108257	0.512195	-0.40394
19	2	-1.235853163	0.108257	0.512195	-0.40394

20	2	-1.235853163	0.108257	0.512195	-0.40394
21	2	-1.235853163	0.108257	0.512195	-0.40394
22	2.25	-0.985853163	0.162103	0.560976	-0.39887
23	2.25	-0.985853163	0.162103	0.560976	-0.39887
24	2.5	-0.735853163	0.23091	0.658537	-0.42763
25	2.5	-0.735853163	0.23091	0.658537	-0.42763
26	2.5	-0.735853163	0.23091	0.658537	-0.42763
27	2.5	-0.735853163	0.23091	0.658537	-0.42763
28	2.75	-0.485853163	0.313536	0.756098	-0.44256
29	2.75	-0.485853163	0.313536	0.756098	-0.44256
30	2.75	-0.485853163	0.313536	0.756098	-0.44256
31	2.75	-0.485853163	0.313536	0.756098	-0.44256
32	3	-0.235853163	0.406773	0.97561	-0.56884
33	3	-0.235853163	0.406773	0.97561	-0.56884
34	3	-0.235853163	0.406773	0.97561	-0.56884
35	3	-0.235853163	0.406773	0.97561	-0.56884
36	3	-0.235853163	0.406773	0.97561	-0.56884
37	3	-0.235853163	0.406773	0.97561	-0.56884
38	3	-0.235853163	0.406773	0.97561	-0.56884
39	3	-0.235853163	0.406773	0.97561	-0.56884
40	3	-0.235853163	0.406773	0.97561	-0.56884
41	3.75	0.514146837	0.696425	1	-0.30357

Mean	Standar deviation
2.207317	0.682143769
Lo	L tabel
0.001574	0.135

Conclusion :

$Lo < L$ table, so the data is normal distribution

Table 10

The normality data of control class (post test)

No	X	Z	f(z)	s(z)	f(z)-s(z)
1	3	-3.229505613	0.00062002224	0.02439	-0.02377022167
2	3	-3.229505613	0.00062002224	0.02439	-0.02377022167
3	3	-3.229505613	0.00062002224	0.02439	-0.02377022167
4	3.25	-2.979505613	0.00144356970	0.121951	-0.12050764981
5	3.25	-2.979505613	0.00144356970	0.121951	-0.12050764981
6	3.5	-2.729505613	0.00317146846	0.219512	-0.21634072666
7	3.5	-2.729505613	0.00317146846	0.219512	-0.21634072666
8	3.5	-2.729505613	0.00317146846	0.219512	-0.21634072666
9	3.5	-2.729505613	0.00317146846	0.219512	-0.21634072666
10	3.75	-2.479505613	0.00657823296	0.341463	-0.33488518167
11	3.75	-2.479505613	0.00657823296	0.341463	-0.33488518167
12	3.75	-2.479505613	0.00657823296	0.341463	-0.33488518167

13	3.75	-2.479505613	0.00657823296	0.341463	-0.33488518167
14	3.75	-2.479505613	0.00657823296	0.341463	-0.33488518167
15	4	-2.229505613	0.01289014113	0.390244	-0.37735376131
16	4	-2.229505613	0.01289014113	0.390244	-0.37735376131
17	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
18	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
19	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
20	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
21	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
22	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
23	4.25	-1.979505613	0.02387955415	0.560976	-0.53709605561
24	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
25	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
26	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
27	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
28	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
29	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
30	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
31	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
32	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
33	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
34	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301

35	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
36	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
37	4.5	-1.729505613	0.04185932138	0.902439	-0.86057970301
38	4.75	-1.479505613	0.06950261613	1	-0.93049738387
39	4.75	-1.479505613	0.06950261613	1	-0.93049738387
40	4.75	-1.479505613	0.06950261613	1	-0.93049738387
41	4.75	-1.479505613	0.06950261613	1	-0.93049738387

Mean	Standar deviation
4.097560976	0.529970662
Lo	L table
0.02377022167	0.135

Conclusion :

Lo < L table, so the data is normal distribution

Based on the calculate Lo and Ltable, the pre-test from experimental class got result Lo (0.009303) < L_{table} (0.135). The post-test from experimental class got result Lo (0.02429431599) < L_{table} (0.135). The pre-test from control class got result Lo (0.001574) < L_{table} (0.135). The post-test from control class got result Lo (0.02377022167) < L_{table} (0.135). So, it can be explain that the fourth of data from the population which normal distribution.

4.1.5 The homogeneity test

Analysis of homogeneity test used score from pre-test and post-test data with the standard significant 0.05 which use for know the data is homogeneous or

not. If $F_{\text{count}} < F_{\text{table}}$ so the variants is homogeneity and if $F_{\text{count}} > F_{\text{table}}$ so the variants is not homogeneous.

Table 11

The homogeneity pre test and post test (experimental class)

No	x	Y	x ²	y ²	xy
1	1.5	3	2.25	9.00	4.5
2	1.75	4.75	3.06	22.56	8.3125
3	1	4.5	1.00	20.25	4.5
4	1.75	3.5	3.06	12.25	6.125
5	3.75	4.75	14.06	22.56	17.8125
6	2.5	4.25	6.25	18.06	10.625
7	2.25	3.25	5.06	10.56	7.3125
8	1.75	4	3.06	16.00	7
9	3	4.25	9.00	18.06	12.75
10	2	2.5	4.00	6.25	5
11	2.5	4.25	6.25	18.06	10.625
12	3	5	9.00	25.00	15
13	1.25	4.25	1.56	18.06	5.3125
14	2.25	3	5.06	9.00	6.75
15	2.75	5	7.56	25.00	13.75
16	1.75	3	3.06	9.00	5.25
17	1.25	4.75	1.56	22.56	5.9375

18	2	4	4.00	16.00	8
19	2.75	5	7.56	25.00	13.75
20	1.5	4.25	2.25	18.06	6.375
21	1.5	3.25	2.25	10.56	4.875
22	3	5	9.00	25.00	15
23	1.25	4.75	1.56	22.56	5.9375
24	1	4.5	1.00	20.25	4.5
25	0.75	4.5	0.56	20.25	3.375
26	2.75	3.75	7.56	14.06	10.3125
27	2.5	4.75	6.25	22.56	11.875
28	3.25	5	10.56	25.00	16.25
29	1.75	4	3.06	16.00	7
30	1.75	3.75	3.06	14.06	6.5625
31	1.25	3.5	1.56	12.25	4.375
32	1	3.5	1.00	12.25	3.5
33	2.5	4.75	6.25	22.56	11.875
34	2.5	4.75	6.25	22.56	11.875
35	1.75	4	3.06	16.00	7
36	2.5	4.75	6.25	22.56	11.875
37	2.25	4.75	5.06	22.56	10.6875
38	3	3.75	9.00	14.06	11.25
39	3.5	3.75	12.25	14.06	13.125

40	2.5	4.75	6.25	22.56	11.875
41	3	4.25	9.00	18.06	12.75
Jumlah	87.5	171	209.50	731.13	370.563

$(n \times \sum x^2) - (\sum x)^2$	$\sqrt{(n \times \sum x^2) - (\sum x)^2}$	$n(n-1)$	S_x
933.25	30.54914074	1640	0.01863

$(n \times \sum x^2) - (\sum x)^2$	$\sqrt{(n \times \sum x^2) - (\sum x)^2}$	$n(n-1)$	S_y
562.5	23.71708245	1640	0.01446

F 1.288

$df1 = 2-1 = 1$

$df2 = 41-2 = 39$

F Table 4.09

Conclusion

$F < F$ table, so data is homogeneity

Table 12

The homogeneity pre test and post test (control class)

No	X	Y	x ²	y ²	xy
1	3	4.5	9.00	20.25	13.50
2	1	3.5	1.00	12.25	3.50
3	1.75	3.75	3.06	14.06	6.56
4	3	3.75	9.00	14.06	11.25

5	1.75	4.75	3.06	22.56	8.31
6	1.75	4	3.06	16.00	7.00
7	2	3.25	4.00	10.56	6.50
8	3	3.25	9.00	10.56	9.75
9	2.5	4.5	6.25	20.25	11.25
10	3	4.75	9.00	22.56	14.25
11	3	4.5	9.00	20.25	13.50
12	1.5	4.5	2.25	20.25	6.75
13	2.25	3.5	5.06	12.25	7.88
14	1.5	4.5	2.25	20.25	6.75
15	1.5	4.25	2.25	18.06	6.38
16	2.5	3.5	6.25	12.25	8.75
17	1.25	4.5	1.56	20.25	5.63
18	1.25	4.25	1.56	18.06	5.31
19	2	4.5	4.00	20.25	9.00
20	2.75	4.5	7.56	20.25	12.38
21	3	3.75	9.00	14.06	11.25
22	2.5	3	6.25	9.00	7.50
23	1.75	4.75	3.06	22.56	8.31
24	3	3	9.00	9.00	9.00
25	1.5	4.75	2.25	22.56	7.13
26	1	4.5	1.00	20.25	4.50

27	2.75	3	7.56	9.00	8.25
28	1.5	4.5	2.25	20.25	6.75
29	2.75	4.25	7.56	18.06	11.69
30	2.25	3.5	5.06	12.25	7.88
31	3	4.5	9.00	20.25	13.50
32	2.5	4.25	6.25	18.06	10.63
33	2	4	4.00	16.00	8.00
34	3	4.5	9.00	20.25	13.50
35	2	4.25	4.00	18.06	8.50
36	3.75	4.5	14.06	20.25	16.88
37	2	4.25	4.00	18.06	8.50
38	2	3.75	4.00	14.06	7.50
39	2.75	3.75	7.56	14.06	10.31
40	1.75	4.5	3.06	20.25	7.88
41	1.5	4.25	2.25	18.06	6.38
Jumlah	90.5	168	218.38	699.63	368.00

$(n \times \sum x^2) - (\sum x)^2$	$\sqrt{(n \times \sum x^2) - (\sum x)^2}$	$n(n-1)$	S_x
763.125	27.62471719	1640	0.016844

$(n \times \sum x^2) - (\sum x)^2$	$\sqrt{(n \times \sum x^2) - (\sum x)^2}$	$n(n-1)$	S_y
460.625	21.46217603	1640	0.013087

F	1.287
---	-------

$$df1 = 2-1 = 1$$

$$df2 = 41-2 = 39$$

F Table	4.09
---------	------

Conclusion

$F < F$ table, so data is homogeneity

4.2 Statistical hypothesis

After found the score of pre-test and post-test, the researcher used t-test formula to test the hypothesis. The researcher hypothesis is accepted when the value of critical in the t-test is higher than the value of t-table. But if the t-test smaller than t-table, it is mean the researcher hypothesis is rejected.

The calculation shows that $t_{count} = 4.8$ then the result of t_{count} in consultation with t_{table} on the level significant = 0.05 and $df = 41-2=39$ the value of $t_{table} = 0.95$. Therefore, the result of statistical calculation shows that $t_{count} = 4.8 > t_{table} = 0.95$. It means that the value of obtained t-count as higher than value of t-table. As the result, hypothesis was accepted. So, the hypothesis of this research “Use brainstorming technique effective to writing narrative text at the eleventh grade students of accounting in SMK N 1 Kota Jambi” is accepted.

4.3 Discussion

Based on the analysis, it is found that there is improvement on the students who were taught by Brainstorming. This can be seen from pre test result before treatment and post test result after treatment. Writing narrative text by using brainstorming technique in experimental class was effective.

Brainstorming technique was given as a treatment in experimental class, before the treatment was conduct in this class, the students only read the test and then writing the paragraph. And then during the treatment and giving a treatment by using brainstorming technique.

This fact based on findings that the mean of all students narrative text in pre test is 42.56. It is because students confuse, sometimes they just think about story moreover not consist with generic structure. Moreover after the researcher give treatment or after the researcher teaching narrative text using brainstorming technique, it change become 83.41 this fact based on findings from post test. The students was improved because the students think learning narrative using brainstorming technique make it easier to write narrative text. The result of t-test was 4.8 higher than t-table 0.95. Because the value of t-test higher than t-table, so the hypothesis was accepted.

From the explanation above, it can be concluded that brainstorming technique is way for teaching strategies especially in teaching narrative. It is believed that brainstorming can give an motivation for learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion, it can be concluded that the effectiveness of brainstorming technique in writing narrative text at the XI Grade students of accounting in SMK NEGERI 1 Kota Jambi was effective to solve the problems of the students in writing narrative text, the research conclude that there was significance improvement on students vocabulary in pre test and post test of experimental class. It was shown from the average of pretest was 42.56 and post test was 83.41. And it can be seen from the result of the value of t-test is 4.8. The writer used the degree of significance of t table was 0.95. So the writer made the conclusion of hypothesis that t test was bigger than t table namely $4.8 > 0,95$. It meant that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

It can be seen that on the df (degree of freedom) 39 an on degree of significance was 0,95.

The researcher was found out that the students were more interested in learning narrative text by using brainstorming technique. They could be easier to imagine the story that was told. The use of brainstorming technique in writing narrative text more effective than without brainstorming technique.

5.2 Suggestion

Based on the researcher, the writer proposed some suggestions as follows:

a. For the teacher:

The English teacher should use brainstorming technique in writing narrative text. Using brainstorming also helps for writing narrative text that make the students are understand before begin their subject. Teaching narrative text must be use way to make learning to be effective.

b. For students:

Students can increasing their knowledge about narrative text through brainstorming technique. So Students should enrich their ideas about narrative text.

REFERENCES

- Abbot, H.P. (2002). *The Cambridge Introduction To Narrative*. United Kingdom: Cambridge University
- Ary, D. (2010). *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning.
- Boardman A.C. (2002) *Writing to Communicate Paragraph and Essays Second Edition*. San Francisco: Longman.
- Coffin, C.,et al. (2005). *Teaching Writing*. New York: Routledge Taylor and Francis Group.
- Coulmas, F. (2003). *Writing System An Introduction to their Linguistic Analysis*. United Kingdom: Cambridge University Press.
- Creswell, J.K. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Sage .
- Delahunty, G.P. (2010). *The English Language from Sound to Sense*. Colorado.
- Gay, L.R. (1981). *Educational Research: Competencies for Analysis and Application. Second Edition*. London: A Bell and Howell Company.
- Gibbons, P. (2015). *Scaffolding language scaffolding learning Teaching English Language Learners in the Mainstream Classroom Second Edition*. HEINEMANN Portsmouth, NH.
- Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Washington DC: Alliance for Excellent Education.
- Heaton, J.B. (1975). *Writing English Language Tests New Edition*. Longman: New York.
- http://ictejournal.com/Volume_3/Issue_2/ICTIEJ_32_3.pdf
- <https://pondokwriting.wordpress.com/evaluasi/93-2/>
- <https://repository.up.ac.za/bitstream/handle/2263/25218/02chapter3-4.pdf?sequence=3>
- <http://unmas-library.ac.id/wp-content/uploads/2014/05/THESIS...pdf>
- [http://www.e-dukasi.net/scoring_rubric/Harrison - Writing Rubrics.htm](http://www.e-dukasi.net/scoring_rubric/Harrison_-_Writing_Rubrics.htm)
- <http://www.managers-net.com/brainstorming.html>
- Isaksen, S. G. (1998). *A Review of Brainstorming Research: Six Critical Issues for Inquiry*.

- Khatib, A. & Bilal, A . (2014). 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.ajcernet.com.<http://www.ajcernet.com/journals/>, 2(10), 29 - 38.
- Newton, P. *Top 5 Brainstorming Techniques*. free-management ebooks.com
- Oshima A., & Hogue A. (2007). *Introduction to Academic Writing Third Edition*. USA: Longman.
- Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English*. London.
- Patel.M.F & Jain P. M. (2008). *English Language Teaching*. Sunrise
- Richard, J.C. (2003). 30 Years of EFL/TESL. *A personal reflection* 14(1).
- Reid, J. M. (1994). *Teaching ESL Writing*. New Jersey: Prentice Hall Regents
- Simon & Schuster. (2003). *Essay Writing Step by Step*. New York: Kaplan Publishing.
- Siregar, S. (2010) . *Statistika Deskriptif untuk Penelitian*. Jakarta
- Sudaryono., Gaguk, M., & Wardani R., (2013). *Development of the Education Research*. Jakarta : Graha science.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Alfabeta Bandung
- Wasko, B. (2012). *Writing Modes The Four Purposes of Writing*. WriteAtHome.com

APPENDIX 1

WRITING TEXT SCORING

Scoring rubric is adapted from (http://www.e-dukasi.net/scoring_rubric/Harrison - Writing Rubrics.htm)

No	Aspect	Score (1-5)	Description
1	Content a. Orientation		<ul style="list-style-type: none">- Show the complete parts of orientation that are; the people involved, the time, the places and the situation which make the readers understand and interest to read the story.- Well focused idea based on the topic of an activity.- Does not show one part of the orientation, e.g. there is no place, therefore the reader has not received the complete information from the story.- The writer focuses idea based on the topic of an activity

			<ul style="list-style-type: none"> - Does not show two parts of the orientation, therefore the readers get confused the story given. - The writer focuses idea based on the topic of an activity. - Does not show three parts of the orientation, therefore the story is hard to understand for the readers. - The writer not focuses idea based on the topic of an activity. - Directly explains the events without orientation. - The writer not focuses idea based on the topic of an activity.
	b. Complication		-States more than two events in a logical order and has unity in each event that makes the story flow in coherence.

		<ul style="list-style-type: none"> - States two events in a logical order and has unity in each event that makes the story flow in coherence. - Stated two events but has no unity in each events that disturb the coherence of story - Stated only one event and the story has unity so the story is easy to understand - Stated only one event and the story has no unity so the story is not easy to understand
	c. Resolution	<ul style="list-style-type: none"> -Show the complete parts of resolution that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story. - The idea of personal opinions about the topic or event is clear - Does not show one part of resolution,

			<p>but the reader still get the idea of story</p> <ul style="list-style-type: none"> - The idea of personal opinions about the topic or event is unclear - Does not show two parts of reorientation but the reader still get the idea of story -The idea of personal opinions about the topic or event is unclear - End the story with short comment but the reader still get the idea of story - The idea of personal opinions about the topic or event is unclear - End the story without any comments, signals or summary, so the reader do not realize that story finish - The idea of personal opinions about the topic or event is unclear .
2	Grammar (Past tense)		The paragraph contains complete sentences and correct in form of past tense.

			<p>Mostly complete sentences. There are 1-3 errors in form of past tense.</p> <p>There are 4-6 errors in form of past tense.</p> <p>There are 7-9 errors in form of past tense.</p> <p>More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense</p>
--	--	--	---

Based on the table above it is categorized the total score of the test into some classification which will be explained in the table below. Adapted from *Abbot (2002)* :

Categorization Score:

NO	Score	Category
1	5	Very Good
2	4	Good
3	3	Fair
4	2	Poor
5	1	Very poor

APPENDIX 2

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK Negeri 1 Kota Jambi
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X1/1
Pertemuan ke	: 1-3
Materi Pokok	: Teks Narrative lisan dan Tulis (Cerita Rakyat Sederhana)
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

➤ Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat

➤ Siswa dapat mengidentifikasi unsur sosial cerita rakyat

➤ Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat

➤ Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat

1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

➤ Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca

➤ Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana berbentuk cerita rakyat.

2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk cerita rakyat

3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.

4. Merespon makna teks narrative sederhana berbentuk cerita rakyat.

D. Materi Pembelajaran

Konsep

Teks Naratif

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Struktur teks naratif :

Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

E. Metode Pembelajaran

Method : Tanya jawab, ceramah, penugasan

F. Alat, dan Sumber Pembelajaran

Alat : Buku, lembar kerja siswa tentang teks naratif.

Sumber pembelajaran : Teks naratif malin kundang

H. Langkah-langkah pembelajaran

Tahap	Kegiatan Belajar	Alokasi waktu
	Kegiatan Awal	
Pendahuluan	<p>Siswa membalas salam dari guru.</p> <p>Siswa menjawab presensi dari guru</p> <p>Siswa berdo'a sebelum melakukan kegiatan belajar mengajar</p> <p>Siswa merespon pertanyaan dari guru berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil</p> <p>Siswa merespon contoh cerita legenda</p> <p>Guru menjelaskan sekilas pengetahuan umum tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar</p>	10 minutes

	siswa lebih mudah mencerna teks yang dijelaskan.	
	Kegiatan Inti	70 minutes
1.	Guru menyuruh siswa untuk memberikan contoh cerita legenda	
2.	Guru memberikan contoh cerita legenda “Malin kundang”	
3.	Guru mulai bertanya kepada siswa tentang jenis teks cerita legenda “Malin Kundang” Guru menjelaskan secara luas tentang narrative text	
4.	Guru menuliskan kata-kata yang menjadi sinyal dalam teks narrative “Malin Kundang” Seperti : Once upon a time, Since that day, As soon as, e.t.c	
5.	Guru membagikan kertas dan menyuruh siswa untuk menulis paragraf naratif sesuai arahan atau bimbingan dari guru	
	Penutup	10 Menit
1.	Guru melakukan refleksi atas materi yang baru saja dibahas	
2.	Guru menyampaikan materi apa yang akan dipelajari berikutnya.	

I. Penilaian

1. Jenis/Tehnik Penilaian

Sikap (melalui rubrik pengamatan sikap selama pembelajaran)

Penilaian tulisan melalu rubrik penilaian tulisan

Generic Structure	Score
Orientation	5
Complication	5
Resolution	5
Past Tense	5
Total	20

APPENDIX 3

PRE TEST

Name :

Date :

Class :

Time : 30 Minutes

Instructions:

Write a short paragraph by choosing one of the topics below. It should consist of its generic structure: orientation, complication, and resolution.

- a. The Ant and the Dove
- b. True Friends
- c. Malin kundang

Answer :

➤ Orientation :

➤ Complication :

➤ Resolution :

APPENDIX 4

POST TEST

Name :

Date :

Class :

Time : 60 Minutes

Instructions :

Write a short of Narrative paragraph entitled “The Story of Cinderella” of your own words. It should consist of its generic structure: orientation, complication, and resolution.

Answer :

APPENDIX 5

Score of writing pre test experimental class

No.	Initial of Students	Scoring Object				Total	Criteria
		Orientation	Complication	Resolution	Past Tense		
1.	A	3	0	0	3	6	POOR
2.	AA	1	0	1	5	7	POOR
3.	CDU	1	1	1	1	4	VERY POOR
4.	DS	3	1	1	2	7	POOR
5.	ES	3	5	3	4	15	GOOD
6.	FFS	5	0	1	4	10	FAIR
7.	FS	4	0	1	4	9	FAIR
8.	HZR	1	1	1	4	7	POOR
9.	JS	5	2	1	4	12	FAIR
10.	LH	4	0	1	3	8	POOR
11.	MPO	5	0	1	4	10	FAIR
12.	MO	5	2	4	1	12	FAIR
13.	MI	1	1	1	2	5	POOR
14.	M	5	0	0	4	9	FAIR
15.	MBR	5	1	2	3	11	FAIR
16.	MRS	2	1	1	3	7	POOR
17.	NR	2	1	1	1	5	FAIR
18.	NNS	3	1	1	3	8	POOR

19.	N	5	1	1	4	11	FAIR
20.	NK	3	0	0	3	6	POOR
21.	RH	1	1	1	3	6	POOR
22.	RM	5	1	1	5	12	FAIR
23.	RA	1	2	1	1	5	POOR
24.	RE	1	1	1	1	4	VERY POOR
25.	RAHA	0	1	1	1	3	VERY POOR
26.	RM	5	0	1	5	11	FAIR
27.	SN	5	1	1	3	10	FAIR
28.	SN	5	2	2	4	13	GOOD
29.	S	4	0	0	3	7	POOR
30.	TDF	1	1	1	4	7	POOR
31.	TCT	1	1	1	2	5	POOR
32.	UMH	1	0	0	3	4	VERY POOR
33.	VSF	4	1	2	3	10	FAIR
34.	VAA	4	2	0	4	10	FAIR
35.	W	4	0	0	3	7	POOR
36.	Y	4	0	0	6	10	FAIR
37.	YNA	4	0	1	4	9	FAIR
38.	YA	5	1	1	5	12	FAIR
39.	YR	5	2	2	5	14	GOOD
40.	Z	4	2	0	4	10	FAIR
41.	ZU	5	1	1	5	12	FAIR
TOTAL		135	38	41	136	350	

APPENDIX 6

Score of writing post test experimental class

No.	Initial of Students	Scoring Object				Total	Criteria
		Orientation	Complication	Resolution	Past Tense		
1.	A	4	4	3	1	12	FAIR
2.	AA	5	5	4	5	19	VERY GOOD
3.	CDU	5	5	5	3	18	VERY GOOD
4.	DS	4	5	4	1	14	GOOD
5.	ES	5	5	5	4	19	VERY GOOD
6.	FFS	4	3	5	5	17	VERY GOOD
7.	FS	4	5	3	1	13	GOOD
8.	HZR	5	3	4	4	16	VERY GOOD
9.	JS	5	3	5	4	17	VERY GOOD
10.	LH	3	3	0	4	10	FAIR
11.	MPO	5	3	5	4	17	VERY GOOD
12.	MO	5	5	5	5	20	VERY GOOD
13.	MI	3	5	5	4	17	VERY GOOD
14.	M	4	3	0	5	12	FAIR
15.	MBR	5	5	5	5	20	VERY GOOD
16.	MRS	5	0	2	5	12	FAIR
17.	NR	5	5	5	4	19	VERY GOOD
18.	NNS	4	4	5	3	16	GOOD

19.	N	5	5	5	5	20	VERY GOOD
20.	NK	5	3	5	4	17	VERY GOOD
21.	RH	4	5	3	1	13	GOOD
22.	RM	5	5	5	5	20	VERY GOOD
23.	RA	5	4	5	5	19	VERY GOOD
24.	RE	5	5	5	3	18	VERY GOOD
25.	RAHA	5	3	5	5	18	VERY GOOD
26.	RM	4	5	5	1	15	GOOD
27.	SN	5	5	5	4	19	VERY GOOD
28.	SN	5	5	5	5	20	VERY GOOD
29.	S	3	5	3	5	16	GOOD
30.	TDF	4	5	5	1	15	GOOD
31.	TCT	4	5	4	1	14	GOOD
32.	UMH	4	5	4	1	14	GOOD
33.	VSF	5	5	4	5	19	VERY GOOD
34.	VAA	5	5	4	5	19	VERY GOOD
35.	W	4	3	5	4	16	VERY GOOD
36.	Y	5	5	5	4	19	VERY GOOD
37.	YNA	5	4	5	5	19	VERY GOOD
38.	YA	5	2	3	5	15	GOOD
39.	YR	5	2	3	5	15	GOOD
40.	Z	5	5	5	4	19	VERY GOOD
41.	ZU	5	4	4	5	17	VERY GOOD
TOTAL		187	171	172	155	684	

APPENDIX 7

Score of writing pre test control class

No.	Initial of Students	Scoring Object				Total	Criteria
		Orientation	Complication	Resolution	Past Tense		
1.	AS	5	1	1	5	12	FAIR
2.	AYY	3	1	0	0	4	VERY POOR
3.	AS	1	2	4	0	7	POOR
4.	AYJ	5	2	1	4	12	FAIR
5.	AM	2	0	1	4	7	POOR
6.	AR	3	1	1	2	7	POOR
7.	CA	5	2	1	0	8	POOR
8.	DPC	5	1	1	5	12	FAIR
9.	DNP	5	1	1	3	10	FAIR
10.	ERF	5	1	2	4	12	FAIR
11.	EB	5	1	1	5	12	FAIR
12.	FF	3	1	1	1	6	POOR
13.	FAP	4	0	1	4	9	FAIR
14.	GPD	3	1	1	1	6	POOR
15.	IO	3	0	1	2	6	POOR
16.	IL	5	0	1	4	10	FAIR
17.	IJ	2	1	1	1	5	POOR
18.	MQ	3	0	1	1	5	POOR

19.	MU	5	1	1	1	8	POOR
20.	MS	5	4	2	0	11	FAIR
21.	NP	5	1	1	5	12	FAIR
22.	NC	5	0	1	4	10	FAIR
23.	RA	4	1	1	1	7	POOR
24.	RS	5	1	1	5	12	FAIR
25.	RA	4	1	0	1	6	POOR
26.	RK	2	0	1	1	4	VERY POOR
27.	RON	5	1	1	4	11	FAIR
28.	RAA	3	2	1	0	6	POOR
29.	RR	5	1	1	4	11	FAIR
30.	SA	5	3	1	0	9	FAIR
31.	S	5	1	1	5	12	FAIR
32.	SB	5	1	1	3	10	FAIR
33.	SAP	5	1	1	1	8	POOR
34.	SS	5	1	1	5	12	FAIR
35.	SS	3	2	1	2	8	POOR
36.	SSL	5	4	1	5	15	GOOD
37.	SU	4	3	0	1	8	POOR
38.	TA	5	0	1	2	8	POOR
39.	TR	4	3	0	4	11	FAIR
40.	WB	4	1	1	1	7	POOR
41.	YF	4	1	0	1	6	POOR
Total		169	51	41	102	363	

APPENDIX 8

Score of writing post test control class

No.	Initial of Students	Scoring Object				Total	Criteria
		Orientation	Complication	Resolution	Past Tense		
1.	AS	5	3	5	5	18	VERY GOOD
2.	AYY	5	5	0	4	14	GOOD
3.	AS	5	4	5	1	15	GOOD
4.	AYJ	4	3	5	3	15	GOOD
5.	AM	5	5	5	4	19	VERY GOOD
6.	AR	5	5	5	1	16	GOOD
7.	CA	3	1	5	4	13	GOOD
8.	DPC	3	1	5	4	13	GOOD
9.	DNP	5	5	5	3	18	VERY GOOD
10.	ERF	5	4	5	5	19	VERY GOOD
11.	EB	5	4	5	4	18	VERY GOOD
12.	FF	5	5	5	3	18	VERY GOOD
13.	FAP	4	4	4	2	14	GOOD
14.	GPD	5	5	5	3	18	VERY GOOD
15.	IO	5	4	5	3	17	VERY GOOD
16.	IL	4	4	4	2	14	GOOD
17.	IJ	5	5	5	3	18	VERY GOOD
18.	MQ	5	4	5	3	17	VERY GOOD

19.	MU	5	5	5	3	18	VERY GOOD
20.	MS	5	5	5	3	18	VERY GOOD
21.	NP	5	3	5	2	15	GOOD
22.	NC	5	5	0	2	12	FAIR
23.	RA	5	5	5	4	19	VERY GOOD
24.	RS	5	5	0	2	12	FAIR
25.	RA	5	5	5	4	19	VERY GOOD
26.	RK	5	5	5	3	18	VERY GOOD
27.	RON	5	5	0	2	12	FAIR
28.	RAA	5	3	5	5	18	VERY GOOD
29.	RR	5	5	5	2	17	VERY GOOD
30.	SA	5	5	0	4	14	GOOD
31.	S	5	4	5	4	18	VERY GOOD
32.	SB	4	5	5	3	17	VERY GOOD
33.	SAP	3	4	5	4	16	GOOD
34.	SS	5	5	5	3	18	VERY GOOD
35.	SS	5	3	5	4	17	VERY GOOD
36.	SSL	5	4	5	4	18	VERY GOOD
37.	SU	5	5	3	4	17	VERY GOOD
38.	TA	5	4	5	1	15	GOOD
39.	TR	4	3	5	3	15	GOOD
40.	WB	5	5	5	3	18	VERY GOOD
41.	YF	5	4	5	3	17	VERY GOOD
TOTAL		194	173	176	129	672	

APPENDIX 9

The calculation of reliability of the test experimental class

No.	Initial of students	Correct Answer (x)	Correct answer (y)	x^2	y^2	xy
1.	A	6	12	36	144	72
2.	AA	7	19	49	361	133
3.	CDU	4	18	16	324	72
4.	DS	7	14	49	196	98
5.	ES	15	19	225	361	285
6.	FFS	10	17	100	289	170
7.	FS	9	13	81	169	117
8.	HZR	7	16	49	256	112
9.	JS	12	17	144	289	204
10.	LH	8	10	64	100	80
11.	MPO	10	17	100	289	170
12.	MO	12	20	144	400	240
13.	MI	5	17	25	289	85
14.	M	9	12	81	144	108
15.	MBR	11	20	121	400	220
16.	MRS	7	12	49	144	84
17.	NR	5	19	25	361	95
18.	NNS	8	16	64	256	128

19.	N	11	20	121	400	220
20.	NK	6	17	36	289	102
21.	RH	6	13	36	169	78
22.	RM	12	20	144	400	240
23.	RA	5	19	25	361	95
24.	RE	4	18	16	324	72
25.	RAHA	3	18	9	324	54
26.	RM	11	15	121	225	165
27.	SN	10	19	100	361	190
28.	SN	13	20	169	400	260
29.	S	7	16	49	256	112
30.	TDF	7	15	49	225	105
31.	TCT	5	14	25	196	70
32.	UMH	4	14	16	196	56
33.	VSF	10	19	100	361	190
34.	VAA	10	19	100	361	190
35.	W	7	16	49	256	112
36.	Y	10	19	100	361	190
37.	YNA	9	19	81	361	171
38.	YA	12	15	144	225	180
39.	YR	14	15	196	225	210
40.	Z	10	19	100	361	190

41.	ZU	12	17	144	289	204
TOTAL		350	684	3352	11698	5929

APPENDIX 10

The calculation of reliability of the test control class

No	Initial of students	Correct Answer (x)	Correct answer (y)	x^2	y^2	xy
1.	AS	12	18	144	324	216
2.	AYY	4	14	16	196	56
3.	AS	7	15	49	225	105
4.	AYJ	12	15	144	225	180
5.	AM	7	19	49	361	133
6.	AR	7	16	49	256	112
7.	CA	8	13	64	169	104
8.	DPC	12	13	144	169	156
9	DNP	10	18	100	324	180
10.	ERF	12	19	144	361	228
11.	EB	12	18	144	324	216
12.	FF	6	18	36	324	108
13.	FAP	9	14	81	196	126
14.	GPD	6	18	36	324	108
15.	IO	6	17	36	289	102

16.	IL	10	14	100	196	140
17.	IJ	5	18	25	324	90
18.	MQ	5	17	25	289	85
19.	MU	8	18	64	324	144
20.	MS	11	18	121	324	198
21.	NP	12	15	144	225	180
22.	NC	10	12	100	144	120
23.	RA	7	19	49	361	133
24.	RS	12	12	144	144	144
25.	RA	6	19	36	361	114
26.	RK	4	18	16	324	72
27.	RON	11	12	121	144	132
28.	RAA	6	18	36	324	108
29.	RR	11	17	121	289	187
30.	SA	9	14	81	196	126
31.	S	12	18	144	324	216
32.	SB	10	17	100	289	170
33.	SAP	8	16	64	256	128
34.	SS	12	18	144	324	216

35.	SS	8	17	64	289	136
36.	SSL	15	18	225	324	270
37.	SU	8	17	64	289	136
38.	TA	8	15	64	225	120
39.	TR	11	15	121	225	165
40.	WB	7	18	49	324	126
41.	YF	6	17	36	289	102
TOTAL		363	672	3494	11194	5888

APPENDIX 11

The result of pre-test and post test experimental class

No.	Initial of Students	Pre-test	Post-test	Gain d (pre-test and post-test)	d^2
1.	A	6	12	6	36
2.	AA	7	19	12	144
3.	CDU	4	18	14	196
4.	DS	7	14	7	49
5.	ES	15	19	4	16
6.	FFS	10	17	7	49
7.	FS	9	13	4	16
8.	HZR	7	16	9	81
9.	JS	12	17	5	25
10.	LH	8	10	2	4
11.	MPO	10	17	7	49
12.	MO	12	20	8	64
13.	MI	5	17	12	144
14.	M	9	12	3	9
15.	MBR	11	20	9	81
16.	MRS	7	12	5	25

17.	NR	5	19	14	196
18.	NNS	8	16	8	64
19.	N	11	20	9	81
20.	NK	6	17	11	121
21.	RH	6	13	7	49
22.	RM	12	20	8	64
23.	RA	5	19	14	196
24.	RE	4	18	14	196
25.	RAHA	3	18	15	225
26.	RM	11	15	4	16
27.	SN	10	19	9	81
28.	SN	13	20	7	49
29.	S	7	16	9	81
30.	TDF	7	15	8	64
31.	TCT	5	14	9	81
32.	UMH	4	14	10	100
33.	VSF	10	19	9	81
34.	VAA	10	19	9	81
35.	W	7	16	9	81
36.	Y	10	19	9	81
37.	YNA	9	19	10	100
38.	YA	12	15	3	9

39.	YR	14	15	1	1
40.	Z	10	19	9	81
41.	ZU	12	17	5	25
Total		$\sum x = 350$	$\sum y = 684$	$\sum d = 334$	$\sum d^2 = 3192$

APPENDIX 12

The result of pre-test and post-test control class

No.	Initial of Students	Pre-test	Post-test	Gain d (pre-test and post-test)	d^2
1.	AS	12	18	6	81
2.	AYY	4	14	10	144
3.	AS	7	15	8	196
4.	AYJ	12	15	3	64
5.	AM	7	19	12	16
6.	AR	7	16	9	49
7.	CA	8	13	5	36
8.	DPC	12	13	1	100
9.	DNP	10	18	8	25
10.	ERF	12	19	7	16
11.	EB	12	18	6	49
12.	FF	6	18	12	36
13.	FAP	9	14	5	144
14.	GPD	6	18	12	36
15.	IO	6	17	11	49
16.	IL	10	14	4	9

17.	IJ	5	18	13	169
18.	MQ	5	17	12	64
19.	MU	8	18	10	49
20.	MS	11	18	7	121
21.	NP	12	15	3	81
22.	NC	10	12	2	36
23.	RA	7	19	12	196
24.	RS	12	12	0	196
25.	RA	6	19	13	225
26.	RK	4	18	14	16
27.	RON	11	12	1	81
28.	RAA	6	18	12	36
29.	RR	11	17	6	81
30.	SA	9	14	5	64
31.	S	12	18	6	100
32.	SB	10	17	7	121
33.	SAP	8	16	8	64
34.	SS	12	18	6	64
35.	SS	8	17	9	100
36.	SSL	15	18	3	64
37.	SU	8	17	9	100
38.	TA	8	15	7	9

39.	TR	11	15	4	1
40.	WB	7	18	11	64
41.	YF	6	17	11	25
Total		$\Sigma x = 363$	$\Sigma y = 672$	$\Sigma d = 310$	$\Sigma d^2 = 3177$

APPENDIX 13

Reliability of Test Experimental Class

$$\begin{aligned}r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}} \\&= \frac{41.5929 - (350)684}{\sqrt{41.3352 - (350)^2 41(11698) - (684)^2}} \\&= \frac{243089 - 239400}{\sqrt{137432 - 122500(479618) - (467856)}} \\&= \frac{3689}{\sqrt{14932.11762}} \\&= \frac{3689}{\sqrt{175630184}} \\&= \frac{3689}{1325255387} \\&= 2.783614416 \\&= 2.8\end{aligned}$$

$$\begin{aligned}r_{11} &= \frac{2 x r_{xy}}{(1+r_{xy})} \\&= \frac{2 x 2.783614416}{(1+2.783614416)} \\&= \frac{5.5672228832}{2.783614416} \\&= 2\end{aligned}$$

1. Calculating of Md

$$Md = \frac{\sum d}{N} = \frac{334}{41} = 8.146$$

2. Calculating of $\sum d^2$

$$Md = \sum d^2 \frac{(\sum d)^2}{N}$$

$$= 3192 - \frac{334^2}{41}$$

$$= 3192 - \frac{111556}{41}$$

$$= 3192 - 2720.878$$

$$= 471.122$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{8146}{\sqrt{\frac{471.122}{41(41-1)}}}$$

$$t = \frac{8146}{\sqrt{\frac{471.122}{41(40)}}}$$

$$t = \frac{8146}{\sqrt{\frac{471.122}{1640}}}$$

$$t = \frac{8146}{\sqrt{2872695}}$$

$$t = \frac{8146}{16949026}$$

$$t = 4.8$$

$$t\text{-test} > t\text{-table} / 0,95$$

Reliability of the control class

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}} \\
 &= \frac{41.5888 - (363)672}{\sqrt{41.3494 - (363)^2 41(11194) - (672)^2}} \\
 &= \frac{241408 - 243936}{\sqrt{143254 - 131769}(458954) - (451584)} \\
 &= \frac{-2528}{\sqrt{11485.7370}} \\
 &= \frac{-2528}{\sqrt{84644450}} \\
 &= \frac{-2528}{9.200241845} \\
 &= -2747753855 \\
 &= -2.8
 \end{aligned}$$

$$\begin{aligned}
 r_{11} &= \frac{2x r_{xy}}{(1+r_{xy})} \\
 &= \frac{2x - 2747753855}{(1+2747753855)} \\
 &= \frac{-5495507710}{32747753855}
 \end{aligned}$$

$$= -0.1$$

3. Calculating of Md

$$Md = \frac{\sum d}{N} = \frac{310}{41} = 7.560$$

4. Calculating of $\sum d^2$

$$Md = \sum d^2 \frac{(\sum d)^2}{N}$$

$$= 3177 - \frac{310^2}{41}$$

$$= 3177 - \frac{96100}{41}$$

$$= 3177 - 2343.9024$$

$$= 833.098$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{7560}{\sqrt{\frac{833.098}{41(41-1)}}}$$

$$t = \frac{7560}{\sqrt{\frac{833.098}{41(40)}}}$$

$$t = \frac{7560}{\sqrt{\frac{833.098}{1640}}}$$

$$t = \frac{7560}{\sqrt{5079865}}$$

$$t = \frac{7560}{2253855}$$

$$t = 3.3$$

$$t\text{-test} > t\text{-table} / 0,95$$

DOCUMENTATIONS





