# THE EFFECTIVENESS OF BRAIN SKETCHING TECHNIQUE IN WRITING DESCRIPTIVE TEXT

## *Efektivitas Brain Sketching Technique dalam Penulisan Teks Deskripif*

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**ABSTRACT**
*This research aimed to find out the students' improvement in writing descriptive text especially in content and organization by using Brain Sketching Technique. The problem statement of this research was how is the use of Brain-Sketching Technique improved the students' skill in writing descriptive text. The researcher used quasi experimental design, and used two classes they were experimental class and control class, the data was collected by using written test. The pre-test was given to the students' to find out the students' improvement in writing process before the treatment and the post-test was given to find out the students' improvement in writing process after the treatment. The population was the second year students of SMP Aisyiyah Paccinongang that consisted of 20 students in academic year 2014/2015. Meanwhile, the sample of this research was taken by using purposive sampling. The research findings indicated that the achievement of the second year students of SMP Aisyiyah Paccinongang, Gowa, improved after the use of Brain-Sketching Technique. It proven by the mean score of pre-test in experimental class was 67.12 and post-test was 77.32 and the mean score of pre-test in controlled class was 68.12 and post-test was 74.37. The statistical computations showed that Brain-Sketching Technique was likely effective to improve the students' writing in descriptive text.*
***Keywords**: brain-sketching, writing, descriptive.*

Writing is one of the basic competencies in English subject. As the basic competence, writing brings considerable advantage to those who can do it well in many sites, information, personal and occupational (Derewianka, 2004: 244).

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Sharples (1999:8) in Ramadhani (2013:14) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for

improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into written form.

Brain-Sketching is an idea generation technique based on sketching. During the Brain-Sketching process, students draw their ideas individually. Then they switch their idea and at the same time obtain a new one. This technique is assumed to be able to help the students to explore their ideas in writing descriptive text. This technique will help the students in constructing and generating their ideas. The Brain-Sketching Techniques can help the teacher to make an interactive and fun teaching process. Which it can stimulate the student's creativity and their imagination.

**A. Brain-Sketching Technique**

1. Definition of Brain-Sketching Technique

Brain-Sketching Technique is one of the interactive technique that is found by Van Gundy, at Lesley University. The Brain-Sketching Technique can help the teacher to make an interactive and fun teaching process. Which it can stimulate the student's creativity and their imagination (Van Gundy, 2005: 6). Furthermore, Brain-Sketching is an idea generation technique based on sketching. This version of brainstorming is based on doodling or drawing, which are elements that stimulate divergent thinking. During the Brain-Sketching process, participants draw their ideas individually. Then they switch their idea and at the same time obtain a new one. Finally, they generate another idea building on a previous idea from another person and so on. Because of its methodology, Brain-Sketching is a useful tool to build on another idea or get connection from other concepts that are previously generated (Van Gundy, 2005: 8).

All things being equal, Brain-Sketching groups generate more ideas than Brainstorming group. One reason is that when we interact verbally, we are often not as productive as we might otherwise be. We criticize ideas when we should not. We feel inhibited, we worry about other people will think of our ideas, and we become sidetracked with various issues and hidden agendas. More important, research suggests that the superiority of Brain-Sketching Group, may have four or five people generating ideas simultaneously (Van Gundy, 2005: 36).

During the idea generation process, sketches can stimulate the creativity thinking, specifically during the individual generation process, by providing new direction to generate another idea with the collaboration of each participant. Sketches can provide an integrated group process when they are working on developing their ideas from a previous one. In addition, the reflective conversation that might come up in last part of the Brain-Sketching might make substantial connections within group member and enhance the group process (Warr and O'Neill, 2005: 123). The technique trains the student's brain to visualize any Concept as a model and connect it to key words. It requires action in two ways: first to start with any concept, event, process, or structure and simplify it to essentials in a sketch, and second to engage hands and motor-learning brain areas in repeated sketching and writing(Warr and O'Neil, 2005: 124).

This technique is suitable in cooperative learning or collaborative learning essentially involves students learning from each other in groups. But it is the way that students and teachers work together that is important. As we have just seen, with learning strategy training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills, so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Russell, 2000: 164).

This technique the students Pass evolving sketches rather than growing written of ideas around the group. As usual with most Brain-Writing Techniques, only limited facilitation skill is needed.Leonardo da Vinci (2013: 13) explains the steps in learning Brain-Sketching Technique in the class, they are:

1. The teacher explains the material based on the material topic.
2. The teacher asks the students to make a group of 4-8 people.
3. The students sit around a table, or in a circle of chairs.
4. The problem statement is agreed, and the students in the group discuss until understand.
5. Each student draw one sketch.

6. The students take the sketches pass on the person on their right than develop the idea in their friends' sketches.
7. Finally, the teacher asks the students to describe their sketch into descriptive text.
8. The teacher collects the student's paper.
9. The teacher gives correctness.
10. The teacher makes conclusion.

2. Functions of Sketching in Writing

Zurita, et al in Purnamasari (2012: 6) argue that there are three functions of sketching in writing, they are:

1. Sketches make it easier to explain a technical point.
2. Sketch is seen as essential to creativity in design place, object and people.
3. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time.

3. Externalization with Sketching

Externalization is considered as a designrelated activity, where creative people try to explore and to find a solution for a problem. There may be various techniques for externalizing thoughts, however only considers paper-based sketching, as sketching is seen as design(Zurita, et al. 2008: 344).

**B. Descriptive text**

1. Definition of Descriptive Text

Descriptive text is a text that describe about people, place, and object. Description appears in almost writing because writers try hard to create word image of ideas that convey.A descriptive text is a word picture of an object, a scene or a person. Its sensory details usually create particular mood (Littell, 1981:46).

Descriptive reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day, or

seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

Good description usually has three important qualities. These have a dominant impression supported by specific details, a clearly recognizable mood, and logical development (Wishon and Burks 1980: 128-129).

2. Types of description

a. Objective Description

Objective description is based purely on observable details: it is not colored by writer emotion or like and dislikes. Objective description records exactly see from the writer' vantage point. Some descriptive have not topic statement, however they always begin with some kinds of orienting statement, because the goal of such the description is merely to catalog the details of subject so that reader can visualize it (Lennon in Purnamasari, 2010: 27).

b. Subjective Description

Subjective description can be defined as that which has descriptive details by Colored by personal impression, the usual goal of subjective description is to create a mood or to share feelings.

**RESEARCH METHODOLOGY**

The method that was used in this research was a quasi-experimental research design where there were pretest, a treatment and posttest used in collecting and analyzing data. One group was assigned to experimental group and the other group was be assigned to the control group. The research formulated it in the following figure.

Table. The design of this Research can be seen in this formula:

| | | | |
|---|---|---|---|
| **E** | **$O_1$** | **$X_1$** | **$O_2$** |
| **C** | **$O_1$** | **$X_0$** | **$O_2$** |

Where :

E = The experimental class

C = The control group

$O_1$ = Pretest

$X_1$ = Treatment by using Brain-Sketching Technique

$X_0$ = Treatment without using Brain-Sketching Technique

$O_2$ = Posttest (Gay, 2006: 255).

**A. Population and Sample**

The population of this research was the students of SMP Aisyiyah Paccinongang, Gowa. The population pervaded four classes which consisted of 7th class was 24 students, 8th grade consisted of VIII A was20 and VIII B classes was 20 students, and 9th class was 34 students. The total population was 103 students.

The researcher choose 2 classes as samples; the first class was experimental group (class VIII A) was 20 students and the second was the control group (VIII B) was 20 students.

**B. Research Instrument**

The instrument was writing test.The test was organized in order to found the students' writing skill improvement towards the use of Brain-Sketching Technique in teaching writing descriptive text. It carried out as the instrumentation to collect the data of the students' scores in pre-test and post test in both of two groups (control group and experimental group).

**C. Procedure of Data Collection**

In collecting the data, the researcher followed the following procedures:

1. Data source

   The data source in this research was the students' achievement in writing before got the writing material through Brain-Sketching Technique.

2. The researcher gave pretest and posttest in both of experimental group and control group.

3. Pretest

   For the first meeting, both groups experiment and control were given pretest. The researcher gave writing text to find out the students' achievement before giving treatment. The test allocated about 90 minutes. Then, for treatment

   The researcher acted as the teacher of both control and experimental group. Then, in the experimental group, as the focus of the study, there was the use of

Brain-Sketching Technique in teaching writing descriptivetext. In contrast, the researcher would not give a special treatment for the control group.

4. Posttest

After did treatments for four meetings, the posttest was given to the students. The result of pretest and posttest was calculated in order to measure whether or not the students got progress in writing descriptive text toward the use of Brain-Sketching Technique.

## D. Technique of Data Analysis

The data obtain from the test was analyzed by using the procedures as follows:

1. Classifying the Students' Score into Five Classifications:

| No | Classification | Score |
|---|---|---|
| 1. | Excelent | 90-100 |
| 2. | Very Good | 80-89 |
| 3 | Good | 70-79 |
| 4. | Fairly Good | 60-69 |
| 5. | Fair | 50-59 |

(Gay in Darmayani, 2012:26).

2. Computed the frequency and rate percentage of students' score:

$P = \frac{F}{N} X\ 100\%$

Where:

P= Percentage

N= Total number of student

F= Frequency (Hatch and Hassen in Martini, 2013:13).

3. Calculated the mean score of students' answer in both pre-test and post-test by this formula:

$$\overline{x} = \frac{\sum X}{N}$$

Note:

$\overline{X}$= Mean

$\sum X$= The sum of all score

N=Number of subject (Gay in Satriani, 2010:37).

4. To found out whether the differences between pretest and posttest value was significant, the following t-test formula used:

$$t = \frac{\bar{X}1 - \bar{X}\,2}{\sqrt{\left(\frac{SS1+SS2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

t= Test of significance
$\bar{X}_1$= mean score of experimental group
$\bar{X}_2$= mean score of control group
$SS_1$ = Sum square of experimental group
$SS_2$= Sum square of control group
$n_1$ = number of students of experimental group
$n_2$ = number of students of control group

Where:

$$SS_1 = \sum X1^2 - \frac{(\sum X_1)^2}{n_1}$$

$SS_2 = \sum X2^2 - \frac{(\sum X_2)^2}{n_2}$ (Gay in Darmayani, 2012:28)

**FINDING AND DISCUSSION**

**Findings**

1. Table 4.1. The Classification of the Students' Score in Experimental and Control Class on Posttest.

| Classification | Experimental Class | Precentage | Control Class | Precentage |
|---|---|---|---|---|
| Excellent (90-100) | 0 | 0% | 0 | 0% |
| Very Good (80-89) | 7 | 35% | 2 | 10% |
| Good (70-79) | 13 | 65% | 15 | 75% |
| Fairly Good(60-69) | 0 | 0% | 3 | 15% |
| Fair (50-59) | 0 | 0% | 0 | 0% |
| Total | 20 | 100% | 20 | 100% |

The table above shows the difference between experimental and control class. The experimental class which got the treatment showed the better score than the control group. In experimental class, **7** students got **very good** score and **13** students got **good** scores. Another side, only **2** students got **very good** score, **15** students got **good** scores, and **3** students at the **fairly good** score in the control group.

2. The result of frequency and rate percentage of students' score in posttest.

Based on the table 4.1 shows that, after the treatment was done, In experimental class, 7 students got very good score with the rate percentage is 35% and 13 students got good scores with 65% rate percentage. Another side, in control class, only 2 students got very good score with 10%, 15 students got good scores which 75% rate percentage, and 3 students at the fairly good score with 15% rate percentage. It means that there is different significant of the students' score between experimental and control class, which in experimental class, the rate percentage is 35% students got very good score and 65% students got good score while in control class, only 10% students got very good score, 75% students got good score and 15% students got fairly good score.

3. The improvement of students' writing ability in descriptive text of content and organization between pretest and posttest.

Table 4.2. The Students' Mean Score in Experimental Class

| **Indicator** | **Experimental class** | | **Improvement %** |
|---|---|---|---|
| | **Pretest** | **Posttest** | |
| **Content** | 69.5 | 81 | 11.5 % |
| **Organization** | 64.75 | 73.65 | 8.9 % |

The students' mean score of experimental class in descriptive text in term content of pretest is 69.5 and post test is 81 with the improvement is 11.5%. The students' mean score in term organization in pre-test is 64.75 and in post test is 73.65 with the improvement is 8.9%. Based on the improvement above, the students' score in descriptive text is improvement.

Table 4.3. The Students' Mean Score in Controlled Class.

| Indicator | Controlled class | | Improvement % |
|---|---|---|---|
| | Pretest | Posttest | |
| Content | **72.5** | **78.75** | **6.25%** |
| Organization | **63.25** | **70** | **6.75 %** |

The students' mean score of control class in descriptive text in term content of pretest is 72.5 and posttest is 78.75 with the improvement is 56.25%. The students' mean score in term organization in pretest is 63.25 and in posttest is 70

with the improvement is 6.75%. Based on the improvement above, the students' score of control class in descriptive text is improvement.

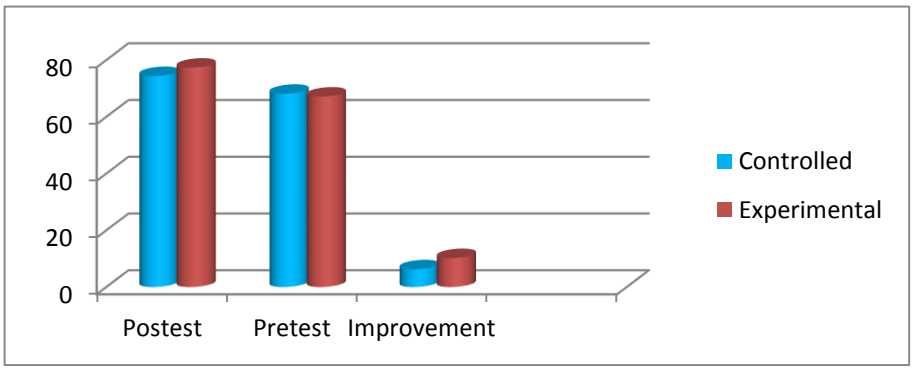
Table 4.4. The students' mean score in experimental and controlled class of pretest and posttest.

| Class | Pretest | Posttest | Improvement % |
|---|---|---|---|
| **Experimental** | 67.12 | 77.32 | 10.2% |
| **Controlled** | 68.12 | 74.37 | 6.25% |

The students' mean score of experimental class in descriptive text of writing skill on pretest is 67.12 and posttest is 77.32 with the improvement is 10.2%. The students' mean score of controlled class in descriptive text of writing skill on pretest is 68.12 and in posttest is 74.37 with the improvement is 6.25%. Based on the result, it can be conclude that by using Brain-Sketching Technique can improve the writing skill in descriptive text of the students.

Based on the table 4.4 the condition of both classes can be seen on the chart below:

Chart 4.5. Mean Score of Experimental and Control Group between Pre-test and Post-test.




The chart shows that both experimental and control classes are significant different the mean score of experimental group is higher than the mean score of control class. It means that the use of Brain- Sketching Technique is success to improve writing skill in descriptive text.

4. The significant of students' writing ability in descriptive text between pretest and posttest.Table 4.6. The Significant of Students' Writing Ability in Descriptive Text on Pretest between Content and Organization.

| Aspect of Value | t-test value | t-table value | Conclusion |
|---|---|---|---|
| Content | 1.57 | 1.68 | Not significant |
| Organization | 0.64 | 1.68 | Not significant |

The table 4.6 shows that, the t-test value of pre test on content (1.57) and organization (0.64) is lower than t-table value (1.68). Based on its result, it concludes that, the difference of both means statically not significant.

Table 4.7. The Significant of Students' Writing Ability in Descriptive Text on Posttest between Content and Organization.

| **Aspect of Value** | **t-test value** | **t-table value** | **Conclusion** |
|---|---|---|---|
| **Content** | 2.70 | 1.68 | Significant |
| **Organization** | 2.51 | 1.68 | Significant |

The table 4.7 shows that the t-test value of post test on content (2.70) and organization (2.51) is higher than t-table value (1.68). Based on its result, it concludes that the difference of both means statically significant.

Table 4.8. The Significance of Students' Ability in Writing Descriptive Text after Treatment in Experimental and Controlled Class.

| **Value** | **t-test** | **t-table** | **Comparison** | **Conclusion** |
|---|---|---|---|---|
| **Post-test** | 2.04 | 1.68 | t-test>t-table | Significant |

In the t-table for α =0.05df=t ratio is 1.68. Based on the calculation, the value of t-test is greater than the ratio on t-table, 2.04>1.68. According to the result, it can be concluded that the alternative hypothesis is accepted. There was a significant difference between the students in experimental and control class.

**B. Discussions**

1. The Improvement of the Students' writing skill in descriptive text through Brain-Sketching Technique.

The use of Brain-Sketching Technique to improve the students' writing skill in descriptive text can be seen by the difference of the students' result of mean

score in experimental class and control class. The use of Brain-Sketching Technique is improve the students' writing skill in descriptive text.

Based on the table 4.2, it indicates that the use of Brain-Sketching Technique in teaching and learning writing skill in descriptive text is improvement. Based on the chart 4.5, it indicates that the mean score of experimental class is higher than mean score of control class on content and organization after conducting treatment.

The students' mean score of experimental class on content in pre-test is 69.5 and post-test is 81, and in term of organization the students' mean score in pretest is 64.75 and posttest 73.65. While the students' mean score of control class on content in pre-test is 72.5 and post-test is 78.75, and in term of organization the students' mean score in pretest is 63.25 and posttest is 70. It indicates that mean score in post-test is higher than mean score in pre-test. On the other word, the result of t-test value in content (2.70) and organization (2.51) is greater than t-table value (1.68).

Based on the explanation previously, it concludes that the use of Brain-Sketching Technique is improve the students' writing skill in descriptive. In where the Brain-Sketching Technique can help the teacher to make an interactive and fun teaching process. it can stimulate the student's creativity and their imagination(Van Gundy, 2005: 6).

Based on the table 4.6 it indicates that there is any significant difference of content and organization between pre-test and post-test. The t-test value of pre-test (0.68) and post-test (2.04) is higher than t-table value (1.68). And the t-test value of pretest on organization (0.64) and post test (2.51) is higher t- table value (1.68). It concludes that, the difference of content and organization means statically significant.

Based on the table 4.7., the significant different between content and organization on posttest. The value of t-test was 2.04 is higher than t-table (1.68) means that statically different. Based on the result that 2.04 > 1.68 means the null hypothesis (H0) is rejected while the alternative hypothesis (H1) is accepted.

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concludes:

1. Brain-Sketching Technique is improve the students' writing skill in descriptive text in term content and organization. Where the mean score of content in experimental class in posttest was **81** and in the control class was **78.75.** And the mean score of organization in experimental class in posttest is **73.65**and in the control class was **70**means that the use of Brain-Sketching Techniqueis successful.It was shown the mean score of the students' writing skill in descriptive text on pretest of experimental class was **67.12** and posttest was **77.32**. The improvement of students' writing skill was 10.2%.
2. The result of t-test **(2.04)** is higher than t-table **(1.68)**. There is significance difference between experimental class and control class, because in experimental class used Brain-Sketching Technique and in controlled class did not use Brain-Sketching Technique. In the other word,the use of Brain-Sketching Technique is improve the students' writing in descriptive text in term content and organization.

### B. Suggestions

Based on the conclusion above, the researcher gives some suggestions:

1. It is suggested to the teacher to use Brain-Sketching Technique as an alternative way in learning and teaching English, because it can make the students' more interesting in learning English.
2. It is suggested to the students that they have to study hard and more active to increase their ability in writing English.
3. It is suggested to the next researchers to use the Brain-Sketching Technique in teaching English because this Technique is effectively to improve students skill in learning process especially in writing descriptive text.

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