

Brainstorming Based Joyfull Learning to Increase Writing Skill

Dian Permatasari Kusuma Dayu
Universitas PGRI Madiun, Indonesia
dayuprasanda12@gmail.com

Septi Aprilia
ITS PKU Muhammadiyah Surakarta, Indonesia
septi@itspku.ac.id

Abstract

This study aims to find out the differences in writing skills in elementary schools by using a Brainstorming based Joyfull learning models and determining the effectiveness of using Brainstorming based Joyfull learning models in Indonesian writing skills. This research method is included in experimental research, which takes two groups as research samples. One group as an experimental class was given Brainstorming based Joyfull learning models, and one group as a control class using the lecture and discussion method. Data analysis was performed using a T-test. The results of data analysis using the t-test showed that $T\text{-arithmetic } 2.642 > T\text{-table } 2,000$ at a significance level of $\alpha 0.05$. Thus, the use of a Brainstorming based Joyfull learning models effectively teaches Indonesian writing skills in elementary schools.

Keyword: Brainstorming, Joyfull learning, Writing.

INTRODUCTION

Writing is one of the four language skills needed to improve the quality of Indonesian language learning. With the writing skills, it is hoped that students can express their ideas, thoughts and feelings in writing in Indonesian language learning. The problem writing activities in Indonesian language learning, there are still many students who think learning to write is less exciting and due to difficulties in determining main ideas and developing them into unified and complete essays. Also, learning to write Indonesian has not been implemented optimally by the teacher, and the teacher is more focused on giving description questions on student worksheets. In

writing activities, the teacher has not maximally used techniques, strategies, and media in writing activities in Indonesian language learning. Sometimes, students feel bored, bored and not interested in practising continuously. So it causes many students to find it difficult to brilliant their ideas and creative thoughts in writing.

Learning to write is a cognitive activity that is very difficult for students to do due to several factors. The factors that influence here are the factors of student interest in participating in learning to write in class, (Fareed, 2016; Haider, 2012; Dar, 2015). In writing activities, students always experience difficulties. They do not understand the theme to be written so that it results in students being unable to develop their story ideas, and the resulting writing is not good. Also, in writing, students often experience difficulties in structuring language or sentences so that the results obtained by the paper produced by students are not as expected, (Chokwe, 2013). The learning strategies or techniques applied by the teacher in learning to write appear to be less effective because they do not contribute to the development of students' writing skills. Most of the students experienced difficulties in arranging their ideas into well-organized written works. (Alsamadani, 2010).

Writing skills are active, productive and expressive skills. Although, in reality, writing skills are classified as complex and complex language skills compared to other language skills. Students are not able to develop good paragraphs during learning to write, (Darsono, 2018). To achieve optimal results in writing assignments, students need strong comprehension skills that involve grammar, vocabulary, conceptions, and other parts of language learning. To achieve optimal results in writing assignments, students need strong comprehension skills and involve grammar, vocabulary, conceptions, and other parts of language learning. Writing is not easy, but not as difficult as many students imagine, (Han, 2017). Writing has not received the attention it deserves in school. Students have not been taught to make ideas flow on paper, (Dian, 2022).

In the last ten years, several studies have investigated the challenges faced by students and teachers in teaching writing in primary schools. Therefore, we must carry out further research to find out how students solve the problems of learning to write in class. Based on the problems in learning to write, the researcher wanted to research to improve students' writing skills by applying a joyful learning-based Brainstroming model. Brainstroming based on joyful learning is a learning model that combines Brainstroming learning with joyful learning.

Joyful learning is a fun learning atmosphere that cannot be generalized and is a general recipe for all teachers, especially in elementary schools, in creating a learning environment, (He, 2017). Joyful learning is an adjective of joy which is the cause of happiness in the learning process in the classroom, and fun learning is closely related to the human brain, (Willis, 2007). Fun learning itself is defined as learning that makes students feel comfortable and enjoy the learning process. Joyful learning is a happy perception that students have during the learning process, and in the learning process, it has a positive influence on student learning motivation. The Joyful Learning model is

a learning model that can increase students' curiosity about something, making students active, innovative, and creative in the classroom will create a more interesting and enjoyable learning atmosphere (Ahsani & Praharsini, 2023).

Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields, (Naser & Almutairi, 2015). Brainstorming is a learning activity that uses active problem solving techniques and the brainstorming model aims to develop creative solutions to problems, (Al-khatib, 2012). In the brainstorming technique using creative thinking activities that aim to direct a strong desire to find a solution or achieve the original goal of a solution that was not known before, (Almaghawry, 2012). Brainstorming done for got as much input as possible in a short time as a basis for further discussion, regardless of the quality of the material presented. On At this time it is hoped that all participants convey their aspirations Brainstroming based Joyfull learning models has the opportunity to improve students' writing skills in Indonesian language learning. Brainstorming learning is one of the learning methods carried out so that learning objectives are achieved quickly through the process independent learning and students are able to present it in front of the class, (Siregar et al., 2022). Brainstorming method is a teaching technique that Involve students by asking questions to students and inviting them students to the problem so that the child is involved in thinking, ideas, ideas and even responses that occur spontaneously and will emerge other new problems, and all student input should not be denied even if the idea is not related to the problem under discussion. Learning model Brainstorming in an attempt to gather opinions ideas put forward by all members of the group both individually and group.

Still, Brainstroming based Joyfull learning models has not been used in Indonesian language learning. The steps for a Brainstroming based Joyfull learning models are as follows; (1) Students are divided into small groups and given discussion themes, (2) students compile vital points of the topic to be studied on a sheet of white paper in the shape of a tree with branches, (3) Students are invited to complete the game (ice baker) on the discussion material; (4) Students demonstrate and present in front of the class. This paper will review a study on Brainstorming application based on joyful learning in Indonesian learning.

METHODS

Research Goal

This type of research is a type of quantitative research with a quasi-experimental method. The research design used was experimental, which was carried out using a posttest only control group design. Participants in this study were 60 (45 female, 15 male) male and female students from primary schools in Indonesia aged 10-11 years.

Sample and Data Collection

The sampling technique is a sampling technique. The sampling technique used in this study is saturated sampling. Data collection techniques used in this study include observation, documentation and tests.

Analyzing of Data

The data analysis technique in this study used the normality test, homogeneity test, and T-test. The T-test is used to test the pretest and posttest values in the same group. The homogeneity test aims to determine whether the data obtained has the same variance or not. The normality test aims to see whether the data is normal or not. The data analysis technique used a Quantitative design to see the difference in writing skills between the experimental class and the control class was a t-test.

RESULTS AND DISCUSSION

The presentation of data and the results of data analysis is based on the data obtained in class in writing skills using a joyful learning-based Brainstroming learning models. The details are described below:

a. Description of the Data Results Writing Skills Experiment Class and Control Class

Table 1. Data Results Writing Skills Experiment Class and Control Class

Description	Class			
	Experiments		Control	
	Pretest	Posttest	Pretest	Posttest
Average	51,76	78,34	52,35	70,31
Standard deviation	7,20	12,56	7,15	8,22
Minimum Value	35,40	48,75	34,26	44,72
Maximum value	64,50	89,56	65,78	78,90

Based on the data presented in the table above, it is known that the average pretest score for writing skills in the experimental class was 51.76 and the average pretest score for writing skills in the control class was 52.35. This shows that the pretest average scores of the students' writing skills in the experimental class and the control class were not significantly different, which means that both experimental and control classes had almost the same writing skills before being given treatment. Then after being given different treatment, namely the experimental class using the Brainstroming model based on Joyfull learning and the control class using the mind mapping models. The average value of the posttest writing skills is 78.34 for the experimental class and 70.31 for the control class which indicates that the average value of the writing skills of

the two classes, namely the experimental class and the control class, is significantly different.

b. Normality Test

Table 2. Normality Test

Class	Larithmetic	L _{table}	Conclusion
Experiments	0,179	0,180	H ₀ was accepted
Control	0,170	0,180	H ₀ was accepted

Based on the results of the normality test, it can be seen that the normality test in the experimental class is Larithmetic (0.179) < L_{table} (0.180), so H₀ is accepted. The normality test in the control class obtained Larithmetic (0.170) < from L_{table} (0.180) so H₀ is accepted. From the results of the data analysis above, it can be concluded that the data obtained from the experimental class and the control class come from population data that are normally distributed.

c. Homogeneity Test

Table 3. Homogeneity Test

F arithmetic	F _{table}	Criteria	Conclusion
1,189	1,983	F _{arithmetic} < F _{table}	H ₀ was accepted

From the table below it showed that the analysis result of homogeneity rest got F_{arithmetic} = 1.189 by the criteria of the test H₀ = F_{arithmetic} ≤ F_{table}, 1.189 ≤ 1,983. It meant that H₀ was accepted, so it got the conclusion that the sample came from the population that had homogeneous variant.

d. Hypotesis Test

Table 4. Hypotesis Test

t arithmetic	t _{table}	Conclusion
2,642	2,000	H ₀ was accepted

Based on the results of the hypothesis test, it can be seen that the t test obtained T_{arithmetic} = (2.642) > from T_{table} = (2.000) then H₀ is rejected. Thus it can be

concluded that there is an influence of the Brainstorming learning model based on Joyfull learning on the writing skills of elementary school students.

Learning using the Brainstorming model based on Joyfull learning has proven to be effective on students' writing skills. Using the Brainstorming model based on Joyfull learning in learning can make students are more active in finding their own material being taught. This happens because in learning using the Brainstorming model based on Joyful learning, students are faced with writing activities through observation and review of literature which require them to complete it with their group mates. Students are also given the opportunity to express as many ideas or ideas as they have about the problem or material being studied so as to improve students' writing skills.

This is in line with opinion (Hariyadi et al., 2019) whose research results show that the Brainstorming method is effective on students' scientific article writing skills. The brainstorming learning method shows that the percentage of each category is very good. The activeness of students in the learning process using the brainstorming learning method causes students to carry out various learning activities that can train their writing skills. The Brainstorming method also plays a role in increasing students' critical thinking skills. With the Brainstorming method students can pour all their ideas, opinions and knowledge into the learning process which causes students' critical thinking skills to increase. This is in line with opinion (Juliani1 et al., 2020) that the Brainstorming method affects writing skills. In line with Research (Khakim, 2016; Marliana & Indihadi, 2020) Through brainstorming activities make students think critically in pouring all their knowledge. The learning method that increases student activity, namely learning the brainstorming model is a form of discussion in order to gather ideas, opinions, information, knowledge and experiences from all participants. To get better competence, this step is carried out to generate new ideas when students write descriptive texts.

CONCLUSION

Writing requires the perseverance and creativity of students with the demands of finding ideas and assembling words to produce a work through writing. Based on the analysis of hypothesis testing, it is known that $t_{\text{arithmetik}} > t_{\text{table}}$. With a result of $2.642 > 2,000$ it is accepted. From the data from the analysis and discussion, it can be concluded that there is an influence of the Brainstorming learning model based on joyful learning on students' writing skills in Indonesian language learning.

REFERENCES

- Ahsani, E. L. F., & Praharsini, A. (2023). Pembelajaran Joyfull Learning Dengan Puzzle Game Berbasis Eksperimen: Meningkatkan Minat Belajar Siswa Mata Pelajaran IPA. *Fashluna*, 4(1), 25–39. <https://doi.org/10.47625/fashluna.v4i1.440>
- Al-khatib, B. A. (2012). The Effect of Using Brainstorming Strategy in Developing

Creative Problem Solving Skills among Female Students in Princess Alia University College Department of Psychology and Special Education. *American International Journal of Contemporary Research*, 2(10), 29–38.

Almaghawry, A. M. (2012). Effectiveness of Using the Brainstorming Technique to Learn Some Basic Skills and Collection of Knowledge for Beginners in Volleyball. *World Journal of Sport Sciences*, 6(4), 361–366. <https://doi.org/10.5829/idosi.wjss.2012.6.4.1149>

Hariyadi, H., Alimin, A. A., & Ramaniyar, E. (2019). Pengaruh Metode Pembelajaran Brainstorming Terhadap Keterampilan Menulis Artikel Ilmiah. *Jurnal Pendidikan Bahasa*, 8(2), 330. <https://doi.org/10.31571/bahasa.v8i2.1525>

Juliani¹, S., Sobari², T., Sukawati³, S., & Siliwangi, I. (2020). Penerapan Teknik Brainstorming Melalui Gambar untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskriptif. *Parole Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3(5), 681–686.

Khakim, M. L. (2016). Penerapan metode pembelajaran brainstorming terhadap pemahaman konsep siswa smp kelas vii pada materi aljabar. *Jurnal Pembelajaran*.

Marliana, R., & Indihadi, D. (2020). Teknik Brainstorming Pada Model Pembelajaran Menulis Teks Narasi. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(2), 109–115. <https://doi.org/10.17509/pedadidaktika.v7i2.25459>

Naser, A., & Almutairi, M. (2015). *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among male Students in Kuwait : A Field Study on Saud Al-Kharji School in Kuwait City*. 6(3), 136–146.

Siregar, R., Hutasuhut, A., Saragi, C. N., & Sidabutar, U. (2022). the Effect of Brainstorming Teaching Technique on Students' Achievement in Writing Analytical Exposition Text. *Jurnal SCIENTIA*, 11(1), 598–604.

