

THE EFFECT OF BRAINWRITING STRATEGY IN WRITING SKILL RECOUNT TEXT AT ELEVENTH GRADE STUDENT OF SMA SWASTA KAMPUS NOMMENSEN PEMATANGSIANTAR

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Abstract

The purpose of this study was to determine whether the Brainwriting Strategy has a significant effect on the recount text writing skills of grade XI students of SMA Swasta Kampus Nommensen Pematangsiantar. This study used a two-group design (quasi-experimental) by providing Brainwriting Strategy treatment to the experimental group and without the strategy to the control group. Data were collected through pre-test and post-test writing and analyzed using a t-test. The results of the analysis showed a very significant increase in the experimental group with an average post-test of 85.2, much higher than the control group which only reached 74.28. The t-test value of 6.482 with Sig. (2-tailed) 0.000 ($p < 0.01$) validates that there is a significant effect of the Brainwriting Strategy in improving students' recount text writing skills. This indicates that the alternative hypothesis (H_0) was accepted and the null hypothesis (H_1) was rejected. This strategy has proven to be very effective in encouraging students to generate ideas. and improve the quality of their writing.

Keywords: *Effect, Brainwriting Strategy, Writing Skill, Recount Text, quasi-experimental*

INTRODUCTION

Writing as one of the four language skills and Writing skills are one of the important aspects in language learning. Writing allows students to express their ideas, thoughts, and feelings in written form. However, many students have difficulty in writing because of its complexity, such as sentence structure, word choice, opinions and cohesion between paragraphs. In school education, of course, we are taught writing skills from an early age, from when we start copying simple writing to writing at a high level, namely by involving ideas, concepts and also creativity in it. Having a good writing skill will support people to communicate their thoughts, opinions, ideas and feelings about certain experience (Marpaung, 2019). In this case, writing allows students to express their thoughts and emotions in writing, so that they can communicate effectively and express themselves better. In the context of learning, writing becomes an important means for students to develop language skills and express their creativity. In writing learning, writing activities involve starting, progressing, and finishing a complicated and challenging combination of writing tasks (Fatiani et al., 2021; Lating, 2022). With this, students are expected to be able to write a piece of writing by starting what they think and developing what they write until finished. This means that in writing, someone can also create and compose words from their brain or mind through criticism poured onto a piece of paper. With ideas or writing that students will design when writing.

Writing skills that are often taught to students in schools also cover various important aspects. Such as the development of English language skills through the use and application of extensive and relevant vocabulary, the formation of a solid grammar foundation by composing sentences that are truly structural and grammatical, and with mastery of techniques that organize and systematically arrange ideas to form a complete and meaningful written work. Besides, the students' writing is a reflection of the power of their language (Triana et al., 2022). In this case, it can be said that writing is a reflection or language ability of a person or student. If a student's writing is good, then it is likely that their language skills are also good, Conversely, if a student's writing is not good, then there are likely several aspects of language ability that must and need to be improved, such as vocabulary understanding, correct use of grammar, or the ability to express ideas effectively. Thus, students' writing can be a reflection of their language ability, so that their language ability can help teachers or educators in assessing and improving students' language

ability to be better. Actually learning to write is not easy to do, for example many students find it difficult to master it. In SMA Swasta kampus nommensen pematangsiantar difficulties in writing text, one of which is writing a recount text where students write the text using the past tense. And they experience difficulties when writing the text because of that writing. Writing is one of the most difficult skills faced by students, the students think that to elaborate ideas become good sentences. It should need a certain technique in implementing in writing activity (Hadi et al., 2021; Haerzi & Kazemian, 2021). That way students may be able to practice writing so that the difficulties faced can be overcome. such as having to understand the topic and purpose of what will be written and also students can multiply or practice by reading and studying the understanding that may be written and can improve the writing skills of the students. And here the teacher can also use the brainwriting strategy in developing ideas and writing skills in students.

Writing is also needed in many aspects of life as a part of the requirements. For example, in the academic fields, students will be required to write academic writing and a wide range of text types, including descriptive, narrative, procedural, report, and recount text. Sulisworo, Rahayu & Akhsan (Toba et al., 2019) stated that the capacity of students to write is a critical determinant of their success in academics and in the future. at way when they start writing, students must understand the design of what they will write. That way when they start writing, students must understand the design of what they are going to write. Thus, in this case, students are expected to be able to write recount texts with the ideas they get, then develop them and also be able to write recount texts well. According to Siahaan & Siahaan (2019), a recount text is a text that reconstructs past experiences by retelling events in the order in which they occurred. Its purpose is to inform or entertain the audience, and it typically consists of an orientation, a series of events, and a reorientation. Mastering this text type helps students develop their narrative skills and improve their ability to express personal experiences in written form. The purpose of the text is to inform the reader about what happened in the past by following a series of events. (Matondang, 2020) With this purpose, it can help students in writing a text like what they feel or what valuable experiences they have gone through so that they can design a text because this text presents a series of events that occur chronologically. And this purpose can also help students to improve their writing skills because with or by writing a recount text, students can practice writing a text. Not only that, this text also helps students to share experiences or knowledge that they have gone through or felt.

In senior high school, writing is learning the types of texts including recount text (Mohamad & Moses, 2019). where the text can help readers get interested when reading it. Thus, the function of this recount text is not only as a means of informing the reader, but this text also helps in the means of entertaining and also making the reader feel involved in the story text conveyed by the author. With the aim of this text can also help students in making interesting recount texts so that readers are enthusiastic in reading and students are effective in conveying messages or stories to readers. In making a recount text, students must consider both existing objectives in order to create an interesting written work that can make readers like the text that has been made. So that by writing the text the reader can gain insight or a higher view with the topic of the recount text that is made. Thus writing recount texts and paying attention to the structure of the text can help students improve their writing skills and share their experiences with others.

Effective writing strategies can help writers produce quality writing and achieve their writing goals. Some writing strategies that can be used include brainstorming, outlining, freewriting, and brainwriting. Brainstorming helps generate new ideas and broaden insights about the topic to be written. Outlining helps organize ideas and ensure that writing has a logical and systematic structure. Freewriting helps generate new ideas and broaden insights about the topic to be written without paying attention to grammatical or spelling errors. Brainwriting is a writing strategy that involves writing ideas in writing and then sharing them with others to get feedback. Thus, this research uses the brainwriting strategy because with this strategy students can generate new ideas, broaden insights, and improve writing based on the feedback received. In addition, brainwriting also allows students to collaborate with other friends and produce better writing through discussion and feedback. Thus, brainwriting can be an effective tool to improve the quality of writing and help writers achieve the writing goals that students will write.

Brainwriting strategy can be used to improve the ability to write recount texts. Sejnost (2009) stated that the brainwriting strategy is a learning strategy that provides students with the opportunity to share their knowledge about the topic being discussed without fear of being wrong. When learning recount text, students may have difficulties such as writing recount text, but here we will use a brainwriting strategy that will help or see the influence of using this strategy. By implementing this strategy in the learning process such as making recount texts, it can help students feel more comfortable and confident in sharing their knowledge and ideas in developing recount texts. That way, this strategy can improve the ability to think critically and creatively in making recount texts. That way, this strategy can also improve students' writing skills when writing recount texts. Brainwriting strategies can also be an alternative to improve the quality of learning when working on recount texts in class. because students often have difficulty writing texts, so by implementing brainwriting strategies, it can help students develop ideas when writing recount texts and

students can also improve their writing skills by expressing ideas or thoughts to friends and teachers. As argued by Haryadi (2020) it seems that the teacher is using the brainwriting strategy for writing tasks. This research was conducted because the students of SMA Swasta Kampus Nommensen don't pass their KKM which is 79. So, through this research, which will be conducted in eleventh grade students at the SMA kampus nommensen Pematangsiantar, it is hoped that students will improve their writing skills and achieve the Minimum Competency (KKM) score through the brainwriting strategy. This way, students can improve their abilities by developing existing ideas and writing them effectively. That way when using the brainwriting strategy that will be carried out at SMA Swasta Kampus Nommensen Pematangsiantar there will be a comparison before and after using the strategy. In this case, when there is an increase in using the brainwriting strategy, it is very good to apply to students and can also help teachers in improving their writing skills using this strategy, especially in writing recount texts that will be implemented in class. That way when the results after using the brainwriting strategy in writing recount texts increase, this strategy can be applied to students when writing other texts.

LITERATURE REVIEW

A. Recount Text

1. Definition of Recount Text

Recount text is a type of writing that allows people to retell past events or express their own experiences in a structured and chronological manner. This text focuses on telling what happened, who was involved, where and when the event occurred, and sometimes even why the event occurred. This type of text is generally used in personal and formal contexts, allowing individuals to reflect on and share events that have occurred. We can use recount text to convey firsthand experiences, such as personal adventures, memorable moments, or even daily routines. This text is also an effective format for reporting news, providing eyewitness accounts, or describing significant historical events in detail. A recount, according to Fisher, is a writing that describes an experience or a series of events based on the author's own or historical experiences (Fisher, 2016). With this Recount text can provide an effective way to share the experiences that the author feels to others. The author usually uses simple and chronological language in addition to making it easy for readers to understand this also to describe the sequence of events that occurred. The text that the author shares such as personal experiences, historical events, or activities that have been done in the past.

Recount text also has a very important role for readers such as recount text can help readers understand how important the experience or event that has happened. In addition, this text can also arouse emotions and awareness of readers. By reading recount text, readers can take useful lessons for everyday life. According to Sitorus & Sipayung (2018), various types of recount text can be seen from two aspects; First, in the personal recount. It is a recount text that serves to tell about the author's personal experience. The second can be seen in the factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports. With this, the recount text that functions to tell the author's personal experiences usually tells his personal experiences, such as the author's personal experiences, events experienced, and also possible events that the author has experienced. In a personal recount, the author usually uses the first person point of view and when describing personal experiences in detail and also specifically. And the second factual recount, usually the author uses accurate language and also uses objective language. Both recount texts have different content objectives, but both aim to share information with readers in a clear and effective way.

Recount text also has imaginative recount text, this can be seen in the imaginative recount text. It is a type of recount text that serves to present an imaginative story (Mediska & Adnan, 2019). Thus, recount text does not only tell about someone's personal experience or factual reports. However, recount text also has imaginative text where this type of text is a type of text that functions to present a story that is not based on real experience but the result of a writer's imagination. In imaginative recount text, a writer can use his creativity to create interesting and unique stories such as science stories, fiction, fantasy and also adventure so that he can share them with readers in the form of interesting stories. With this, imaginative recount text stories can be a means to entertain readers when reading the text.

2. Purpose of Recount Text

Recount text has many purposes, each of which plays an important role in communication, learning, and expression. Here are some of the main purposes of recount text:

- a. Provide information and entertain readers

Hidayati (2015) recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. This information can take various forms, such as a report on a trip, a personal experience, or a detailed account of a specific event. Through recount texts, readers gain insight into what happened, when it occurred, and how the events unfolded. This makes recount text an effective tool for sharing real-life stories and factual events. In addition to informing, recount texts are often intended to entertain the audience. Many writers use humor, emotion, or interesting experiences to make their narratives engaging and enjoyable to read.

- b. Retelling Past Experiences

Dirgeyasa (2016) says that a recount is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past. Thus, the author shares experiences or events that have been experienced, so that readers can understand and feel the event again. Recount text can be in the form of personal experiences, travel reports, or other important events that you want to share with others. with that, recount text functions as a means to share information and experiences with readers in an interesting and entertaining way.

3. Types of Recount Text

According Barwick (1999: 4-5) there are different types of recount with varying levels of language and content according to the audience and purpose.

- a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

- b. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recount involve detail research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened.

- c. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

- d. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

- e. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

And researche chose personal recount for students to write in recount texts, because brainwriting is a strategy where students can develop their ideas through experiences they have had.

4. Generic Structure of Recount Text

Recount texts also have certain structures that can help organize the retelling of past events in a clear and coherent manner. According to Lancashire County Council (2008) a recount text has several generic structure consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

a. Orientation

The orientation is the opening section of the recount text. It provides essential background information to help the reader understand the context of the story. This section usually answers the fundamental questions: who was involved, what happened, when it happened, and where it took place. By establishing this foundational information, the orientation sets the scene for the events that will follow. The orientation helps the reader become familiar with the situation, making it easier to follow the upcoming sequence of events.

b. Events

The events section forms the main body of the recount text. It presents a detailed account of what happened, usually in chronological order. The events are narrated logically, one after another, to ensure the text flows smoothly and remains easy to understand. In this part, the writer may include actions, dialogues, and specific details that contribute to the development of the story. This section is crucial because it delivers the actual narrative, giving the reader insight into the experiences or incidents being shared. Writers often use transitional words (such as then, after that, suddenly, finally) to maintain the sequence and clarity of the events.

c. Re-orientation

The reorientation is an optional closing section that brings the recount text to a conclusion. Not all recount texts include this part, but when present, it serves to summarize, reflect upon, or comment on the events described. This section may highlight the outcomes of the events, express personal feelings, or draw conclusions based on what happened. In addition to summarizing the narrative, the reorientation may also provide insight into the significance of the experience or offer a personal opinion. Sometimes, it can even project into the future by predicting what might happen next or explaining what the writer plans to do as a result of the experience. This part adds depth to the recount text by encouraging reflection and offering closure.

5. Language Features of Recount Text

According to Saragih et al (2014), as cited in Husna & Multazim, language features used in recount texts are consist as follows (Husna & Multazim, 2019) :

a. The use of nouns and pronouns to identify animals, people, and things.

Nouns are used to name animals, people, and objects specifically, such as "cat", "teacher", and "book". Pronouns are used to replace previously mentioned nouns, such as "he" to replace a person's name, "it" to replace an object's name, and "they" to replace a group of people or animals.

b. The use of past action verbs to refers to the events.

The use of past tense action verbs is very important in language because it can refer to events that have occurred in the past. Past tense action verbs are used to describe actions or events that have finished happening, so they help clarify the time of the event and can also distinguish between events that have occurred in the past and events that are currently happening or will happen. Examples of past action verbs are "went", "ate", "read", etc. By using appropriate past action verbs, we can describe events that have occurred in the past more clearly and effectively

c. The use of simple past tense forms.

The use of the simple past tense is very important in language to describe events that occurred in the past. The simple past tense is used to express actions or events that have been completed at a certain time in the past. Examples of the simple past tense are "I went to school yesterday" or "She ate breakfast this morning". By using the simple past tense, we can describe events that have occurred in the past in a simple and effective way, making it easier for readers or listeners to understand the story or information conveyed.

B. Writing

1. Definiton of Writing

Writing is one of the complicated processes because this process includes the expression of thoughts and ideas through written symbols. When you want to write a sentence, you also have to pay attention because if you don't use an ineffective sentence, it will confuse the reader in reading the writing. Writing can also be considered a form of communication and a cognitive process, meaning it can be used as a form of communication because writing allows the writer to convey ideas, feelings to the reader or other people. So,

writing functions as a tool to build relationships with other people. And the meaning of writing is a cognitive process, namely that writing can also involve complex thinking processes, such as analyzing, synthesizing, and evaluating information. The writer must organize ideas, choose the right words, and construct effective sentences. According to Galvan, writing involves the transcription of ideas into a readable format, which also facilitates learning and self-expression (Galvan, 2023). With this writing, someone can change the ideas or ideas that exist or are being thought of into a written form that can be read by others. By writing, you can also express feelings or experiences that will be conveyed to the reader and writing can also be a means of expression and creativity. Schwenzer and Schroeter define writing as a concept that goes beyond mere transcription to encompass the organization of ideas, making it a complex activity that integrates various cognitive and linguistic skills (Schwenzer & Schroeter, 2022). This dual nature of writing serving both communicative and developmental roles underscores its significance in educational contexts. So that by writing someone can get an effective and good concept.

Writing analytics allows educators to assess student writing more objectively and to develop tailored interventions aimed at improving writing quality through actionable insights (Gibson & Shibani, 2022). By assessing objectively, it means using criteria and standards that must be clear and measurable. It can help educators to provide more accurate and fair feedback to students. And when developing this specific intervention, it aims for educators to improve the quality of student writing. This intervention can also be in the form of learning strategies, feedback, or learning activities designed to help students overcome certain difficulties when writing. With that, students can write well and effectively. By understanding writing as a skill and also we can know that writing is also influenced by technological advances so that teachers can support students in developing effective writing practices and also teachers can prepare students to face their academic demands. Furthermore, Naftzinger discusses everyday writing practices, suggesting that writing is deeply embedded in daily life and takes on various forms across the lifespan (Naftzinger, 2020). This means that writing is not only useful in the academic field but writing also functions as a tool of expression and reflection on oneself. With that, writing can shape identity and cognitive development in a person. And by writing, someone can also bring out interesting things such as writing down existing experiences so that readers can know about it.

2. The purpose of Writing

In writing, there are various purposes based on various perspectives in the academic world. By summarizing insights from various leading scientific sources, I can outline several purposes in writing, which are categorized as follows:

a. Communication and Expression

LaFrance and Corbett highlight the necessity of honing both higher-order and sentence-level writing skills, especially for graduate students who must articulate complex ideas clearly (LaFrance & Corbett, 2020). Thus, students need to practice their writing skills because then they can articulate complex ideas clearly and effectively when they are writing. Good writing skills also enable students to develop strong and logical arguments. In writing, they also use appropriate language that can be understood by the reader.

b. Critical Thinking and Reflection

Writing is integral to the development of critical thinking skills. Manalo suggests that through writing, students engage in inquiry and reflection, which fosters deeper understanding and assessment of their learning (Manalo, 2019). Writing skills are not just about conveying information but can involve a deep thinking process where students can get ideas and develop them in writing. With writing skills, students can also develop critical thinking skills, and when writing, students can or are required to analyze and evaluate information that can help students understand the learning material that is taking place.

c. Social Learning and Collaboration

In collaborating in writing with students, especially in educational contexts, it highlights the social dynamics during the learning process. Masuara and Ajam note that heterogeneous pairing allows students of differing abilities to enhance their writing through mutual interaction, affirming that peer support is vital for developing writing competencies (Masuara & Ajam, 2023). Collaboration in heterogeneous pairs where students with different abilities can work together to improve their writing skills with different ideas too.

d. Motivation and Engagement

Writing also serves to motivate and engage students with the learning process they carry out in class. Nurbayan et al. indicate that structured programs, such as article coaching clinics, effectively improve students' scientific writing skills, which in turn enhances their intrinsic motivation to engage with the subject matter (Nurbayan et al., 2022). So this structured and systematic program can help improve students' scientific writing skills. And also improve students' scientific writing skills, which are important skills in academics. And students' intrinsic motivation can make them engage with the subject matter, so they are more motivated to learn.

e. Skill Development for Future Advocacy

Writing can also prepare students not only for academic success, but also for future advocacy and professional endeavors. O'Mahony notes the importance of quality writing skills for students facing challenges in producing coherent academic texts (O'Mahony, 2021). With quality writing skills, students can effectively express their ideas and thoughts, so that students can produce coherent and quality academic texts. It is also important for students to develop their writing skills in order to produce good academic texts and achieve academic success.

3. Components of good writing

There are five components of indications in writing, according to (Hasibuan & Handayani, 2019): content, organization, vocabulary, syntax, and mechanics.

a. Content

At least some argue that the composition has only one main purpose, that it must have unity, coherence, and continuity, and that it must be developed adequately with respect to the components, and that the content of the writing must be clearly visible to the reader so that the reader can learn and receive information from the reader about the message conveyed.

b. Organization

The principles or sequences are written in a structured and ordered manner in order to organize the writings in question. The goals of written organizing content include coherence, order of meaning, general to particular, specific to general, and chronological order from beginning to conclusion.

c. Vocabulary

Effective writing, both specialized and scientific, typically results in effective language use, therefore dictionaries are essential. Vocabulary is an important part of writing. We keep fiddling with vocabulary to communicate a message. Lack of vocabulary makes it difficult to write what one means, and we have a hard time deciding what is needed to properly structure the writing and allow the reader to understand it.

d. Grammar

The use of language in writing descriptions and other types of writing is covered by grammar. Appropriate grammar is one that can produce grammar. We have no choice but to pronounce distinct language components for different purposes. Grammar can also encourage kids to utilize formal language more.

e. Mechanics

In writing, there are at least two aspects of mechanics: functions and capitalization. This function is significant because it allows context to be clarified. The use of uppercase letters is required. They used to be able to tell the difference between 11 things and specifics. Second, formal statement with the relevant adjective action as the quote's first word. This trait is critical because it aids the reader in quickly comprehending or accepting what the author intended to say plainly.

4. Process of Writing

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing According to Barbara Fine Clouse (2005), in the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing

a. Prewriting

The first step is called prewriting. Prewriting is a way to generate ideas. The initial step in creating a recount text is to write the title, orientation, event, and reorientation. Prewriting strategies are crucial in the writing process because they can help writers produce effective and high-quality writing. Therefore, writers need to understand and use effective prewriting strategies to improve their writing skills.

b. Drafting

At the time of the drafting stage, as writers should translate their structured ideas into the first version of their text. Where when writing the main focus is to express thoughts without pressure in perfection. The initial phase in writers allows their writers to do creative exploration and develop their ideas. And also reduce writing anxiety and can help reduce writing anxiety that is often experienced by writers. That way writers can increase success By using the process writing approach, writers can increase their success in composing quality texts.

c. Revising

In the next revision stage, it is useful to refine and also improve the clarity, coherence, and accuracy of the text language. That way, there is nothing wrong in writing when a writing is finished. and also revisions while writing allow writers to ensure that their writing is effective in conveying the message they want to convey. The writers review, modify, and reorganize then work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. Students can also improve a writing if there are errors in the words in the writing.

d. Editing

During the editing process in writing, this function is very important because writing is a form of improving the quality of writing. With this editing process, writers can also correct errors that occur when writing such as spelling, grammatical, and syntactic errors in the writing. In addition, this editing also helps clarify existing ideas and greatly helps make them easier to understand for readers. Thus, editing greatly helps improve the coherence and structure of writing. And also this editing stage ensures that the information presented in the writing is accurate and reliable. Therefore the editing process is very useful and important in the writing process.

So, by understanding and applying the steps of an effective writing process, such as prewriting, drafting, revising, and editing, writers can improve the quality of their recount texts. A systematic and structured writing process can help writers produce clear, coherent, and accurate writing, ensuring the intended message is well received by readers. Therefore, it is important for writers to understand and master the effective writing process to improve the quality of their writing.

5. Types of Writing

In written form there are several types of text and some of them are as follows:

a. Narrative

Narrative text is a type of text where this text tells a story or experience that has a clear structure and sequence of events. This type of text usually has the aim of entertaining, inspiring, or providing lessons to readers through the story being told. And this narrative text can be fiction or nonfiction, and can have various themes and writing styles. Thus this text is one of the most popular and effective types of text when conveying a story.

b. Descriptive

Descriptive text is a type of text that describes or explains a place, object, and event in detail and specifically. The purpose of this text is to help readers understand the object or place described by using rich and descriptive words. In descriptive text, the author uses imaginative and sensory language to describe the characteristics, features, and details of the object or place described. Thus, descriptive text is often used in various types of writing, such as poetry, novels and also descriptive articles.

c. Recount

Recount text is a type of text that retells events that occurred in the past. In this recount text, the author usually uses simple and chronological language to describe the sequence of events that occurred.

d. Procedural

Procedural writing provides clear, step-by-step instructions on how to do something or how something works. The structure starts with a statement of the goal or aim, lists the materials or ingredients needed, and then outlines the steps in a logical sequence. The language is direct, using imperative verbs (such as “mix,” “turn,” “add”) and sequence markers (“first,” “next,” “finally”) to guide the reader through

the process. Procedural texts are usually written in the present tense and focus on clarity and precision to ensure the reader can successfully complete the task. Each of these writing genres serves a specific purpose and is structured in ways that align with their goals

C. Brainwriting Strategy

1. Definition of Brainwriting strategy

Strategy brainwriting is a strategy that involves writing down ideas in writing and then sharing them with others by sharing them with others so they will get feedback. And the brainwriting strategy also allows writers to generate new ideas, broaden their horizons, and improve their writing based on the feedback received. According to Virdyna (2016), Brainwriting is mainly used in groups where it against brainstorming that able to collect ideas alone. Thus, this strategy is used as an alternative to traditional brainstorming where individuals in a group can produce and also collect their ideas independently without influence and also without pressure from others. Because in this brainwriting strategy, students can also freely express the ideas they think and can develop them. With this brainwriting strategy, it can help produce and improve the quality of writing. In addition, this brainwriting strategy also reduces the dominance of certain individuals in the group and allows each individual to actively participate in the existing group.

Brainwriting is a modification from brainstorming where a group or individual attempts to determine a conclusion for a particular problems by obtaining information from a list of ideas contributed by each member (Alshammari, 2015). Thus, in brainwriting both groups and individuals must try to reach conclusions related to a particular problem by collecting information from ideas contributed by each member. However, this is also different from brainstorming which is often done verbally and can be influenced by group dynamics. Brainwriting must also have individuals who write down the ideas they have independently. This is done to reduce social pressure and all members can contribute without fear of criticism from others. It can be said that the brainwriting strategy has less pressure because brainwriting is related to the presentation of ideas directly so that the writer can be more comfortable and also feel confident. And also this strategy focuses on the ideas that they will develop. That way students can develop the ideas they think of and then develop them into written form.

Michalko (2007) in (Oktavia et al., 2016), stated brainswriting strategy is a strategy used by the teacher in writing. In this brainwriting strategy in the context of education, especially in teaching writing, this strategy greatly helps students to actively contribute to the creative process without the pressure that often arises in verbal discussions. Through this strategy, students are also asked to write down ideas and they will develop these ideas and create a text that is in accordance with the lessons they are studying. In addition, this brainwriting strategy can also help overcome anxiety in students that they may have experienced or sometimes lack confidence in speaking in public. Because with this brainwriting strategy, students can express their own thoughts in writing. However, this strategy not only produces written content but also as a means of improving collaboration and communication skills among students. And in its application, teachers can direct students to use this strategy in various types of texts including recount texts.

2. Purpose of Brainwriting Strategy

It is stated by (Wilson, 2013) about the benefit of using brainwriting strategy such as:

- a. Able to collect a lot of ideas rather than traditional way.
In collecting ideas, traditional methods often involve face-to-face discussions so that this can limit participation. This also allows for the collection of broader and more diverse ideas, because each individual can have an equal opportunity to contribute.
- b. Lessen possibilities to conflict or debate within group members.
When ideas are collected anonymously or through structured methods, the risk of conflict or debate can be minimized. With a situation where individuals feel freer to share the ideas they have. This can also make students not afraid to express the ideas they have and will develop.
- c. Helping the shy students to express their ideas and improve their confidence.
As we know shy students often feel pressured to speak in public or when participating in a group. With this brainwriting strategy allows students to convey ideas in writing so that they will not feel embarrassed to express their thoughts in writing.
- d. Reduce anxiety on working in group.

When wanting to contribute in a group some students must experience Anxiety this often arises when individuals feel pressured to perform well in front of others. By implementing this more inclusive and non-intimidating brainwriting strategy, such as small group discussions or the use of collaborative tools, individuals can feel more relaxed.

- e. This technique can be combined with other creative strategy to increase numerous of ideas.

When brainwriting ideas, groups can use mind mapping to organize and develop those ideas further. This combination not only increases the number of ideas generated, but also the quality and depth of thinking produced by the group.

3. Steps of Brainwriting Strategy

There are two steps of Brainwriting to be conducted:

- a. The first step is the development of ideas and creation of associations. In this stage, a review of foreign as their own ideas is prohibited as this lead to internal censorship by the Participants and would make it difficult to find new ideas. In this step, the main focus is to encourage participants to be free or not afraid to create and produce new ideas without any restrictions or judgments. This process is important because it creates space for original thinking and allows participants to form new associations that may not have been thought of before.
- b. The second step, the results are then subjected to detailed criticism and pulled out the best ideas. After the idea development stage, the next step is to evaluate the ideas that have been generated. With this step, constructive criticism is very important to identify the strengths and weaknesses of each idea. After the idea development stage, the next step is to evaluate the ideas that have been generated.

4. The Advantages and Disadvantages of Brainwriting

The use of brainwriting strategy in learning activities also has the advantages and disadvantages According to Wilson (2013), has some advantages are follow

- a. Produce ideas more than share ideas with the tradisional opinion.
- b. Reduce the possibility of conflict between members in the group debate
- c. Help members of the talk passive and less self confidence in their group opinion expressed orally in a group sharing opinions.
- d. Reduce the possibility of fear when their opinion not accepted other members.
- e. Reduce anxiety when someone works in a culture
- f. Can be combined with other technique creativity to increase the number of ideas that produced on particular subject or particular matter.

However there are some disadvantages of the use of this strategy as is expressed by Wilson (2013), that are follows

- a. This strategy is less known. compared with brainstorming strategy
- b. Less of social interaction between participants as each participant wrote their ideas withut talking to participants
- c. Participants may feel that they cannot be entirely express then ideas in writing.
- d. Handwriting can be a little difficult to disentangle and interpret the result of ideas and wrote the idea

5. Implementation Brainwriting Strategy

The brainwriting strategy can be implemented in writing a recount text in the following ways:

- a. Generating Ideas

Students are asked to write down ideas related to the experiences or events they wish to recount in the recount text.

- b. Developing Ideas

Students then develop these ideas into more complete and structured sentences in the form of a recount text.

- c. Organizing Ideas

Students organize these ideas into a clear recount text structure, namely orientation, sequence of events, and reorientation.

- d. Writing the Recount Text

Students then write a recount text based on the ideas they have generated and organized.

D. Relevance Previous Research

For the first relevant research by Yulianti (2019), entitled "Improving Students' Writing Skill Using Brainwriting Strategy" This study uses the Classroom Action Research method. This study was conducted in two cycles with seven meetings, namely three meetings for the test and four meetings for the treatment. The population of this study was 30 students of grade VII of Pandu Nusantara Junior High School in the 2018/2019 academic year. The average pretest score was 45. After implementing the brainwriting strategy in each cycle, students showed an increase in critical thinking skills with an average score of 71. From the previous research above, the researcher adopted the use of a brainwriting strategy to improve students' writing skills. Furthermore, implementing a brainwriting strategy in several cycles can help improve students' skills gradually. As shown in the study, students' average writing ability score increased from 45 to 71 after implementing the brainwriting strategy in two cycles with seven meetings. By adopting these elements, educators can try implementing a brainwriting strategy to improve students' writing skills in appropriate contexts.

For the second relevant research by Nurfitri (2024) and the title "Implementation of Brainwriting Strategy In Improving writing Skill at the Tenth Grade Student of MA Putri Aisyiyah Palu" This research intends to find out whether the brainwriting strategy can improve the writing skills. The researchers applied the pre-experimental design. The results of the pre-test of the mean score are 55.17. The results of the post-test of the mean score are 68. The researchers conducted the post-test to assess the improvement in students' ability to write descriptive text using the brainwriting strategy. Out of the total students, 13 (76.47%) passed the test, while only 4 students (23.53%) failed. By comparing the results of the pre-test and post-test, there is an improvement. The result shows that the t-counted (10.68) is higher than the t-table (1,745), so the Alternative hypothesis is accepted. From the previous research above, the researcher concluded that the use of brainwriting strategies can improve students' writing skills. This study, which used a pre-experimental design, showed an increase in students' average writing scores after implementing the brainwriting strategy in two cycles using pre-tests and post-tests.

For the third relevant research by Ningrum (2013) and the title "Improving Writing Skill in Writing Recount Text Through Diary Writing" The research was aimed at proving whether diary writing is effective to improve students' skill in writing recount text or not. The research was pre-experimental research design. The population of this research was the tenth grade students at SMA Alkhairaat Kalukubula and the sample was class XA. The number of the sample was 25 students. The researcher employed cluster sampling and adopted one group pre-test and post-test design. The pre-test was used to measure the students' skill in writing recount text before treatment, and post-test was used to measure the students' skill after the treatment. From the previous research above, the researcher adopts the recount text as a tool to improve students' writing skills. This research also shows that writing a recount text is a type of text that retells past experiences or events, usually with a structure that includes orientation, sequence of events, and reorientation. Thus, educators can help students improve their recount writing skills in appropriate contexts.

For the fourth relevant research by Handayani, et al (2023) and the title is "The Implementation of Brainwriting Strategy to Improve Students' Ability in Writing Recount Text" This research used a classroom action research design that conducts in two cycles. The research subject was X IPA 1 grade SMAN 1 Sangatta Selatan students. These research findings showed that:(1) The implementation of the brainwriting strategy where the students divide into some groups that consist of 6 or more participants, then every student write three ideas on the paper until 5 minutes the paper passed to the right person, just like that until all of the participants have got the paper.(2) The improvement of students' ability to write recount text using brainwriting strategy could be seen from the comparison calculation between the total average cycle I and cycle II scores. The implementation of brainwriting strategy can improve the students' ability to write recount text.

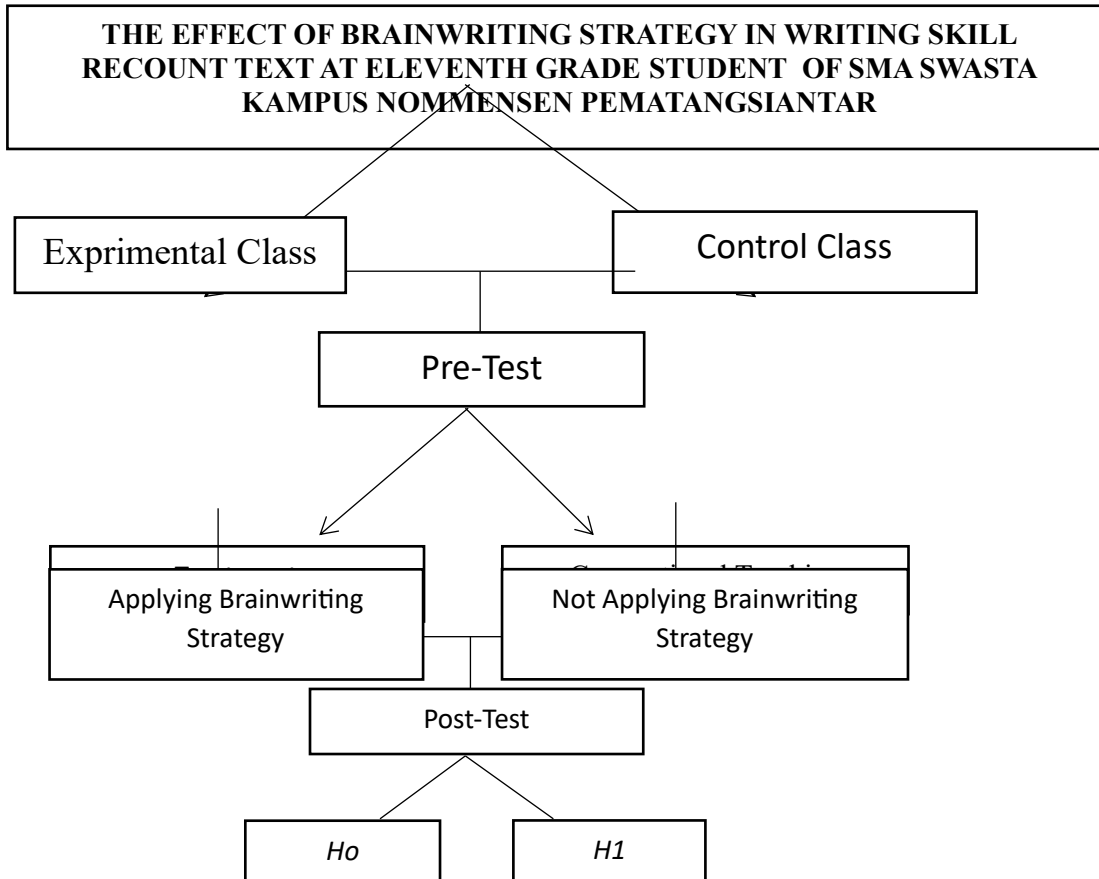
From the previous research above, the researcher concluded that the brainwriting strategy is effective in improving students' recount writing skills. Furthermore, implementing the brainwriting strategy, where students are divided into groups and write ideas on distributed paper, can improve recount writing skills. The improvement in students' abilities is evident from the comparison of average scores. Therefore, educators can consider using the brainwriting strategy to help students improve their recount writing skills in appropriate contexts. For the fifth relevant research by Atmowardoyo and Patak (2024) and the title is "Investigating 6-3-5 Brainwriting Strategy on Students' Writing Performance Using Narrative Text" This research investigates students' writing performance by applying the 6-3-5 brainwriting strategy to students. This research uses a mix-method design method which combines two qualitative and quantitative methods with design triangulation in the research. The results of this research show that students' writing skills improved in phase 1 and phase 2. This can be seen from the comparison of the scores obtained by students during the pre-test of 65.6 while the first post-test was 73.4 and the second post-test was 78.7. The comparison of the scores above shows significant development in students' writing

THE EFFECT OF BRAINWRITING STRATEGY IN WRITING SKILL RECOUNT TEXT AT ELEVENTH GRADE STUDENT OF SMA SWASTA KAMPUS NOMMENSEN PEMATANGSIANTAR

Julita Lumban Raja et al

abilities. From the previous research above, the researcher adopted the conclusion that the brainwriting strategy is effective in improving students' writing skills. However, this study used a mixed-method design that combines qualitative and quantitative methods with design triangulation. The results showed that students' writing skills improved in phases 1 and 2, with the average score increasing from 65.6 in the pre-test to 73.4 in the first post-test, and 78.7 in the second post-test.

D. Conceptual Framework



METHOD

A. Research Design

Research design are styles of inquiry that give explicit guidelines for the steps of a research study (Creswell & Creswell, 2018). Research design is a framework that researcher use to organize or carry out research. Research design are generally categorized into qualitative, quantitative and mixed methodology. This research use quantitative research requiring researcher to explain how variables affect other variables (Creswell, 2012). So this research focuses on data collection and analysis of numerical data as a form of answer in the research. In this case, researcher also try to identify patterns, relationships, or effects that can be measured statistically in order to determine the influence of the results.

This research will follow a quasi-experimental design, specifically a non-equivalent control group design. In this design, there will be two groups of participants: an experimental group, which received instruction using brainwriting strategies, and a control group, This research design is to describe and prove the effect of brainwriting stragtry to the students' writing in writing a recount text.

Table 1: Research Design

Group	Pretest	Independent Variable	Post test
Experimental	Y1	O1	Y2
Control	Y2	O2	Y2

Note:

Y1: Pre-test

Y2 : Post-test

O1 : Using Brainwriting Strategy

O2 : Without Bainwriting Strategy

B. Place and Time of The Research

This research will be carried out at SMA swasta kampus Nommensen Pematangsiantar at grade XI, located at Jl. Sangnawaluh No. 4, Siantar Timur District, Pematangsiantar City, North Sumatra. This research will be in august 2025/2026 academic year.

C. Population and Sample

1. Population

Population refers to all individuals, objects, and entities that have certain characteristics and are the focus of the research to be conducted. Population is a group of individuals who have the same characteristics (Creswell & Creswell, 2018)(Cresswell & David, 2018). The population also includes all elements that can meet certain criteria set by researcher such as people, animals, objects, and events. In research, it is very important to define the population clearly so that researcher can take representative samples. So in this research, the population includes all students in class XI of SMA swasta kampus Pematangsiantar. The population of class XI students is 75 students.

Table 2: Population of the Resrarch

Class	Students
XI-1	26
XI-2	25
XI-3	25
Total	76

2. Sample

A sample is a part of a population and is selected for research and sample size refers to the number or elements taken from the population. According to Ary (2002), "The sample is a group selected from the population for observation in a research". In this case, the researcher chose class XI-2 and XI-3 as the sample for this research. The sample consisted of 50 students, consisting of 25 students in class XI-2 as the experimental class and 25 students in class XI-3 as the control class. Thus, the sample will be taken based on the class chosen by the researcher. The reason for choosing this class is because the number of students is the same.

Table 3 Sample of the Research

Group	Class	Students
Experimental	XI-2	25
Control	XI-3	25

C. Research Instruments

An instrument is a tool for measuring data that is needed in research. An instrument is a tool for measuring, observing or documenting quantitative data (Creswell, 2015). In other words, research instruments can be questionnaires, tests, or other measuring tools designed to obtain accurate and objective information regarding the variables being studied. Therefore, this research use pre-tests and post-tests. Documentation included video recordings of the test. The use of appropriate instruments is crucial in quantitative research because the quality of the instruments will impact the validity and reliability of the research results. This research use a writing test to measure the effectiveness of the brainwriting strategy in teaching recount text writing. The writing test was conducted to determine the effect of using the brainwriting strategy on recount text writing.

D. Technique of Collecting Data

Data in conducting quasi-experimental research is to evaluate the effects of an intervention or treatment without using full randomization in placing participants into experimental and control groups. The first group is the experimental group that uses the brainwriting strategy and the second group is the control group that does not use the brainwriting strategy. In collecting data, researcher conducted pre-tests and post-tests on students.

1. Pre-test will be given to two groups, namely the experimental group and the control group. In this stage, both groups will write recount texts without using brainwriting strategies. The results of the pre-test will be compared with the results of the post-test.
2. Treatment The researcher gave treatment to the experimental group. The treatment was carried out after giving the initial test. The experimental group was taught using the brainwriting strategy. post-test will be given to the experimental and control groups. post-test is conducted to evaluate the effectiveness of the intervention that has been carried out, as well as to find out the average value between the experimental and control groups, whether the use of brainwriting strategy has a significant influence on students' writing ability.

E. Validity and Reliability

At the stage of conducting a test there are several characteristics of a good test. However, a test that has validity and reliability is considered a good test. Because these two aspects are very important, to ensure that the results obtained from the test are accurate and can also be trusted. By analyzing quantitative data to determine validity and reliability. Validity is defined as the extent to which an instrument measures what it claims to measure, Ary et al (2014: 242). Focus on the current view, on validity not on the instrument, not on the instrument itself but on the interpretation and meaning of the scores obtained from the instrument. After the validity is completed, the reliability test is carried out. The reliability of an instrument is the level of consistency of the instrument in measuring whatever it wants to measure, Ary et al (2014: 253). The test that will be conducted is a written test and will involve 50 students.

F. Technique of Data Analysis

The data will be analyzed using SPSS which will get accurate results. However, before testing the hypothesis, the researcher will first check the normality and homogeneity of the test that will be given to the sample. The researcher uses the normality test so that the researcher knows whether the data in the experimental class and the control class have a normal distribution or not.

1. Normality Test

This test was used to check whether the scores from both the experimental and control groups followed a normal distribution. According to Sujianto (2009) states that normality distribution test is a test to measure whether our data has a normal distribution. The reason for conducting normality testing is because researchers need to know whether the population or data involved in the research is normally distributed.

The hypotheses for the normality test are formulated as follows :

Ho : the data have normal distribution

Ha : the data do not have normal distribution

While the criteria acceptance or rejection of normality test are :

Ho is accepted if $\text{Sig} > \alpha = 0,05$

H1 is rejected if $\text{Sig} < \alpha = 0,05$

2. Homogeneity Test

After conducting the normality test, the researcher will then determine the homogeneity of the test. This test is intended to test whether the data obtained from both experimental and control samples are homogeneous or not. The homogeneity test is one of the testing methods in statistics to determine whether two or more samples from different populations have the same variance distribution or characteristics. (Nuryadi et al., 2017) stated the homogeneity test is a statistical testing procedure designed to demonstrate that two or more sample data sets come from a population with the same variance.

The hypotheses for the homogeneity test are formulated as follows:

Ho : the variance of the data is homogeneous

Ha : the variance of the data is not homogeneous

While the criteria acceptance or rejection of homogeneity test are:

H0 is accepted if $\text{Sig.} > \alpha = 0,05$

H1 is rejected if $\text{Sig.} < \alpha = 0,0$

3. Hypothetical Test

After using the homogeneity test to find out whether there is an effect or difference between students who use the brainwriting strategy on students' writing skills, the researcher used an independent sample t-test. An independent sample t-test is used to analyze data to determine whether the data meets the criteria for the quality of variance. This test compares the post-test mean scores of the experimental and control classes. In this case, the researcher used statistical calculations with SPSS (Statistical Program for Social Sciences).

The hypotheses are:

H1 : There is no significant effect of brainwriting strategy on students' recount text writing skills.

H0 : There is a significant effect of brainwriting strategy on students' recount text writing

RESULTS AND DISCUSSION

A. Data Analysis

This chapter discusses data analysis and interpretation. The data obtained in this study were obtained from the results of tests given to students. The data were obtained from the results of the students' pre-tests and post-tests. The first group was treated as an experimental group using the brainwriting strategy and the second group as a control group without using the brainwriting strategy. All data were analyzed and interpreted based on the theory mentioned in Chapter II and the methodology used in Chapter III.

B. Description of The Data Analysis

In this research, the researcher involved two classes a control class and an experimental class. The control class was taught using standard methods without any special treatment, while the experimental class was given special treatment in the form of a brainwriting strategy applied during the learning process. Thus, the effectiveness of the treatment can be measured by comparing the results between the control and experimental classes. According to Napitupulu (2019, pp. 44–45), quasi-experimental design was applied to measure between control class and experimental class. And what is assessed from the tests that students do is how they write the ideas that they produce and then make them into a recount text and analyze parts of its generic structure.

1. Data Result of Pre-test Experimental Class

The initial test was used to measure students' initial ability in writing recount texts, where students had not been given special treatment of the brainwriting strategy. The experimental class consisted of twenty-five students in grade XI-2 of SMA Swasta Kampus Nommensen Pematangsiantar. The test results are shown in the following table:

Table 3 Pre-test Data of the Experimental Class

No	Student's Initial	Pre-test
1	DS	55
2	UP	63
3	RS	68
4	SS	58
5	CH	70
6	ES	65
7	HP	70
8	KS	66
9	LS	69
10	CS	58
11	RL	65
12	EM	70
13	ES	60
14	FS	67
15	JP	65
16	CA	60
17	GM	70
18	KH	62
19	KS	62
20	DP	72
21	WN	58
22	GM	66
23	YS	60
24	CT	58
25	RS	60
	Σ	1597
	Mean	63,88
	Maximum Score	72
	Minimum Score	55

The table above shows that students' writing ability in the pre-test was still relatively low. Among the 25 students, none reached the minimum mastery criterion of 75. The highest score was 72, and the lowest score was 55. The pre-test average was 63.88, which means that most students still had difficulty writing recount texts.

2. Data Result of Post-test Experimental Class

A post-test was administered to XI-2 grade students after implementing the Brainwriting Strategy. This test was designed to evaluate student performance after receiving the treatment. The results of the post-test are presented in a table, which shows how well students were able to produce recount texts.

Table 4 Post-test Data of the Experimental Class

No	Student's Initial	Pre-test
1	DS	87
2	UP	80
3	RS	92
4	SS	77
5	CH	89
6	ES	88
7	HP	92
8	KS	88
9	LS	82
10	CS	78
11	RL	90
12	EM	90
13	ES	80
14	FS	87
15	JP	84
16	CA	85
17	GM	90
18	KH	89
19	KS	88
20	DP	85
21	WN	88
22	GM	82
23	YS	84
24	CT	78
25	RS	77
	Σ	2130
	Mean	85,2
	Maximum Score	92
	Minimum Score	77

From the data above, it can be seen that the post-test results showed an increase in the ability to write recount texts. This test was taken by 25 students, and there were 25 students who reached the minimum completion criteria of 75. The class achieved the highest post-test score of 92 and the lowest was 77, with an average score of 85.2. This indicates that students' ability to write recount texts improved after being given treatment.

3. Data Result of Pre-test Control Class

The initial test was used to measure students' initial ability in writing recount texts, The control class consisted of twenty-five students in grade XI-33 of the SMA Swasta Kampus Nommensen Pematangsiantar. The test results are shown in the following table:

Table 5 Pre-test Data of the Control Class

No	Name	Pre-test
1	GP	58
2	CW	77
3	NB	55
4	RA	58
5	MS	70
6	RC	72
7	SP	72
8	GS	70
9	LN	67
10	YS	68
11	JH	70
12	KS	60
13	KP	72
14	RS	60
15	KM	59
16	GE	60
17	IS	70
18	AH	70
19	MS	68
20	ES	64
21	GS	58
22	SS	61
23	AB	55
24	GS	84
25	RA	58
	Σ	1636
	Mean	65,44
	Maximum	84
	Minimum	55

The table above shows that students' writing skills in the pre-test were still relatively low. Among the 25 students, there were 2 students who achieved the minimum mastery criteria of 75. The highest score was 84, and the lowest score was 55. The pre-test average was 65.44, which means that most students still had difficulty in writing recount texts.

4. Data Result of Post test Control Class

After implementing the traditional teaching model, students in grades XI-3 at SMA Swasta Kampus Nommensen Pematangsiantar were given a final test as a control group. Following the learning process, a final test was designed to measure students' writing skills. The following table displays the results of the final test on students' ability to write recount texts.

Table 6 Post-test Data of the Control Class

No	Name	Post-test
1	GP	60
2	CW	89
3	NB	67
4	RA	72
5	MS	74
6	RC	79
7	SP	83
8	GS	81
9	LN	79
10	YS	80
11	JH	75
12	KS	68
13	KP	67
14	RS	68
15	KM	70
16	GE	68
17	IS	78
18	AH	77
19	MS	74
20	ES	76
21	GS	68
22	SS	76
23	AB	70
24	GS	88
25	RA	70
	Σ	1857
	Mean	74,28
	Maximum	89
	Minimum	60

As shown in the table above, the post-test results of the control class in writing recount texts were still relatively low. A total of 12 students achieved the minimum completion criteria of 75 out of 25 students. The highest score was 89, while the lowest score was 60. The average post-test in the control class was 74.28, indicating that students still had difficulty writing recount texts.

5. Overview of The Data Result

In the experimental class, the average pre-test score was 63.88 and the post-test score was 85.2, indicating an increase of 21.32 points (85.2 - 63.88). In the control class, the average pre-test score was 65.44 and the post-test score was 74.28, indicating an increase of 8.84 points (74.28 - 65.44). At this stage, the experimental class showed a greater increase in scores (33.4%) compared to the control class (13.5%). This indicates that the treatment given to the experimental class had a more significant impact on improving student scores and that the brainwriting strategy had a significant impact on student learning.

6. Data Analysis Using SPSS

a. Normality Test

The normality test is a statistical test used to determine whether a dataset follows a normal distribution or not.

Figure 1 Experimental Data Normality Test

Tests of Normality

	Perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experiment	Pre Test	,148	25	,166	,943	25	,174
	Post Test	,167	25	,069	,922	25	,058

a. Lilliefors Significance Correction

The Tests of Normality table displays the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests for each data group: the Experimental Pre-Test and the Experimental Post-Test. Because the number of data per group is <50 (n = 25), the Shapiro-Wilk test is more relevant as a reference.

Hypothesis:

H₀ (Null Hypothesis): The data in each group comes from a normally distributed population.

H₁ (Alternative Hypothesis): The data in each group does not come from a normally distributed population.

Analysis Results:

The Experimental Pre-Test has a Sig. value of 0.174 → > 0.05 → the data are normally distributed.

The Experimental Post-Test has a Sig. value of 0.058 → > 0.05 → the data are normally distributed.

Figure 2 Normality Test of Control Data

Tests of Normality

	Perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Control	Pre Test	,169	25	,065	,924	25	,062
	Post Test	,131	25	,200*	,967	25	,562

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Tests of Normality table displays the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests for each data group: the Pre-Test Control and Post-Test Control. Because the number of data per group is <50 (n = 25), the Shapiro-Wilk test is more appropriate as a reference.

Hypothesis:

H₀ (Null Hypothesis): The data in each group comes from a normally distributed population.

H₁ (Alternative Hypothesis): The data in each group does not come from a normally distributed population.

Analysis Results:

The Pre-Test Control has a Sig. value of 0.062 → > 0.05 → the data are normally distributed.

The Post-Test Control has a Sig. value of 0.562 → > 0.05 → the data are normally distributed.

b. Homogeneity Test

Homogeneity test, is a statistical test used to determine whether the variance of two or more data groups is the same or homogeneous.

Figure 3 Experimental Data Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Experiment	Based on Mean	,068	1	48	,795
	Based on Median	,060	1	48	,807
	Based on Median and with adjusted df	,060	1	46,656	,807
	Based on trimmed mean	,070	1	48	,793

With the following hypothesis:

Hypothesis:

H_0 : Data is homogeneous

H_1 : Data is heterogeneous (not homogeneous)

with a significance level (α) = 5% = 0.05

Obtained:

Test statistic:

Sig. value = 0.795

Decision Criteria:

Reject H_0 if Sig. < α and Fail to Reject H_0 if Sig. > α

Because the test results show that Sig. > $\alpha \rightarrow 0.795 > 0.05$, we fail to reject H_0 .

Based on the table above, the significance value (Sig.) is above 0.05.

This indicates that the data variance is homogeneous.

Figure 4 Test of Control Data Homogeneity
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Control	Based on Mean	,513	1	48	,477
	Based on Median	,398	1	48	,531
	Based on Median and with adjusted df	,398	1	47,998	,531
	Based on trimmed mean	,538	1	48	,467

With the following hypothesis:

Hypothesis:

H_0 : Data is homogeneous

H_1 : : Data is heterogeneous (not homogeneous)

with a significance level (α) = 5% = 0.05

Obtained:

Test statistic:

Sig. value = 0.477

Decision Criteria:

Reject H_0 If Sig. < α and Fail to Reject H_0 if Sig. > α

Because the test results show that Sig. > $\alpha \rightarrow 0.477 > 0.05$, we fail to reject H_0 . Based on the table above, the significance value (Sig.) is above 0.05. This indicates that the data variance is homogeneous.

3. Statistical Hypothesis

A statistical hypothesis is a statement or assumption about a population parameter that is to be tested using sample data.

Figure 5 Experimental Pre-Test and Control Test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Experiment	25	63,88	4,859	,972
	Control	25	65,44	7,411	1,482

The Group Statistics table displays a description of the Pre-Test data for both groups:

- The Experimental Group (N = 25) had an average Pre-Test score of 63.88 with a standard deviation of 4.859 and a standard error of the mean of 0.972.
- The Control Group (N = 25) had an average Pre-Test score of 65.44 with a standard deviation of 7.411 and a standard error of the mean of 1.482.

Descriptively, the average Pre-Test score for the control group was slightly higher than that of the experimental group.

Figure 6

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre Test	Equal variances assumed	6,272	,016	-.880	48	,383	-1,560	1,772	-5,124	2,004
	Equal variances not assumed			-.880	41,416	,384	-1,560	1,772	-5,138	2,018

The Independent Samples Test table was used to test the difference in mean pre-test scores between the experimental and control groups.

- t-test for Equality of Means: The t-value obtained was -0.880 with df = 41,416 and Sig. (2-tailed) = 0.384 (> 0.05). This means there was no significant difference in mean pre-test scores between the experimental and control groups.
- Mean Difference: The mean difference between the two groups was -1.560 points with a 95% confidence interval between -5.138 and 2.018. Because this interval includes the number 0, the difference is not statistically significant.

The test results indicate no significant difference in pre-test scores between the experimental and control groups.

Figure 7 Experimental Pre-Test and Control Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experiment	25	85,20	4,761	,952
	Control	25	74,28	6,949	1,390

The Group Statistics table displays a description of the post-test data for both groups:

- The experimental group (N = 25) had an average post-test score of 85.20 with a standard deviation of 4.761 and a standard error of the mean of 0.952.
- The control group (N = 25) had an average post-test score of 74.28 with a standard deviation of 6.949 and a standard error of the mean of 1.390.

Descriptively, the average post-test score for the experimental group was higher than that of the control group.

Figure 8

		Independent Samples Test					t-test for Equality of Means			
		Levene's Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	2,730	,105	6,482	48	,000	10,920	1,685	7,533	14,307
	Equal variances not assumed			6,482	42,462	,000	10,920	1,685	7,521	14,319

The Independent Samples Test table was used to test the difference in mean post-test scores between the experimental and control groups.

- a. T-test for Equality of Means: The t-value obtained was 6,482 with $df = 48$ and $Sig. (2-tailed) = 0.000 (<0.01)$. This means there was a highly significant difference in mean post-test scores between the experimental and control groups.
- b. Mean Difference: The mean difference between the experimental and control groups was 10.920 points, with a 95% confidence interval between 7.533 and 14.307. Because this interval does not include 0, the difference is statistically significant.

The test results showed that the experimental group achieved significantly higher post-test scores than the control group.

4. Effect Size

Effect size is a measure used to quantify the magnitude of the effect of a treatment, intervention, or independent variable on the dependent variable in a research. This research uses Cohen's d, which is used to measure the difference between two groups, namely the pre-test and post-test, with the same standard deviation.

Table 7

Effect Size Pre Test Eksperimen vs Kontrol		
Mean Experiment Pre-Test	$\sum 1597$	63.88
Mean Control Pre-Test	$\sum 1636$	65.44
SD Pre-Test Experiment	4.859012	
SD Pre-Test Control	7.411028	
SD Pooled	6.266312	
Cohen's D Effect Size	0.24895	

The results of the data analysis showed that the Cohen's d effect size between the experimental and control groups in the pre-test was 0.24895, indicating that the difference between the means of the experimental and control groups was relatively small. With a mean of 63.88 for the experimental group and a mean of 65.44 for the control group, and a pooled standard deviation of 6.266312, these results indicate that both groups had relatively similar characteristics before the treatment was given.

Table 8

Effect Size Post Test Eksperimen vs Kontrol		
Mean Experiment PostTest	$\sum 2130$	85.2
Mean Control PostTest	$\sum 1857$	74.28
SD Pre-Test Experiment	4.760952	
SD Pre-Test Control	6.94934	
SD Pooled	5.956509	
Cohen's D Effect Size	1.833289	

The results of the data analysis showed that the Cohen's d effect size between the experimental and control groups in the post-test was 1.833289, indicating that the difference between the means of the experimental and control groups was very large and significant. With a mean of 85.2 for the experimental group and a mean of 74.28 for the control group, this result indicates that the treatment given had a very large impact on the post-test results. This large effect size indicates that the treatment given was very effective in improving the results in the experimental group, so it can be concluded that the treatment had a significant effect.

C. Research Findings

Students' recount text writing skills in the pre-test experiment were still relatively low. Among the 25 students, none reached the minimum completion criterion of 75. The highest score was 72, and the lowest score was 55. The pre-test average was 63.88.

The post-test experimental class consisted of 25 students, and 25 students reached the minimum completion criterion of 75. The class achieved a highest post-test score of 92 and a lowest score of 77, with an average score of 85.2.

Pre-test control class: Among the 25 students, 2 students reached the minimum completion criterion of 75. The highest score was 84, and the lowest score was 55. The pre-test average was 65.44.

Post-test control class: A total of 12 students out of 25 students reached the minimum completion criterion of 75. The highest score obtained was 89, while the lowest score was 60. The average post-test in the control class was 74.28.

Based on the data analysis, several findings can be summarized as follows:

The effect of using the brainwriting strategy on recount texts was more significant than the effect of using the brainwriting strategy on students' recount writing skills. This strategy encouraged students to think and develop their ideas, thereby improving their English skills. The experimental group, which received special treatment, had a higher average post-test score (85.20) compared to the control group (74.28). The t-test results showed that this difference was statistically significant ($t = 6.482$, $df = 48$, $p < 0.01$).

D. Discussion

From the previous research by Yulianti (2019), entitled "Improving Students' Writing Skill Using Brainwriting Strategy" shows that Brainwriting strategy can improve students' writing skills, especially in writing recount texts. By using the Classroom Action Research method, this study found that the average pretest score of students was 45, but after implementing the Brainwriting strategy, students' scores increased. In this case, it has similarities with the research that I conducted using the brainwriting strategy, but the research conducted by Yulianti used the classroom action research method while the method I used was quantitative.

The research conducted by Nurfitri (2024) and the research "The Effect of Brainwriting Strategy in Writing Skill Recount Text" have several similarities and differences in the research I conducted. The similarity between the two studies is the goal to improve students' writing skills by using the Brainwriting strategy. Both studies show that the Brainwriting strategy can improve students' writing skills. However, the differences lie in the research design, text type, and research results. Nurfitri's research (2024) used a pre-experimental design and focused on writing descriptive text, while the research "The Effect of Brainwriting Strategy in Writing Skill Recount Text" used a quasi-experimental design with a control group and focused on writing recount text. The results of the studies also show differences, with Nurfitri's research (2024) showing an increase in the average score of 12.83 points, while the research "The Effect of Brainwriting Strategy in Writing Skill Recount Text" showed an increase in the average score of 21.32 points in the experimental class.

The research conducted by Handayani et al. (2023) "The Implementation of Brainwriting Strategy to Improve Students' Ability in Writing Recount Text" and the research "The Effect of Brainwriting Strategy in Writing Skill Recount Text" have several similarities and differences. The similarity between the two studies is the aim to improve students' ability to write recount text by using the Brainwriting strategy. Both studies show that the Brainwriting strategy can improve students' writing ability in writing recount text. However, the difference lies in the research design, with the Handayani et al. study using classroom action research conducted in two cycles, while the research "The Effect of Brainwriting Strategy in Writing Skill Recount Text" used a quasi-experimental design with a control group and compared pre-test and post-test scores between the experimental class and the control class. Thus, both studies show that the Brainwriting strategy is effective in improving students' ability to write recount text, but have differences in research design and analysis methods.

CONCLUSION

A. Conclusion

Based on the results and discussion of research conducted by researchers at SMA Swasta Kampus Nommensen Pematangsiantar, it was concluded that there was a significant influence on eleventh-grade students of SMA Swasta Kampus Nommensen Pematangsiantar using the brainwriting strategy and with the

results of the study, it can be concluded that the Brainwriting strategy is effective in improving students' recount text writing skills.

1. The experimental class using the Brainwriting strategy showed a greater improvement in scores (33.4%). The average score increase in the experimental class was 21.32 points.
2. The control class not using the strategy showed a 13.5% improvement in scores. The average improvement in the control class was 8.84 points.

These results indicate that the Brainwriting strategy has a significant impact on improving students' writing skills. Therefore, the Brainwriting strategy can be used as an alternative learning method to improve students' writing skills.

B. Suggestion

Based on these conclusions, several recommendations are provided:

1. Suggestions for Schools

Using the brainwriting strategy in schools can increase student creativity and participation in learning. By implementing brainwriting, teachers can create a more interactive and collaborative learning environment, enabling students to be more active in generating ideas and solving problems.

2. Suggestion for Student

This research is also important for university students because it can help them conduct research related to brainwriting strategies and what they will do in the future.

3. Suggestions for Other Researchers

It is important for researchers to further examine the impact of the use of the brainwriting strategy on developing research in other fields

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