CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four important skills that students must know in learning English. Writing is used to express ideas, feelings, and thoughts. Students can be motivated to learn English and express their ideas through writing. Furthermore, writing is the most difficult skill for most students to master when learning another language. Because writing native language is different from the target language especially English. Writing must be considered with grammar, spelling, punctuation, and vocabulary. Writing is often considered as the most difficult skill to learn because writing skills are related to writing something and how to use the abilities to generate new ideas and extend understanding of the subject matter. In writing, students also must have the ability to create texts and express their ideas based on the topic given. However, teaching writing takes work, the teacher needs to make the teaching-learning process interesting. The teacher also must find a solution to solve the problem faced by the students.

In learning writing, every student has different abilities in mastering writing skills. Some students can master writing skills easily, but some students also need extra time in mastering this skill. This is a challenge for teachers to improve students' writing skills, not just for the teacher but also this will be a challenge for the students in learning English, especially in mastering writing skills. Based on Brown (2001: 336) writing represents what people think because the writing process reflects the things which stay

in our minds. Writing is an act of communication. It is considered a skill that needs to study and practice to be developed. The ability to write is not naturally acquired, it is usually learned as a set of practices in formal institutions or other environments settings (Elhabiri, 2013: 19). Oshima and Hogue (2007: 15) state that writing is never a one-step action it is an ongoing creative act. When the students write something, they already have been thinking about how to say it. After they have finished writing, they will read over what they have written and make corrections. The students write and revise, write and revise until their writing expresses exactly what they think and want to say.

Writing is a way to afford students extended opportunities to think about manipulating and transforming ideas and reflect on students existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentation, inquiry activities, and discussion (Toria, 2014: 30). According to Cole and Feng (2015: 4) writing is a fundamental component of language. When the student writes, thoughts and knowledge are blended creating a unique meaning.

Writing skill is very important to be mastered by students, especially ninth-grade students. However, many students are less interested in writing and the students also still need help with writing. The students often face problems in writing there are: First, students have difficulty finding and expressing ideas. Second, students have difficulty making sentences into paragraphs with the right vocabulary and grammar. The students also did not have a chance to write and did not know how to write because

they only read the book without trying to make it by themselves. The problems that occur to students are caused by the learning strategies used by the teachers when teaching in the class. The strategies and learning media teachers used to make the students not interested in learning because less interest and motivation to learn makes the student face difficulties in writing. Writing is the most complex one compared to the three other skills. It needs strong ideas to express the language in a written form some factors make English difficult for students. Writing skill includes several aspects, such as vocabulary, grammar, spelling, and punctuation. Furthermore, teaching writing is the most challenging for the teacher because writing is treated as a difficult skill in learning English.

Based on an interview with one of the English teachers in SMP Negeri Hindu 2 Sukawati, the teachers said that the students still have difficulty in writing. The students need help developing and expressing their ideas in paragraphs. The students also do not interest in learning English, especially writing because of a lack of grammar and vocabulary. In the teaching process, the teacher does not use media to support the teaching-learning activities, which seems less attractive to the students. When the students were given a question or topic to express their ideas, the students still needed clarification about how to express their ideas and make the paragraph or text with the right vocabulary, grammar, spelling, and punctuation. Furthermore, the students seemed not interested in writing because of the lack of motivation to learn and master these skills.

The problem may occur because the teacher did not use teaching media to support the teaching-learning process in the classroom. The use of teaching media during the teaching-learning process effectively supports the teacher while explaining the material, students can understand the material that the teacher gives. The teacher can use many kinds of media in teaching, one of the media is flashcards. In teaching writing, the teacher also needs the right strategies that can make the students interested and motivated to learn. Moreover, the right strategy can help students understand the learning material. The teacher should use the appropriate strategy to teach the students in writing. There are many teaching strategies that can be used to improve students' writing skills, one of the strategies that can be used is brainstorming. To solve this problem, in this research, the researchers will use brainstorming strategies with flashcards to improve the writing skills of ninth-grade students.

Brainstorming is a strategy that is used to improve students' writing skills. According to Zemach and Rumisek (2006: 6) brainstorming is a way of collecting ideas in our heads that are poured into written form on a piece of paper. There are six steps of the brainstorming strategy: Preparation, Fact-finding, Warm-up, Idea finding, Solution finding, and Implementation. In this strategy, students are required to be more active in expressing their opinions, understanding, and mastering the material or topics studied in the classroom. The ideas obtained will be more numerous and varied because students can freely express their ideas without any criticism (Widowati, 2009: 4). Based on Alrubaie and Esther (2014: 44) the advantages of brainstorming strategies include: building knowledge, improving mental abilities, and helping students learn without any criticism, rules or evaluations in terms of restrictions on generating ideas.

Based on the explanation above, writing skill is very important to be mastered by students in learning English. Furthermore, writing is the most difficult skill for most students to master when learning other languages. The use of appropriate strategies is very important and affects the student's learning achievement in learning. Brainstorming with flashcards is one of the strategies that can improve student achievement in writing skills. This strategy effectively improves student motivation in writing because by using flashcards, the learning process will be more interesting and students will feel more interested and motivated in learning English. Therefore, the researcher proposes research entitled "The Use of Brainstorming to Improve Writing Skill of the Ninth Grade Students of SMP Negeri Hindu 2 Sukawati in Academic Year 2022/2023".

1.2 Research Problem

The students of SMP Negeri Hindu 2 Sukawati especially the ninth-grade students still face difficulties in writing. They cannot express their ideas freely without any criticism. This study is conducted to improve students' writing skills by using brainstorming strategies. The research question of the study can be formulated as follows: can brainstorming improve the writing skill of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023?

1.3 Objective of the Study

The objective of the study is conducted to answer and solve the research problem that has been formulated. The study's objective should align with the

background and research problem that has been explained. Based on the background and research problem, the objective of this study is to find whether the writing skills of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023 can be improved through Brainstorming.

1.4 Limitation of the Study

This study focuses on using brainstorming with flashcards to improve the writing skill of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023. In this study, SMP Negeri Hindu 2 Sukawati applies the 2013 curriculum, lesson plan, and learning material based on the curriculum and syllabus of the ninth-grade students of SMP Negeri Hindu 2 Sukawati. Furthermore, based on the basic competency (4.4) which contains responding meaning contextually in line with social function, generic structure, and linguistic elements of procedure text in spoken and written recipes and manuals which are short and simple. The researcher is focusing on the writing skill of constructing procedure text about making food and drink according to the generic structure, social function, and linguistic elements. In this study, the researcher will focus on writing texts and more on writing procedures in doing or making something based on correct and complete generic structure such as goals, materials or ingredients, and steps. The researcher scored the students' writing skills by using a scoring rubric that focused on format, punctuation, content, organization, and grammar.

1.5 Significance of the Study

This research focuses on finding the students' improvement and knowing how the technique can solve the problem faced by the students. This study's finding concerned the students' writing skills, especially in making procedure text. Furthermore, this study is expected to provide theoretical and practical as follow:

Theoretically, the finding of this study is expected to be useful and become a reference for the theory of improving students' writing skills which are expected to support existing empirical evidence in writing skills. Moreover, the finding of this research is expected to help and make teachers and students better in the learning process, this study is also expected to be useful to other researchers in the future.

Practically, the result of this study is expected to be beneficial and provide education to teachers, students, and researchers. This research is expected to help teachers provide media and strategies that can be used in teaching and make the students more interested and motivated to learn English, especially in writing. For students, this research is expected to find opportunities and understanding in writing. Moreover, this research is also expected to help students more interested and motivated to learn English. For other researchers, this research is expected can be used as a reference to make better research in the future.

1.6 Definition of the Key Terms

The focus of this study is to find out the use of brainstorming with flashcards to improve students writing skills of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023. The definitions of key terms are used to make

the readers understand of the present study. The definitions of key terms are defined as follows:

1. Writing Skill

    Writing skill is operationally defined as the skill of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023 in constructing and making procedure text regarding the flashcard given. The procedure text should be completely based on the generic structure.

2. Brainstorming with Flashcards

    Brainstorming is the strategy that is used to improve the writing skills of the ninth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2022/2023. Furthermore, brainstorming with flashcards is also a strategy that is used to facilitate the students in the learning process to make the students interested and understand the learning material. The students are focused to learn about the procedure text. In constructing procedure text, the students make a descriptive text using their own words based on the flashcards given. Flashcard is a media that is used by researchers to support brainstorming strategies. By using flashcards, the students will more interested and motivated to learn the material. Writing procedure text is defined as a skill that students have learned. Students share their ideas on a piece of paper and then read them in front of the class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a set of concepts and theories from the expert that are required to solve the problem and support this study to be firmer and more based on the fact. The theoretical review should contain relevant information based on previous research and theories that support the subject. The theories show the expert opinion and specifications about the subject. Theories play a very important role in research because theories can make research clear and specific. Furthermore, the theoretical review is used to limit the scope of the relevant data by focusing on specific variables. This study was based on the discussion of the following theoretical reviews; 1) Writing skill, 2) Brainstorming, 3) Flashcards, 4) Procedure Text, and 5) Assessing Writing

2.1.1 Writing Skill

In learning English, there are four basic skills that must be mastered by the student. There are reading, writing, listening, and speaking. Writing is one of the four skills that are important and must be known by students in English. Writing is used to express ideas, feelings, and thoughts. Through writing, students can be motivated to learn English and express their ideas on a piece of paper. Writing always be a current language skill in the learning environment. Furthermore, it has become an essential skill needed in many subjects. Writing is also one of the most difficult skills for students, writing requires several skills

and conventions like organizing and developing ideas and information, choosing the right vocabulary, and practice of accurate grammatical devices to emphasize the ideas. According to Nunan (2003: 88) writing is the process of thinking to invent ideas. The writers think about how to express ideas in good writing and arrange the ideas into sentences and paragraphs. Writing is a way of sharing personal meaning and writing courses emphasize the power of an individual to construct students' own views on a topic. Writing is also categorized as a productive skill. Furthermore, writing is a complex process requiring a range of skills and tasks. Moreover, through the writing process, students know to approach a writing task (Hayland, 2003:9).

Writing can be planned and given with unlimited revisions before its release. Writing is a two-step process; the first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what people think, it is because the writing process reflects things that stay in the mind (Brown, 2001: 336). According to Oshima and Hogue (2007: 15-18) there are four steps in writing: the first step is to create some ideas (pre-writing), the second step is organizing the idea (organizing), the third step is to write a rough draft (writing), and the last step is polishing the rough draft by editing it and making revisions (polishing).

Writing is one of the activities to explore and develop an idea. It is started in the brain and then shown in writing on a paper or another creative product. It is to show that English lesson has an important meaning like other subjects (Maulida, 2018). Another element of writing skills is motivation.

Students who have strong motivation will be enthusiastic about following the teaching and learning process. Therefore, with strong self-arises, no matter how difficult the learning material is students will be happy to follow the lesson. Not only that, writing skills can also make students independent. Independent learning is very necessary to develop student learning patterns in schools to support success in learning, especially in English writing skills (Maulida & Aminah, 2020). Manik and Sinurat (2015: 175) states there are five indicators in writing, there are content, organization, vocabulary, language use, and mechanics. 1) Content, the content score depends on the student's ability to write their ideas and information in logical sentence form. 2) Organization, the organization refers to the student's achievement in writing the ideas and information in good logical order. The topic and supporting sentences are clearly stated. 3) Vocabulary, vocabulary refers to the student's achievement to use synonyms, prefixes, and suffixes correctly. 4) Language refers to the student's ability to write sentences, simple complex, and compound sentences correctly and logically. It also refers to the ability to use agreement in sentences and some other words such as noun signals. 5) Mechanics refers to the student's ability to use words' function and spelling appropriately; paragraphs and text can be read correctly.

Writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, and the story of the product should look like. It means the writing should: (a) meet a certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in

conformity with what the audience would consider conventional (Brown, 2001: 335). Nunan (2003: 88) states the nature of writing can be defined as both mental and physical activities that are aimed at expressing and impressing. Writing is a mental activity because the students are expected to know how to arrange the word into a paragraph, and writing is a physical activity where the students can express the idea in a readable text. To make good writing, the students should know how to generate the idea and organize the idea into cohesive and good writing, the students also have to know and understand grammar, punctuation, and vocabulary.

2.1.2 Brainstorming

Brainstorming is an individual or group activity in which students gather to discuss the topic that is being studied. Students can exchange ideas and share information and opinion about the topic. Brainstorming is a method used to solve a problem and can encourage the students or members of the group to be more active in giving their ideas about the topic or problem. Brainstorming is a teaching method that is carried out in the classroom to activate students' learning process. Through this activity, students can convey their ideas and present them in the classroom. In this method, the teacher becomes a facilitator in learning, where the teacher can invite students to discuss together so that they can be actively involved in learning (Widiastuti et al, 2022). The purpose of using the brainstorming method is to exhaust everything that is thought by students in responding to the problems given to them (Syahrin et al, 2019).

According to Widiastuti et al (2022), the brainstorming method is carried out to stimulate students' ability to cooperate and think critically. Critical thinking skills are needed so the students can express innovative ideas about what they are learning. Students' critical thinking skills are needed because students are not only expected to be able to understand the material that is being studied but are able to produce an idea or creativity about the things they learn. Brainstorming method become an essential learning method for the teacher to understand comprehensively and able to implement in the classroom. The brainstorming method makes students able to express their ideas or thoughts and actively engage in solving problems posed by the teacher. Brainstorming is a highly effective learning method to enhance students' skills (Abedianpour & Omidvari, 2018). Based on Ivanov et al (2020) the implementation of brainstorming may develop students' active participation in discussing their ideas to solve problems, activate and stimulate their cognitive interest in mastering the competencies.

Brainstorming is an activity that stimulates the mind and produces multiple ideas about the topics. This strategy is used to generate new ideas to help solve a specific problem or topic. This strategy has been around for a long time and it is still used to engage students in solving a wide range of problems. This strategy is generally used in an individual or group setting to quickly generate many ideas about a specific problem or topic (Filgona, Sababa, Filgona & Ndatuwong, 2016). It can help to encourage creative thinking and generate enthusiasm in learners, encourage participation, and build on the ideas

of others. Brainstorming is a powerful strategy used by organizations, groups, and individuals to create meaningful new ideas through discussion. According to Al-Mutairi (2015), brainstorming is a non-conventional learning strategy, brainstorming can define as a group or an individual creativity method in which attempts are made to determine a conclusion for a particular problem by obtaining information in form of a list of ideas that are contributed by the students. It also can be used to refine existing ideas and solve problems. Brainstorming can help students to find many ideas that can be used in writing paragraphs or essays. The thing that students need to be considered and prepared for in writing is the content or information and the idea conveyed in the essay or paragraph. Moreover, brainstorming strategies can make the students create strong and good writing.

Brainstorming is a method of gathering many ideas from a group of people in a short time (Sani, 2019:204). Brainstorming is a strategy for teaching and learning activities that occur between teachers and students in the classroom. Brainstorming learning strategies are often used in group discussions to solve common problems, brainstorming strategies also can be used individually. In group discussions, students have the same opportunity to convey their ideas. After all the ideas are conveyed, the group members discuss to determine the solution that is considered the most appropriate to solve the problem. Meanwhile, the individual is different at the stage of collecting ideas, which is carried out by the teacher and then recorded until finally a solution is determined according to the problem (Hughes, 2016: 9). Brainstorming in

individual methods is presented in the form of mind mapping. This individual method is more suitable for students who have introverted personalities. Because students who have introverted personalities tend not to have the courage or shame in expressing their ideas or opinions directly. Although individual brainstorming can be applied, using brainstorming strategies in groups is more effective because it can expand students' thinking and generate more ideas spontaneously in solving a problem.

Brainstorming generates ideas that are not only practical but also innovative. The idea tends to help organizations shift from "as usual" to "out of bounds" thinking. Based on the existing brainstorming theory, people are creative and can be increased and curbed. This means that brainstorming may generate ideas from "non-creative" people or students who are never asked to contribute to the idea development process. Therefore, the ideas generated tend to include ideas that consider a wide range of viewpoints and thought processes, this means that applying good brainstorming techniques can generate creative ideas.

2.1.3 Flashcards

Using flashcards can help students in exploring their ideas and motivate them in writing. Flashcard is one of the most appropriate methods that can boost the student's motivation in writing. Flashcard is the media that are used in learning to show the students the meaning and the learning material in the form of picture in English. Teaching English by using flashcards can make the

students easy to understand the material because the students can see the visualization of the object and they can guess the meaning of the object in English. The pictures on the flashcards are grouped into several types such as animal, fruit, color, shape, number, profession, and so on (Herlina & Dewi, 2017). Flashcard is a media that can be used to introduce a new word visually, the learning process becomes more interesting, and the students will get more ideas in writing (Gerngross & Puchta, 2009: 15). According to Novita (2014) the flashcard can increase students' interest and make writing activities more interesting. Flashcards also can enhance the students' participation and interaction during the learning process.

Flashcards are grouped according to type and class, such as groups of images of a person, food, fruit, vegetable, transportation, and clothing (K. E. Suryanto, 2010: 109). Based on Chen and Chan (2019) a flashcard is a set of cards with words and pictures printed or drawn on them. To be viewed from the back of the room, the flashcards must always be brief, large, tidy, and clear. Because capital letters are easier to read at a distance. Flashcards are easy to carry around because of the postcard size and easy to remember because of the appealing design. Flashcards stimulate the brain, allowing it to remember messages on the card for a longer period of time (Indriana, 2011: 68).

2.1.4 Procedure Text

In this research, the students are expected to be able to make procedure text in written form by composing their idea and opinion. The text should

consist of the generic structure of the procedure text, there are goals, material or ingredients, and steps. A procedure text is a text that is designed to tell how something is achieved or explain how something is done through a sequence of steps. By writing procedure text, students can explain how to make something or to do something. Procedure texts such as recipes and directions are concerned with telling someone how to do something (Knapp & Watkins, 2015: 157).

According to American Heritage Dictionary (2000: 1398), procedure text is a set of instructions that performs a specific functional task. The procedure text describes how something is accomplished through a sequence of actions or steps. The procedure text gives some clues on how to do something through a series of actions. It also can be said that procedure text gives step by step to perform or do an activity (Wardiman, 2007). A procedure text is a text that gives some understandable steps for making something. The function of procedure text is to help the readers to make something such as a cooking recipe or how to do something (Lestiyaningsih, 2017: 21).

The procedure text provides the steps that can be followed by the readers, this is very important to do for making something new (Habibullah, 2017). Walter (2015: 2) states that procedure text is a rule, an instruction that is given or performed by readers to achieve a successful outcome-usually a series of sequenced steps. Procedure text has a generic structure that must be followed in making procedure text. The generic structure of the procedure text is: Goals are the purpose of the text, and Materials consist of ingredients that are used in

making something. Not all parts of the procedure text include the materials section. And the last is the Steps at the orientation to achieve the goal (Lestiyaningsih, 2017).

2.1.5 Assessing Writing

Assessing writing is the process of evaluating and giving feedback on the result of the teaching and learning process. According to Brown (2004), the assessment of writing is no simple task. In assessing students' writing skills, as usual, it needs to be clear about objectives or criteria such as handwriting ability, correct spelling, writing grammatically correct sentences, paragraph construction, and logical development of the main idea. Based on Black and William in Mckay (2006: 140) classroom assessment or teacher assessment refers to an evaluation that is carried out by the teacher in the classroom. The teacher collects the students' information about their strengths and weaknesses to provide feedback to students and further decisions to teach the students.

One of the important things in writing assessment is to focus on finding the best way to assess students' knowledge and writing skills. In addition, assessment is the process of evaluating the quality and abilities of the students. Oshima and Hogue (2007: 196) state the elements of the rubric for assessing writing are (1) Format, the point which is assessed are title, tidiness, and margin of the paragraph,(2) Punctuation and Mechanics, the point which is assessed are punctuation and spelling, (3) Content, the point which is assessed is the main

idea of the paragraph, (4) Organization, the point which is assessed is the generic structure of the text (procedure text), (5) Grammar and structures. Those five elements are adapted for the score of the writing skill of the student, and it is relevant to this present study. McCulloch (2007: 2) states that assessment is one of the educational system's most significant areas. Every subject in the teaching-learning process needs to be assessed to know the students' achievement in the learning process. The assessment also can be used for improving the teaching-learning methods and motivating the students to be active during the teaching-learning process in the classroom.

Based on Brown (2004: 5) assessment can be divided into formal and informal assessments. Formal assessment is a procedure specifically designed to tap into skill and knowledge. However, informal assessment can take several forms, starting with unplanned incidental comments and responses, coaching, and other feedback to students. The most common writing assessment is identical to a test that involves students writing a text at an appropriate level and according to the content of the text. Assessment is the process of gathering information, both formally and informally about students' understanding and skills and also the teacher's instructional process (Arends & Kilcher, 2010: 134). There are some functions of assessment, such as measuring students' ability in mastering the material and to measure to the student's catch of the material given in the teaching-learning process in the classroom.

Based on the theories above, in this study, the researcher will focus on the theory from Oshima and Hogue (2007: 196). The theory is about the

elements of rubric for assessing writing. This theory has five elements for assessing writing: Format, Punctuation and Mechanics, Content, Organization, Grammar, and Sentence Structure. These five elements are used to determine students' writing abilities and scores of the students during the teaching-learning process, the theory is also relevant to this classroom action research.

2.2 Empirical Review

Empirical review is various research concerning the topic or the research works that are similar to the present research. In empirical review, the researchers review the information and theories currently available concerning the topic and the historical background of the topic. The first research was conducted by Muhammad Abdul Khakim (2019). He carried out research entitled "The Use of Brainstorming Technique to Improve The Student's Ability in Writing Descriptive Text" his research was conducted for the eighth-grade students in SMPN 1 Sayung Demak. The objective of his research was to find whether the ability to write a descriptive text of the eighth-grade students of SMPN 1 Sayung Demak in academic year 2018/2019 can be improved through brainstorming techniques. The result of the study showed that the students bring some improvements during teaching and learning writing. The students did not have difficulties generating ideas in writing.

Based on the result of the study, the researchers have to improve students' writing ability, especially in writing descriptive text. It shows that the student's writing skills could be improved through brainstorming techniques. There was a significant change in student writing ability in making descriptive text after applying

brainstorming techniques in the teaching-learning process. However, the researchers do not use or apply the teaching media during the teaching and learning process, the researchers only give topics to the students. While teaching media is needed to facilitate students in the learning process. Teaching media can help students' motivation and make the students more interested and active during the learning process in the classroom. In this study, teaching media was applied during the teaching-learning process in the classroom. This teaching media can make the learning atmosphere more fun and can help the students to develop the ideas that they have. By using this teaching media students will feel more interested in learning and students will find it easier to understand the material that is being taught in the class.

The second research was conducted by Rizky Ayu Mardhikaningrum (2016). She carried out research entitled "Using The Brainstorming Technique to Improve The Eighth Grade Students Writing Ability", her research was conducted for the eighth-grade students of SMP N 1 Nanggulan Kulon Progo. The objective of her research was to find whether the writing ability of the eighth-grade students of SMP N 1 Nunggulan Kulon Progo in academic year 2015/2016 can be improved through brainstorming techniques. The result of the study showed that the students bring some improvement in writing. The use of brainstorming techniques was able to improve students writing abilities.

In the first research, the researcher did not use teaching media in the teaching-learning process in the classroom. Teaching media is needed by teachers when teaching in the classroom. Using teaching media can make the teaching-learning process more interesting and fun. Teaching media also can make the students more interested and not

bored when learning. Furthermore, in the second research, the researchers applied individual brainstorming strategies. Brainstorming strategies should be done in groups to discuss and convey students' ideas. Students will get more ideas and they will also find it easier to make the assignments. If brainstorming is done individually the students will have difficulty finding and expressing their ideas about the topic given. in this study, the researchers will use teaching media, namely flashcards. Through this teaching media, it will be able to make the teaching-learning process more interesting. Students will also find it easier to understand the material that is taught in the class. In addition, the researchers also use brainstorming strategies during the teaching-learning process in the classroom. Brainstorming strategies are carried out in groups, by applying brainstorming strategies in groups the students will find it easier to find and express their ideas about the topic given.

Looking at the result of the previous study, the students bring improvement in writing and the brainstorming strategies were able to improve students' writing ability. Furthermore, the researchers carry out the teaching process using brainstorming techniques mostly done individually, which can make it difficult for the students to find and express their ideas. They have to think and find their own ideas about the topic. in this study, the brainstorming strategy is carried out in groups so that the students easier to find and express their ideas. By doing this in groups, students will be able to discuss and express their opinion based on the topic, the students will get more ideas and they will find it easier to do the tasks.

In the research conducted by Widiastuti et al (2022) Brainstorming as an Effective Learning Strategy to Promote Students' Critical Thinking Skills, it found that

the brainstorming method can improve students' critical thinking skills and additionally, brainstorming method can provide an interesting and fun learning atmosphere that can increase student motivation. Furthermore, this study suggests that brainstorming should be utilized more intensively in the classroom to develop students' creativity and critical thinking skills and to make the learning activities become more meaningful. Moreover, based on the data analysis conducted by Widiastuti et al (2022) found that less experienced teachers and experienced teachers have a good understanding of brainstorming, and they are able to apply the brainstorming method well in the classroom. Through the brainstorming method that apply in the classroom, the students were more active in expressing their opinions or comments on the problem and thinking critically in response to the problems that the teacher posed to the class.