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Penulis : Ida Bagus Nyoman Mantra, Nengah Dwi Handayani, Anak Agung Istri Yudhi
Pramawati, Ida Ayu Made Sri Widiastuti

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1. Bukti Submission dan *Manuscript* yang di Submit ke Jurnal (27 Desember 2022)

Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

Tue, Dec 27, 2022,
3:02 PM

to jltr

Dear Editor,

We wish to submit an original research article entitled “Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms” for consideration by the Journal of Language Teaching and Research.

The corresponding author of this manuscript is

Name: Ida Bagus Nyoman Mantra

Affiliation: Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Email: bagusmantra@unmas.ac.id

We confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

In this paper, we show that Brainstorming combined with project-based learning is an effective learning strategy to enhance students’ writing skills.

We believe that this manuscript is appropriate for publication in the Journal of Language Teaching and Research because it is related to Language teaching methodologies. This study was conducted in Indonesia and after intensive study, we found that brainstorming can be combined with project-based learning to improve students’ writing skills. Students were very active in participating in the writing class when brainstorming combined with project-based learning implemented in writing classrooms.

We have no conflicts of interest to disclose.

If you feel that the manuscript is appropriate for your journal, we suggest the following reviewers:

1. Dr. I Gusti Agung Sri Rwa Jayantini

E-mail: agung_srijayantini@unmas.ac.id

2. Dr. I Ketut Wardana

E-mail: ketutwardana71@unmas.ac.id

Please address all correspondence concerning this manuscript to me
at bagusmantra@unmas.ac.id

Thank you for your consideration of this manuscript.

Sincerely,

Dr. Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd
Senior Lecturer, Assistant Professor
University of Mahasaraswati Denpasar

2. Bukti *Manuscript* yang di submit ke Jurnal

Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Writing skill is a productive and expressive language skill used to communicate in written form. It is highly important language skill to be mastered nowadays. This study aims at investigating the effectiveness of brainstorming combined with project-based learning. This study employed a descriptive research method. The data were collected through classroom observations, semi-structured interviews to the selected university lecturers, questionnaire and document study of the mid semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy to improve students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.

Index Terms— brainstorming, project-based learning, writing, skills

I. INTRODUCTION

Language learning in schools generally functions to teach students in terms of language. In this regard, at school, students learn not only language knowledge but also the language as a means of communication, both orally and in writing (Widiastuti et al., 2022). However, language users generally are more skilled at using language orally than writing because oral is considered more accessible. Writing is one of the language skills that is very important for communication nowadays in the technological era. Therefore, language skills must be directed to balance students' oral and written language abilities (Denham, 2020).

Writing is a linguistic activity that plays a vital role in the dynamics of human civilization. By writing, people can communicate, express ideas from within and outside themselves, and enrich their experiences (Aghajani & Adloo, 2018). Through writing activities, people can also benefit from their development. Writing skill is a mechanical skills which students need to develop continually (Kadek & Lastari, 2018). Writing skills cannot be mastered only through theory but are carried out through regular practice and practice to produce well-organized writing. The clarity of writing organization depends on the way of thinking, proper arrangement, and good sentence structure (Mantra, 2017).

Writing is one of the language skills after listening, speaking and reading skills, and among the four language skills, writing is the most challenging skill to master. It is because writing skills require mastery of various linguistic elements outside the language itself, which will become the content of the writing (Mantra & Widiastuti, 2019). Writing is expressing ideas, opinions and feelings to other parties through written language. The accuracy of the language, vocabulary, grammar, and spelling must support the accurate expression of ideas. Meanwhile, writing skills convey messages (communication) using written language as a tool or medium (Motallebzadeh et al., 2018). Based on the concept, It can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, the structure of language and vocabulary by using symbols so that they can read what the symbols represent (Mantra et al., 2021).

Someone is reluctant to write because they need to know what he is writing for, feel not talented, and know what to write (Adas & Bakir, 2013). They also need help constructing sentences: limited vocabulary and lack of imagination or creativity to think while writing (Nurlaila, 2013). Writing skills will not come automatically but should through practice, a lot of practice, and regular. Learning to write in the classroom is a place to develop

students' potential in terms of writing in students (Saud et al., 2014). The reason is that students need more opportunities to practice their writing skills. Therefore, a more intensive practice should be conducted in and outside the classroom.

When writing, students are expected to use several other abilities to achieve quality writing. Writing is a skill that is more difficult to master than three other skills, namely listening, speaking, and reading (Sun & Feng, 2009). Internal and external factors can influence these difficulties. Besides that, the factors most related to learning to write aim to improve students' writing skills and learning motivation. It is undeniable that the appropriate implementation of a learning strategy plays an essential role in the success of learning (Handayani & Widiastuti, 2019). Moreover, student writing activities can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

One of the causes of students' low writing ability is the need for more use of learning methods. The fact is that teachers often use the lecture method in the classroom. The selection of learning methods greatly influences the teaching and learning process. The right strategy may help the achievement of learning objectives. The selection of learning methods can be adjusted to the material to be studied. Therefore, a method is needed to help students write based on the specified writing characteristic (Schillings et al., 2018). Therefore, based on the constraints above, it is necessary to use a learning method that can be effective for writing learning materials so that students can play an active role in the learning process (Tyas, 2020).

One method that allows students to be able to develop and practice writing skills is the brainstorming learning method. The brainstorming method is believed to be appropriate for researchers, namely the brainstorming technique because the brainstorming method is a form of discussion method development (Rahmawati, 2022). The brainstorming method examines a problem by several group members. Each group member is free to contribute ideas, suggestions, opinions, and ideas, as well as information obtained from each group member. Each member is free to respond, criticize or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' descriptive texts. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning to improve students' competence in learning. Combining those two strategies made the learning activities more meaningful for the students because they were given many opportunities to engage in learning.

II. RESEARCH METHOD

This study employed a mixed-method research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. This study employed a descriptive research design. Descriptive research method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, document studies of the students' writing scores in the pre-semester and mid-semester, and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analyzed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning to enhance students' writing skills were presented in this section. The data is then discussed concisely and argumentatively under the discussion section to provide a clearer view of the present study's data.

Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

"My students' writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing" (Lecturer A)

"When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom" (Lecturer B)

"My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects" (Lecturer C)

"Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom" (Lecturer D)

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

Table 1. Summary Of Classroom Observation

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students' understanding of the topic, and then projects were given to be presented in the main

			activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then continued with projects. The presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

Table 2. The mean score of the mid-semester and final semester tests in writing after the implementation of the Brainstorming strategy combined with project-based learning

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid-Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

Table 3. The data showing the subjects' total responses to the questionnaire

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students really enjoyed learning writing skills through brainstorming combined with project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed and none of the subjects stated strongly disagreed.

Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop

students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The condition was mainly driven by brainstorming, and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered an individual free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Brainstorming is a popular tool for generating radical and creative ideas. It is conducive when establishing thought patterns to get out of a state and develop new perspectives. The brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching technique involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming technique is a learning technique presented by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This technique allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students will be motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Based on this view, brainstorming can be conducted in writing. Brainstorming is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). As the name suggests, brainstorming stimulates the brain to think logically, spontaneously and creatively. Simplify ideas that need to be bigger and easier to achieve. Brainstorming can be a way to freely and openly contribute creative ideas and ideas. More participants were involved in the brainstorming activities to have diverse ideas will be generated. To students' skills in writing various types of texts, students were given a project to write based on the procedures for learning to write, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. When choosing

a writing level, students adopt writing content areas from their written brainstorming results. In post-writing classification, students revise and edit their writing for publication to readers (Syahrin et al., 2019). Furthermore, to maximize students' writing skills, projects can be assigned so that they can utilize their writing skills in various forms of writing.

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have a lot opportunities to develop their writing skills because they really challenged to complete the projects and presented the results in good writing. Moreover, the combination of brainstorming combined with project-based learning enable students to learn together in groups. This may help students develop their social skills.

IV. Conclusion

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve students' language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material Development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasaraswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.

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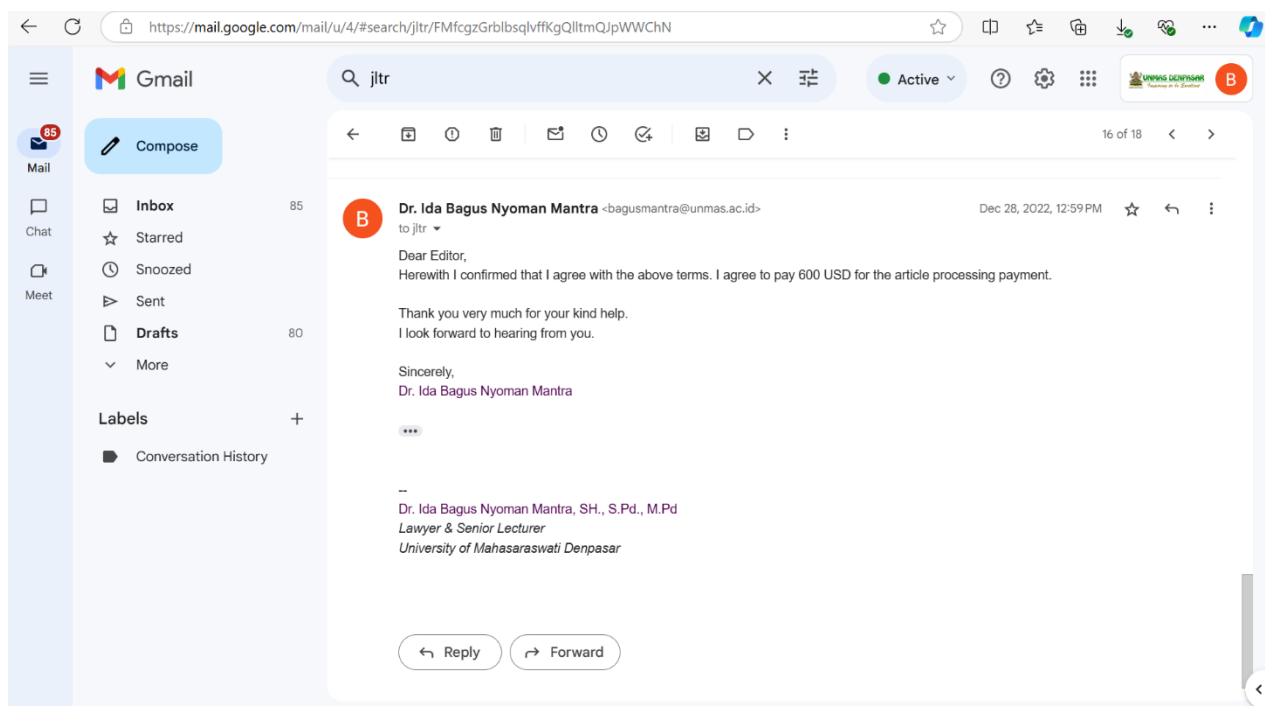
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Lawyer & Senior Lecturer

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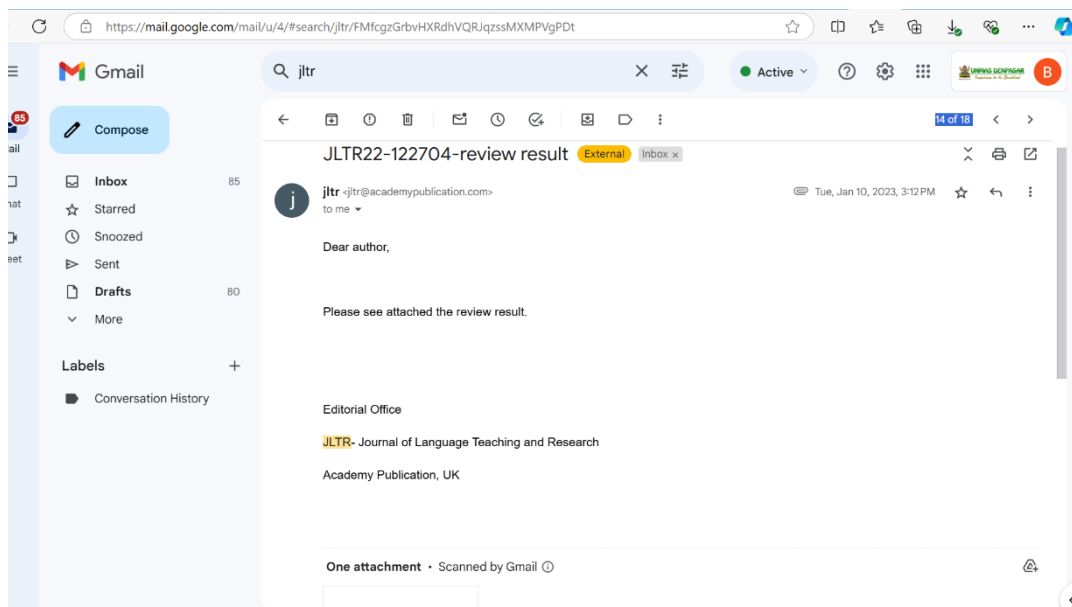
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Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Writing skill is a productive and expressive language skill used to communicate in written form. It is highly important language skill to be mastered nowadays. This study aims at investigating the effectiveness of brainstorming combined with project-based learning. This study employed a descriptive research method. The data were collected through classroom observations, semi-structured interviews to the selected university lecturers, questionnaire and document study of the mid semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy to improve students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.

Index Terms— brainstorming, project-based learning, writing, skills

I. INTRODUCTION

Language learning in schools generally functions to teach students in terms of language. In this regard, at school, students learn not only language knowledge but also the language as a means of communication, both orally and in writing (Widiastuti et al., 2022). However, language users generally are more skilled at using language orally than writing because oral is considered more accessible. Writing is one of the language skills that is very important for communication nowadays in the technological era. Therefore, language skills must be directed to balance students' oral and written language abilities (Denham, 2020).

Writing is a linguistic activity that plays a vital role in the dynamics of human civilization. By writing, people can communicate, express ideas from within and outside themselves, and enrich their experiences (Aghajani & Adloo, 2018). Through writing activities, people can also benefit from their development. Writing skill is a mechanical skills which students need to develop continually (Kadek & Lastari, 2018). Writing skills cannot be mastered only through theory but are carried out through regular practice and practice to produce well-organized writing. The clarity of writing organization depends on the way of thinking, proper arrangement, and good sentence structure (Mantra, 2017).

Writing is one of the language skills after listening, speaking and reading skills, and among the four language skills, writing is the most challenging skill to master. It is because writing skills require mastery of various linguistic elements outside the language itself, which will become the content of the writing (Mantra & Widiastuti, 2019). Writing is expressing ideas, opinions and feelings to other parties through written language. The accuracy of the language, vocabulary, grammar, and spelling must support the accurate expression of ideas. Meanwhile, writing skills convey messages (communication) using written language as a tool or medium (Motallebzadeh et al., 2018). Based on the concept, It can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, the structure of language and vocabulary by using symbols so that they can read what the symbols represent (Mantra et al., 2021).

Someone is reluctant to write because they need to know what he is writing for, feel not talented, and know what to write (Adas & Bakir, 2013). They also need help constructing sentences: limited vocabulary and lack of imagination or creativity to think while writing (Nurlaila, 2013). Writing skills will not come automatically but should through practice, a lot of practice, and regular. Learning to write in the classroom is a place to develop students'

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potential in terms of writing in students (Saud et al., 2014). The reason is that students need more opportunities to practice their writing skills. Therefore, a more intensive practice should be conducted in and outside the classroom.

When writing, students are expected to use several other abilities to achieve quality writing. Writing is a skill that is more difficult to master than three other skills, namely listening, speaking, and reading (Sun & Feng, 2009). Internal and external factors can influence these difficulties. Besides that, the factors most related to learning to write aim to improve students' writing skills and learning motivation. It is undeniable that the appropriate implementation of a learning strategy plays an essential role in the success of learning (Handayani & Widiastuti, 2019). Moreover, student writing activities can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

One of the causes of students' low writing ability is the need for more use of learning methods. The fact is that teachers often use the lecture method in the classroom. The selection of learning methods greatly influences the teaching and learning process. The right strategy may help the achievement of learning objectives. The selection of learning methods can be adjusted to the material to be studied. Therefore, a method is needed to help students write based on the specified writing characteristic (Schillings et al., 2018). Therefore, based on the constraints above, it is necessary to use a learning method that can be effective for writing learning materials so that students can play an active role in the learning process (Tyas, 2020).

One method that allows students to be able to develop and practice writing skills is the brainstorming learning method. The brainstorming method is believed to be appropriate for researchers, namely the brainstorming technique because the brainstorming method is a form of discussion method development (Rahmawati, 2022). The brainstorming method examines a problem by several group members. Each group member is free to contribute ideas, suggestions, opinions, and ideas, as well as information obtained from each group member. Each member is free to respond, criticize or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' descriptive texts. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning to improve students' competence in learning. Combining those two strategies made the learning activities more meaningful for the students because they were given many opportunities to engage in learning.

II. RESEARCH METHOD

This study employed a mixed-method research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. This study employed a descriptive research design. Descriptive research method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, document studies of the students' writing scores in the pre-semester and mid-semester, and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analyzed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

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III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning to enhance students' writing skills were presented in this section. The data is then discussed concisely and argumentatively under the discussion section to provide a clearer view of the present study's data.

Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

"My students' writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing" (Lecturer A)

"When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom" (Lecturer B)

"My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects" (Lecturer C)

"Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom" (Lecturer D)

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

Table 1. Summary Of Classroom Observation

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students' understanding of the topic, and then projects were given to be presented in the main activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then

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continued with projects. The presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

Table 2. The mean score of the mid-semester and final semester tests in writing after the implementation of the Brainstorming strategy combined with project-based learning

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid-Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

Table 3. The data showing the subjects' total responses to the questionnaire

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students really enjoyed learning writing skills through brainstorming combined with project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed and none of the subjects stated strongly disagreed.

Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in

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the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The condition was mainly driven by brainstorming, and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered an individual free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Brainstorming is a popular tool for generating radical and creative ideas. It is conducive when establishing thought patterns to get out of a state and develop new perspectives. The brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching technique involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming technique is a learning technique presented by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This technique allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students will be motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Based on this view, brainstorming can be conducted in writing. Brainstorming is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). As the name suggests, brainstorming stimulates the brain to think logically, spontaneously and creatively. Simplify ideas that need to be bigger and easier to achieve. Brainstorming can be a way to freely and openly contribute creative ideas and ideas. More participants were involved in the brainstorming activities to have diverse ideas will be generated. To students' skills in writing various types of texts, students were given a project to write based on the procedures for learning to write, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. When choosing a writing level, students adopt writing content areas from their written brainstorming results. In post-writing classification, students revise and edit their writing for publication to readers (Syahrin et al., 2019). Furthermore, to maximize students' writing skills, projects can be assigned so that they can utilize their writing skills in various forms of writing.

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have a lot opportunities to develop their writing skills because they really challenged to complete the projects and presented the results in good writing. Moreover, the combination of brainstorming combined with project-based learning enable students to learn together in groups. This may help students develop their social skills.

IV. Conclusion

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve students' language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

ACKNOWLEDGMENTS

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material Development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasaraswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.

Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Writing skill is a productive and expressive language skill used to communicate in written form. It is highly important language skill to be mastered nowadays. This study aims at investigating the effectiveness of brainstorming combined with project-based learning. This study employed a descriptive research method. The data were collected through classroom observations, semi-structured interviews to the selected university lecturers, questionnaire and document study of the mid semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy to improve students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.

Index Terms— brainstorming, project-based learning, writing, skills

I. INTRODUCTION

Language learning in schools generally functions to teach students in terms of language. In this regard, at school, students learn not only language knowledge but also the language as a means of communication, both orally and in writing (Widiastuti et al., 2022). However, language users generally are more skilled at using language orally than writing because oral is considered more accessible. Writing is one of the language skills that is very important for communication nowadays in the technological era. Therefore, language skills must be directed to balance students' oral and written language abilities (Denham, 2020).

Writing is a linguistic activity that plays a vital role in the dynamics of human civilization. By writing, people can communicate, express ideas from within and outside themselves, and enrich their experiences (Aghajani & Adloo, 2018). Through writing activities, people can also benefit from their development. Writing skill is a mechanical skills which students need to develop continually (Kadek & Lastari, 2018). Writing skills cannot be mastered only through theory but are carried out through regular practice and practice to produce well-organized writing. The clarity of writing organization depends on the way of thinking, proper arrangement, and good sentence structure (Mantra, 2017).

Writing is one of the language skills after listening, speaking and reading skills, and among the four language skills, writing is the most challenging skill to master. It is because writing skills require mastery of various linguistic elements outside the language itself, which will become the content of the writing (Mantra & Widiastuti, 2019). Writing is expressing ideas, opinions and feelings to other parties through written language. The accuracy of the language, vocabulary, grammar, and spelling must support the accurate expression of ideas. Meanwhile, writing skills convey messages (communication) using written language as a tool or medium (Motallebzadeh et al., 2018). Based on the concept, It can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, the structure of language and vocabulary by using symbols so that they can read what the symbols represent (Mantra et al., 2021).

Someone is reluctant to write because they need to know what he is writing for, feel not talented, and know what to write (Adas & Bakir, 2013). They also need help constructing sentences: limited vocabulary and lack of imagination or creativity to think while writing (Nurlaila, 2013). Writing skills will not come automatically but should through practice, a lot of practice, and regular. Learning to write in the classroom is a place to develop students'

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potential in terms of writing in students (Saud et al., 2014). The reason is that students need more opportunities to practice their writing skills. Therefore, a more intensive practice should be conducted in and outside the classroom.

When writing, students are expected to use several other abilities to achieve quality writing. Writing is a skill that is more difficult to master than three other skills, namely listening, speaking, and reading (Sun & Feng, 2009). Internal and external factors can influence these difficulties. Besides that, the factors most related to learning to write aim to improve students' writing skills and learning motivation. It is undeniable that the appropriate implementation of a learning strategy plays an essential role in the success of learning (Handayani & Widiastuti, 2019). Moreover, student writing activities can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

One of the causes of students' low writing ability is the need for more use of learning methods. The fact is that teachers often use the lecture method in the classroom. The selection of learning methods greatly influences the teaching and learning process. The right strategy may help the achievement of learning objectives. The selection of learning methods can be adjusted to the material to be studied. Therefore, a method is needed to help students write based on the specified writing characteristic (Schillings et al., 2018). Therefore, based on the constraints above, it is necessary to use a learning method that can be effective for writing learning materials so that students can play an active role in the learning process (Tyas, 2020).

One method that allows students to be able to develop and practice writing skills is the brainstorming learning method. The brainstorming method is believed to be appropriate for researchers, namely the brainstorming technique because the brainstorming method is a form of discussion method development (Rahmawati, 2022). The brainstorming method examines a problem by several group members. Each group member is free to contribute ideas, suggestions, opinions, and ideas, as well as information obtained from each group member. Each member is free to respond, criticize or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' descriptive texts. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning to improve students' competence in learning. Combining those two strategies made the learning activities more meaningful for the students because they were given many opportunities to engage in learning.

II. RESEARCH METHOD

This study employed a mixed-method research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. This study employed a descriptive research design. Descriptive research method is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, document studies of the students' writing scores in the pre-semester and mid-semester, and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analyzed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

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III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning to enhance students' writing skills were presented in this section. The data is then discussed concisely and argumentatively under the discussion section to provide a clearer view of the present study's data.

Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

"My students' writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing" (Lecturer A)

"When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom" (Lecturer B)

"My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects" (Lecturer C)

"Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom" (Lecturer D)

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

Table 1. Summary Of Classroom Observation

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students' understanding of the topic, and then projects were given to be presented in the main activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then

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continued with projects. The presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

Table 2. The mean score of the mid-semester and final semester tests in writing after the implementation of the Brainstorming strategy combined with project-based learning

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid-Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

Table 3. The data showing the subjects' total responses to the questionnaire

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students really enjoyed learning writing skills through brainstorming combined with project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed and none of the subjects stated strongly disagreed.

Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in

the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The condition was mainly driven by brainstorming, and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered an individual free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Brainstorming is a popular tool for generating radical and creative ideas. It is conducive when establishing thought patterns to get out of a state and develop new perspectives. The brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching technique involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming technique is a learning technique presented by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This technique allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students will be motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Based on this view, brainstorming can be conducted in writing. Brainstorming is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). As the name suggests, brainstorming stimulates the brain to think logically, spontaneously and creatively. Simplify ideas that need to be bigger and easier to achieve. Brainstorming can be a way to freely and openly contribute creative ideas and ideas. More participants were involved in the brainstorming activities to have diverse ideas will be generated. To students' skills in writing various types of texts, students were given a project to write based on the procedures for learning to write, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. When choosing a writing level, students adopt writing content areas from their written brainstorming results. In post-writing classification, students revise and edit their writing for publication to readers (Syahrin et al., 2019). Furthermore, to maximize students' writing skills, projects can be assigned so that they can utilize their writing skills in various forms of writing.

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have a lot opportunities to develop their writing skills because they really challenged to complete the projects and presented the results in good writing. Moreover, the combination of brainstorming combined with project-based learning enable students to learn together in groups. This may help students develop their social skills.

IV. Conclusion

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve students' language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material Development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasaraswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.

8. Bukti Balasan dari Author (10 Januari 2023)

Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

Jan 10, 2023,
9:09 PM

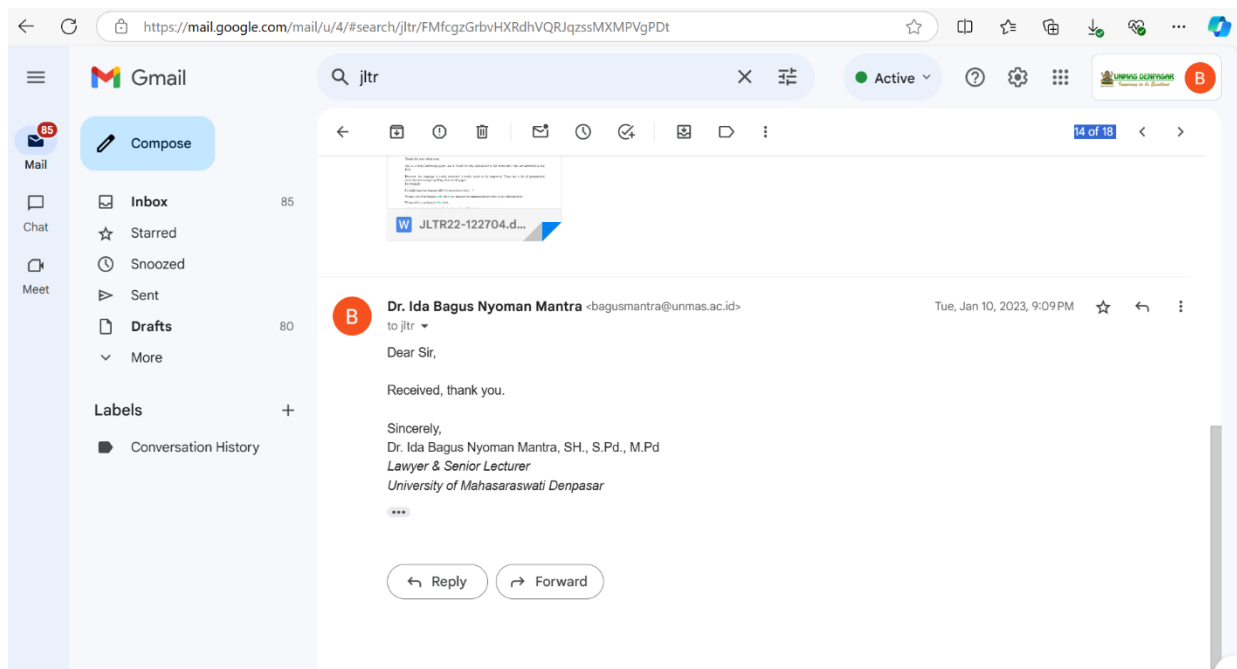
to jltr

Dear Sir,

Received, thank you.

Sincerely,

Dr. Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd
Lawyer & Senior Lecturer
University of Mahasaraswati Denpasar



9. Bukti Pengiriman *Revised Manuscript* (2 Februari 2023)

Revised Article: JLTR22-122704),



Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

Thu, Feb 2, 2023,
8:32 PM

to jltr

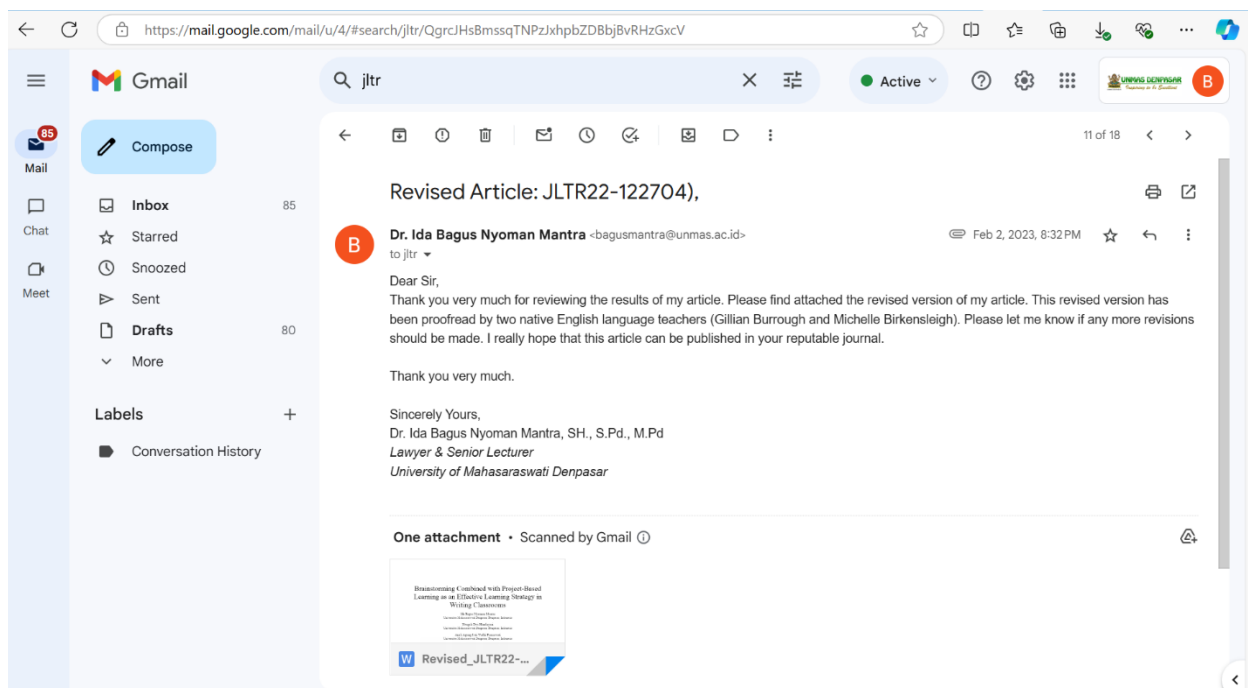
Dear Sir,

Thank you very much for reviewing the results of my article. Please find attached the revised version of my article. This revised version has been proofread by two native English language teachers (Gillian Burrough and Michelle Birkenleigh). Please let me know if any more revisions should be made. I really hope that this article can be published in your reputable journal.

Thank you very much.

Sincerely Yours,

Dr. Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd
Lawyer & Senior Lecturer
University of Mahasaraswati Denpasar



10. Bukti *Manuscript* yang telah direvisi

Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Innovative teaching strategies are required to be implemented in teaching writing to enhance students' writing skills. This study aims at investigating the effectiveness of brainstorming combined with project-based learning implemented in writing classrooms. This study employed a descriptive research design. Several data collection methods were conducted to gather the data, such as classroom observations, semi-structured interviews with the selected university lecturers, questionnaires and document study of the mid-semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy for improving students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.

Index Terms— brainstorming, project-based learning, writing, skills

I. INTRODUCTION

Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. It is a productive language skill which is very important for students to learn because it helps them to be successful academically. Therefore, students' writing skills should be continually developed in writing classrooms by utilizing various teaching strategies (Widiastuti et al., 2022). Innovative and creative learning strategies should be implemented in teaching writing to engage students in learning and ensure that students' writing competence develops continually (Denham, 2020). Developing students' writing skills become essential for teachers in language teaching because having good writing skill is very important for the students to communicate in written forms. By writing, students can communicate and express their ideas, thoughts and feeling to others (Aghajani & Adloo, 2018).

Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013).

Providing a good learning atmosphere for the students to practice their writing skills in the classroom is essential to develop students' writing skills (Saud et al., 2014). Teachers must implement appropriate learning strategies to create conducive learning conditions. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage more intensively in learning activities when the teachers use appropriate and innovative learning strategies. Therefore, it is undeniable that the

appropriate implementation of a learning strategy plays an essential role in learning success (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained, and the student's learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the student's needs. In writing classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020).

Several learning strategies can be implemented in writing classes, for example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students can contribute ideas, suggestions, opinions, thoughts, and information obtained from each group member. Each member is free to respond, criticise or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' writing. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning used by university lecturers in improving their students' writing skills.

II. RESEARCH METHOD

This study employed a descriptive research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. A descriptive research method is a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, and document studies of the student's writing scores in the pre-and mid-semester and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analysed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning used by the teachers to enhance students' writing skills were presented below and the results were then discussed briefly.

Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

“My students’ writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing” (Lecturer A)

“When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom” (Lecturer B)

“My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects” (Lecturer C)

“Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom” (Lecturer D)

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

Table 1. Summary Of Classroom Observation

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students’ understanding of the topic, and then projects were given to be presented in the main activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then continued with projects. The presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

Table 2. The mean score of the mid-semester and final semester tests in writing after the implementation of the Brainstorming strategy combined with project-based learning

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid- Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

Table 3. The data showing the subjects' total responses to the questionnaire

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students enjoyed learning writing skills through brainstorming and project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed.

Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The combination of brainstorming and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered a free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Moreover, the brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching strategy involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming strategy is a learning strategy implemented in the classroom by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This strategy allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students become motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Brainstorming is an effective strategy to be implemented in the writing classroom because it is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). Moreover, brainstorming stimulates the brain to think logically, spontaneously and creatively. Furthermore, brainstorming and project-based learning enable students to practice the stages of writing activities, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. Furthermore, project-based learning can be intensively implemented to maximize students writing practices (Syahrin et al., 2019).

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have many opportunities to develop their writing skills because they are challenged to complete the projects and present the results in good writing. Moreover, the combination of brainstorming and project-based learning enables students to learn together in groups. It also helps students develop their social skills.

IV. Conclusion

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas, and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented

in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve student's language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material Development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasaraswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.

11. Bukti tanggapan Author terhadap hasil review dari Reviewer 1 dan 2

REVISIONS (REVIEWER 1):

Comments of Reviewer 1	Revision
<p>The introduction should be focused on writing skill. Revise this paragraph!</p> <p>The introduction should be written more comprehensively to provide clearer overview about the whole manuscript.</p>	<p>The introduction has been revised into:</p> <p>“Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. It is a productive language skill which is very important for students to learn because it helps them to be successful academically. Therefore, students’ writing skills should be continually developed in writing classrooms by utilizing various teaching strategies (Widiastuti et al., 2022). Innovative and creative learning strategies should be implemented in teaching writing to engage students in learning and ensure that students’ writing competence develops continually (Denham, 2020). Developing students’ writing skills become essential for teachers in language teaching because having good writing skill is very important for the students to communicate in written forms. By writing, students can communicate and express their ideas, thoughts and feeling to others (Aghajani & Adloo, 2018).</p> <p>Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013).</p> <p>Providing a good learning atmosphere for the students to practice their writing skills in the classroom is essential to develop students’ writing skills (Saud et al., 2014). Teachers must implement appropriate learning strategies to create conducive learning conditions. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage more intensively in learning activities when the teachers use appropriate and innovative learning strategies. Therefore, it is undeniable that the appropriate implementation of a learning strategy plays an essential role in learning success (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).</p> <p>Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained, and the student's learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the student's needs. In writing classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020).</p> <p>Several learning strategies can be implemented in writing classes, for</p>

	<p>example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students can contribute ideas, suggestions, opinions, thoughts, and information obtained from each group member. Each member is free to respond, criticise or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).</p> <p>Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).</p> <p>Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' writing. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.</p> <p>Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning used by university lecturers in improving their students' writing skills."</p>
<p>Write these paragraphs (paragraphs 2, 3,4) into more solid and more meaningful paragraphs to strengthen your introduction</p>	<p>The paragraphs 2,3,4 have been revised into:</p> <p>" Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered through regular practice (Mantra, 2017). To be able to write properly, students require to have good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students need to have good abilities in vocabulary, grammar, spelling and language usage. Therefore, it can be said that students should have good knowledge of various linguistics features to be able to express their ideas properly (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students reluctant to write because they need to know various linguistics skills and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have imagination or creativity to think while writing to make their writing interesting to read (Nurlaila, 2013). Therefore, it can be said that writing skills can only be developed through intensive and regular practice.</p> <p>Providing a good learning atmosphere for the students to practice their writing skills in the classroom is very essential to develop students' writing skills (Saud et al., 2014). To create conducive learning conditions, teachers are required to implement appropriate learning strategies. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage themselves more intensively in learning activities when appropriate and innovative learning strategies are used by the teachers. Therefore, it is undeniable that the appropriate</p>

	<p>implementation of a learning strategy plays an essential role in the success of learning (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).</p> <p>Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained and the students' learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the students' needs. In writing, classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020). “</p>
Check your research method. It seems mistyped.	<p>The research method has been revised from mix-method into descriptive research</p> <p>“This study employed a descriptive research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. A descriptive research method is a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, and document studies of the student's writing scores in the pre-and mid-semester and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.</p> <p>The data were descriptively analysed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills”</p>
Please check all the data. Make sure all data are correctly presented appropriately using correct English	<p>All the data have been checked and presented in good English. Revisions were mainly in English grammar and rephrased some sentences to be more understandable.</p>
The discussion should be written argumentatively and strengthened with existing previous studies and literature.	<p>The discussion has been rewritten to be more comprehensive and argumentatively presented:</p> <p>“The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.</p> <p>Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently</p>

high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The combination of brainstorming and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered a free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Moreover, the brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching strategy involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming strategy is a learning strategy implemented in the classroom by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This strategy allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students become motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Brainstorming is an effective strategy to be implemented in the writing classroom because it is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). Moreover, brainstorming stimulates the brain to think logically, spontaneously and creatively. Furthermore,

	<p>brainstorming and project-based learning enable students to practice the stages of writing activities, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. Furthermore, project-based learning can be intensively implemented to maximize students writing practices (Syahrin et al., 2019).</p> <p>This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have many opportunities to develop their writing skills because they are challenged to complete the projects and present the results in good writing. Moreover, the combination of brainstorming and project-based learning enables students to learn together in groups. It also helps students develop their social skills”</p>
Please check these listed references. All listed references should be in the manuscript	All references have checked thoroughly by utilizing a reference manager

REVISIONS (REVIEWER 2):

Comments of Reviewer 2	Revision
<p>The content of the manuscript is very interesting. Well-presented and written in understandable English.</p> <p>Revisions of English is required especially in Introduction. It should be written more compressively</p>	<p>The introduction has been revised into:</p> <p>“Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. It is a productive language skill which is very important for students to learn because it helps them to be successful academically. Therefore, students’ writing skills should be continually developed in writing classrooms by utilizing various teaching strategies (Widiastuti et al., 2022). Innovative and creative learning strategies should be implemented in teaching writing to engage students in learning and ensure that students’ writing competence develops continually (Denham, 2020). Developing students’ writing skills become essential for teachers in language teaching because having good writing skill is very important for the students to communicate in written forms. By writing, students can communicate and express their ideas, thoughts and feeling to others (Aghajani & Adloo, 2018).</p> <p>Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013).</p> <p>Providing a good learning atmosphere for the students to practice their writing skills in the classroom is essential to develop students’ writing skills (Saud et al., 2014). Teachers must implement appropriate learning strategies to create conducive learning conditions. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage more intensively in learning activities when the teachers use appropriate and innovative learning strategies. Therefore, it is undeniable that the appropriate implementation of a learning strategy plays an essential role in learning success (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).</p> <p>Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained, and the student's learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the student's needs. In writing classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020).</p> <p>Several learning strategies can be implemented in writing classes, for example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students can contribute ideas, suggestions, opinions, thoughts, and information obtained from each group member. Each member is free to respond, criticise or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated</p>

	<p>by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).</p> <p>Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).</p> <p>Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' writing. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.</p> <p>Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning used by university lecturers in improving their students' writing skills."</p>
Paragraphs 2 and 3 should be written in more meaningful sentences and correct grammar	<p>Paragraph 2 and 3 have been rewritten to be more meaningful.</p> <p>"Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013)"</p>
This paragraph 6 can be combined with paragraph 7 to be more concise and meaningful.	<p>This paragraph has been revised and changed into:</p> <p>"Several learning strategies can be implemented in writing classes, for example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students have the opportunity to contribute ideas, suggestions, opinions, and thoughts as well as information obtained from each group member. Each member is free to respond, criticize or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020)."</p>
Check your research method. It seems inappropriately written. The research method	<p>The research method had been revised into descriptive research.</p> <p>"This study employed a descriptive research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. A descriptive research method is a purposive process of gathering, analysing,</p>

should be rechecked. Make sure the appropriate method was employed. The research method written here does not match with your data	classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, and document studies of the student's writing scores in the pre-and mid-semester and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning”
The data should be rechecked. Make sure they are all tabulated and presented correctly	All data have been rechecked carefully and presented in the appropriate table.
Check carefully. Make sure all listed references are in the manuscript or vice versa.	The Reference list has been checked and cited using Mendeley as a reference manager.

12. Bukti Konfirmasi Publikasi (3 Februari 2023)

Publication terms, your confirmation is needed

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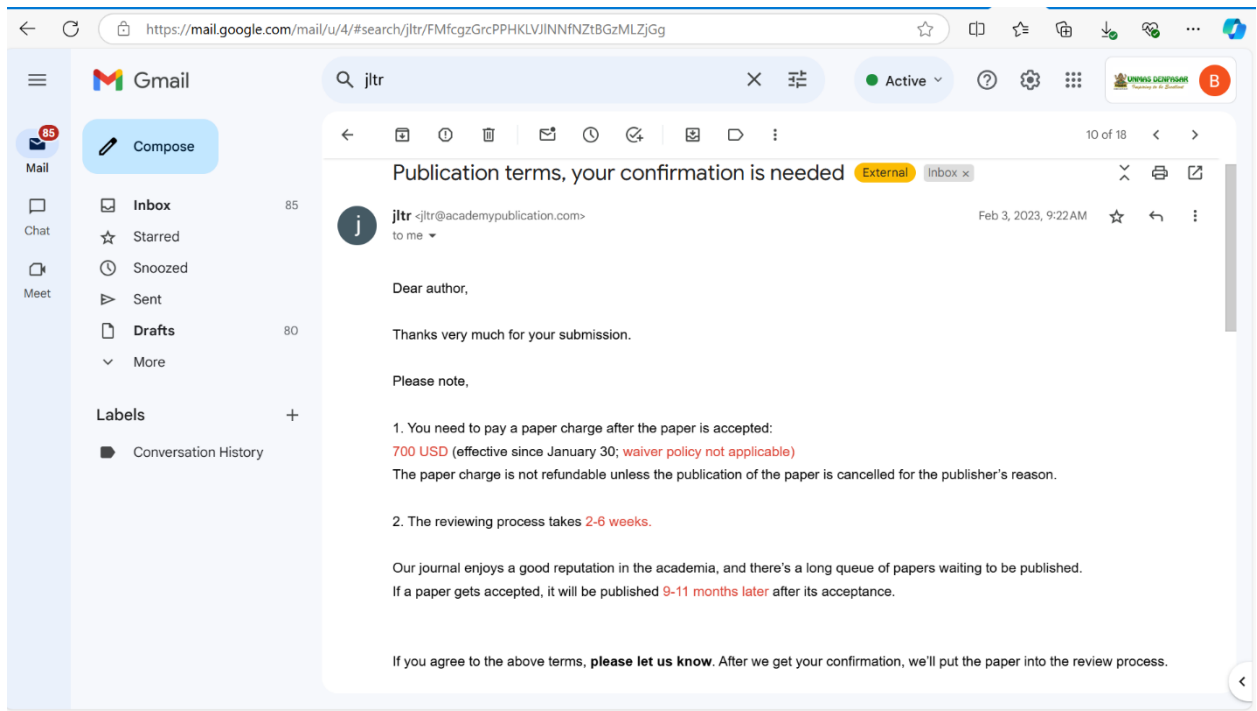
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Thanks for your understanding and cooperation.

Editorial Office
JLTR- Journal of Language Teaching and Research
Academy Publication, UK



13. Bukti korespondensi Article diterima/ *Accepted* (17 Februari 2023)

JLTR Editor's Decision - <JLTR23-020305> (Accept)

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jltr <jltr@academypublication.com>

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Fri, Feb 17, 2023,
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Dear author,

As a result of the reviews, we are pleased to inform you that your paper numbered <JLTR23-020305> has been formally accepted as a regular paper. Congratulations! Your paper has been tentatively scheduled to Issue 6 of 2023 (to be published in November), or Issue 1 of 2024 (to be published in January).

Three publication procedures are expected to be completed: 1 paper charge payment, 2 paper revision, and 3 copyright transfer.

1 paper charge payment

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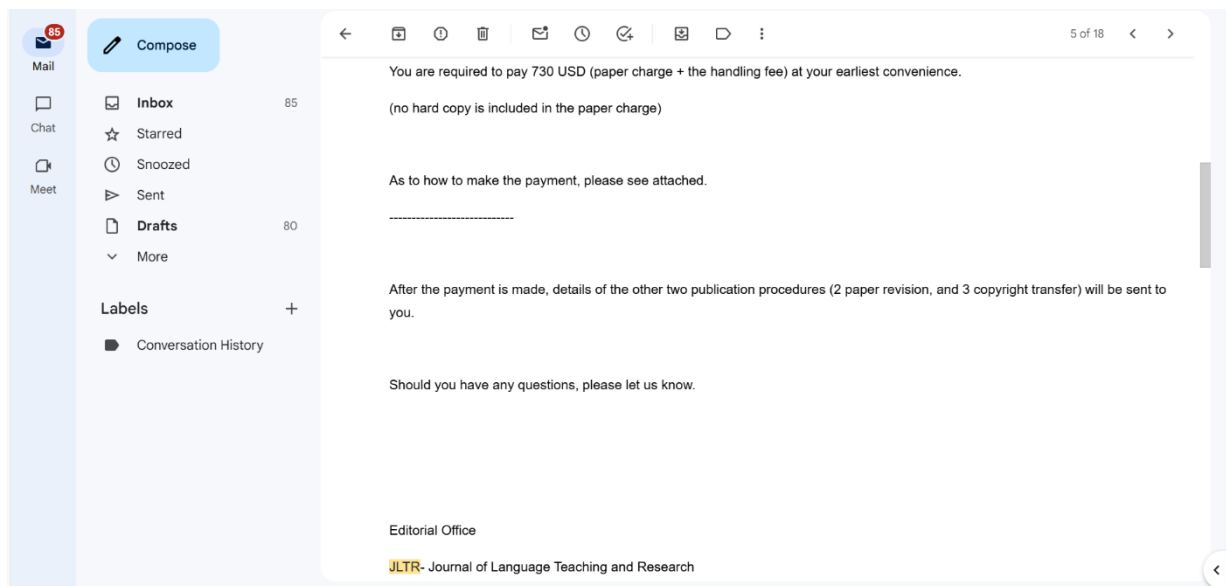
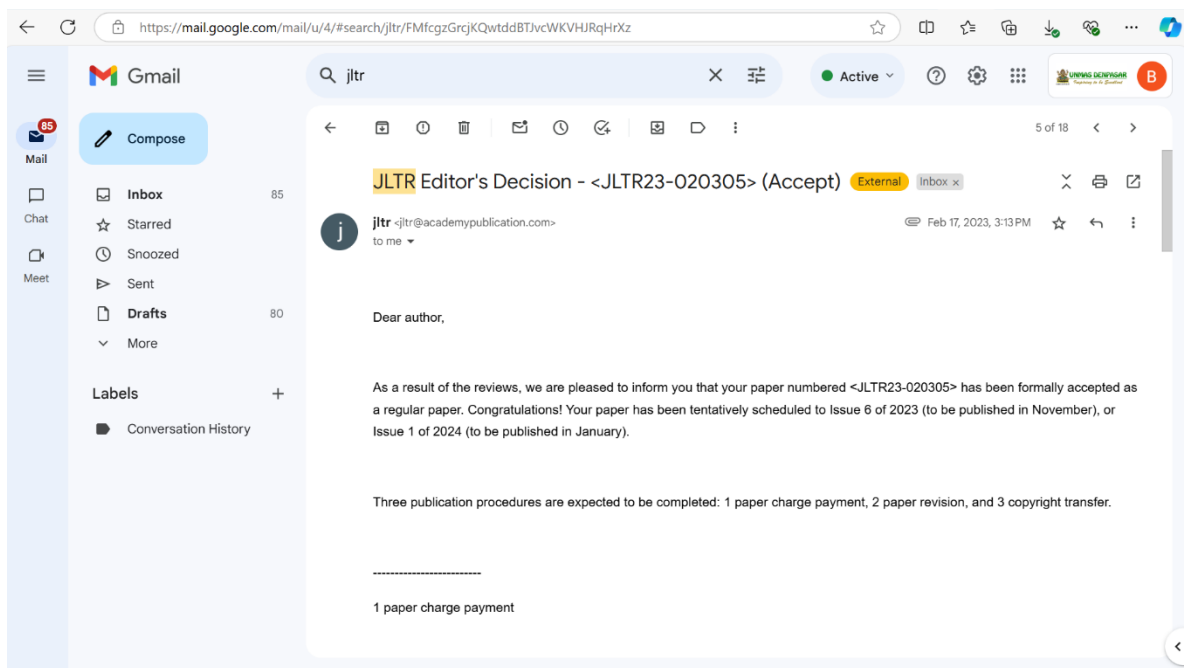
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Editorial Office

JLTR- Journal of Language Teaching and Research

Academy Publication, UK

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14. Bukti pembayaran Artikel (23 Februari 2023)

Payment proof_Bank Receipt_JLTR23-020305



Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

Thu, Feb 23, 2023,
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to jltr

Dear Sir,

I would like to inform you that I transferred the payment this morning to your bank account. Please kindly find the bank receipt attached.

Herewith is the information about the payment:

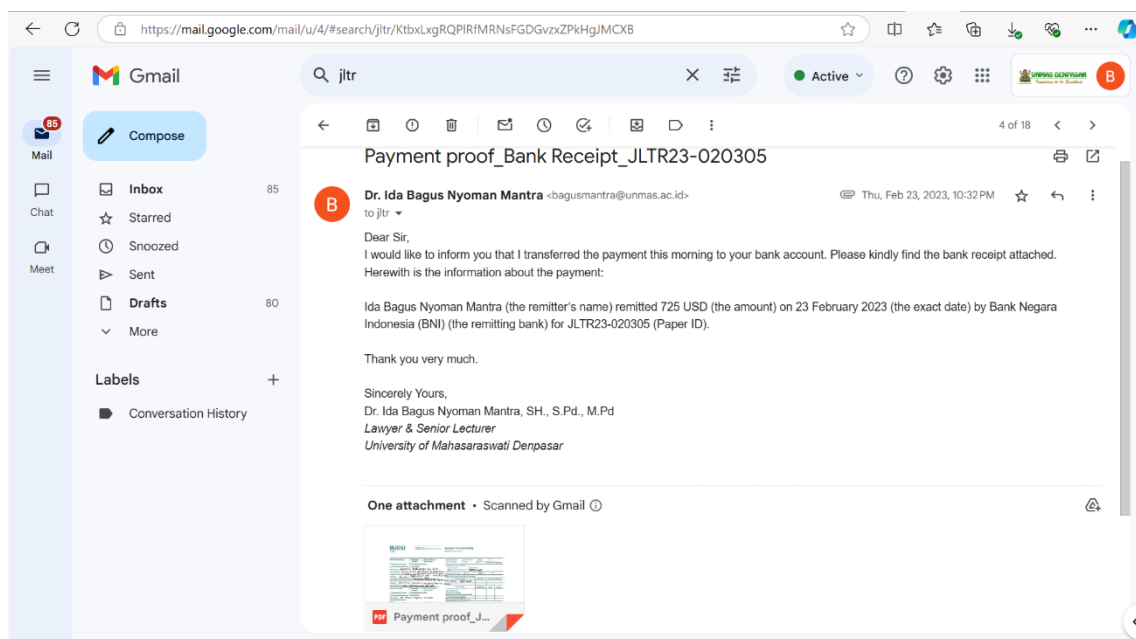
Ida Bagus Nyoman Mantra (the remitter's name) remitted 725 USD (the amount) on 23 February 2023 (the exact date) by Bank Negara Indonesia (BNI) (the remitting bank) for JLTR23-020305 (Paper ID).

Thank you very much.

Sincerely Yours,

Dr. Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd
Lawyer & Senior Lecturer
University of Mahasarakswati Denpasar

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15. Bukti Konfirmasi Diterima (24 Februari 2023)

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jltr <jltr@academypublication.com>

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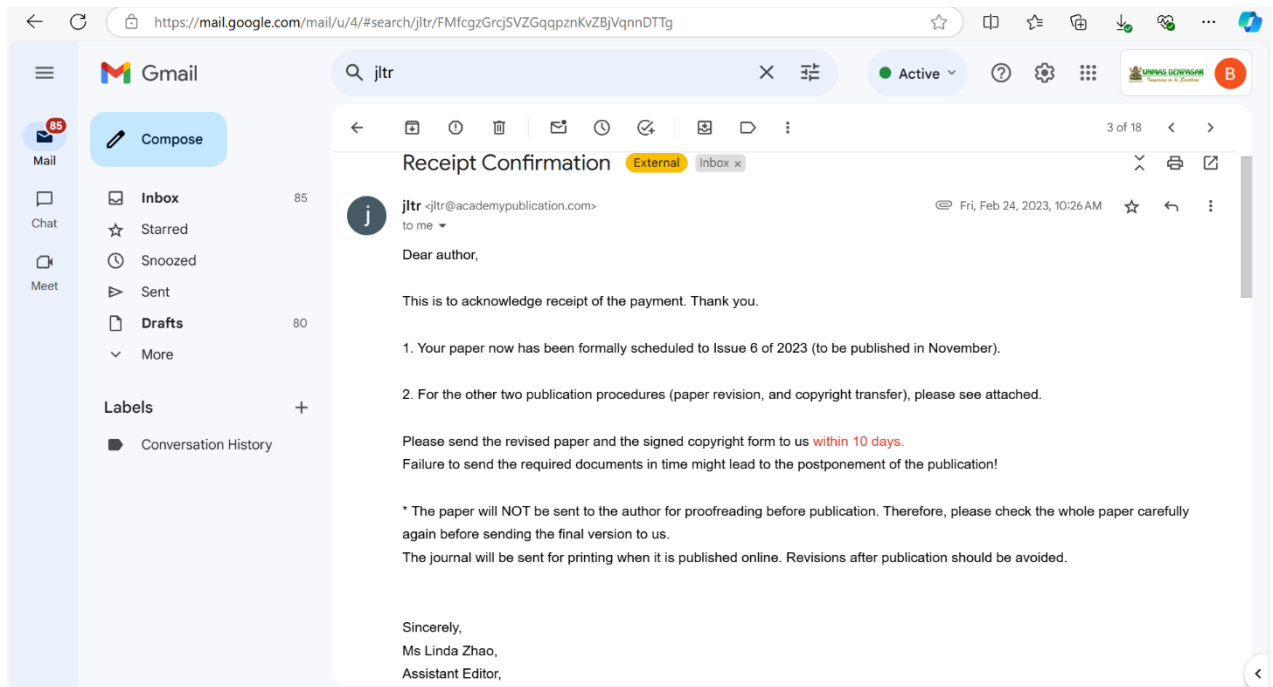
1. Your paper now has been formally scheduled to Issue 6 of 2023 (to be published in November).

2. For the other two publication procedures (paper revision, and copyright transfer), please see attached.

Please send the revised paper and the signed copyright form to us **within 10 days**. Failure to send the required documents in time might lead to the postponement of the publication!

* The paper will NOT be sent to the author for proofreading before publication. Therefore, please check the whole paper carefully again before sending the final version to us. The journal will be sent for printing when it is published online. Revisions after publication should be avoided.

Sincerely,
Ms Linda Zhao,
Assistant Editor,



LETTER OF ACCEPTANCE

Ida Bagus Nyoman Mantra
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia
Email: bagusmantra@unmas.ac.id

Nengah Dwi Handayani
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widastuti
Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

March 2, 2023

Dear Ida Bagus Nyoman Mantra, Nengah Dwi Handayani, Anak Agung Istri Yudhi Pramawati, and Ida Ayu Made Sri Widastuti,

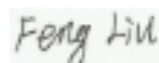
We are pleased to inform you that your following paper has been formally accepted for publication in *Journal of Language Teaching and Research* (JLTR, ISSN 1798-4769).

Paper ID: JLTR23-020305
Paper Title: Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms
Authors: Ida Bagus Nyoman Mantra, Nengah Dwi Handayani, Anak Agung Istri Yudhi Pramawati, and Ida Ayu Made Sri Widastuti
Journal Title: *Journal of Language Teaching and Research* (JLTR, ISSN 1798-4769)

The paper has been scheduled to the Volume 14, Number 6, to be published in November of 2023.

Thank you for your contribution to the Journal and we are looking forward to your future participation!

Sincerely,



Mr. Feng Liu
Managing Editor – *Journal of Language Teaching and Research*
Academy Publication, UK
Email: fengliu@academypublication.com

16. Bukti Revisi artikel dan *copyright* (2 Maret 2023)

Revised paper and Copyright JLTR23-020305

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B

Thu, Mar 2, 2023,
7:23 AM

Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

to jltr

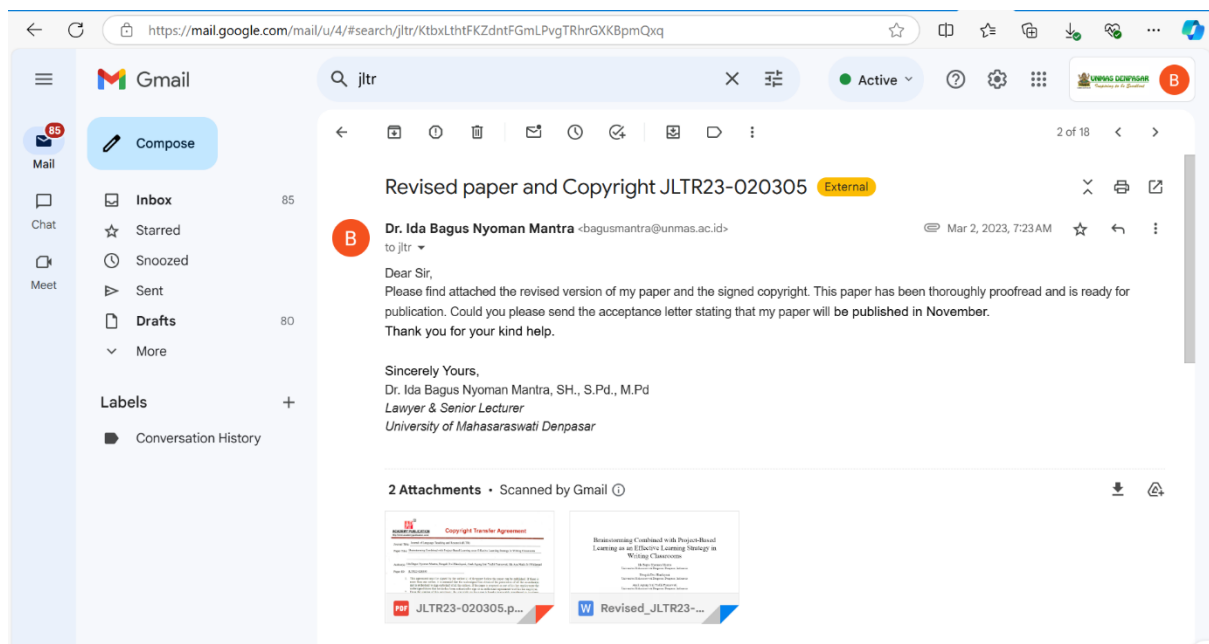
Dear Sir,

Please find attached the revised version of my paper and the signed copyright. This paper has been thoroughly proofread and is ready for publication. Could you please send the acceptance letter stating that my paper will be published in November.
Thank you for your kind help.

Sincerely Yours,

Dr. Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd
Lawyer & Senior Lecturer
University of Mahasarakswati Denpasar

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17. Bukti Artikel *Last Revision*

Brainstorming Combined with Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Innovative teaching strategies are required to be implemented in teaching writing to enhance students' writing skills. *This study aims at investigating the effectiveness of brainstorming combined with project-based learning implemented in writing classrooms. This study employed a descriptive research design. Several data collection methods were conducted to gather the data, such as classroom observations, semi-structured interviews with the selected university lecturers, questionnaires and document study of the mid-semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy for improving students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.*

Index Terms— *brainstorming, project-based learning, writing, skills*

I. INTRODUCTION

Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. It is a productive language skill which is very important for students to learn because it helps them to be successful academically. Therefore, students' writing skills should be continually developed in writing classrooms by utilizing various teaching strategies (Widiastuti et al., 2022). Innovative and creative learning strategies should be implemented in teaching writing to engage students in learning and ensure that students' writing competence develops continually (Denham, 2020). Developing students' writing skills becomes essential for teachers in language teaching because having good writing skills is very important for the students to communicate in written forms. By writing, students can communicate and express their ideas, thoughts and feeling to others (Aghajani & Adloo, 2018).

Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have a good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motallebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover,

students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013).

Providing a good learning atmosphere for the students to practice their writing skills in the classroom is essential to develop students' writing skills (Saud et al., 2014). Teachers must implement appropriate learning strategies to create conducive learning conditions. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage more intensively in learning activities when the teachers use appropriate and innovative learning strategies. Therefore, it is undeniable that the appropriate implementation of a learning strategy plays an essential role in learning success (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained, and the student's learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the student's needs. In writing classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020).

Several learning strategies can be implemented in writing classes, for example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students can contribute ideas, suggestions, opinions, thoughts, and information obtained from each group member. Each member is free to respond, criticise or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' writing. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning used by university lecturers in improving their students' writing skills.

II. RESEARCH METHOD

This study employed a descriptive research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. A descriptive research method is a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, and document studies of the student's writing scores in the pre-and mid-semester and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analysed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning used by the teachers to enhance students' writing skills were presented below and the results were then discussed briefly.

Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

“My students' writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing” (Lecturer A)

“When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom” (Lecturer B)

“My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects” (Lecturer C)

“Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom” (Lecturer D)

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

Table 1. Summary Of Classroom Observation

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students' understanding of the topic, and then projects were given to be presented in the main activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then continued with projects. The

presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

Table 2. The mean score of the mid-semester and final semester tests in writing after the implementation of the Brainstorming strategy combined with project-based learning

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid-Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

Table 3. The data showing the subjects' total responses to the questionnaire

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students enjoyed learning writing skills through brainstorming and project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed.

Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in the classroom. The effectiveness of brainstorming combined with project-based learning can also

be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The combination of brainstorming and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered a free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Moreover, the brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching strategy involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming strategy is a learning strategy implemented in the classroom by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This strategy allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students become motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Brainstorming is an effective strategy to be implemented in the writing classroom because it is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). Moreover, brainstorming stimulates the brain to think logically, spontaneously and creatively. Furthermore, brainstorming and project-based learning enable students to practice the stages of writing activities, such as (1) pre-writing, (2) writing, and (3) post-writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. Furthermore, project-based learning can be intensively implemented to maximize students writing practices (Syahrin et al., 2019).

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have many opportunities to develop their writing skills because they are challenged to complete the projects and present the results in good writing. Moreover, the combination of brainstorming and project-based learning enables students to learn together in groups. It also helps students develop their social skills.

IV. Conclusion

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by

posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas, and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve students' language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

ACKNOWLEDGMENTS

The authors would like to extend their sincere appreciation and gratitude to the Rector and the head of Research and Community Empowerment at Universitas Mahasaraswati Denpasar for supporting this study with an internal research grant.

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material Development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasaraswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.

18. Bukti Artikel terpublikasi (1 November 2023)

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19. Bukti Balasan konfirmasi Publikasi Artikel (20 November 2023)

Dr. Ida Bagus Nyoman Mantra <bagusmantra@unmas.ac.id>

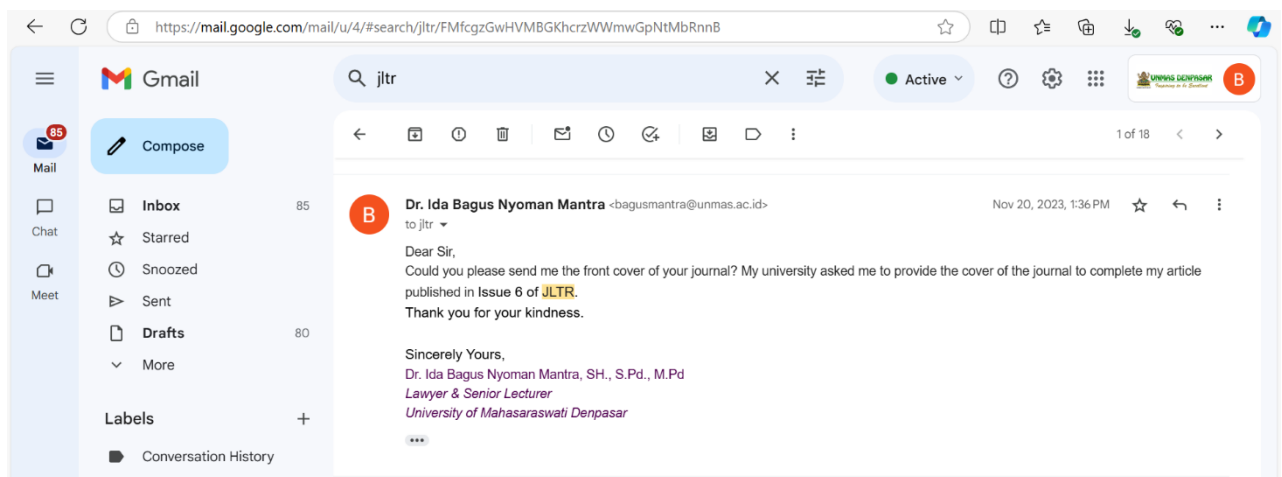
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Lawyer & Senior Lecturer
University of Mahasaraswati Denpasar



20. Bukti korespondensi Balasan dari Editor Jurnal (20 November 2023)

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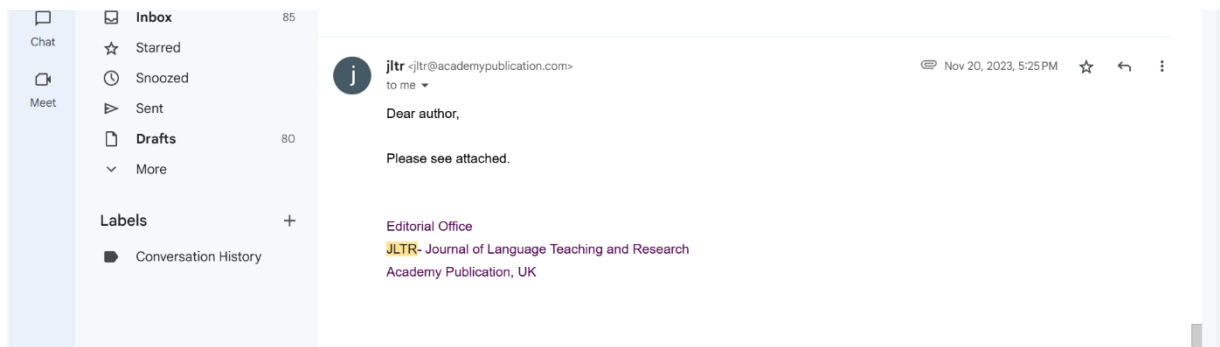
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**21. Publikasi Artikel
(November 2023)**

Brainstorming Combined With Project-Based Learning as an Effective Learning Strategy in Writing Classrooms

Ida Bagus Nyoman Mantra

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Nengah Dwi Handayani

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Anak Agung Istri Yudhi Pramawati

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar, Denpasar, Indonesia

Abstract—Innovative teaching strategies are required to be implemented in teaching writing to enhance students' writing skills. This study aims at investigating the effectiveness of brainstorming combined with project-based learning implemented in writing classrooms. This study employed a descriptive research design. Several data collection methods were conducted to gather the data, such as classroom observations, semi-structured interviews with the selected university lecturers, questionnaires and document study of the mid-semester and final semester scores. This study found that brainstorming combined with project-based learning is an effective learning strategy for improving students' writing skills. Moreover, brainstorming combined with project-based learning promotes students' active participation in writing classes. This study implies that brainstorming combined with project-based learning should be implemented more intensively in the classroom to develop students' learning competence.

Index Terms—brainstorming, project-based learning, writing, skills

I. INTRODUCTION

Writing is one of the four English skills used to convey ideas, opinions, thoughts and feelings in written form. It is a productive language skill which is very important for students to learn because it helps them to be successful academically. Therefore, students' writing skills should be continually developed in writing classrooms by utilizing various teaching strategies (Widiastuti et al., 2022). Innovative and creative learning strategies should be implemented in teaching writing to engage students in learning and ensure that students' writing competence develops continually (Denham, 2020). Developing students' writing skills becomes essential for teachers in language teaching because having good writing skills is very important for the students to communicate in written forms. By writing, students can communicate and express their ideas, thoughts and feeling to others (Aghajani & Adloo, 2018).

Writing is a complex language skill which requires students to practice continuously to master all components of writing (Kadek & Lastari, 2018). In other words, writing skills cannot be mastered without regular and continuous practice (Mantra, 2017). To be able to write appropriately, students must have a good mastery of various linguistic elements (Mantra & Widiastuti, 2019). Moreover, in writing, students should be able to express their ideas, opinions and feelings to other people appropriately in written forms. Consequently, students must have a good vocabulary, grammar, spelling and language usage abilities. Therefore, students should have good knowledge of various linguistics features to express their ideas adequately (Motalebzadeh et al., 2018). It indicates that communicating in written forms requires compressive linguistics knowledge concerning micro and micro writing skills (Mantra et al., 2021). These may cause students to be reluctant to write because they need to know various linguistics skills, and also they have to know what to write (Adas & Bakir, 2013). Moreover, students should have the imagination or creativity to think while writing to make reading enjoyable (Nurlaila, 2013).

Providing a good learning atmosphere for the students to practice their writing skills in the classroom is essential to develop students' writing skills (Saud et al., 2014). Teachers must implement appropriate learning strategies to create conducive learning conditions. Teaching strategies become keys to a successful writing classroom. Teachers should facilitate students with various learning activities to provide opportunities for the students to practice their writing skills (Sun & Feng, 2009). Students may also engage more intensively in learning activities when the teachers use appropriate

and innovative learning strategies. Therefore, it is undeniable that the appropriate implementation of a learning strategy plays an essential role in learning success (Handayani & Widiastuti, 2019). Moreover, students learning motivation can be improved if the techniques are appropriate for the learning condition (Cahyani et al., 2018).

Additionally, when appropriate learning strategies are implemented, the learning objectives can be easily obtained, and the student's learning achievement can be improved continually. Teachers need to be able to innovate learning strategies to suit the student's needs. In writing classes, teachers may also combine the learning strategies and select the most appropriate learning strategy to improve students' writing skills (Schillings et al., 2018; Tyas, 2020).

Several learning strategies can be implemented in writing classes, for example, brainstorming and project-based learning. Brainstorming is a strategy which enables students to work in a group to discuss and share their writing problems with other students (Rahmawati, 2022). In the brainstorming strategy, students can contribute ideas, suggestions, opinions, thoughts, and information obtained from each group member. Each member is free to respond, criticise or add. Meanwhile, in the brainstorming method, all thoughts can be accommodated by the group leader and then used as the main idea and developed into a complete conclusion (Astu Bhairawa et al., 2020).

Brainstorming is designed to encourage groups to express various ideas and judgments between individuals in a group. Everyone expressed an idea to record and then put it together with various other ideas. Moreover, brainstorming can be combined with project-based learning (Kaufua et al., 2021). Project-based learning can develop students' creativity in developing their writing skills. Projects can be exciting and challenging for students (Insani et al., 2018). Teachers nowadays are encouraged to provide students to carry out projects to develop students' ability to do valuable things for their life skills. Therefore, to solve students' problems in writing, brainstorming and project-based learning are implemented in the writing classroom (Alberto, 2018).

Previous studies have been conducted related to writing skills and brainstorming techniques. Rahmawati (2022) conducted a study concerning the effect of the brainstorming technique as a pre-writing activity on the student's achievement in writing. It was found that the brainstorming technique facilitates the students to improve their ability in writing skills. Kaufua et al. (2021) conducted a study concerning the implementation of brainstorming to improve students' writing. It was found that the brainstorming technique is effective for learning to write a descriptive text. Furthermore, a study by Villalba (2022) found that project-based learning effectively improves students' English.

Similarly, this study investigated the use of brainstorming. However, this study focused on investigating the effectiveness of brainstorming combined with project-based learning used by university lecturers in improving their students' writing skills.

II. RESEARCH METHOD

This study employed a descriptive research design to investigate the effectiveness of the brainstorming strategy combined with project-based learning. A descriptive research method is a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, and trends and then making adequate and accurate interpretations of the data results (Gatbonton, 2008). This study was conducted in English education study programs, and four classes of fourth-semester students were thoroughly investigated. The data were collected through semi-structured interviews, classroom observation, and document studies of the student's writing scores in the pre-and mid-semester and final term tests. Additionally, a questionnaire was administered to collect data concerning the students' changes in behaviour in learning writing skills through brainstorming combined with project-based learning.

The data were descriptively analysed to establish the findings of the study. All data were first put in the correct categories and triangulated with other data to ensure their validity and reliability. The findings were then presented argumentatively to provide a clear horizon to the readers concerning the effectiveness of brainstorming combined with project-based learning in enhancing students' writing skills.

III. RESULTS AND DISCUSSION

The results related to integrating brainstorming and project-based learning used by the teachers to enhance students' writing skills were presented below and the results were then discussed briefly.

A. Results

In the present study, the researchers interviewed English lecturers teaching the writing subject. The interview excerpts with the lecturers who currently teach the writing subjects could be presented as follows.

"My students' writing ability was still very low. They had a lot of problems developing their ideas in writing. Perhaps, it is because they could not explore what to write. My students found difficulty in using appropriate vocabulary and grammar. I use brainstorming and then assigned them to write texts through projects. This way of learning made my students became active in learning writing" (Lecturer A).

"When I taught writing skills, I told my students the topics of the writing exercises. Then asked them to write descriptive text, recount text, narrative, or other forms of writing. They took a long time to write the text. They are often stuck in the first paragraph. Therefore, to make them active, I brainstormed with them and then gave them projects to do. They have to write a report and present the report in the classroom" (Lecturer B).

“My students often get bored and reluctant to write the text properly, and when they are asked to submit their assignment, they are busy finding similar text on google. To break this habit, I used brainstorming combined with project-based learning. After implementing the strategies, my students are active in doing writing projects” (Lecturer C).

“Well, my students have difficulty in developing ideas, using suitable vocabulary, and constructing sentences into correct text. When I implemented the brainstorming combined with project-based learning, my students engaged themselves more intensively in writing classes because they have to be responsible with their assignment and they have to be ready to present their report in the classroom” (Lecturer D).

Furthermore, at the beginning of this study, several classroom observations were conducted in writing classes to see the implementation of brainstorming combined with project-based learning. Lectures taught in classes A, B, C and D were observed intensively. The summary of the observation can be presented as the following.

TABLE 1
SUMMARY OF CLASSROOM OBSERVATION

Class	Learning Topics	Learning Method	Description of Quality Implementation
Class A	Education in the 21 st Century	brainstorming combined with project-based learning	Pre activity started with brainstorming. Students were then assigned to the project. The projects were done during the main activity, followed by submitting the report in writing. The students carried out classroom presentation
Class B	Current issues in education	brainstorming combined with project-based learning	After opening the class, the lecturer brainstormed with the students and then provided projects to be done by the students. The report in the form of writing was submitted to the lecturer; the presentations were carried out.
Class C	Education and technology	brainstorming combined with project-based learning	The lecturer brainstormed with the students with various questions to browse students' understanding of the topic, and then projects were given to be presented in the main activity. After students submitted the report, presentation activities were started.
Class D	Online learning development	brainstorming combined with project-based learning	The lecturer intensively brainstormed with the students in the pre-activity stage and then continued with projects. The presentations were carried out after all reports were submitted to the lecturer.

Document studies were conducted to confirm the results of the interviews with the lecturers. The students' writing achievements were investigated by checking the mean score of the mid-semester and the final-semester tests. The data can be presented as the following.

TABLE 2
THE MEAN SCORE OF THE MID-SEMESTER AND FINAL SEMESTER TESTS IN WRITING AFTER THE IMPLEMENTATION OF THE BRAINSTORMING STRATEGY COMBINED WITH PROJECT-BASED LEARNING

Class	Pre-Semester Test	Mid Semester Test	Final Semester Test	Differences Between Mid-Semester and Final Semester Tests
Class A	45	68	82	14
Class B	40	73	85	12
Class C	42	67	84	17
Class D	46	72	88	16
Grand Mean Score	43.25	70.00	84.75	14.75

To collect the supporting data, the researcher also administered a questionnaire at the end of the fourth semester consisting of 120 students. The questionnaire data were used to determine the subjects' responses to brainstorming combined with project-based learning. The responses to the questionnaire were presented in five choices: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The data showing the subjects' total responses can be tabulated in the following table.

TABLE 3
THE DATA SHOWING THE SUBJECTS' TOTAL RESPONSES TO THE QUESTIONNAIRE

Qualification	Respondent	Percentage
Strongly agree	70	58.33%
Agree	35	29.17%
Undecided	10	8.33%
Disagree	5	4.17%
Strongly disagree	0	0%
TOTAL	120	100%

The questionnaire results showed that the students enjoyed learning writing skills through brainstorming and project-based learning. The tables above showed significant changes in students' learning behaviour when learning writing skills through brainstorming combined with project-based learning. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed.

B. Discussion

The interview results showed that the student's writing ability was still low compared to the passing grade indicator suggested by the university curriculum. This low ability was caused by a need for students' motivation to participate in the learning activities. Therefore, innovative learning strategies must be implemented to develop students' motivation in a writing classroom. The interview indicated that the students had a crucial problem with writing. They could have been higher in content, vocabulary, grammar, and organization. They needed help to develop their ideas about a topic and to express them using appropriate vocabulary and correct grammar. Furthermore, the lecturers using the conventional teaching strategy demotivated students to learn writing. Therefore, it needs to implement innovative learning strategies to develop students' active participation in learning writing.

Based on the interviews, brainstorming combined with project-based learning could help students learn writing skills because they have to engage in brainstorming activities, participate in several projects, and present their reports in the classroom. The effectiveness of brainstorming combined with project-based learning can also be found based on the result of mid-semester tests and final tests. The mean score of both mid-semester and final tests was sufficiently high compared with the passing grade of writing subjects indicated by the university curriculum. Moreover, the differences between the mean score of the mid-test and final tests were relatively high, indicating that the lecturers' learning activities after the mid-tests effectively improved students' writing skills.

Based on the results of students' scores in mid-semester and final semester tests, it found that students' ability in writing is higher than in the pre-semester test. This finding clearly showed that students' skills in writing have improved after the implementation of brainstorming combined with project-based learning. The grand mean score showed that the pre-semester test was 43.25, the mid-semester test was 70.00, and the final semester test was 84.75. The grand mean score of all classes vividly indicated a high increase in the students' writing skills after brainstorming combined with project-based learning was implemented in the writing classes. The findings confirmed that brainstorming combined with project-based learning could be intensively employed in the classroom to develop students' writing skills.

Furthermore, based on the classroom observation, it was found that all lecturers who taught writing skills in classes A, B, C, and D intensively brainstormed with students in the pre-activity stage, then followed by project-based learning. Students were found to be very active in doing their projects and writing the reports comprehensively because they attained a lot of information and ideas during the brainstorming stage. Students also present their reports with confidence. Meanwhile, the lecturers enjoyed the class because their students were fully engaged in learning.

Moreover, a questionnaire was administered to know the students' responses concerning the implementation of brainstorming combined project-based learning in the teaching-learning process. The questionnaire also showed that 58.33% of the students strongly agreed, 29.17% of the students agreed, 8.33% were undecided, 4.17% disagreed, and none of the subjects stated firmly disagreed with the implementation of brainstorming combined with project-based learning. The result showed that the students' responses toward implementing brainstorming combined with project-based learning were positive. The students showed positive responses and were more interested and active in the learning process conducted through the implementation of brainstorming combined with project-based learning. This Questionnaire results showed that students enjoyed learning through the implementation of brainstorming combined with project-based learning in teaching writing.

The effectiveness of brainstorming combined with project-based learning was because all students became active in learning. The combination of brainstorming and project-based learning provided many opportunities for the students to develop their ideas and express their thought independently. In a writing classroom, brainstorming is considered a free-associative thinking activity to categorize, select, and arrange topics for discussion according to the topic, intent, purpose, and interaction context. Moreover, the brainstorming strategy allows students to use their previous knowledge in their writing activities and learn what skills and information they have and what they need to know (Al Masri, 2019).

Brainstorming is a teaching strategy involving students by raising student problems and inviting them to these problems so that students involve their thoughts, ideas, ideas and even their responses (Malkawi & Smadi, 2018). The brainstorming strategy is a learning strategy implemented in the classroom by posing a problem to students that they must answer or respond to so that the problem develops into a new one. This strategy allows students to develop creative thinking so that consideration provides a way for creative initiatives (Listyani, 2020). Students become motivated to devote all the ideas that arise from their minds within a certain period regarding several problems and are not asked to be assessed the brainstorming (Abedianpour & Omidvari, 2018).

Brainstorming is an effective strategy to be implemented in the writing classroom because it is a fast way to solve different problems and generate as many new ideas as possible (Hidayanti et al., 2018). Moreover, brainstorming stimulates the brain to think logically, spontaneously and creatively. Furthermore, brainstorming and project-based learning enable students to practice the stages of writing activities, such as (1) pre-writing, (2) writing, and (3) post-

writing stages (Handayani et al., 2019). In the selection of the pre-writing stage, students select content areas for writing through brainstorming. Furthermore, project-based learning can be intensively implemented to maximize students writing practices (Syahrin et al., 2019).

This study found that brainstorming combined with project-based learning can be used to build up students' writing skills. Students found the strategies very effective and aroused their motivation to learn writing. In all writing activities, students actively participated in the learning activities. Through implementing brainstorming combined with project-based learning, students have many opportunities to develop their writing skills because they are challenged to complete the projects and present the results in good writing. Moreover, the combination of brainstorming and project-based learning enables students to learn together in groups. It also helps students develop their social skills.

IV. CONCLUSION

The implementation of brainstorming combined with project-based learning in the classroom helps students to improve their writing skills. The writing activity can be started by implementing brainstorming by posing problems to the class. Students answer or express opinions or comments so that they may develop into new problems or can be interpreted as a way to get ideas from a group of people in a short period. After students had various ideas about the writing topics, they were assigned to a project based on their ideas, and then the project resulted in the form of writing. Brainstorming combined with project-based learning was effectively implemented in writing classes because students could express and develop their ideas independently. This study suggests that the integration of brainstorming and project-based learning should be carefully considered as a strategy to improve students' language skills. Furthermore, other researchers are suggested to continually study the effectiveness of brainstorming combined project-based learning for effective teaching strategies to enhance students' competence in learning.

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Ida Bagus Nyoman Mantra holds a bachelor's degree in language education, a bachelor's degree in law, a master's degree in education management and a doctorate in the field of applied linguistics. He is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. His research interests are learning strategies, teaching methods, language education and language assessment. He is passionate researcher in language education, teaching methodology, applied linguistics and culture. His research papers have been published in various academic journals.



Nengah Dwi Handayani holds a bachelor's degree in language education, and a master's degree in education and is a doctorate candidate in the field of language education. She is a senior lecturer at Universitas Mahasaraswati Denpasar, Indonesia. Her research interests are learning strategies, learning media and material development. She is an expert in language teaching methodology and learning development. Her research papers have been published both nationally and internationally.



Anak Agung Istri Yudhi Pramawati holds a master's degree in applied linguistics. She is currently the head of quality assurance of the English language education study program and teaches English at Universitas Mahasarakswati Denpasar. Her research interests are learning methods, learning strategies, and language. She is an experienced translator and interpreter. She has conducted many studies in language teaching and applied linguistics. Her academic papers have been published in several research journals.



Ida Ayu Made Sri Widiastuti is an Associate Professor in the field of language education. She currently teaches at Universitas Mahasarakswati Denpasar, Indonesia. Her research interests are learning strategies, language education and language assessment. She is a senior lecturer in language teaching and assessment. She has published several academic books. She is a dedicated researcher in various educational fields. Her research papers have been published in several reputable journals.