



Learning Writing Short Stories with Using BrainWriting Techniques Imagination Oriented _ Class IX Students of SMP Negeri 4 Tamalatea Jeneponto

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Receive: 17/07/2023	Accepted: 15/09/2023	Published: 01/10/2023
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Abstract

Learning model Writing Short Stories Using Imagination - Oriented Brainwriting Techniques Student. Study This motivated by low ability student in write short stories at school. Learning write short story can dig potential and develop imagination student. Therefore _ that 's necessary searching for factors reason problem such and effort the solution. One of alternative effort For overcome problem it and improve ability student in write short story is use of learning models write short story with use Imagination - oriented brainwriting techniques student. Method used in study This is method study experiment. Research data form results tests and results observation. Internal data sources study This is student class IX SMP Negeri 4 Tamalatea Jeneponto. Instruments used _ in study This is test descriptive form short story students, for test ability write given short story before and after treatment. Given to the class experiment is learning write short story with brainwriting techniques, meanwhile class control get treatment learning conventional.

Keywords: *brainwriting, writing, imagination, learning, and short stories*

Introduction

Skills write in disclose ideas, opinions and feelings to other people in Language write. Accuracy idea must supported by accuracy language used, vocabulary and grammar _ as well as use good and correct spelling. _

Writing process can started with the existence of ideas, selecting ideas, then develop it become A essay. Supporting factors success of the learning process That themselves, including teachers, students, facilities and infrastructure, methods and techniques teaching. Factors that play a role in reach success something objective learning is factors:

teachers who teach , students who learn , materials lessons , and methods teaching . Teacher holds role important in the learning process . A teacher must capable develop , organize and evaluate teaching programs .

Good or bad something technique Teaching is very much determined by the teacher. Teachers must capable combine technique teach in accordance with situation . This matter done so that students No boredom and the learning process No seen monotonous .

Problems faced _ in literary learning is ; (1) lack of real language teachers own competence about mastery of literature; (2) many language and literature teachers teach literature only at a glance Then just because language and literature teachers don't own adequate competence _ in literature; and (3) often there is a learning process that is monotonous , boring , dry , so student No There is desire For learn literature, because the teacher teaches No own adequate competence _ in neither does the literary field own imagination , methods and techniques as well as No own adequate teaching materials (Widijanto , 2007: 9).

In development curriculum , model can used For determine material learning (content) and methods delivery material . In the sense that the model provides framework Work For make choice . With control various models, teachers can determine How a useful model in situation learning

Teacher as power education is someone who has profession For manage activity learning , must choose effective method _ For increase imagination student . in Skills write . Determination method optimal learning is at the heart of design learning in reach results learn what you want .

The brainwriting method is A capable method _ stimulating student in find interesting ideas without must emit sound , p This in line with study Sitanggang , Jenni Marlina, published in the UMSU Journal in 2023

Research conducted by Oktavia, Wahyuni, published in 2023 in the UNTAN journal . With the results show that study the show enhancement to results learning write discourse narrative use brainwriting techniques in students Class XI of SMK Negeri 5 Singkawang .

Furthermore , in research conducted by H Hilaliyah , application deep brainwriting techniques frame develop and improve skills of kindergarten teachers in write story children are very important trained . Application Brainwriting techniques are used so that teachers can write book story customized _ _ with teaching materials and have mark educative For participant kindergarten students . Rise 2020 in the PKM journal .

Learning write often considered not enough interesting or difficult for some student Because must make up long story _ but No can find results end from story the . Students often do too No can find theme and develop A story as well as imagination and imagination student No can develop Because usually method used _ is method lecture .

Research conducted by Nunik Nurhayati (2015) " Learning Model Writing Short Stories with use Imagination- oriented Brain Writing techniques Student " . with results There is difference post-test average score ability write short story in class experiments and classes control . (<https://ejournal.upi.edu> > RBSPs > articles)

Research conducted by Kursitasari (2019) Dikbind PPs Medan State University " Effectiveness of Audio Visual Media" Knitting hope ” on Trans7 against Ability Writing Short Stories by Students Class VII MTs Negeri 3 Medan” With results that the audio visual learning media " Knitting Hope" is more effective in increase ability write short stories by students class VII MTs Negeri 3 Medan. (<http://download.garuda.ristekdikti.go.id> > article)

Based on background back on top , then the problem studied in study This is . 1). Planning learning write short stories to students class IX SMP Negeri 4 Tamalatea with use Brainwriting techniques , 2). Implementation learning write short stories to students class VII Negeri 4 Tamalatea with using Brainwriting Techniques, and

3). Approach results learning write short stories to students class VII State

4 Tamalatea with use Brainwriting techniques .

Research methods

Research methods used in study This is method quantitative with type study experiment quasi (Quasi Experimental Research). Research methods This is method research used For prove hypothesis about use of deep brainwriting techniques learning write story short . Through method study experiment This will is known exists connection because consequence between two variables . Researcher determine variable that is learning write story short with using brain writing techniques. The experimental design will be used is pretest-posttest control . In planning This there are two groups that is group experiments and groups control .

Table 1. Research design explained as following .:

Class	Test beginning	Treatment	Test end
E	O ₁	X	O ₂
K	O ₃	--	O ₄

(Sugiyono , 2008, p . 76)

Research data This form results tests and results observation . Internal data sources study This is student class IX SMP Negeri 4 Tamalatea Jeneponto Instruments used in study This is test description in the form of short stories students , for test ability write given short story before and after treatment .

Study This focuses on the application of Brain Writing Techniques in learning write short story . Deep objects study This is student class IX SMP Negeri 4 Tamalatea Jeneponto 2023/2024, in two classes . One class For class experiment and one class Again For class control .

Instrument Study

Instrument study is tools used For measure incident that occurred during the research process or tools used in data retrieval . Instrument in study This includes : Instruments Treatment Instrument treatment is tools used For give treatment in study . Instrument

treatment in study This is scenario learning along with guidelines observation of the learning process as well as Assigned job _ to child educate .

RESULTS AND DISCUSSION

SMPN 4 Tamalatea is School Intermediate First (SMP) Negeri located in South Sulawesi Province , Regency Regency . Jeneponto . Condition building generally Good . Facility school This Already be equipped with room head school , teacher's room , BP room , clinic health , library , space art , space computer , hall, place parking , canteen and place of worship. Obstacle or obstacles experienced by teachers in carry out activity Study teach eye lesson Indonesian at SMP Negeri 4 Tamalatea Jeneponto , are : a. interest student in write poetry Still not enough ; B. students difficult find an interesting idea ; C. students Not yet brave disclose idea in short story ; D. students experience difficulty make story short ; e. lack of learning media Language ; F. Lack variation method or technique in learning write . Designing Learning Models Writing Short Stories Using Imagination - Oriented Brainwriting Techniques Student Before implemented , researchers learning together chairman research and related Indonesian language teachers with election object research , and settings timetable study . In addition , researchers write obstacles related implementation learning . Allocation time For every meeting is two hours (2X45 minutes) . In learning , they propose scenario learning write short story with developed brainwriting techniques For develop imagination student .

Scenario learning write poetry with development - oriented brainwriting techniques imagination student can seen in the flow learning as following . Pretest was carried out For know ability beginning student in write poetry before learning held .

Activity Learning Meeting First : Exploration general from designed experiences and activities For introduce students on the text poetry 1. Orientation : knowledge beginning about story with question . 2. Observing : Students observe example picture object nature , the environment that teachers provide for identified as an idea or idea interesting that would be appear in short story .

3. Questioning : Teacher and students answer about elements poetry that has been they read and how find interesting ideas For submit question in story short . 4. Closing : Students and teachers conclude material .

Meeting Second : Activities training group covers materials and techniques teaching . 1. Orientation : ask and answer question about How find ideas. 2. Exploring: Students guided by the teacher for generate ideas through brainwriting technique 3. Associating: Processing ideas from the brainwriting process into main ideas in structure short story . 4. Closing : Students and teachers conclude material learning .

Meeting Third : Development topic become short story 1. Orientation : ask answer about ideas that have been produced 2. Communicate : a) Students compile text based on structure short story . b) Representative student read story in short . 3. Closing : students and teachers conclude material learning .

1. Posttest

Post-test was carried out For know ability student in write poetry after given treatment learning write poetry with developed brainwriting techniques For develop imagination student . Process of Implementing Learning Models Writing Short Stories using Development - Oriented Brainwriting Techniques Imagination . Following explanation of the implementation process learning write poetry with purposeful brainwriting techniques For develop imagination student during three meetings in class _ experiment . Meeting 1 (Thursday, 04 August 2023) Planning Learning Something learning will succeed If using RPS. The preparation of the RPS is prepared and consulted before held .

Learning Steps Meeting First

Activity	Description Activity
Introduction	1. Student answer greeting the teacher, praying , and conditioning self For Ready Study . 2. Teacher and student submit question about lesson previously 3. The teacher conveys objective learning and giving explanation about

	benefit control material learning . 4. The teacher conveys main points / coverage material learning .
Core	Observing : 5. Students discuss with the group of friends who will written in short story . Questioning : 6. Teachers and students answer about elements short stories that have been written down .
	Exploration : 7. Students write short story in accordance results discussion with group 8. Students differentiate structure story short that has be read . 9. Students understand steps write short story with brainwriting techniques based on example brainwriting and assessing techniques results brainwriting technique
closing	10. Students and teacher conclude material learning that has been done studied . 11. Students do reflection to mastery material that has been studied it . 12. Students each other give response on results evaluation learning that has been done achieved .

2nd Meeting (Saturday, 10 August 2023)

2nd meeting , finding writing ideas short story with using brainwriting technique .

2. Planning Learning

Planning learning write short stories given at the time learning in accordance with the RPP that has been made with _ details as following .

1) Topic Learning : finding writing ideas short story . 2). Steps _ learning customized with a learning model write short story use development - oriented brainwriting techniques imagination student . 3). Learning materials based on selected theme _ student . 4) Instruments research , worksheets.

Implementation Learning
Learning Steps Meeting Second

Activity	Description Activity
Introduction	1. Students answer greeting the teacher, praying , and conditioning self Ready Study . 2. Teachers and students ask answer related learning previous 3. The teacher conveys objective learning and giving explanation about benefit control material learning . 4. The teacher conveys main points / coverage material learning . 5. Students shared become a number of group consisting of 5-6 people
Core	Observing : 6. Students observe teacher's explanation about steps brainwriting techniques along with for example . Questioning : 7. Teachers and students do ask answer about steps write short story . Exploring : Students guided by the teacher to generate ideas through brainwriting techniques 8. Students shared become a number of group of 5-6 people 9. After observe pictures , each member group write themes and three interesting and varied ideas on the sheet their respective jobs . 10. Next sheet Work the spin and every member group donate three ideas or his idea based on written theme _ member groups on the sheet their respective work , ideas can be contributed form a combination of ideas that have been There is or contribution of new ideas . 11. Every member group No justified give comments / assessments early on members' contribution of

	ideas group until contribute that idea finished everything , because This will inhibits the imagination process . 12. After sheet Work stop in position beginnings and ideas or idea Already collected on the sheet work of each member group . Then student return to each seat . 13. Every student select the ideas generated of the brainwriting process and considering which ideas are suitable and will be poured in the the short story . Associating : 14. Processing ideas from the brainwriting process into main ideas in the structure short story
Closing	15 Students conclude with the teacher material learning that has been done studied . 16 Students reflect mastery material that has been studied . 17 Students each other give bait come back results evaluation learning that has been done achieved

3rd Meeting (Tuesday, 22 August 2023)
Planning Learning

Planning learning write short stories given at the time learning in accordance with the RPS that has been made with _ details as following . (1). Topic Learning : writing short story . (2) Steps learning customized with a learning model write short story use development - oriented brainwriting techniques imagination student . (3). Learning materials based on selected theme _ student . (4). Instrument research , worksheets.

Implementation Learning
Learning Steps Meeting Third

Activity	Description Activity
Introduction	1. Students answer greeting the teacher, praying , and conditioning self Ready Study . 2. Teachers and

	students ask answer related learning previous 3. The teacher conveys objective learning and giving explanation about benefit control material learning . 4. The teacher conveys main points / coverage material learning .
Core	Communicating : 5. Students compile text short story based on existing ideas collected in the brainwriting process. 6. Representative student read the short story
Closing	7. Students conclude with the teacher material learning that has been done studied . 8. Students reflect mastery material that has been studied . 9. Students each other give bait come back results evaluation learning that has been done achieved .

Conventional Model Learning Process with Lecture Techniques

Following This description regarding the implementation process learning write short story using a conventional model with technique lecture during three meetings . _ 1st Meeting At the meeting First , the teacher starts with say greetings and prayers . Teacher checks presence student . Next the teacher explains objective learning . After that's what teachers do apperception with ask about short story .

The next step the teacher conveys material about write short story . Material at the meeting This focused on understanding short story . After convey material about short stories , students given examples short story For be read . Then student given chance ask about material that is not yet available mastered . The next step the teacher concludes material meeting day This . And meetings day This ended with read prayer .

2nd Meeting At the meeting second this is the teacher starting lesson with say greetings and prayers , then check presence student . After that , the teacher said objective learning at this meeting . _ The teacher holds apperception about material provided at the meeting

previously . Learning at meetings This focused on steps make short story . Teacher gives chance to student For ask material that is not yet available understood . Then the teacher gives possible pictures _ help student find ideas. After come up with ideas, teachers rule student For make framework short story . At stage the teacher finally concluded material at this meeting . _ This meeting _ closed with read prayer . 3rd Meeting At the meeting the three teachers started learning with say greetings and prayers . Like normal , before give material the teacher provides apperception and motivation students to learn with Good .

After that , the teacher asked about material learning on learning previously . The teacher explained method develop ideas into complete short story . Teacher gives chance to student For ask about material that is not yet available understood . Then student given task For develop framework short story become complete short story . After finished do short story , the teacher appreciates it short story student . Teacher encourages student For diligent write short story . At stage finally the teacher concludes material at this meeting . _ Meeting closed with read prayer .

As for the results pre-test and post-test scores ability write short stories in class experiment and control displayed as following .

Table 6 Pre-test and Post-test scores Ability Writing Class Short Stories Experiments and Classes Control

N=38	Class Experiment		Class Control	
	Pretest	Post Test	Pretest	Post Test
Minimum	48	71	61	65
Maximum	65	86	75	85
Amount	3568	3693	3045	3725
Average Std.	67	78	65	75
Deviation	6,934	6,703	56627	6,567

Based on Table 6 skills pretest results write short story students , the average score obtained student class total experiments is 67.

Meanwhile class average _ control in write poetry No Far different i.e. 65 Next ability posttest results write poetry student class experiment experience a significant increase in the average obtained student experiment amounting to 78. Meanwhile class average _ control also experienced enhancement namely 65.

Inter- rater Reliability Test

Class pretest control and experiment

Reliability value between tool weigh the class pretest control is 0.974. Based on Guilford table , coefficients inter-weighted reliability for class pretest scores control including in correlation tall . Class pretest reliability value experiment is 0.97. Based on Guilford table , coefficients inter-weigher reliability for class pretest scores experiment This including in correlation tall . Class post-test control and experiment . Reliability value between post-test scales in class control is 0.98. Based on Guilford table , coefficients inter-weighted reliability for class post-test scores control This including in very high correlation . Reliability value between weight pacsates class experiment is 0.97. Based on Guilford table , coefficients inter-weigher reliability for class pretest scores experiment This including in correlation tall .

Normality test

Class pretest control and experiment

Table 7 Pretest Data Normality Test Results Ability Writing Short Stories in Class Experiments and Classes Control

Aspect ability	Group	Colmogorof -Smirnov			Conclusion	Note
		Statistics	Df	Sig		
Write story Short	Control	,205	40	,250	Ho is accepted	Based on pretest results, abilities write short story in class experiments and classes control show that ability second class the almost the same. This matter seen from average ability value pretest class experiment of 67 and the class average control amounting to 65.
	Experiment	,204	40	,250		

Normality test results than in table 7, in column Kolmogorof -Smirnov can is known that mark significance posttest class control and experimental , namely , 0.250 and 0.250. So, significance For all over variable more big of 0.06, then can concluded , that population posttest class control and experiment normally

distributed . Class Pre-test Homogeneity Test control and experiment

Homogeneity Test

Class pretest control and experiment

Table 8 Ability Pre- Test Homogeneity Test write short story

Data	Sig	A	Decision
Control	,549	0.07	Homogeneous
Experiment			

Homogeneity test from table 8 can noted that _ mark significance of class pretest control and experimental , namely , 0.549. Because of value significance homogeneity more big of 0.05, so for the class pretest control and experiment have variant The same .

Posttest class control and experiment

Table 9 Homogeneity Test Posttest Ability Writing Short Stories

Data	Sig	A	Decision
Control	0.349	0.06	Homogeneous
Experiment			

The homogeneity test results in table 9 can be seen noted that _ mark significance posttest class control and experimental, namely , 0.349. Because of value significance homogeneity more of 0.06, so, for posttest class control and experiment have variant The same . *t test* Results of calculating t for enhancement ability write short story class control and experiment amounting to -4,883 more big from significant of 0.000. Significant value This smaller from level significant alpha (α) is 0.06 so can concluded that Ho was rejected Because there is differences and improvements write short story. Ho is accepted. Based on pretest results, abilities write short story in class experiments and classes control show that ability second class the almost the same. This matter seen from average ability value pretest class experiment of 67 and the class average control amounting to 65. Based on the Independent Sample Test sample test, it is less of 0.06 then Ho is rejected.

It means difference average ability value write poetry before and before given a learning model write poetry use developed brainwriting techniques to development imagination student. This average difference

show that there is difference ability write students who use the learning model write developing poetry _ imagination student with a learning model conventional.

Difference This seen from the average post-test ability write poetry in class experiment, visible that difference ability write poetry in class experiment is 78 and is average for the class control is 65. special, VII already Can write short story. Student write down ideas or idea in written form. Seen that student capable disclose the events he experienced, choose the right words with use the words so looks capable write story in a way logical that adheres to principles and structure writing story.

Based on post-test sample ability test write short story student class control and class experiment obtained t count amounting to - 4,883 with P value (0.000) < 0.06. So the P value <0.06 means Ho is rejected, meaning There is difference in average class post-test scores control and class experiment.

Conclusion

Based on results findings as well as results pre-test and post-test analysis of research This can concluded that learning model write short story with brain writing technique as following:

- a. Procedures _ learning in activate student must explain and provide solution For develop Skills cognitive, affective, and psychomotor. Likewise, the steps learning must arrange in a way carefully so that process and results are created appropriate learning _ with objective learning. Quality learning write poetry with brainwriting techniques that focus on development imagination student more tall compared to learning conventional.
- b. Implementation process learning write poetry with Brainwriting technique begins : type 1) activity evaluation general is designed experiences and activities _ For introduce students at various topic , in study This form read a number of example short stories and pictures available spark ideas; type 2) (group), includes methods , materials , and activities most important learning related with development of thought processes and feelings , in study This use Skills brainwriting techniques ; type 3, activities enrichment This student

become researcher topic . In research here , students train make based on existing ideas generated in activity type 2 and can develop those ideas Alone .

- c. Learning model write poetry with brainwriting techniques that focus on development imagination student own superiority If compared to with learning conventional .

Suggestion

Based on study There is some necessary suggestions be delivered in effort increase ability student in write short story as following :

- a. Learning write poetry with brainwriting techniques can help increase ability student in write poetry . This model can also used For learning write other text . Therefore _ that 's necessary exists study kind with different teaching materials .
- b. Research result This show that ability student in write poetry can increased , however need exists study a kind of comparison eye lesson students studied _ more broad and varied .
- c. Application of learning models write poetry with brainwriting techniques that focus on development imagination student own weakness among other things, when brainwriting the teacher doesn't Can avoid critics beginning of the ideas generated .

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