

TEACHING WRITING SKILL BY USING BRAINWRITING STRATEGY

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Abstract

English is getting more crucial to be mastered since its important part in the world nowadays. It is not only as a means of communication but also a means transferring knowledge, news, and technology around the world. There are four basic skills in English such as listening, speaking, reading, and writing, every students must have problem in learning and mastering those skill. But writing is the main issue to be discussed in this article. In writing, some of the writer's students feel difficult to determine the topic when they want to write, they are hardly to complete a writing paper because they run out of idea. In this case the students need to absorb some information to understand a word, including how to combine a word with the other words. Therefore the teacher should have a strategy to get the students understanding and overcome their problems. Teaching is about just how to encourage the learners to achieve their goals and other times it requires that we actually facilitate resources and foster experiences so students can learn, continue learning and love the process. It is an art of the teacher to know how to make the students able to create knowledge of their own. Brainstorming is one of the teaching techniques in writing that can encourage the students to think about the topic as many as possible. This technique is help the students to enrich their vocabularies then create an idea become a writing composition. By using this strategy the students will be able to improve their writing skill. Brainwriting is an alternative method to brainstorming that tries to encourage a more uniform participation within a group. Like brainstorming, it is designed to generate lots and lots of ideas in a short amount of time.

Kata Kunci: Teaching Writing, Brainwriting

Introduction

Writing is a means of communication that the writer consciously learn and part of what makes it hard to learn is that written words usually have to express the writer meaning in the writer absence,

have to "speak" all by themselves. When someone speaks face to face with a listener, the speaker can communicate in many and different ways. The speaker can raise or lower the pitch or volume of the speaker voice to emphasized a point; the

speaker can grin, frown, wink, or shrug; the speaker can use their hands to shape out a meaning when the speaker quite have the words to do it. The speaker can ever make their silence mean something. But in writing the writer have to communicate without facial expressions, gestures, or body language in English of any kind. The writer has to speak with words and punctuation alone.

Writing is a productive skill that involves producing language rather than receiving it. Very simply writing involves communicating a message (something to say) by making signs on page. To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation.¹ Otherwise, in making writing, reading also have the important role as reading generates writing in their basic ways². Unfortunately some students are feeling difficult in conducting a well writing paper. Students may not have the necessary English language skills to cope with writing assignments. They may have difficulty understanding or keeping up with the

readings on which written assignments are based. They may also simply have trouble with grammar, syntax, spelling, and vocabulary.

Even students who possess the necessary language skills may be unfamiliar with the kinds of writing assignments they are asked to do in classes. Students are asked to write papers emphasizing personal expression: to state and defend a personal opinion or engage in creative problem-solving for which there is no correct answer.

It is a challenge for a teacher to overcome those problems of the students since the teacher is a class facilitator in writing class. There are many concept and strategy have been done to facilitate the students ability in writing. One of the strategy is using the brainstorming strategy. When a group wants to generate ideas for a new product or to solve a problem brainstorm is need it. Spell out the basic ground rules for brainstorming (no criticism, wild ideas are welcome, focus on quantity, combine ideas to make better ideas) and then have people yell out ideas one at a time. Brainstorming is often the method of choice for ideation, but it is fraught with problems that range from participants' fear of evaluation to the serial nature of the process — only one idea at a time. Brainwriting is an easy alternative or a complement to

¹ Lado Robert. 1964. *Language Teaching (A scientific Approach)*. USA: by McGraw-Hill, Inc.p. 143

² Heffernan, James A.W and Lincoln. 1982. *Writing A College Handbook*. USA: W.W. Norton & Company, inc. P.171

face-to-face brainstorming, and it often yields more ideas in less time than traditional group brainstorming³.

Brainwriting is one of the alternative of brainstorming that can be offered in the class. Introducing brainwriting as a worthy, and sometimes preferred, alternative to brainstorming. The term "brainwriting" often brings forth smiles and quiet laughter because it is a strange word. Brainwriting is simple. Rather than ask participants to yell out ideas (a serial process), you ask them to write down their ideas about a particular question or problem on sheets of paper for a few minutes; then, you have each participant pass their ideas on to someone else, who reads the ideas and adds new ideas. After a few minutes, you ask the participants to pass their papers to others, and the process repeats. After 10 to 15 minutes, you collect the sheets and post them for immediate discussion⁴.

Based on the explanation above the author try to offer a new alternative of strategy to facilitate the students ability in writing. Instead of doing brainstorming the Author introduce "brainwriting" as an

³ <https://www.smashingmagazine.com/2013/12/using-brainwriting-for-rapid-idea-generation/>
⁴ idem

alternative of brainstorming strategy which is hopefully more effective.

THE NATURE OF WRITING

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals⁵. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form⁶. As the most visible items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities. Rather than being mere instruments of a practical nature, they are symbolic systems of great social significance which may, moreover, have profound effect on the social structure of a speech community⁷.

1. The Elements of Writing

In order to be able in making a good writing, there are some elements of writing which is useful and it is very important to be attending with us to make a good

⁵ <http://www.omniglot.com/writing/definition.htm>

⁶ <https://www.englishclub.com/writing/what.htm>

⁷ Coulmas, Florian, *The Writing Systems of the World* (Oxford, Blackwell, 1991)

writing. There are main elements of a piece of writing such as⁸:

- 1) Ideas which maybe in the form of opinion, experience, feeling, knowledge.
- 2) Expression. It may be in the form of narration (a form of writing which retells events in the framework of time sequence giving an impression that a story start from the beginning to the ends) exposition and argumentation
- 3) Organization
- 4) Means or vehicle of expression such as vocabulary, grammar and style.

2. The Functions of Writing

There are some functions of writing such as⁹:

- 1) A tool for self expression i.e. when a person is so impressed with a certain thing or event, he tries to express it in various ways. Some people yelp another jump and shout and others express the feeling, ideas and emotion they feels in short paragraphs or essays so that other persons will be able

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http://www.ehow.com/about_5056805_elements-of-writing.html

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http://www.ehow.com/about_6058605_funtions-of-writing.html

to feel and understand what they are experiencing.

- 2) A tool for understanding. When a person is about to write any discourse, he thinks, elaborates and rethinks the ideas before he write it so that he gets better understanding on the material content he wants to write.
- 3) A tool to help developing personal satisfaction, pride, and a feeling of self-worth. The feelings of satisfaction, pride and self worth is a natural consequence of successful work either in writing or in any kind of field. In the final end these feeling encourage the writer to be more creative to produce a much better writing.
- 4) A tool for increasing awareness and perception of one's environment. In order to be able to produce multitude of written work, a person develop physical and mental readiness or sensitivity to observe, internalize and portray any state, events or happening in his surrounding to yield better writing.
- 5) A tool for creative involvement, not passive acceptance, by writing a person is actively involved in

expressing and in creative process with the subject he is writing.

- 6) A tool for developing an understanding of and ability to use language to express thoughts, ideas, feeling and emotion to other people.

3. The Teaching of Writing

Ur state that the objectives of teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language¹⁰. Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write¹¹. Every teaching method, strategy, and technique are a matter of teacher creativity to conduct the class. So teaching writing is how the teacher facilitates, motivate and encourage the students to express their ideas in writing form. Writing have the main purpose to communicate or interact

¹⁰ Ur, Penny. 1996. *A Course In Language Teaching*. Cambridge University Press. P. 162

¹¹ <http://www.time4writing.com/teaching-writing/>

with someone or some persons in any kind of writing form, in any kind of their own language. So it can make a good relationship between each other. And it is a job of a teacher to make the student able to express their idea in the form of writing.

4. The Characteristics of Good Writing

In order to be able to make a good writing composition, a person needs some basic characteristics of written language.

There are nine characteristics of written language viewed from the perspective of a reader such as:

- a) Permanence: written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes.
- b) Explicitness: the written text is explicit it has to make clear the context and all references.
- c) Density: the content is presented much more densely in writing
- d) Detachment: the writing of a text is detached in time and space from its reading, the writer normally works alone, and may not be acquainted with his or her readers
- e) Organization: a written text is usually organized and carefully

formulated, since its composer has time and opportunity to edit it before making it available for reading

- f) Slowness of production, speed of reception: writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us
- g) Standard language: writing normally uses a generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited-context dialect
- h) A learnt skill: most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is in most cases deliberately taught and learned
- i) Sheer amount and importance: spoken texts are far longer, normally (in the same sense that they contain more words), than a representation of the same information in writing¹².

5. The Advantages of Writing

¹² Ur, Penny. 1996. *A Course In Language Teaching*. Cambridge University Press. P. 162

Scott (1990: 69) Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson because:

- 1) It adds another physical dimension to the learning process. Hands are added to eyes and ears.
- 2) It lets students express their personalities even guided activities can include choices for the students, like the copying the story about something.
- 3) Writing activities help to consolidate learning in the other skill areas, balanced activities train the language and help aid memory practice in speaking freely helps when doing free writing activities. Reading helps students to see the 'rules' of writing, and helps build up their language choices.
- 4) Particularly as students progress in the language, writing activities allow for conscious development of language when we speak, we do not always need to use a large vocabulary because our meaning is often conveyed with the help of the situation.

Lots of structures in the language appear more frequently in writing, and perhaps most important of all, when we write we have the time to go back and think about what we have written.

- 5) Writing is valuable in itself. There is special feeling about seeing your work in print and enormous satisfaction in having written something which you want to say, never underestimate the value of making students' work public-with their consent, of course¹³.

6. Definition of Brainstorming

Brainstorming is a teaching technique by which a teacher utters a particular problem for the learners to respond or to comment on without worrying of making mistakes so that it becomes fruitful learning process. This technique is quite useful to generate as many as ideas as ones can from a group of persons¹⁴.

Another definition of brainstorming is a way to discover ideas about the topic and it will help the students to focus more clearly on a particular idea which best support the topic. A variation of brainstorming is

to ask questions about the topic, such as "Who?" "What?" "When?" "Where?" "Why?" and "how?"

7. The Objectives of Brainstorming

There are some main objectives of brainstorming as follow¹⁵:

- a) To dig up the learners ideas for the problem proposed by the teacher.
- b) To provide the learners with the predetermined problem
- c) Stimulate as many ideas as the learners to comment on the truth of their answer.
- d) Let them do what they can and gives any evaluation.
- e) Give the learners chance to comment, respond and to give further problem and try to conclude.
- f) It can be encouraged and stimulated so they are willing to express their ideas and are deeply absorbed in the class activity.
- g) It involved the teaching learning process actively.

8. The nature of Brainwriting

Brainwriting is primarily used in groups. The special feature of the brain writing against the brainstorming is that each participant can collect and ideas alone. The boundaries between brainstorming and Brainwriting is blurred. Brainstorming similar to

¹³ Ur, Penny. 1996. *A Course In Language Teaching*. Cambridge University Press.

¹⁴ http://www.ehow.com/about_5056805_definition-brainstorming.htm

¹⁵

Brainwriting by contributions are recognized in writing. Brainwriting is a particular form brainstorming through the medium of graphics. In particular, it is classified under the intuitive and progressive methodologies as it involves driving inspiration from other members in a cyclical way. The grounding of such technique is the belief that the success of an idea generation process is determined by the degree of contribution and integration to each others suggestions, and specifically it is meant to overcome the possible *creativity barriers* brought up by issues such as interpersonal conflicts, different cultural backgrounds and reasons of intellectual properties.

9. The Phase of Brainwriting

There are two phases of Brainwriting to be conducted¹⁶

1. The first phase is the development of ideas and the creation of associations. In this phase, a review of foreign as their own ideas is prohibited as this lead to internal censorship by the participants and would make it difficult to find new ideas.
2. The second phase, the results are then subjected to detailed criticism and pulled out the best ideas.

10. The Benefits of Brainwriting

¹⁶ <https://de.wikipedia.org/wiki/Brainwriting>

There are some benefit of brainwriting there are¹⁷:

1. Ideas are not likely to be lost in the discussion because they are written down.
2. It is not necessary to keep a log. Therefore, a secretary deleted.
3. The anonymity of the participants can usually be maintained. Participants are therefore not personally vulnerable.
4. There is equality in the group.
5. Introverts participants have the same chance to bring their ideas as extroverted.
6. The position of the participants does not affect the discussion of ideas, provided anonymity prevails.
7. In the discussion of ideas, for example, the department head will then have their place of reverence by the critics.
8. very straightforward method and therefore is easy and quick to learn. In addition to this, no particular training for the supervisor is required

10. Some procedure to do brainwriting

There are some steps to do brainwriting. These are some procedures to follows¹⁸:

¹⁷ <https://de.wikipedia.org/wiki/Brainwriting>

¹⁸ https://en.wikipedia.org/wiki/6-3-5_Brainwriting

1. The optimum application of the technique would require 6 participants, as too many would make the session unmanageable, however sessions may be carried out also in teams of 4, 5 or 7 and the number of ideas generated would respectively be 48, 75 and 147
2. It is fundamental to assure that all participants share a deep background knowledge on the topic of the brainwriting session since even a single not well informed individual can significantly affect the quality of the output. In addition to this, it is recommend that through a preliminary discussion, the group focuses on identifying the problem to be solved or the aim to be pursued. This can either occur through as independent initiative of the group or guided by the supervisor.
3. Once the topic of the session is narrowed down to a problem statement, this is announced and written on top of the Idea Form. This is a worksheet that has to be handed out to each participant and consists of a grid where the heading of the columns are Idea 1, Idea 2 and Idea 3 and the rows identify the name of who has contributed to that particular suggestion. At this point, the session is ready to start and participants are given 5 minutes to complete the first row and write down the first ideas working in silence. These may be expressed in any graphical form: written, drawn, through a symbol or however the author prefers.
4. The supervisor signals the end of time, and the sheet is passed on to the right participant as shown in the picture below. Now the process is repeated and each participant is free to get inspired from the idea he reads on the sheet written by his neighbour and contribute to them by integrating or completing them, or decide to ignore them and start a new one from scratch.
5. The process goes on until the worksheet is completely filled in but if the supervisor deems it necessary, the time for each round may be extended to a maximum of 10 minutes.
6. The conclusion of the brainstorming session is a preliminary screening of the ideas that have been gathered where exact duplicates are deleted, and a team evaluation

perhaps using the Nominal Group

Technique or Prioritisation

Matrices to select 1 to 3 ideas the group can focus on.

11. These are some class management on using Brainwriting



BRAINWRITING



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