IMPLEMENTING BRAINWRITING STRATEGY ON IMPROVING WRITING SKILLS FOR ENGLISH INTERMEDIATE LEVEL STUDENTS

Vanesse Goh[1], Maya Marsevani[2]
Universitas Internasional Batam[1,2]
vanessegoh46@gmail.com[1], maya@uib.ac.id[2]

Abstract
The aim of this study is to improve the English intermediate level students in writing using brainwriting strategy. This is a Classroom Action Research which consisted of seven meetings; two meetings for test and 5 meetings for treatment. The population of this research were the students who have joined English tuition on Intermediate level which consisted of 7 students. The steps of this research were (1) observing students' difficulties in writing, (2) implementing brainwriting strategy and (3) writing practice using brainwriting strategy. The instrument of this research was using pre-test and post-test as the comparison of their scores before and after implementing brainwriting strategy. The results of this research are students were able to improve their English writing skills and became more active in the classroom through brainwriting strategy which is shown by the average score of pre-test (1,95) with not enough category and post-test (2,42) with enough category.
Keywords: *Brainwriting strategy, Implementation, Writing Skills*

Introduction

Writing is one of the four skills used in language learning which is also important in communication. By far to be known that writing is important skill as it is basic language skill on English language (Harmer, 1998). According to (Kurniadi, Hilaliyah, & Rosadi, 2018) writing skills are skills in conveying messages using written language as a tool or medium. It is mentioned by (Lestary, 2018) about human interact with other people to express their ideas, feelings and thoughts through a medium which can be writing or conversation. By improving writing skill, a person is able to express thoughts, ideas or information to develop creative things. Because of that, writing

becomes the most challenging skills for students due to they are expected to be able to write and understand their own writing. Thus, the teachers have to be able to guide the students to write well.

Basically, writing is not only an activity to transfer idea into a form of writing, but also need to be organized properly (Aprilia, P, Widyaningsih, & Apriyanti, 2020). It is mentioned by (H.Douglas Brown, 2000) about 5 aspects of writing. First is content, which is the core of description in writing. This component shows the knowledge of the writer and also introducing the main topic. Second component is form, it shows the organization and structure of the written text. Third component is vocabulary. Using a proper diction to express writer's idea on writing. Fourth component is grammar where the grammatical usage such as subject verb agreement or word order in writing. Last component is mechanic which is the usage of punctuation and spelling.

Mostly, students' perspective on writing is they struggle to write any of their ideas. According to (Asih Wigati, 2014), there are 3 main problems that cause writing skills are difficult to improve such as cognitive, linguistics and idea. Because of that, improving writing skills should be concerned on language learning. These problems should be handled to find its solution on the classroom, so it does not give the negative impacts on improving English writing skills.

In Einstein Learning Center tuition, tutor teaches many school subject and one of them is English subject. When teaching English subject, tutor mostly uses students' school textbook to give exercises especially on grammar, vocabulary and writing. Particularly, students are given a lot exercise on grammar and vocabulary due to their lack skills on writing. Most of the problems found from the students in Einstein Learning Center tuition at seven grades, is problem related in English writing skills. Based on observation, this condition appeared in several condition such as (1) lack of idea in writing, (2) difficult in using appropriate grammar, (3) lack of vocabulary usage, and (4) low of participation from students in classroom which is in line with (Jismayadi, 2022) about students' difficulties on improving their skills.

Concerning the problems in learning above, it is required to apply a suitable strategy in English learning class. By using the suitable strategy, students are able to express their ideas easily. In this case, brainwriting strategy is used on teaching English on the class. Brainwriting is a modification from brainstorming where a group or individual attempts to determine a conclusion for a particular problems by obtaining information from a list of ideas contributed by each member (ALshammari, 2015). Brainwriting is a part of technique of brainstorming that use writing as the media where to encourage student within a group. Michalko (2004:315) suggests that "Brainwriting techniques are a way in writing asking for a help in a group to provide ideas based on a theme or problem". This technique is designed to encourage all group members to involve on each other ideas.

Brainwriting technique is a technique to convey ideas into main topic in writing. Target of implementing this technique are solving problems in study and stimulates students' motivation and skills on writing. According to (Virdyna, 2016), Brainwriting is mainly used in groups where it against brainstorming that able to collect ideas alone. It involves driving inspiration from other members in cyclical way. This technique is belief that the success of an idea creation process is determined by the contribution and integration to overcome some issues such as interpersonal conflicts, different cultural backgrounds and reasons of intellectual properties. It is stated by Wilson (2013) about the benefit of using brainwriting strategy such as (1) able to collect a lot of ideas rather than traditional way, (2) lessen possibilities to conflict or debate within group members, (3) helping the shy students to express their ideas and improve their confidence, (4) reduce anxiety on working in group and (5) this technique can be combined with other creative technique to increase numerous of ideas.

The research that is relevant to the research is being conducted by Sinaga et al., in 2022 about Implementation of Brainwriting Techniques on Improving on Short Story Writing for Eight Grade Students. Based on the result of their research, students' writing skills gradually improve where can be proven on the 1st cycle score is 64,7% , the 2nd cycle score is 79,41% and the 3rd cycle score is 94,11%. The second research was conducted by Studies & Issn in 2022 about The use of Brainwriting Techniques in

Fiction Writing Course for IKIP Budi Utomo Students. The result of the research is writing with brainwriting techniques is very useful in expressing ideas in literary works with a very good category score of 85.71%. The third research was conducted by Astu Bhairawa et al., in 2020 about applying experimental group on using brainwriting and brainstorming strategy. The results of the research are students' interest on learning writing using both strategy however brainwriting strategy is more effective than brainstorming strategy. The researchers also focus on short story writing. The difference between the researchers' research and relevant research is on the type of writing where the researchers mainly focus on using brainwriting strategy to teach writing short story based on the picture given by the book. Meanwhile, the previous research focus on creating writing or fictional writing from ideas collected on implemented strategy. The similarity found on this research and the previous research is on implementation of brainwriting strategy. The reason of researchers to do the research is to discover the effectiveness on implementing proper strategy on improving students' English writing skill which it is not logically make sense for higher level English tuition students on writing ability.

This research will be conducted on the sample of students from English tuition intermediate level on Einstein Learning Center and will be implemented on brainwriting strategy to solve the problem of writing in English based on the picture book given. Based on the background problems, there is 1 research question such as (1) How effective the brainwriting strategy to improve students' English writing? The objectives of this research are to examine and describe the effectiveness of brainwriting strategy on improving writing skills for English intermediate level students on Einstein Learning Center.

Method

The methodology of this research was Classroom Action Research (CAR) where the researchers observed the problem in the classroom and designed a better strategy to give a better solution and improvement in the classroom. Khasinah, S., (2013) defines action research as a process where teachers examine their own practice systematically and using a proper strategy on their research. Using this type of

research able to contribute the knowledge for enhancing practice and support the development of teachers in the class to become more competent on their skills. Besides improving skills, it also helps teachers to identify problem and seek the solution in a systematic approach.

In the learning center, English tuition class divided into 6 types of levels such as Basic I – III and intermediate I-III. The research participants were the students who have joined English tuition in intermediate level II with a total of 7 students. The participants' age range were from 11 – 14 years old and had at least a better understanding on Basic English.Based on the observation, the main problem on the English class was about composition or writing skills. The students have their prior knowledge about Basic English, however the researchers seek on their difficulties are creating and converting their ideas into writing.

In this research, the researchers use test with a score rubric and treatment to identify their improvement on writing using brainwriting strategy. The written test is used as the instrument of the data. Students faced pre-test and post-test and all of them are calculated manually to analyse their average scores. Below here are the table of score rubric on writing:

Table 1. Score rubric on writing

No	Assessment Aspects	Assessment Details	Score Range	Category
1	Use of plot	The use of plot is less interesting, there is less tension and surprise in the story depicted	1	Not enough
		The use of plot is quite interesting, there is enough tension and surprises in the story	2	Enough
		The use of interesting plots, there is tension and surprises as well as storytelling	3	Good
2	Character depiction and characterization	The characterization of the character is less sharp. Characters are less able to bring the reader to experience the events of the story	1	Not enough

No	Assessment Aspects	Assessment Details	Score Range	Category
		The characterization of the characters is quite sharp. Characters are quite capable of bringing the reader to experience the events of the story	2	Enough
		Sharp character depiction. Characters can bring the reader to experience the events of the story	3	Good
3	Use of Language Style	The chosen language is not appropriate because it does not contain emotive elements and is connotative in nature so it does not describe something that is being expressed	1	Not enough
		The language chosen is quite appropriate and sufficient to describe something that is expressed	2	Enough
		The language chosen is appropriate and describes something that is expressed	3	Good
4	Use of point of view	The point of view used in describing is not quite right	1	Not enough
		The point of view used in describing is quite precise	2	Enough
		The point of view used in describing is correct	3	Good
5	The theme	The story is less able to describe the theme that appears in the short story	1	Not enough
		Enough to be able to describe the theme that appears in the short story	2	Enough
		Already able to describe the themes that appear in short stories	3	Good
6	The message of the Story	The message does not appear in short stories	1	Not enough
		The message begins to appear in the short story	2	Enough

No	Assessment Aspects	Assessment Details	Score Range	Category
		The message can be understood either implicitly or explicitly in the short story	3	Good

Results

In applying pre-test on writing, students are ready on doing their writing. They are given from their book about the structure of their writing such as introduction, body and conclusion. The researchers and students discussed about parts on each structure on the writing, for example in introduction, what happened; who is involved? All of them are given by the book for students on creating their own story. However, on their writing process, they are still confused on deciding their word on describing the character of their story and often asking the researchers about translating the word they do not know into English language. After checking the results, students mostly have good delivery of their stories however they do not deliver it in the proper structure of writing. For example, they always use a same word on their writing which makes the story is not interesting. It affects the theme, plot and the message of the story. Therefore, it is important for the researchers on implementing brainwriting strategy among the students so they can improve and learn from their mistakes on how to make a good writing.

The implementation of brainwriting strategy in fiction writing from a picture given in a book shows that students need to be stimulated on giving ideas and creativity to produce amazing writings. The results of research on this writing using brainwriting strategy are described according to aspects assessed. The result isgiven for pre-test and post-test, as given in the table below on assessing use of plot:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	3	9	42,85%	
2	Enough	2	2	4	28,57%	

No	Category	Score	F	Quality	Percent	Average Value
3	Not enough	1	2	2	28,57%	**Value Amount = Quality : F**
	Result		7	15	100%	2,14 (enough)

Based on the pre-test table above, 3 students are able to create interesting plot of a story (42,85%). 2 students are able to create quite interesting plot of a story (28,57%) and 2 students left are difficult on creating an interesting plot of a story (28,57%). The average result shows the use of plot on their writing is 2,14 with enough category.

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	4	12	57,14%	**Value**
2	Enough	2	3	6	42,85%	**Amount =**
3	Not enough	1	0	0	0%	**Quality : F**
	Result		7	18	100%	2,57 (enough)

After implementing the strategy, post-test table shows that 4 students are able to create interesting plot of a story (57,14%). 3 students are able to create quite interesting plot of a story (42,85%). The average result shows the use of plot on their writing is 2,57 (enough) which have increased than the previous test.

Results of Character depiction and characterization

The results of the data on character depiction and characterization for English intermediate level students can be seen in the table below:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	1	3	14,28%	**Value Amount**
2	Enough	2	2	4	28,57%	**= Quality : F**

No	Category	Score	F	Quality	Percent	Average Value
3	Not enough	1	4	4	57,14%	
	Result		7	11	100%	1,57 (not enough)

Based on the pre-test table above, 1 student able to create sharp character depiction on a story (14,28%). 2 students are able to create quite sharp character depiction on a story (28,57%) and 4 students are difficult on creating sharp character depiction (57,14%). This average shows that most students are still unable to create good character depiction with 1,57 (not enough).

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	3	9	42,85%	**Value**
2	Enough	2	4	8	57,14%	**Amount =**
3	Not enough	1	0	0	0%	**Quality : F**
	Result		7	17	100%	2,42 (enough)

After implementing the strategy, post-test table shows that 3 students able to create sharp character depiction on a story (42,85%) and 4 students are able to create quite sharp character depiction on a story (57,14%). The average result shows that most students are able to create sharp character depiction with 2,42 (enough).

Use of Language Styles

The result of the data on the use of language styles can be seen in the table below:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	2	6	28,57%	**Value**
2	Enough	2	3	6	42,85%	**Amount =**
3	Not enough	1	2	2	28,57%	**Quality : F**
	Result		7	14	100%	2 (enough)

Based on the pre-test table above, 2 students are able to choose an appropriate language and describe the expression well (28,57%). 3 students are quite able to choose an appropriate language and sufficient on describing their expression (42,85%) and 2 students are unable to choose appropriate language and describing their expression well (28,57%). The average result shows the use of language used by students is 2 with enough category.

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	3	9	42,85%	**Value**
2	Enough	2	3	6	42,85%	**Amount =**
3	Not enough	1	1	1	14,28%	**Quality : F**
	Result		7	16	100%	2,28 (enough)

After implementing the strategy, post-table shows that 3 students are able to choose an appropriate language and describe the expression well (42,85%). 3 students are quite able to choose an appropriate language and sufficient on describing their expression (42,85%) and 1 student are unable to choose appropriate language and describing their expression well (14,28%). The average result shows the same enough category with the post-test, however there are improvement on the average result on post-test which is 2,28 (enough).

Use of Point of View

The results of the data on students using point of view can be seen in the table below:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	4	12	57,14%	**Value**
2	Enough	2	2	4	28,57%	**Amount =**
3	Not enough	1	1	1	14,28%	**Quality : F**
	Result		7	17	100%	2,42 (enough)

Based on the pre-test table above, it shows 4 students are able to use point of view in describing correctly (57,14%). 2 students are quite precise on using point of view in describing (28,57%) and 1 student is not quite right on using point of view (14,28%). The average result shows the use of point of view used by students is 2,42 (enough).

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	5	15	71,42%	**Value**
2	Enough	2	2	4	28,57%	**Amount =**
3	Not enough	1	0	0	0%	**Quality : F**
	Result		7	19	100%	2,71 (enough)

After implementing the strategy, post-table shows that 5 students are able to use point of view in describing correctly (71,42%) and 2 students are quite precise on using point of view in describing (28,57%). The average result shows the same category as the pre-test, however there are improvement score which is 2,71 (enough).

The theme

The results on students making the theme on their stories can be seen in the table below:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	2	6	28,57%	**Value**
2	Enough	2	3	6	42,85%	**Amount =**
3	Not enough	1	2	2	28,57%	**Quality : F**
	Result		7	14	100%	2 (enough)

Based on the pre-test table above, 2 students are able to describe themes on their stories (28,57%). 3 students are enough to be able on describing themes (42,85%) and 2 students are less able on describing themes on their stories (28,57%). The average result shows the theme made on students' stories is 2 with enough category.

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	3	9	42,85%	**Value**
2	Enough	2	2	4	28,57%	**Amount =**
3	Not enough	1	2	2	28,57%	**Quality : F**
	Result		7	15	100%	2,14 (enough)

After the implementation, post-table shows that 3 students are able to describe themes on their stories (42,85%). 2 students are enough to be able on describing themes (28,57%) and 2 students are less able on describing themes on their stories (28,57%). The average result of post-test shows that students mostly are enough to be able on describing themes with 2,14 (enough).

The message of the story

The results on students making the message of their stories can be seen in the table below:

Pre-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	1	3	14,28%	**Value**
2	Enough	2	2	4	28,57%	**Amount =**
3	Not enough	1	4	4	57,14%	**Quality : F**
	Result		7	11	100%	1,57 (not enough)

Based on the table above, 1 student is able implicitly or explicitly deliver the message on the story (14,28%). 2 students' message stories are begun to appear (28,57%) and 4 students' message stories do not appear (57,14%). The average result shows that students on making the message of their stories is 1,57 with not enough category.

Post-test

No	Category	Score	F	Quality	Percent	Average Value
1	Good	3	4	12	57,14%	**Value Amount = Quality : F**
2	Enough	2	2	4	28,57%	
3	Not enough	1	1	1	14,28%	
	Result		7	17	100%	2,42 (enough)

Based on the post-test table above, 4 students are able implicitly or explicitly deliver the message on the story (57,14%). 2 students' message stories are begun to appear (28,57%) and 1 student's message stories do not appear (14,28%). The average result shows significant improvement that shows most students' message stories are begun to appear which is 2,42 (enough).

On this research, the average score on results of the writing test on pre-test and post-test can be seen in the table below:

Table 2. The average score on results of the writing test on pre-test and post-test

Assessment Aspects	Pre-test score	Post-test score	Improvement
Use of Plot	2,14	2,57	0,43
Character depiction and characterization	1,57	2,42	0,85
Use of Language Styles	2	2,28	0,28
Use of Point of View	2,42	2,71	0,29
The theme	2	2,14	0,14
The Message of the story	1,57	2,42	0,85
Average	1,95	2,42	0,47

On the table above, it shows that there is significant improvement on some assessment aspects such as use of plot with 0,43 increasing point, character depiction with 0,85 increasing point and the message of the story with 0,85 increasing point. The rest of aspects which is use of language styles, point of view and theme have also shown an increasing point however not in significant improvement. It also shows that the average score of assessment aspects at the pre-test is 1,95 with not enough category and post-test is 2,42 with enough category which bring also a significant improvement of students before and after the implementation of brainwriting strategy on their writing session. The researchers however tolerate on the improvement achieved by students in the classroom. Students have shown their activeness and roles in the classroom to gather idea and information on their writing session. Therefore, students have succeeded their learning process through brainwriting strategy that shows the development of each student skill on writing fictional story.

Discussion

Before applying pre-test, researchers have conducted observation in the classroom which found the results of their competence and struggle on writing session. Students mostly struggle on translating their word on their mind into English language, organizing sentences, using punctuation and choosing an appropriate language style. However, after checking the results, students actually are creating a good plot of story on writing and able to deliver the message in their story. But mostly found repetitive words in their writing which results the researchers as reader to be bored on reading their stories. Therefore, the researchers applied brainwriting strategy to improve their skills on writing fictional story before applying post-test to compare the improvement of students' scores.

The first research question was to find about the effectiveness of brainwriting strategy on improving students' writing skills. The tools to measure the effectiveness of the strategy is by conducting 2 tests such as pre-tests and post-test, to compare the improvement of students' scores. Average score of the assessment aspects is also shown to seek if there any significant improvement on their writing progress.

According to the results of pre-test and post-test, there are significant improvement of some assessment aspects such as use of plot, from 2,14 to 2,57. Character depiction and characterization, from 1,57 to 2,42 which from not enough to enough category. Use of language styles, from 2 to 2,28. Use of point of view, from 2,42 to 2,71 which nearly achieve good category. The theme, from 2 to 2,14. Lastly, the message of story improves from 1,57 to 2,42 which is from not enough category into enough category. Hence, the significant improvement occur on some assessment aspects such as use of plot, character depiction, and use of point of view which is in line with (Rachman & Priyatni, 2022) that shows brainwriting strategy impact on improving better score on students' writing skills. However, the result by Oktavia & Wartiningsih (2016) shows that 3 cycle on implementation of brainwriting strategy giving the low result on the first cycle. The cause of the low result is because of the teacher on implementing brainwriting strategy is not fully prepared, for example like the lesson plan, deciding the topic of lesson and instructing material or activities for students.

The average results of pre-test and post-test shows a significant improvement which is increasing 0,47 point with enough category at the post-test. This can be concluded that using brainwriting strategy affect students' skills on organizing their writing through teamwork which is in line with Astu Bhairawa et al., (2020) and Seriyani et al., (2019)that shows students' interest on applying brainwriting strategy for their work on writing fictional story. They implemented this strategy in order to improve with similar skills in the classroom.

The enough category from the post-test result is not really sufficient as a criteria on improving writing skills for students. This is in line with Seriyani et al., (2019) and Oktavia & Wartiningsih (2016) which results insufficient score category at the first cycle on implementing brainwriting strategy. Although the results of pre-test and post-test achieved a significant improvement, still shows the score on enough category. Due to the limitation of time on implementation, researchers were unable to conduct second cycle on enriching students' writing skills. The time limitation on the

implementation of research is usual faced by many other researchers (Sinaga et al., 2022).

The components of writing mentioned by Brown (2007)which is content, organization, language use, vocabulary and mechanics are used for creating an appropriate writing especially on a paragraph. Some students are able to create a better writing after implementing brainwriting strategy but some of them are still struggle on creating their own writing especially on mechanics. Mechanics are simply the usage of capitalization, spelling and punctuation on writing, however most researcher found by researchers not directly mentioned in their research. Research by (Rachman & Priyatni, 2022), (Oktavia & Wartiningsih, 2016) and (Seriyani et al., 2019) mostly mentioned that aspects of good writing such as Clarify, Organization, ideas and theme, word choice, grammar, and credibility. However, it does not imply that without mechanic will proof that it is not a good writing.

Benefit of brainwriting strategy in the classroom shows that students are easier to identify the questions of their learning project such as writing activity and able to build group discussion for collecting ideas to convert it into writing. The result is in line with (Virdyna, 2016) stated that brainwriting strategy will stimulate students to provide ideas of the writing which are not likely to be lost in the discussion and also encourage them to express their ideas deeply absorbed in the class activity. Moreover, students are not hesitated to express their own thought to other students because they are not competing each other but to achieve their goal on writing.

Conclusion

Based on the results of the research, improving writing skills through brainwriting strategy in English intermediate level students is effective implemented in the classroom. It can be shown from the average results of writing test or Composition subject in English tuition class which is from 1,95 with not enough category into 2,42 with enough category. Mostly students improve on each assessment aspects on their writing and become more active in the classroom on giving opinions or ideas for their writing. Through brainwriting strategy, students easily develop their ideas, critics and creative thinking in producing writing, especially on

Composition subject. They also feel confident to express their ideas and asking more questions to their teacher as giving participation in the classroom. Therefore, learning activities can be organized by using several of techniques on improving students' writing skills.

The researchers fully hoped on this article will be useful for the reader as an inspiration on learning writing English using certain strategy such as brainwriting strategy. Besides using strategy, this article hopefully can be used as example of a research on applying strategy to improve English writing skills. For the stakeholders, hopefully this article will be used as a reflection on applying appropriate lesson plan or teaching strategy in the classroom, so they can create a better group discussion for a better learning process. For future researchers, this article is surely far to be said as a perfect research, thus hopefully this article can be used as a guidance or example to create a better article about action research in the classroom. Therefore, the researchers positively open for receiving any critics and suggestion for this article and the importance of knowledge in the future.

References

ALshammari, M. K. (2015). Effective Brainstorming in Teaching Social Studies for Elementary School Department of Educational Sciences. *American International Journal of Contemporary Research*, *5*(2), 60–65. Retrieved from https://www.semanticscholar.org/paper/Effective-Brainstorming-in-Teaching-Social-Studies-ALshammari/b344499def0f76a2c05ec5ccbf148cebb74b00d1

Aprilia, B., P, D. R. A., Widyaningsih, L., & Apriyanti, C. (2020). Analisis Kesulitan Mahasiswa dalam Mengembangkan Ide pada Basic Writing. *Jurnal Penelitian Pendidikan*, *12*(1), 1–5. https://doi.org/10.21137/jpp.2020.12.1.1

Asih Wigati, F. (2014). Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Proficiency Levels Yang Berbeda. *Jurnal Ilmiah Solusi*, *1*(3), 46–61.

Astu Bhairawa, A., Faridi, A., & Hartono, R. (2020). The Effectiveness of Brainstorming and Brainwriting Strategies to Teach Writing for Students with High and Low Interest in the Academic Year of 2019/2020. *International Journal of Scientific and Research Publications (IJSRP)*, *11*(1), 792–795. https://doi.org/10.29322/ijsrp.11.01.2021.p10997

Brown, H. D. (2007). H Douglas Brown - Principles of language learning and teaching

(2007, Pearson Longman).

H.Douglas Brown. (2000). [H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.org).pdf. *Teaching by Principles An Interactive Approach to Language Pedagogy*.

Harmer, J. (n.d.). How To Teach English-Jeremy Harmer.Pdf.

Jismayadi. (2022). STORYTELLING TECHNIQUE ASSISTED WITH THE PERSONAL PHOTOGRAPH IN TEACHING SPEAKING SKILL, *5*(2), 103–116.

Kurniadi, F., Hilaliyah, H., & Rosadi, N. (2018). Upaya Penguatan Pemahaman Menulis Deskripsi dan Narasi pada Penulisan Buku Laporan Hasil Belajar Siswa PAUD di Depok. *Jurnal PkM Pengabdian Kepada Masyarakat*, *1*(03), 231. https://doi.org/10.30998/jurnalpkm.v1i03.2669

Lestary, D. (2018). THE EFFECTIVENESS OF USING NATURAL APPROACH TO IMPROVESTUDENTS' INTERACTION ABILITYAT THE SECOND GRADEOF SMAN 4 PINRANG, *1*(2), 87–102.

Oktavia, W., & Wartiningsih, A. (2016). Penerapan Teknik Brainwriting untuk Meningkatkan Menulis Wacana Narasi pada Siswa Kelas XI, 1–15.

Rachman, K. A., & Priyatni, T. E. (2022). THE USE OF BRAINWRITING TECHNIQUES IN FICTION WRITING COURSE, *6*(2), 247–261.

Seriyani, F. R., Wutun, A. A., & Ardiningtyas, S. Y. (2019). Teaching Writing by Combining Brain Writing and Running Dictation Strategy at the Second Grade of SMA Kartika XX1 Makassar, (2014), 47–52.

Sinaga, M. U., Mustika, S., Simamora, P. J., Daulay, I. K., & Indonesia, U. P. (2022). Implementasi Teknik Brainwriting Dalam Meningkatkan Kemampuan Menulis Cerita Pendek Siswa Kelas Viii Smp. *Jurnal Bahasa Indonesia Prima*, *4*(1), 81–82.

Virdyna, N. K. (2016). Teaching Writing Skill By Using Brainwriting Strategy. *OKARA: Jurnal Bahasa Dan Sastra*, *10*(1), 67. https://doi.org/10.19105/ojbs.v10i1.812