

## CHAPTER V

### CONCLUSION AND SUGGESTION

Brainstorming technique as a prewriting process is used in Writing III Class in writing essay. The function of the technique is to overcome the deficiency of ideas. The ways to do brainstorming taken by Writing III students are by listing, free writing, and clustering. The final result shows that it can rise the word production in their essay.

In listing, the students make a list of words, phrases, or short sentences of any ideas that come to mind. This is the most common experts consider as the brainstorming method. The other way is known as clustering. As the most favorite method of brainstorming to the students, clustering brings them to the exploration of ideas by the map of thinking formed in branches of circles and arrows. That's why, through this method, the students can find many ideas to write. Other way is called free writing that formed like a single paragraph but it lacks grammar. The students keep writing any ideas that come to mind without stopping until the time is up (± 5 minutes). From the test of significance, we can say that brainstorming is very useful in growing the number of words in the students' essay. The pre-test and post-test have significant difference that prove it. Even, all the students experience the rise of ideas in post-test unexceptionally.

The students' attitude toward the use of brainstorming in their essay is positively favorable. This statement is derived from the mean value of them that even though only 4,6, it is higher than 4 as the standard. According to the students' attitudes, the highest until the lowest positive sides of brainstorming are: making the paragraphs easy to compose, exploring/ developing ideas, the writing more organized, and varying words. Meanwhile, its negative sides are that it makes the writing process become longer, it needs much knowledge to do it, the ideas produced are too broad, and lack of grammar in result. After all, the mean value of the positive sides is higher than of the negative ones.

However, the lecturer gave the score not only based on the development of ideas, but also its structures and grammar. Therefore, the scores of the students essay are not similar, even though after all of them had experienced the brainstorming. In short, from the test of correlation, it can be concluded that there is a correlation between the scores and the students' attitudes toward brainstorming technique in the *r-value* of 0,107 (very low).

In brief, the study has answered the statement of the problems. First, the study finds that the students of Writing III Class used the brainstorming technique by listing, clustering, and free writing. By quantitative analysis, it also can be concluded that the technique really helps the students in developing ideas, represented by their increasing number of words. Second, the study finds that the mean value of the students' attitudes is positively favorable, even though it is not high. It is also found

that there is correlation between the students' proficiency reflected in their scores of essay and their attitudes toward the brainstorming technique.

In addition as a suggestion, the writer expects that there will be a deeper remedy to use the brainstorming as a prewriting activity in English Department of Airlangga University and other institution. The technique should include the group activity as an effort to overcome the problem of idea deficiency that has been recommended by the teaching writing experts worldwide.

## **WORKS CITED**