

**THE CORRELATION BETWEEN STUDENTS' BRAINSTORMING
ACTIVITIES AND THEIR ABILITY IN WRITING
NARRATIVE TEXT OF THE SECOND YEAR
OF SMAN 1 SIAK REGENCY**



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1433 H/2012 M**

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The title of this thesis is the correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 Siak Regency.

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Pekanbaru, November 31, 2011

the writer

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ABSTRACT

Nurmala Juwita (2012):“The Correlation between Students’ Brainstorming Activities and Their Ability in Writing Narrative Text of the Second Year of SMAN 1 Siak Regency”.

The research has three formulations of the problems that how students’ brainstorming activities is, how students’ ability in writing narrative text is, and there any significant correlation between students’ brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK is.

The research was carried out at SMAN 1 Siak. It was conducted from August 03 until 13, 2011. The subject of the research was the second year students of SMAN 1 Siak. Determining sample size from population, Slovin formula was appropriate to measure sample size in this research. It considered to probability of significance 5%. So, the sample is 94 students from 123 students and random sampling was assigned this research.

In collecting data, the writer used observation and test, observation was used in order to collect the data of students’ brainstorming activities and test was used in order to collect the data of students’ ability in writing narrative text at the second year students of SMAN 1 Siak. In analyzing the data, the writer used ESL Composition Profile. In order to know the significant correlation between students’ brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 Siak, the scores were analyzed by using product moment formula. The writer used SPSS version 16.00.

From the research findings, it can be concluded that there is correlation between students’ brainstorming activities and ability in writing narrative text of the second year student of SMAN 1 Siak. The variable of correlation coefficient of the students’ brainstorming activities toward ability in writing narrative text is 0.897, sig (1-tailed) = 0.000. The interpretation as follows:

The score of probability or sig. (2-tailed) is < 0.05 . It means that H_0 is rejected which indicates there is correlation between students’ brainstorming activities and their ability in writing narrative text.

The correlation coefficient between students’ brainstorming activities and their ability in writing narrative text is 0.897, the sign positive. It means that there is positive correlation.

ABSTRAK

Nurmala Juwita (2012):“Hubungan antara Aktivitas Brainstorming Siswa dan Kemampuan Siswa Menulis Teks Narasi pada Siswa Kelas Dua SMAN 1 Kabupaten Siak.”

Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana aktivitas brainstorming siswa, bagaimana kemampuan siswa menulis teks narasi, dan apakah ada hubungan antara aktivitas brainstorming siswa dan kemampuan siswa menulis teks narasi pada siswa kelas dua SMAN 1 Siak.

Penelitian dilaksanakan di SMAN 1 Siak. Ini dilaksanakan pada tanggal 03 s/d 13 Agustus, 2011. Jumlah populasi dari penelitian ini adalah 123 siswa dari 4 kelas dan sampelnya berdasarkan signifikan 5% dengan menggunakan rumus slovin, maka sampel dalam penelitian ini berjumlah 94 siswa dari jumlah keseluruhan populasi.

Dalam pengumpulan data, penulis menggunakan observasi dan tes, observasi digunakan untuk mengumpulkan data dari aktivitas brainstorming siswa dan test digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis text narasi. tes digunakan untuk menentukan kemampuan siswa menulis teks narasi. Dalam menganalisis data penulis menggunakan *ESL Composition Profile*. Untuk mengetahui hubungan yang signifikan antara aktivitas brainstorming siswa dan kemampuan siswa menulis teks narasi, maka nilai yang diperoleh dianalisis menggunakan rumus product moment. Penulis menggunakan program SPSS edisi 16.00.

Berdasarkan hasil temuan penelitian, bias disimpulkan bahwa ada hubungan antara aktivitas brainstorming siswa dan kemampuan siswa menulis teks narasi. Variable koefisien korelasi aktivitas brainstorming siswa dan kemampuan siswa menulis tek narasi = 0.0897, sig (1-tailed) = 0.000, interpretasinya adalah sebagai berikut:

Besarnya nilai probabilitas atau sig.(2-tailed) adalah 0.000 lebih kecil dari 0.05. ini berarti adanya hubungan antara aktivitas brainstorming siswa dan kemampuan siswa menulis teks narasi. Koefisien korelasi antara aktivitas brainstorming siswa dan kemampuan siswa menulis teks narasi sebesar 0.897, bertanda positif. Ini berarti korelasinya positif.

نورملا جويتا(2012): "العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ

فى كتب النص القص لصف الثاني فى المدرسه

العالية الحكوميه الواحده مديريه سيك"

هذا البحث تملك ثلاث تكوين المشكله وهى: كيف نشاطة تسخينية التلاميذ، كيف قدرة التلاميذ فى كتب النص القص و هل توجد العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص لصف الثاني فى المدرسه العاليه الحكوميه الواحده مديريه سيك.

يبحث هذا البحث فى المدرسه العاليه الحكوميه الواحده مديريه سيك فى تاريخ 03 حتى 13 أغسطس 2011 ملاديه. و أعدد التلاميذ من هذا البحث حول 123 تلاميذ من أربعه الفصل فيحدد الكاتب 5% فى المائه هو 94 تلميذا لأنها تأخذه بلا نظام.

طريقه جمع البيانات، يستخدم الكاتب المراقبه و التجريه، يستخدم الكاتب المراقبه لجمع البيانات فى قدرة التلاميذ فى كتب النص القص. و التجريه يستخدم ليقرر قدرة التلاميذ فى كتب النص القص. وأما طريقه تحليل البيانات تستخدم الكاتب. *ESL Composition Profile* ليعرف العلاقة ذو معنى بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص، فنتج التحليل باستخدام الرمز ريغريس. الكاتب تستخدم البرنامج س ف س س إيديس 16.00

ومن نتائج البحث، فالستخلص الكاتب أن الوجدت العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص. متغير قوفيسين العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص = 897.0، سيغ (1- تيليد) هي 0.000 تدخله كما التالى:

كبير نتائج فروبايلتس أو سيغ (1- تيليد) هي 0.000 أصغر من 0.05 هذه تدل موجود العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص.

قوفيسين العلاقة بين نشاطة تسخينية التلاميذ وقدره التلاميذ فى كتب النص القص هي 897.0، تدل السلبيه. هذه تدل علاقته سلبيه.

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of important skills in English beside other skills like reading, speaking and listening. Even though the purpose of learning English is to enable learners to use it in real communication but writing is important too. We can prove it in many matters; such as, people choose written form than spoken one especially in education. Most of subjects that are learned by students at school are presented in written form. A written form is more admitted than spoken one, because the written form can be preserved. A writer has to be able to express what in his or her mind is through writing produced. To get a good product we need writing ability to express the ideas in written form.

However, writing is not easy to do because it needs many basic skills that should be mastered by students, such as mastering vocabulary, mastering grammar, and rhetorical pattern. Moreover, writing is a process that should be done stage-by-stage.

In order to accomplish students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the skills that must be taught and learned in senior high school. SMAN 1 SIAK is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. English has been taught twice a week with duration 45 minutes for one period. In

SMAN 1 SIAK, the students have been taught vocabulary, grammar, and genre of English text in order to make them master writing skill. According to syllabus 2009-2010 at the second grade, the based competence of writing English refers to capability of students in expressing the meaning in monologue text or essay which uses written form accurately, fluently, and contextually in the form of text such as, report, narrative, spoof, and hortatory exposition.¹

Based on the preliminary research at SMAN 1 SIAK, the teacher already used brainstorming technique. The teacher had taught writing through the types of genre available in students' textbook. The textbook helped the teacher explain to the students about the types of the text, the purpose of the text, and generic structure of the text. Narrative text was one of the genres of the text that was learned by the students. The teacher started by asking many questions about the text to warm up the students to find ideas in the text, and the students practiced their writing after giving participation in this discussion. Based on the descriptive above, ideally the students in SMAN 1 SIAK should be able to write an essay based on the genre. But, in fact many students still had difficulties in writing especially narrative text. It can be itemized into the following symptoms:

¹*Syllabus of SMAN 1 SIAK 2009/2010*. 2009. Unpublished: p. 24

1. Some of the students have not yet been able to make the orientation, complication, and resolution even though they have studied about narrative text.
2. Some of the students are still difficult to get ideas in practice writing narrative text even though there are brainstorming activities in the classroom.
3. Some of the students are not able to use the chronological order in narrative text.
4. Some of the students are not able to develop topic sentence to be a paragraph in the past action.

To improve the students' ability in writing narrative text, brainstorming has already been used by students to find ideas in writing. Newsweek stated that narrative text tell about fiction and non-fiction, it gives an account of one or more experiences. It tells about ideas or experiences of the author.² According to the statement, we can conclude that ideas are very important in writing narrative text. In writing narrative text, students will express their ideas. When they do not have ideas, it will be hard for them to start writing, because they do not know what to write.

To get the ideas we can use one of the techniques in prewriting. Brainstorming is one of them. In this stage, students generate the ideas to write. According to Langan, brainstorming is an activity by asking many questions about the topic to

² Newsweek Inc. *Essay Writing Step-by Step: Simon and Schuster* (New York: Newsweek.Inc. 2003) p. 138

collect the ideas to start writing.³ No matter of kind of writing has ideas that tell the reader, including writing narrative text. By answering the questions, brainstorming can give information about many things that are related to the topic.

The activities of brainstorming are very important in starting writing because students can get the ideas easily. When the students do brainstorming in starting writing, it will help the students to find the ideas. The students can start the activities by thinking many things that related to the topic. When the students do the activities of brainstorming effectively by answering the questions as many as they can, their writing narrative text will be rich of specific ideas. Newsweek stated that through the process of writing that was done in linear can produce a good product.⁴ We can conclude that students can produce a good narrative text when they do the process of writing well including the prewriting process by using the activities in brainstorming.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled “The Correlation between Students’ Brainstorming Activities and Their Ability in Writing Narrative Text of the Second Year of SMAN 1 SIAK”.

³ John Langan. *Collage Writing Skill with Reading*. (New York: McGraw-Hill. 1986) p. 93

⁴Newsweek. Op. Cit. p. 2

B. The Reason of Choosing the Title

There are several reasons why the writer is interested in doing this research as follows:

1. To get the real data about the correlation between students' brainstorming activities and their ability in writing narrative text.
2. As far as the writer knows that another writer has not researched this topic yet.
3. This research could be conducted due to the time and place favorable for writer.

C. The Problem

1. Identification of the Problem

Regarding to the background of the problem, the writer identifies some problems, as follows:

- a. How are the students' brainstorming activities?
- b. How is the students' ability in writing narrative text?
- c. What cause the students cannot get ideas in writing narrative text?
- d. What should the students do in brainstorming activities?
- e. Is there any significant correlation between the students' brainstorming activities and their ability in writing narrative text?

2. The Limitation of the Problem

To avoid misunderstanding among the readers, the writer limits these problems. The limitations of these problems are students' brainstorming activities and their ability in writing narrative text.

3. Formulation of the Problem

Based on the problems depicted above, those the problems of this research will be formulated in the following research questions:

- a. How are the students' brainstorming activities?
- b. How is the students' ability in writing narrative text of the second year of SMAN 1 SIAK?
- c. Is there any significant correlation between the students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK?

D. Objectives of the Research

1. To find out the students' brainstorming activities.
2. To find out the students' ability in writing narrative text of the second year of SMAN 1 SIAK.
3. To find out whether there is significant correlation between the students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK?

E. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. To get the real data about the correlation between the students' brainstorming activities and their ability in writing narrative text.
2. To give contribution to the students in increasing their ability in writing narrative text.
3. To enlarge the writer's knowledge about brainstorming technique and writing ability.

F. Definition of the Terms

To avoid misinterpretation toward the terms used in this paper, they are defined as follows:

1. Correlation

Correlation means a connection between two things in which one thing changes as the other does.⁵ In this research, correlation refers to a connection between students, brainstorming activities and ability in writing narrative text.

⁵Hornby. *Oxford the Advance Learner Dictionary of Current English*. (2000) p. 296

2. Brainstorming activities

Brainstorming is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject.⁶ Brainstorming gives chance to the students to contribute to a subject. Because of its unstructured format, students can share their ideas without worrying about any false.

3. Ability

Ability is potential or capacity to do something physical or mental.⁷ In this research, ability means an ability to express idea, from simple material the students has read or heard in the written from beginning from the simple one, to the advance based on brainstorming activities.

4. Narrative

Narration is story writing. In narrative you write about events in the order that they happen. In other words, you use time order to organize your sentences.⁸ The narrative mode implies a sequence of time, basically chronological, as one o'clock is followed by two o'clock. The sequence can be altered rearranging significant unit of time (i. e., incidents, events,

⁶Marriane Celce-Murcia. *Teaching English as a Second or Foreign Language*. (a division of Thompson Learning. Inc. United States of America. 2001) p. 283

⁷Hornby. Op. Cit. p. 2

⁸Alice Oshima and Ann Hogue. *Introduction to Academic Writing*. (New York: Pearson Longman. 2007) p. 24

happenings) so that they fit more closely to the other units. In this research, writing narrative text refers to the students' experiences.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Framework

1. Brainstorming Activities

An activity is a thing that you do for interest or pleasure or in order to achieve a particular aim. Students' activity in learning is the effort to optimize students' learning process of teaching conducted teacher.¹ Students can encounter the discouraging 'writer's block if they do brainstorming activities. Brainstorming activities are to warm up the students to collect the ideas before starting writing. The teacher asks the students to think of the ideas that might be related to the topic. The students can give contribution in this class by giving their ideas and allows them to make use their prior knowledge or experience.

Brainstorming is one of the writing activities, which helps the students to set down all of the thoughts and feelings that they have on a subject. The students produce relevant vocabulary, make comments, ask questions and make associations as freely as they can in short time that relevant with the topic. They can do this orally together then they write down as many as ideas as they can without worrying about grammar, spelling, organization or the quality of the ideas.

¹Nasution MA. *DidaktikAsas-AsasMengajar*. (Jakarta: BumiAksara. 2000) p.91

Hughey stated that brainstorming is a spontaneous verbal activity excellent for generating a subject or for expanding ideas and a perception about subject.² In this activity, students allow their mind explore many things into different opinions about a subject.

Brainstorming activities will help the students to get ideas by asking students many questions about the topic. Brown states that there are activities in brainstorming, as follows:

- a. Prepare two sheets of paper and make questions as many as you can;
- b. As quickly as possible, think of as many ideas as you can to answer the questions on a sheet;
- c. When you have written down everything, you can think of, go over the list and evaluate what you have written;
- d. Repeat the process for sheet b.³

Brainstorming can be done individually or in pairs or group of students. In this activity students will make a list about all ideas they can think that are related to the topic. After getting as many as ideas, the students will select the best ideas those they most interested in, or feel they can write most proficient.⁴

²Hughey Jane B .et al. *Teaching ESL Composition*. (Rowley: Newbury House Publishers. 1983) p. 70

³H. Douglas Brown, *Teaching English by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Inc. 1994) p. 333

⁴David Nunan. *Practical English Language Teaching*. (McGraw-Hill/Contemporary: Singapore. 2003) p. 97

Brainstorming is one of the preparations for writing. In brainstorming you will force your brain to search the ideas that are related to the topic.⁵ This means you “storm” your brain for ideas.

- a. Write them down very quickly. They do not have to be in English.
- b. Do not worry about how useful they will be.
- c. Do not worry about neatness and correctness.

With reference to Wikipedia (2011) brainstorming is a group of activities that is designed to generate a large number of ideas for solution of problems. Through these activities a writer records all of apparent ideas related to general subject. The purposes of brainstorming are to identify as many ideas as possible. There are four basic rules in brainstorming to reduce the social inhibitions that occur in groups (when it is operated in a group) and to stimulate the generation of new ideas.⁶ The rules are as follows:

- a. Focus on quantity; this rule is a means of enhancing the production, through this rule, a lot of ideas are appeared. The assumption is the greater the number of ideas are generated the greater of change of producing will be.
- b. No criticism; when the wrong ideas stated the participants focus on adding it, and reservation. The criticism occurs in critical stage of the process.

⁵Kristine Brown and Susan Hood. *Writing Matters: Writing Skill and Strategy for Students of English*. (Cambridge University Press. 1989) p. 7

⁶WIKIPEDIA. The Free Encyclopedia.*Brainstorming*.Retrieved on April 6, 2011. From <http://en.wikipedia.org/wiki/brainstorming>

- c. Unusual ideas are welcomed; to get the good and long list of ideas, the participants should provide the new ways of thinking and providing the better solution than general ideas.
- d. Combine and improve the ideas; good ideas can be combined to form single very good ideas in the application of brainstorming technique, student can brainstorm alone or in pairs.

Based on some definitions above, it can be concluded that brainstorming is one of the activities which lets the writers' ideas flow freely on a topic without paying attention to the grammar, spelling, organization or the quality of the ideas. Brainstorming allows the students to generate many ideas quickly because the format does not call for the complete sentences or paragraph. Making a list lets the students' mind range freely; generate quantities of ideas before analyzing them.

Based on the explanation above about brainstorming activities, the writer will focus on the brainstorming activities, as follows:

- a. Introduce the topic.
- b. Make many questions relate to the topic.
- c. Answer the questions relate to the topic.
- d. Evaluate the ideas to get the best idea.
- e. Explain the main idea on a piece of paper.

2. Writing Ability

Writing is the process of expressing the idea or what we want to others known in written form. Dealing with Penny, the purpose of the writing is to express the ideas; it means the writer will convey the ideas in written form; so the ideas must be understandable by the reader.⁷ According to Nunan, the learners' purposes of writing, which transcend, are producing text from teacher.⁸ However, the students' concerns and interests are acknowledge can be developed rapidly through writing skill. In which it can be practiced by forming words to be coherent sentence in a paragraph.

Jacobs et al. state that there are five components in writing a composition, each focusing on some important aspects of composition and weighted according to its estimated significance for effective written communication; content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The total weight for each component is further broken down into numerical ranges that correspond to four mastery levels: excellent to very good (90 – 100), good to average (89 – 72), fair to poor (71 – 51), and very poor (50 – 34).

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From the explanation above, the writer infers that writing is the process of expressing the idea to others in written form. Writing is not easy because it needs the ability in producing words that should make the readers be able to understand the

⁷Penny ur. *A Course in Language Teaching*. (United State of America: Cambridge University. 2003) p. 163

⁸David Nunan. 1991, *Op. Cit.* p. 88

⁹Holly L. Jacob et. al. *Teaching ESL Composition: A Practical Approach*. (Rowley.Massachussets: Newbury House Publisher. Inc. 1983) pp. 92-96

meaning of our passage in our writing. It needs the mastery of its components that makes the writing good.

3. Narrative Text

Horn also states that narration tells what happened. He says that in narration the sentences are usually organized according to time order. When someone is writing a narrative text, he or she should consider with the plot or the structure of the event. He or she should tell from the beginning until the end of the event.¹⁰

The purpose of the narrative text is to tell the readers what happened in the past through a sequence of events.¹¹

Language features:

- a. Past tense, such as: We went to the Zoo; She was happy, etc.
- b. Action verbs, such as go, look, eat, etc.
- c. Nouns and pronouns as the person, animal or things, such as David, the monkey, we, etc.
- d. Conjunctions and time-chronological connectives to arrange the events or activities, such as and, but, then, after, that, etc.
- e. Adverbs and adverbs phrase to show place time and how something happen, such as yesterday, at my house, slowly, etc.

¹⁰ Vivian Horn. *Composition Steps*. (Massachusetts: Newbury House, 1977) p. 6

¹¹ElangYudantoro. *Rangkuman Bahasa Inggris SMA*. (Jakarta: Gagasmedia. 2010) p. 14

- f. Adjectives to explain nouns, such as beautiful, funny, etc.

According to JokoPriyanaet. al, narrative is stories consisting of several parts. They are the beginning, the problem occurred, how the problem was solved, and the ending of the story.¹²

The parts of story:

- a. The beginning of the story has the function of introducing the characters of the story, where and when the stories occurred. (orientation)
- b. How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face. (Complication)
- c. How the problem is solved or ended. (Resolution)
- d. The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer. (Re-orientation).

According to Sudarwati, a narrative is a story containing the setting, the characters, problem(s), and solutions. The middle of a narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitements as the story progresses.¹³

¹²JokoPriyanaet. al. *Interlanguage: English for Senior High School Students XI*. (Jakarta: PusatPerbukuanDepartemenPendidikanNasional. 2008) p. 94

¹³Sudarwati and Audia Grace. *Look Ahead and English Course for Senior High School Students year XI*. (Jakarta: Erlangga, 2006) p. 154

The plot contains:

- a. Introducing the characters of the story, the time and place the story happened (who or what, when, and where). (orientation)
- b. An initiating event, the event that starts the main character off on a series of events to solve the problem. (Complication)
- c. A series of events in which the main character attempts to solve the problem is solved. (Resolution).

In writing narrative text, the events are useful organized in chronological order. The chronological orders usually use the time order words or phrases like “one day”, “last January”, “next”, “finally”, etc. According to Syafi'i, narrative has certain elements in common, they are; unfold over time, display emotion, and centre on event more than ideas.¹⁴

Unfold over time means the stories or events happened in a certain order and chronological order must be communicated to the reader. Events are listed in sequence of how they happened and specific scenes are set in time and in place and recreated for the reader. Display emotion refers to how the writers are able to connect some short of emotions felt by the subject on events to the readers. How writers make the readers able to feel the characters feeling on events. Centre on events means the writers should make the events to be detailed; they also have applied a broader meaning to the events.

¹⁴ M. Syafi'i S. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. (Pekanbaru: Lembaga Belajar Syaf Intensive.2007) p. 58

Based on the theories, we can conclude that narrative have some characteristics, they are:

- a. The narrative text tells the sequence of an event
- b. The narrative text uses the chronological order
- c. The narrative texts are usually based on the personal experience
- d. The narrative text is written in the past action.

Example of narrative text:

Nasreddin's Coat

One day Nasreddin had been invited to the dinner party. He went to the party wearing his old clothes.

When he arrived in the party, nobody looked at him and nobody gave him a seat. He got no food in the party so he went home and change his clothes.

Next he put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food.

Nasreddin sat and put off his coat. He put his coat and said; "Eat the food, Coat!" the hosts and guests were very surprised and asked Nasreddin; "What are you doing ?" Nasreddin replied calmly; "When I came here with my old clothes, nobody looked at me. Then I went home and put on my best clothes. I came back in my newest coat and you all gave me this best food and drink. So, you gave food to my coat instead of me". Getting Nasreddin's answer, they just shook the head.¹⁵

4. The Correlation between Brainstorming and Writing Ability

A written form is more admitted than spoken one, because the written form can be preserved. The same thing has been stated by Halliday that writing has an important role in human life. Written language is capable to extend and deliver whatever that cannot be expressed by spoken language.¹⁶

¹⁵ElangYudantoro. *Op. Cit.* p. 16

¹⁶David Nunan. *Op. Cit.* p. 84

However, writing is not easy to do because writing is a process that should be done stage by stage beginning with prewriting and ending with proofreading a final draft. In prewriting, students try to find ideas to write. According to Langan, there are several techniques in prewriting; they are brainstorming, free writing, making a list, and making a scratch outline.¹⁷

By reading preceding statement, we know that brainstorming is one of techniques in prewriting. In this stage, students generate ideas to write. All writing has ideas that tell the reader and we can find it in each paragraph. Reid has stated that every paragraph has one idea that is developed in sentence as the topic sentence and it is supported by supporting sentences.¹⁸

According the statement above, we can conclude that idea is very important in writing. In writing students will express their ideas. To get the ideas they can use brainstorming technique before writing. Brown stated that brainstorming is one of ways in beginning the writing; it will help students to produce ideas freely to find the topic.¹⁹

According the statement above it is clear that brainstorming is important to students in writing, to find and to express their feelings, ideas, opinions and experiences. Brainstorming technique can be drawn as away in developing ideas in writing which students write as many ideas as possible on the topic without focusing on organization, sentences structure or spelling.

¹⁷John Langan. *Op. Cit.* p. 93

¹⁸Joy M. Reid. *The Process of Composition* (New Jersey: Prentice Hall Regent. 1988) p. 8

¹⁹H. Douglas Brown. *Op. Cit.*, p. 337

B. Relevant Research

In fact, there is a relevant research, which has relevancy in this research. However, the research has the same object but it has different problem. The writer found that Sulastmi in 2007 conducted an experimental research on the use of brainstorming technique in increasing student's writing ability. The research title is "Brainstorming Technique in Increasing Student's Writing Ability". She was interested in conducting this research because most of students used monotone technique in doing their writing task and the students collected ideas based on their ideas own capability without orienting to one of the ideas generating technique. After conducting pretest, treatments and post-test, she found that writing with brainstorming technique is effective in increasing student's writing ability. It can be seen from significant increasing between student's pretest score and post test score of experiment class in all aspects of writing. Based on that research finding it can be concluded that there is significant difference between the students those who use brainstorming technique in writing and those who do not use.

So, for a study "the correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK", the writer focused on the brainstorming activities done by the students in improving their ability in writing narrative text.

C. Operational Concept

In carrying out this research, it is necessary to classify briefly the variable used in analyzing the data. Operational concept is a concept to give an explanation about theoretical framework to avoid misunderstanding about the research. The explanation is to describe the concept used by the writer. The indicators are clues and strategies applied in the implementation of the various methods. In this research, there are two variables: students' brainstorming activities as variable (X) and their ability in writing narrative text as variable (Y). To measure each variable, the writer identified them in some indicators as follows:

1. The indicators of students' in brainstorming activities:
 - a. Students introduce the topic.
 - b. Students make many questions relate to the topic.
 - c. Students answer the questions relate to the topic.
 - d. Students evaluate the ideas to get best idea.
 - e. Students explain the main idea on a piece of paper.
2. The indicators of students' ability in writing narrative text:
 - a. The students are able to write narrative text based on ESL components:
 - 1) Content
 - 2) Organization
 - 3) Vocabulary
 - 4) Language Use
 - 5) Mechanics

- b. The students are able to use chronological order in narrative text.
- c. The students are able to explain the main idea by using simple past tense.
- d. The students are able to use action verb in narrative text.

D. The Assumption and Hypotheses

1. The assumption

The assumption that can be provided for this study is as follows:

Students' brainstorming activities relate to their ability in writing narrative text.

2. The hypotheses

Ho : There is no significant correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK.

Ha : There is a significant correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 SIAK.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is categorized as bivariate correlation research. Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables.¹ This research consists of two variables, dependent and independent variable. The students' brainstorming activities which is symbolized by "X" as independent variable and dependent variable is students' ability in writing narrative text which is symbolized by "Y".

B. The Time and Location of the Research

This research was conducted at SMAN 1 SIAK. This school is located at Hang Tuah Street, in Siak District, Siak Regency. This research was conducted in August 2011.

C. The Subject and Object of the Research

The subject of this research was the students at the second year of SMAN 1 SIAK and the object was the correlation between students' brainstorming activities and their ability in writing narrative text.

D. The Population and Sample

¹ Gay, L.R. Peter Airasian. *Educational Research Competencies for Analysis and Application*. (New Jersey: Prentice Hall. 1997) p. 321

The population and sample of this research was the students at the second year of SMAN 1 SIAK.

Table III.1
The Population of Second Year Students of SMAN 1 Siak

No	Classes	Students
1	XI Science 1	30
2	XI Science 2	30
3	XI Science 3	30
4	XI Social	33
Total		123

Determining sample size from population, Slovin formula was appropriate to measure sample size in this research. It considered to probability of significance 5%. The level of significance influenced the sample size. Random Sampling assigned in this research. Slovin formula, as follows²:

$$n = \frac{N}{1 + Ne^2}$$

n = sample size

N = population

e = significance

$$n = \frac{123}{1 + 123(0.05)^2}$$

$$n = 94$$

The sample taken in this research is 94 students from population.

² Hartono. *Metodologi Penelitian*. (Zanafa Publishing. Pekanbaru. 2011) p. 53

E. The Technique of Collecting Data

In collecting the data, the writer used the techniques as follows:

1. Observation

Observation was used in this research. The observation was done once to measure the students' brainstorming activities..The observation was used to observe students' brainstorming activities consisting of five items, they are:

- a. Introduce the topic.
- b. Make many questions relate to the topic.
- c. Answer the questions relate to the topic.
- d. Evaluate the ideas to get the best idea.
- e. Explain the main idea on a piece of paper.

After get the ordinal data from observation, the writer changed ordinal into interval data by using formula, as follows³:

$$T_i = 50 + 10 \frac{X_i - \bar{x}}{SD}$$

X_i = ordinal data

\bar{x} = mean

SD =Standard deviation

³ Hartono. *Analisis Item Instrumen*. (Zanafa Publishing. Pekanbaru. 2010) p. 126

2. Test

In conducting this research and obtaining the data, the writer used a composition test in which the students were assigned to choose one of the topics and to write a report in a short text. The topics given were; unforgettable experience, the best holiday and favorite story. The topics were needed to be known by the students in order that they could write easily. The writer provided 45 minutes to the students to write narrative writing in scoring the students composition.

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on students' ability in writing narrative text. In discussing about raters, Jacobs et.al in Sulasmi say that raters are persons who participate in cooperative evaluation of written composition tests, and their cooperation is as a part of school testing program.⁴ The raters that have evaluated students' score were as follows:

1. Jonri Kasdi, S. Pd.I. He graduated from English Education department of UIN SUSKA RIAU in 2006. Besides being an English teacher in SMP 1 Kampar and instructor at Language Center of UIN SUSKA RIAU, he is also a lecturer of the second year students in writing course.

⁴Sulasmi karim. *An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Student's Writing Ability at the Second Year of English Education Department State Islamic University of SUSKA RIAU*. (Unpublished, 2007) p. 30

2. Kurnia Budiyaniti, M. Pd. She graduated from English Education of University Riau (S1) in 2006 and postgraduate (S2) in University of padang in 2010. She is one of the English teacher in UIN SUSKA Riau for some subjects.

F. The Technique of Data Analysis

This research is to determine the correlation between students' brainstorming activities and their ability in writing narrative text. The statistic that expressed a correlation statistic as a linear relationship is the product moment correlation coefficient.⁵ The formula as follows:

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

⁵ Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education. 2008) p.356

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Description of Research Variable

It was already mentioned before that there are two kinds of variables in this research namely; independent variable which symbolized is by “X “and independent variable which is symbolized by “Y “.The independent variable refers to the students’ brainstorming activities and dependent variable refers to the ability in writing narrative text.

a. Students’ Brainstorming Activities

The observation was used to gather the information about students’ brainstorming activities. The observation was used to observe students’ brainstorming activities consisting of five items, they are:

- 1) Introducing the topic.
- 2) Making many questions relate to the topic.
- 3) Answering the questions relate to the topic.
- 4) Evaluating the ideas to get the best idea.
- 5) Explaining the main idea on a piece of paper.

Table IV.1
Students' Brainstorming Activities

Studentst	Score			Studentst	Score		
	Frequency	Percentage	Interval		Frequency	Percentage	Interval
1	4	80	55.993	48	2	40	34.325
2	3	60	45.159	49	2	40	34.325
3	3	60	45.159	50	5	100	66.828
4	5	100	66.828	51	3	60	45.159
5	4	80	55.993	52	3	60	45.159
6	3	60	45.159	53	4	80	55.993
7	3	60	45.159	54	3	60	45.159
8	4	80	55.993	55	5	100	66.828
9	4	80	55.993	56	3	60	45.159
10	4	80	55.993	57	3	60	45.159
11	3	60	45.159	58	3	60	45.159
12	2	40	34.325	59	2	40	34.325
13	4	80	55.993	60	3	60	45.159
14	5	100	66.828	61	4	80	55.993
15	3	60	45.159	62	3	60	45.159
16	3	60	45.159	63	3	60	45.159
17	5	100	66.828	64	5	100	66.828
18	2	40	34.325	65	4	80	55.993
19	2	40	34.325	66	3	60	45.159
20	5	100	66.828	67	3	60	45.159
21	3	60	45.159	68	4	80	55.993
22	3	60	45.159	69	4	80	55.993
23	4	80	55.993	70	4	80	55.993
24	3	60	45.159	71	3	60	45.159
25	5	100	66.828	72	2	40	34.325
26	3	60	45.159	73	4	80	55.993
27	3	60	45.159	74	5	100	66.828
28	3	60	45.159	75	3	60	45.159
29	2	40	34.325	76	3	60	45.159
30	3	60	45.159	77	5	100	66.828
31	4	80	55.993	78	2	40	34.325
32	3	60	45.159	79	2	40	34.325
33	3	60	45.159	80	5	100	66.828
34	5	100	66.828	81	3	60	45.159
35	4	80	55.993	82	3	60	45.159
36	3	60	45.159	83	4	80	55.993
37	3	60	45.159	84	3	60	45.159
38	4	80	55.993	85	5	100	66.828
39	4	80	55.993	86	3	60	45.159
40	4	80	55.993	87	3	60	45.159
41	3	60	45.159	88	3	60	45.159
42	2	40	34.325	89	2	40	34.325
43	4	80	55.993	90	3	60	45.159
44	5	100	66.828	91	4	80	55.993
45	3	60	45.159	92	3	60	45.159
46	3	60	45.159	93	3	60	45.159
47	5	100	66.828	94	5	100	66.828
Total					324	6480	4.699.990
Average					3.447	68.936	49.99

The table shows the result of observation of students' brainstorming activities. The result of observation is 49.99, it is categorized into less. The score obtained from the average column is on observation table.

Based on the data, the category of the observation can be seen based on Sudijono, as follows¹:

Table IV.2
The Classification of Students' Brainstorming Activities

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

b. Students' Ability in Writing Narrative Text

The test of ability in writing narrative text consists of three topics. The topics are unforgettable experience, the best holiday and favorite story. They please to choose one of the topics which are interested in. In order to produce consistent judgment on students' ability in writing narrative text, the writer cooperated with two raters.

¹ Sudijono Anas. *Pengantar Statistik Pendidikan* (Jakarta: PT. Rajagrafindo Persada. 2007)
p. 43

Table IV.3

Students' Ability in Writing Narrative Text

Students	Score				Students	Score			
	Rater 1	Rater 2	Total	Average		Rater 1	Rater 2	Total	Average
1	81	69	150	75	48	66	68	134	67
2	74	71	145	72.5	49	54	64	118	59
3	71	69	140	70	50	92	75	167	83.5
4	88	73	161	80.5	51	78	67	145	72.5
5	85	72	157	78.5	52	72	71	143	71.5
6	81	63	144	72	53	87	71	158	79
7	71	73	144	72	54	83	71	154	77
8	85	69	154	77	55	89	75	164	82
9	83	65	148	74	56	69	76	145	72.5
10	81	71	152	76	57	81	69	150	75
11	80	62	142	71	58	80	71	151	75.5
12	66	72	138	69	59	63	68	131	65.5
13	85	73	158	79	60	79	66	145	72.5
14	88	78	166	83	61	81	69	150	75
15	85	69	154	77	62	74	71	145	72.5
16	71	71	142	71	63	71	69	140	70
17	93	77	170	85	64	88	73	161	80.5
18	66	68	134	67	65	85	72	157	78.5
19	54	64	118	59	66	81	63	144	72
20	92	75	167	83.5	67	71	73	144	72
21	78	67	145	72.5	68	85	69	154	77
22	72	71	143	71.5	69	83	65	148	74
23	87	71	158	79	70	81	71	152	76
24	83	71	154	77	71	80	62	142	71
25	89	75	164	82	72	66	72	138	69
26	69	76	145	72.5	73	85	73	158	79
27	81	69	150	75	74	88	78	166	83
28	80	71	151	75.5	75	85	69	154	77
29	63	68	131	65.5	76	71	71	142	71
30	79	66	145	72.5	77	93	77	170	85
31	81	69	150	75	78	66	68	134	67
32	74	71	145	72.5	79	54	64	118	59
33	71	69	140	70	80	92	75	167	83.5
34	88	73	161	80.5	81	78	67	145	72.5
35	85	72	157	78.5	82	72	71	143	71.5
36	81	63	144	72	83	87	71	158	79
37	71	73	144	72	84	83	71	154	77
38	85	69	154	77	85	89	75	164	82
39	83	65	148	74	86	69	76	145	72.5
40	81	71	152	76	87	81	69	150	75
41	80	62	142	71	88	80	71	151	75.5
42	66	72	138	69	89	63	68	131	65.5
43	85	73	158	79	90	79	66	145	72.5
44	88	78	166	83	91	81	69	150	75
45	85	69	154	77	92	74	71	145	72.5
46	71	71	142	71	93	71	69	140	70
47	93	77	170	85	94	88	73	161	80.5
Total						7397	6609	14006	28012
Average						78.7	70.3	149	74.5

From the average column, it can be concluded that students' ability in writing narrative text is 74.5, categorized in good to average level. the writer got the final score from two raters.

Determine the final score, the writer uses the formula:

$$\text{Final Score} = \frac{\text{Score (Rater 1)} + \text{Score (Rater2)}}{2}$$

Example:

$$\text{Final Score} = \frac{81 + 69}{2} = 75 \text{ and etc.}$$

Table IV.4
The Classification of Students' ability in Writing Narrative Text

Numbers	Score Range	Criteria	F	P
1	80 – 100	Excellent to Very Good	0	0%
2	66 – 79	Good to average	68	72.34%
3	56 – 65	Fair to poor	16	27.66%
4	46 – 55	Very poor	0	0%
Total score			94	100%

From the table above, it can be seen that the students' ability of writing narrative text can be categorized into excellent to very good, good to average, fair to poor and very poor. It can be seen that 68 from 94 students (72.34%) got good to average category, the students who got fair to poor category were 16 students (27.66%). And no one got excellent to very good and very poor categories

SCORE ON ALL ASPECTS OF WRITING

Table IV.5
The Classification Score on the Content of Writing

Numbers	Score Range	Criteria	F	P
1	27-30	Excellent Very to Good	0	0%
2	22-26	Good to Average	75	79.78%
3	17-21	Fair to Poor	19	20.22%
4	13-16	Very Poor	0	0%
Total score			94	100%

Table IV.5 show the score on content of writing from 94 of students. It can be seen that 75 from 94 of students (79.78%) got good to average category. And 19 of students (20.22%) got fair to poor category. And none got excellent to very good and very poor category (0%). It means that most of the students are able to construct the content of writing.

Table IV.6
The Classification Score on the Organization of Writing

Numbers	Score Range	Criteria	F	P
1	18-20	Excellent to Very Good	17	15.96%
2	14-17	Good to Average	68	72.34%
3	10-13	Fair to Poor	9	11.7%
4	7-9	Very Poor	0	0%
Total score			94	100%

In relation to table IV.6, the score on the organization of writing narrative text shows that 17 of students (15.96%) got excellent to very good category, the students who got good to average category were 68 students (72.34%), while for fair to poor category, there were 9 students (11.7%), and none got very poor category (0%). The data indicate that only a few of students paid strongly attention to organization of writing.

Table IV.7
The Classification Score on the Vocabulary of Writing

Numbers	Score Range	Criteria	F	P
1	18-20	Excellent to Very Good	4	3.33%
2	14-17	Good to Average	86	93.34%
3	10-13	Fair to Poor	4	3.33%
4	7-9	Very Poor	0	0%
Total score			94	100%

The two tables above indicate that the students' score on the vocabulary of writing, 1 from 30 students (3.33%) got excellent to very good category, while 28 students (93.34%) got good to average category and student who got fair to poor; there was only one student (3.33%). The higher percentage of this category shows that most of the students have rich of vocabulary.

Table IV.8
The Classification Score on the Language Use of Writing

Numbers	Score Range	Criteria	F	P
1	22-25	Excellent to Very Good	0	0%
2	18-21	Good to Average	8	6.67%
3	11-17	Fair to Poor	86	93.33%
4	5-10	Very Poor	0	0%
Total score			94	100%

Table IV.6 shows the students' score on the language use of writing. It can be seen from the number of students who are classified good to average category only (2 students or around 6.67%) and fair to poor (86 students or around 93.33%). The percentage of this category was seen on the tables above. The data indicate that most of the students are got difficulty on the language use of writing.

Table IV.9
The Classification Score on the Mechanics of Writing

Numbers	Score Range	Criteria	F	P
1	5	Excellent to Very Good	0	0%
2	4	Good to Average	54	56.67%
3	3	Fair to Poor	40	43.33%
4	2	Very Poor	0	0%
Total score			94	100%

Based on the two tables above, the data indicate the score on the mechanics of writing, the students who got good to average category were 54 students (56.76%), and got fair to poor category were 40 students (43.33%). It means the percentage of students who got good to average category is not so different from the students who got fair to poor category.

Table IV.10

The Correlation between Students' Brainstorming Activities and Their Ability in Writing Narrative Text

Students	Score		Students	Score	
	X	Y		X	Y
1	55.993	75	48	34.325	67
2	45.159	72.5	49	34.325	59
3	45.159	70	50	66.828	83.5
4	66.828	80.5	51	45.159	72.5
5	55.993	78.5	52	45.159	71.5
6	45.159	72	53	55.993	79
7	45.159	72	54	45.159	77
8	55.993	77	55	66.828	82
9	55.993	74	56	45.159	72.5
10	55.993	76	57	45.159	75
11	45.159	71	58	45.159	75.5
12	34.325	69	59	34.325	65.5
13	55.993	79	60	45.159	72.5
14	66.828	83	61	55.993	75
15	45.159	77	62	45.159	72.5
16	45.159	71	63	45.159	70
17	66.828	85	64	66.828	80.5
18	34.325	67	65	55.993	78.5
19	34.325	59	66	45.159	72
20	66.828	83.5	67	45.159	72
21	45.159	72.5	68	55.993	77
22	45.159	71.5	69	55.993	74
23	55.993	79	70	55.993	76
24	45.159	77	71	45.159	71
25	66.828	82	72	34.325	69
26	45.159	72.5	73	55.993	79
27	45.159	75	74	66.828	83
28	45.159	75.5	75	45.159	77
29	34.325	65.5	76	45.159	71
30	45.159	72.5	77	66.828	85
31	55.993	75	78	34.325	67
32	45.159	72.5	79	34.325	59
33	45.159	70	80	66.828	83.5
34	66.828	80.5	81	45.159	72.5
35	55.993	78.5	82	45.159	71.5
36	45.159	72	83	55.993	79
37	45.159	72	84	45.159	77
38	55.993	77	85	66.828	82
39	55.993	74	86	45.159	72.5
40	55.993	76	87	45.159	75
41	45.159	71	88	45.159	75.5
42	34.325	69	89	34.325	65.5
43	55.993	79	90	45.159	72.5
44	66.828	83	91	55.993	75
45	45.159	77	92	45.159	72.5
46	45.159	71	93	45.159	70
47	66.828	85	94	66.828	80.5
Total				4.699.900	28012
Average				49.99	74.5

The table above shows the score of students brainstorming activities which symbolized by is “X” is 49.99, categorized into less level. And the score of students’ ability in writing narrative text which symbolized is by “Y” is 74.5, categorized into good to average level.

B. Data Analysis

In preceding chapter, the writer has presented the data obtained of the research. Then, in this chapter, the writer analyzes the data in order to know students’ brainstorming activities (X) and ability in writing narrative text and the correlation between students’ brainstorming activities and ability in writing narrative text (X and Y). The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is correlation between two variables. The correlation is negative (-), if there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score correlation coefficient, the sign only shows direction of correlation both of them. The following table presents the data of two variables (X and Y) with 94 students of this study.

Table IV.11
Students' Brainstorming Activities

Studentst	Score			Studentst	Score		
	Frequency	Percentage	Interval		Frequency	Percentage	Interval
1	4	80	55.993	48	2	40	34.325
2	3	60	45.159	49	2	40	34.325
3	3	60	45.159	50	5	100	66.828
4	5	100	66.828	51	3	60	45.159
5	4	80	55.993	52	3	60	45.159
6	3	60	45.159	53	4	80	55.993
7	3	60	45.159	54	3	60	45.159
8	4	80	55.993	55	5	100	66.828
9	4	80	55.993	56	3	60	45.159
10	4	80	55.993	57	3	60	45.159
11	3	60	45.159	58	3	60	45.159
12	2	40	34.325	59	2	40	34.325
13	4	80	55.993	60	3	60	45.159
14	5	100	66.828	61	4	80	55.993
15	3	60	45.159	62	3	60	45.159
16	3	60	45.159	63	3	60	45.159
17	5	100	66.828	64	5	100	66.828
18	2	40	34.325	65	4	80	55.993
19	2	40	34.325	66	3	60	45.159
20	5	100	66.828	67	3	60	45.159
21	3	60	45.159	68	4	80	55.993
22	3	60	45.159	69	4	80	55.993
23	4	80	55.993	70	4	80	55.993
24	3	60	45.159	71	3	60	45.159
25	5	100	66.828	72	2	40	34.325
26	3	60	45.159	73	4	80	55.993
27	3	60	45.159	74	5	100	66.828
28	3	60	45.159	75	3	60	45.159
29	2	40	34.325	76	3	60	45.159
30	3	60	45.159	77	5	100	66.828
31	4	80	55.993	78	2	40	34.325
32	3	60	45.159	79	2	40	34.325
33	3	60	45.159	80	5	100	66.828
34	5	100	66.828	81	3	60	45.159
35	4	80	55.993	82	3	60	45.159
36	3	60	45.159	83	4	80	55.993
37	3	60	45.159	84	3	60	45.159
38	4	80	55.993	85	5	100	66.828
39	4	80	55.993	86	3	60	45.159
40	4	80	55.993	87	3	60	45.159
41	3	60	45.159	88	3	60	45.159
42	2	40	34.325	89	2	40	34.325
43	4	80	55.993	90	3	60	45.159
44	5	100	66.828	91	4	80	55.993
45	3	60	45.159	92	3	60	45.159
46	3	60	45.159	93	3	60	45.159
47	5	100	66.828	94	5	100	66.828
Total					324	6480	4.699.990
Average					3.447	68.936	49.99

The score range above indicates that the students' brainstorming activities is identified into good level, because most of the students implement the brainstorming activities well. It can be seen from the average column, the score is 49.99. The writer interprets that the students' brainstorming activities is categorized into less.

Table IV.12**Students' Ability in Writing Narrative Text**

Students	Score				Students	Score			
	Rater 1	Rater 2	Total	Average		Rater 1	Rater 2	Total	Average
1	81	69	150	75	48	66	68	134	67
2	74	71	145	72.5	49	54	64	118	59
3	71	69	140	70	50	92	75	167	83.5
4	88	73	161	80.5	51	78	67	145	72.5
5	85	72	157	78.5	52	72	71	143	71.5
6	81	63	144	72	53	87	71	158	79
7	71	73	144	72	54	83	71	154	77
8	85	69	154	77	55	89	75	164	82
9	83	65	148	74	56	69	76	145	72.5
10	81	71	152	76	57	81	69	150	75
11	80	62	142	71	58	80	71	151	75.5
12	66	72	138	69	59	63	68	131	65.5
13	85	73	158	79	60	79	66	145	72.5
14	88	78	166	83	61	81	69	150	75
15	85	69	154	77	62	74	71	145	72.5
16	71	71	142	71	63	71	69	140	70
17	93	77	170	85	64	88	73	161	80.5
18	66	68	134	67	65	85	72	157	78.5
19	54	64	118	59	66	81	63	144	72
20	92	75	167	83.5	67	71	73	144	72
21	78	67	145	72.5	68	85	69	154	77
22	72	71	143	71.5	69	83	65	148	74
23	87	71	158	79	70	81	71	152	76
24	83	71	154	77	71	80	62	142	71
25	89	75	164	82	72	66	72	138	69
26	69	76	145	72.5	73	85	73	158	79
27	81	69	150	75	74	88	78	166	83
28	80	71	151	75.5	75	85	69	154	77
29	63	68	131	65.5	76	71	71	142	71
30	79	66	145	72.5	77	93	77	170	85
31	81	69	150	75	78	66	68	134	67
32	74	71	145	72.5	79	54	64	118	59
33	71	69	140	70	80	92	75	167	83.5
34	88	73	161	80.5	81	78	67	145	72.5
35	85	72	157	78.5	82	72	71	143	71.5
36	81	63	144	72	83	87	71	158	79
37	71	73	144	72	84	83	71	154	77
38	85	69	154	77	85	89	75	164	82
39	83	65	148	74	86	69	76	145	72.5
40	81	71	152	76	87	81	69	150	75
41	80	62	142	71	88	80	71	151	75.5
42	66	72	138	69	89	63	68	131	65.5
43	85	73	158	79	90	79	66	145	72.5
44	88	78	166	83	91	81	69	150	75
45	85	69	154	77	92	74	71	145	72.5
46	71	71	142	71	93	71	69	140	70
47	93	77	170	85	94	88	73	161	80.5
Total						7397	6609	14006	28012
Average						78.7	70.3	149	74.5

Table above indicates that the score of students' ability in writing narrative text is 74.5. It is categorized into good to average. It can be seen from the average column, because most of students are able to write a narrative text.

Table IV.13

The Correlation between Students' Brainstorming Activities and Their Ability in Writing Narrative Text

Students	Score		Students	Score	
	X	Y		X	Y
1	55.993	75	48	34.325	67
2	45.159	72.5	49	34.325	59
3	45.159	70	50	66.828	83.5
4	66.828	80.5	51	45.159	72.5
5	55.993	78.5	52	45.159	71.5
6	45.159	72	53	55.993	79
7	45.159	72	54	45.159	77
8	55.993	77	55	66.828	82
9	55.993	74	56	45.159	72.5
10	55.993	76	57	45.159	75
11	45.159	71	58	45.159	75.5
12	34.325	69	59	34.325	65.5
13	55.993	79	60	45.159	72.5
14	66.828	83	61	55.993	75
15	45.159	77	62	45.159	72.5
16	45.159	71	63	45.159	70
17	66.828	85	64	66.828	80.5
18	34.325	67	65	55.993	78.5
19	34.325	59	66	45.159	72
20	66.828	83.5	67	45.159	72
21	45.159	72.5	68	55.993	77
22	45.159	71.5	69	55.993	74
23	55.993	79	70	55.993	76
24	45.159	77	71	45.159	71
25	66.828	82	72	34.325	69
26	45.159	72.5	73	55.993	79
27	45.159	75	74	66.828	83
28	45.159	75.5	75	45.159	77
29	34.325	65.5	76	45.159	71
30	45.159	72.5	77	66.828	85
31	55.993	75	78	34.325	67
32	45.159	72.5	79	34.325	59
33	45.159	70	80	66.828	83.5
34	66.828	80.5	81	45.159	72.5
35	55.993	78.5	82	45.159	71.5
36	45.159	72	83	55.993	79
37	45.159	72	84	45.159	77
38	55.993	77	85	66.828	82
39	55.993	74	86	45.159	72.5
40	55.993	76	87	45.159	75
41	45.159	71	88	45.159	75.5
42	34.325	69	89	34.325	65.5
43	55.993	79	90	45.159	72.5
44	66.828	83	91	55.993	75
45	45.159	77	92	45.159	72.5
46	45.159	71	93	45.159	70
47	66.828	85	94	66.828	80.5
Total				4.699.900	28012
Average				49.99	74.5

The table above shows the score of students brainstorming activities which symbolized by is “X” is 49.99, and it is categorized into less level. And the score of students’ ability in writing narrative text which symbolized is by “Y” is 74.5, categorized into good to average level.

Table IV.14

Descriptive Statistics

	Mean	Std. Deviation	N
Students' Brainstorming Activities	49.9999	10.00036	94
Their Ability in Writing Narrative Text	74.5000	5.52171	94

The table above is descriptive statistic table, which show mean, standard deviation and N for each table. Mean of ability in writing narrative text is 74.50 and it is categorized into good to average level. Mean of students’ brainstorming activities is 49.99 and it is categorized into less level. Standard deviation of ability in writing narrative text is 5.52171 and students’ brainstorming activities is 10.00036. It means that the variance of ability in writing narrative text score is higher than students’ brainstorming activities score. While, N=94 shows the total of sample which is analyzed in every variable.

Table IV. 15

Correlations

	Students' Brainstorming Activities	Their Ability in Writing Narrative Text
Students' Brainstorming Activities	1	.897**
Pearson Correlation		.000
Sig. (2-tailed)		
N	94	94
Their Ability in Writing Narrative Text	.897**	1
Pearson Correlation	.000	
Sig. (2-tailed)		
N	94	94

**Correlation is significant at the 0.01 level (2-tailed).

Correlation table shows the correlation coefficient between students' brainstorming activities and their ability in writing narrative text, significance, N and technique of analysis is Pearson Correlation. The correlation coefficient between students' brainstorming activities and their ability in writing narrative text is 0.897. The interpretations are as follow:

1. Correlation coefficient is 0.897 is higher than 0.205 from the significance of 5% and 0.267 from the significance of 1% (r product moment table). It means that H_0 is rejected which indicates there is significant correlation between students' brainstorming activities and ability in writing narrative text.
2. The score of probability or sig. (2-tailed) is $0.000 < 0.05$. It means that H_0 is rejected which indicates there is significant correlation between students' brainstorming activities and ability in writing narrative text.

3. The correlation coefficient between students' brainstorming activities and ability in writing narrative text is 0.897, the sign is positive. It means that a student with a high score on brainstorming activities are likely to have a high score on their ability in writing narrative text. On the contrary, a student with a low score on brainstorming activities is likely to have a low score on their ability in writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' brainstorming activities and ability in writing narrative text.

A. Conclusion

Based on the preliminary research at SMAN 1 SIAK, the teacher already used brainstorming technique. The teacher has taught writing through the types of genre available in students' textbook. The teacher starts by asking many questions about the text to warm up the students to find ideas in the text and the students practice their writing after giving participation in this discussion. Based on the descriptive above, ideally the students in SMAN 1 SIAK should be able to write an essay based on the genre, but, in fact many students still have difficulties in writing especially narrative text.

The purpose of the research was to find out whether there is a significant correlation between students' brainstorming activities and their ability in writing narrative of the second year of SMAN 1 Siak. The research has three formulations of the problems that how students' brainstorming activities is, how their ability in writing narrative text is, and if there is any significant correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 Siak.

The research was carried out at SMAN 1 Siak. It was conducted from August 03 until 13, 2011. The subject of the research was the second year students of SMAN 1 Siak. The population of this research was 94 students from 123 students; because this research was assigned by random sampling, Slovin formula used to determine the sample size.

In collecting data, the writer used observation to collect the data of students' brainstorming activities and test to collect the data of students' ability in writing narrative text. In analyzing the data, the writer used ESL Composition Profile. In order to know the significant correlation between students' brainstorming activities and their ability in writing narrative text of the second year of SMAN 1 Siak, the scores were analyzed by using product moment formula. The writer used SPSS version 16.00.

The students' brainstorming activities is categorized into less level, students' ability in writing ability is categorized into average to good level and there is correlation between students' brainstorming activities and ability in writing narrative text of the second year student of SMAN 1 Siak. The score of probability or sig. (2-tailed) is < 0.05 . It means that H_0 is rejected which indicates there is correlation between students' brainstorming activities and their ability in writing narrative text.

B. Suggestion

Based on the result of the research, the writer found that the students' brainstorming activities in good level and students' ability in writing narrative text in good to average level. In addition, there is a significant correlation between students' brainstorming activities and ability in writing narrative text. The writer would like to give some suggestions as follows:

1. Students are not only expected to sit down and do a certain activity for a long time in classroom but also have positive attitude toward English and are active in brainstorming activities to improve their writing ability.
2. A Teacher has an important role in education. She/he must be able to recognize the students' need and abilities in the classroom in order that the teaching and learning goal can be reached, such as brainstorming activities to make students be active and have chance to participate in learning and teaching process.

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