

TEACHING WRITING DESCRIPTIVE TEXT BY USING BRAINSTORMING TO THE SEVENTH GRADE STUDENTS OF SMPN 2 WONOAYU

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Abstract

This research was intended to improve the ability in writing descriptive texts through brainstorming technique for grade VII students at SMP N 2 Wonoayu in the academic year of 2020/2021. This study was qualitative in nature. The researcher worked collaboratively with the English teacher in implementing the actions. The data of this research were mostly qualitative. The qualitative data were obtained by observing the teaching and learning process, and gave the questionnaire to the students of class VII-i at SMP N 2 Wonoayu. The data were in the form of field notes and questionnaire. The results of this study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. The students also perceived that brainstorming technique helps them to improve their writing ability. The implementation of brainstorming technique in the writing instructions gives positive effects on improving students' performance and achievement in writing descriptive text. In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings.

Keywords: *Teaching writing; Descriptive text; Brainstorming technique*

Abstrak (Times New Roman 10, Bold, spasi 1, spacing before 12 pt, after 2 pt)

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks deskriptif melalui teknik brainstorming siswa kelas VII SMP N 2 Wonoayu tahun ajaran 2020/2021. Penelitian ini bersifat kualitatif. Peneliti bekerja sama dengan guru bahasa Inggris dalam melaksanakan tindakan. Data penelitian ini sebagian besar bersifat kualitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar, dan memberikan angket kepada siswa kelas VII-i di SMP N 2 Wonoayu. Data berupa catatan lapangan dan angket. Hasil penelitian ini menunjukkan bahwa penerapan teknik brainstorming di kelas menulis diyakini efektif untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Teknik brainstorming membantu siswa untuk menghasilkan ide-ide dan mengaturnya ke dalam paragraf. Siswa juga merasa bahwa teknik brainstorming membantu mereka untuk meningkatkan kemampuan menulis mereka. Penerapan teknik brainstorming dalam instruksi menulis memberikan efek positif pada peningkatan kinerja dan prestasi siswa dalam menulis teks deskriptif. Mengacu pada hasil penelitian, brainstorming dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dalam hal mendorong siswa untuk memulai dengan menulis. Brainstorming memfasilitasi siswa untuk mengaktifkan pengetahuan mereka sebelumnya sebelum mereka berlatih tulisan mereka.

Kata Kunci: Mengajar menulis; Teks deskriptif; Teknik brainstorming

INTRODUCTION (Times New Roman 10, Bold, spasi 1, spacing before 12 pt, after 2 pt)

Writing is one of four English skills, they are listening skills, speaking skills, reading skills and writing skills. Speaking is known as the production skill of language to carry out the ideas (sulistyarningsih, 2018).

Writing can also be interpreted as an expression or expression of feelings that is expressed in writing. Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (prima, 2013).

Teaching Writing is an ongoing process, which time learning facilitates in a number of ways (fauziati, 2011). Teaching of writing in our educational setting is slightly neglected for many years, since more communicative

teaching methods emphasize speaking rather than writing. Besides, the writing culture in Indonesia is in fact still poor.

Brainstorming is a technique used to find solutions to specific problems by spontaneously gathering ideas. According to (Thi, 2017). Brainstorming has been considered an effective method in teaching. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. It is very useful to help writers organize their thought, whether they have too many ideas or too few ideas. (Rao, 2007) finds out that the students who trained using brainstorming technique in writing instructions have higher scores than those who are not. In addition, the attitudinal survey shows that the students feel positive about the brainstorming technique and most of them perceive that the technique helps them to improve their english writing performance (Ludy, P. 2000).

In Indonesian curriculum, students in Junior High School are demanded to write various text types, one of which is Descriptive texts (Badan standar nasional pendidikan, 2006). Since the brainstorming technique is trusted as the writing strategy, it will be suitable to use this technique in several kinds of texts. One of which is Descriptive text. Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Emilia, 2013). The generic structure of Descriptive text consists of two elements; namely identification that gives the topic that can be described and description that clarifies the topic, it can be appearances, quality, or phenomenon. Descriptive text, the writer is required to have a good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe. Students also complain that they cannot think of anything significant enough to write. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds (utami, 2014).

Considering the above problems, the researcher is motivated to use brainstorming techniques in writing instructions. This study is about how to use brainstorming techniques to teach junior high school students, especially seventh grade.

RESEARCH METHODOLOGY

RESEARCH DESIGN

Pada dasarnya In this research the researcher used descriptive qualitative as the research method. A qualitative method has the natural setting as the direct source of the data and the researcher is the key instrument (Bogdan, 2007). Sugiyono (2013:1) adds that in the qualitative method, the main instrument is the researcher, the data are inductive and the result focuses on the meaning rather than generalization. The researcher is the one who analyzes the data descriptively and then presents the result in the form of explanation of words which will be supported by the data presented in the form of table.

RESEARCH SUBJECT

Bagian The research subject is a person who is the objects of research being investigated. The subjects of this research are the English teacher Mrs. Umi and the 25 students VII- i of the 2nd semester students academic year 2020/2021 of SMPN2 Wonoayu who are studying descriptive text.

RESEARCH INSTRUMEN

ini menjelaskan There are two instruments that applied to collecting the data. First, the researcher took one way of implementing brainstorming in teaching writing, namely observation flied note, the researcher took one way of students perceptions to a brainstorming technique in teaching writing, namely questionnaire.was tools that were required to get information. Airasian, (2000: 145) stated that instrument was a tool that was used in collecting

data. In this research the researcher used a lot of instruments to collect the data. The instrument that was used in this study was the observation field note and questionnaire.

3.4.1 Observation Field Note

Field notes are made by researchers or research partners who make observations (observations). Researcher made brief notes about the main points of the conversation or observations about the brainstorming learning method. The observation field note used by researcher to take notes the teaching learning process in the class and also the researcher wrote what the researcher heard, saw, experience, and thought in course of collecting the data in a qualitative study.

3.4.2 Questionnaire

A questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents (Sugiyono, 2013). The researcher has been used as a questionnaire as one of the research instruments to support the observation checklist. The researcher used Yes No Questions. It is most easy to doing a survey because the researcher gets a high response and the participants do not need to answer too much.

DATA COLLECTION PROCEDURE

bagaimana There are some step to collect data. First, the researcher asked permission to the headmaster of SMPN 2WONOAYU to do the research. Then the researcher met with the Teacher of English subject to discuss about the preparation of observation conducted in her class and the researcher started observation the online class.

Second, the researcher distributed the instrument concerning with statement of the problem related to the research. The researcher constructed observation field note and questionnaire list in simple to make to the students answer them easily.

Third, the researcher observed the teaching learning process concerned with the statement of the problems related to the research. At the end of the lesson, the researcher share the questionnaire to the students and ask them to answered it correctly and honestly. Then collected the data from questionnaire.

The last, the researcher analyzed the form of student through the several aspects and also processes the data source from the researcher's research by using general description and conclusion.

DATA ANALYSIS

3.6.3.1. Observation flied note

The results of the checklist observation provide information about the teaching and learning process from the beginning of learning to the end of learning. The researcher analyzed the situation of the teaching and learning process that occurred in the classroom, analyzed how teachers applied techniques in teaching writing using brainstorming.

3.6.3.2. Questionnaire

The questionnaire means to find out the student's attitude toward brainstorming. It is also to be used to investigate whether brainstorming help the students in descriptive text. After the activity is carried out data from the questionnaire identified and classified, calculated, displayed, and given a conclusion by the researcher.

The researcher analyzed data of student responses by percentage technique. Based on the student's answer to the questionnaire.

To determine percentage of the total score for each question using the formula as follows:

$$A = \frac{S}{N} / A = \frac{\text{Total nilai dari semua jawaban}}{\text{Jumlah Murid yang menjawab}}$$

A = average (or arithmetic mean)

N = *Jumlah Murid yang menjawab* / the number of terms (e.g., the number of items or numbers being averaged)

S = *Total nilai dari semua jawaban* / the sum of the numbers in the set of interest (e.g., the sum of the numbers being averaged).

In this research, the researcher used several techniques to analyze data. First, to find out how the teacher taught writing descriptive text used brainstorming in online class and how the students' perception, the researcher used an observation field note. Second, use YES NO question to find out the students' perception when taught writing descriptive text used brainstorming.

FINDING AND DISCUSSIONS

Bagian ini In this chapter the researcher presented and describe the results of the study. The data obtained from the observation. The instrument used for analysing and elaborating to answer the research problem. The statement of this research was how did English teacher taught writing descriptive text by using brain storming in online class, what were the problems encountered by English teacher in teaching writing descriptive text by using descriptive text in online class, and how the English teacher solved the problems in teaching writing descriptive text by using brainstorming in online class.

merupakan Finding

In this finding of research, the reseacher used two kinds of instruments which were observation field note and questionnaire. For the first instrument, the reseacher observed the classroom activities used field note, and the implementation of brain storming in taught writing descriptive text in online class for two meetings: june 4th and june 18th 2021. The first observation was held from 9.00 to 10.00 a.m. and the second observation was held from 10.00 to 10.35 am.

The second instrument, the questionnaire to the students to know the students respon when taught writing descriptive text used brain storming.

4.1. The implementation of Teaching Writing using Brainstorming technique

4.1.1. The first meeting

The first observation was done on Wednesday, 4th June 2021. Used online class and there are 25 students of VII-i, the English teacher and also the researcher.

Pre-teaching activity

Before the class was started, the teacher prepared attendance list, cellphone, and room meeting. At 9.00 the teacher shared the link of zoom to the students and the students joined one by one. The class activity began when the teacher greeted the students and they were able to give response to the teacher greeting.

T: *Assalamualaikum warakhmatullah wabarakatuh*

S: *Wa'alaikumsalam warakhmatulla wabarakatuh*

T: Good morning, how are you today?

S: Good morning our teacher, we are fine

T: Before we start our class today let's pray together, pray begin

The activities in this section were always the same greeting in every meeting started from the first meeting until the second meeting. After prayed together, the teacher reviewed last material about how to make sentence in descriptive text.

The teacher asked to the students to prepare themselves for the lesson. Before that the teacher had prepared to divide the students into 6 groups, There were 5-6 student in every group and the name of groups taken from the names of various animals, namely: Giraffe, Elephant, Crab, Bear and Cat.

Main activity

The teacher instructed the students about the topic they were going to learn and the objectives of the lesson. The topic was about describing Rabbit. The Teacher formed the students into the groups, and asked the students of every group to discuss anything that comes in mind about the Rabbit. There were many students told their ideas about the Rabbit picture. Some of them spoke in Indonesian language. During the discussion, every student was free to express opinion without fear of being blamed. Actually, the researcher just asked the students to do the brainstorming activity without their knowing about Rabbit.

Before showing the description of rabbit as the example of descriptive text, the teacher asked the students to review about what is a descriptive text. Some students answered it doubtfully. The students had no significant difficulties in understanding the text. Almost all the words they mentioned in the brainstorming activity before reading could be found in the text.

- 1) Everyone in the circular group writes down one idea about Rabbit, and then passes a piece of paper to the next person, who adds some thoughts on Rabbit. This continues until everyone gets their original paper back. By this time, it is likely that the group has elaborated on each idea of Rabbit extensively.
- 2) Lists the ideas and then directs the paper to the next person on the distribution list.
- 3) The second person can note new ideas or add to the ideas of the previous person.
- 4) This continues until the distribution list is exhausted. A follow-up "reading" meeting was then held to discuss the ideas recorded on the paper.
- 5) This technique gives the individual time to think deeply about the problem.

Utama

Every student was asked to write down his idea about rabbit on paper. Then this paper was passed on to their friends in order to get turn to write-down his/her ideas.

Step 1.

First student wrote on paper: I have rabbit, His fur is white and has black spots, second student wrote on paper: He has long ears and a short tail, next student wrote on paper: He also has cute red big eyes, fourth student wrote on paper: My rabbit likes to eat carrot and other vegetables, fifth student wrote on paper: When I release my rabbit out of his cage, sixth student wrote on paper: He used to jump everywhere and hard to catch, seventh student wrote on paper: So, I could just put him on his cage because I'm afraid that he might running away, and then eighth student wrote on paper: I don't want to lost my rabbit because I love him very much.

Step 2

Made the lists of all ideas

I have rabbit, His fur is white and has black spots

He has long ears and a short tail.
He also has cute red big eyes!
My rabbit likes to eat carrot and other vegetables
when, I release my rabbit out of his cage. (the teacher added conjunction “when”
he used to jump everywhere and hard to catch
So, I could just put him on his cage because I'm afraid that he might running away. (the teacher add conjunction
“so”) I don't want to lose my rabbit because I love him very much.

Step 3

Arranged all students' ideas to become paragraph. Deleted the irrelevant ideas, if any. Teacher explained how to make a paragraph entitled My Rabbit, as the following descriptive text bellow.

My Rabbit

1) I have a rabbit. His fur is white and has black spots. 2) He has long ears and a short tail. 3) He also has cute red big eyes! 4) My rabbit likes to eat carrot and other vegetables. 5) When I release my rabbit out of his cage. 6) he used to jump everywhere and hard to catch. 7) So, I could just put him on his cage because I'm afraid that he might running away. 8) I don't want to lose my rabbit because I love him very much.

4.1.2. Artikel The second meeting

Pre-teaching activity

The second meeting was started on 18th June 2021. In this meeting, the class began at 10.00 a.m. until 10.35 a.m. The teacher started making link of Zoom but when discuss began, the teacher called every groups with vidcall in whatsapp and the teacher shared to the students. At 10.15 a.m the teacher opened the class with greeting “assalamu’alukum warakhmatullahi wabarakatuh, good morning every one”, asked the students’ condition and prayed.

After that, the teacher checked the attendance list by called one by one the students. Next, the teacher asked about the last material.

Main activity

The teacher asked each group to write a descriptive text about the animal like the name of their group; using brainstorming technique to organize their ideas.

In this activity, the researcher found that the students were able to do brainstorming well and effectively. They were not reluctant again and felt confident enough with their writing. They also made less errors in their writings. It indicates the improvement in their writing ability. After that the teacher gave some google form link to the students’ and asked the students to fill the form every group.

Post activity

Before ended the class, the teacher repeated again in brief about writing the descriptive text and brainstorming. Further, the teacher ended the class at 10.35 a.m. by saying good-bye and praying.

T: Ok, I think it's enough for today. See you next meeting. Wassalamu’alaikum warakhmatullah hi wabarakatuh

S: Wa’alaikumsalam waralhmatullah hi wabarakatuh see you, our teacher.

4.1.3.To find students’ perceptions on the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique

First, the teacher distributed questionnaires to the students, then she instructed to fill in the YES and NO black columns based on their perceptions. The teacher and the researcher help the students who have difficulty in filling the questionnaires. After all the questionnaires have been completed, the researcher collected them, then reading, calculating, computing, drawing conclusion the sum of Yes answers, and NO answers. Further, to figure in Pie Graph.

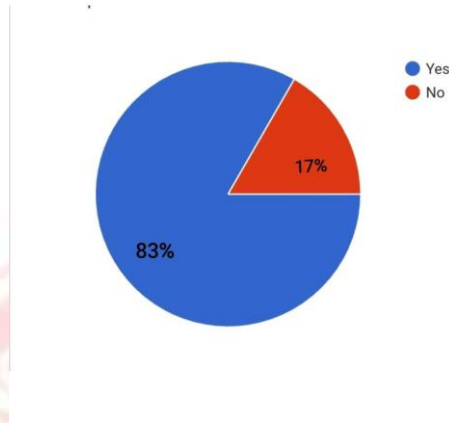
The results calculation of student’s answers, YES answers were 83%, and NO answers were 17%.

Table of questionnaire.

No.	Questions	Yes	No
1	Do you like writing activities?	17	8
2	Do you have difficulty in writing?	10	15
3	Do you need to improve your writing skill?	25	0
4	Can you understand the process of teaching writing using brainstorming?	20	5
5	Can you understand that brainstorming is systematic used in writing classes?	25	0
6	Do your writing skills at descriptive text have improved after use the brainstorming?	25	0
7	Do you have confidence after using brainstorming?	20	5
8	Do you have a lot of ideas to write after using brainstorming especially at descriptive text?	23	2
9	Is learning about descriptive text easy?	19	6
10	Is descriptive text a type of English text that contains a detailed description of an object?	25	0
	AVERAGE	8.36	1.64

The results of students' perceptions

YES	209	83%
NO	41	17%



Gambar dan Tabel

Tempatkan label tabel di atas tabel, sedangkan label gambar di bagian bawah tabel. Tuliskan tabel tertentu secara spesifik, misalnya Tabel 1, saat merujuk suatu tabel. Contoh penulisan tabel dan keterangan gambar adalah sebagai berikut:

Tabel 1. Format Tabel

Kepala Tabel	Kepala Kolom Tabel	
	Sub-kepala Kolom	Sub-kepala Kolom
Isi	Isi tabel	Isi tabel

Disarankan untuk menggunakan fitur *text box* pada MS Word untuk menampung gambar atau grafik, karena hasilnya cenderung stabil terhadap perubahan format dan pergeseran halaman dibanding *insert* gambar secara langsung.

Gambar 1. Contoh keterangan gambar

Kutipan dan Acuan

Salah satu ciri artikel ilmiah adalah menyajikan gagasan orang lain untuk memperkuat dan memperkaya gagasan penulisnya. Gagasan yang telah lebih dulu diungkapkan orang lain ini diacu (dirujuk), dan sumber acuannya dimasukkan dalam Daftar Pustaka.

Daftar Pustaka harus lengkap dan sesuai dengan acuan yang disajikan dalam batang tubuh artikel. Artinya, sumber yang ditulis dalam Daftar Pustaka benar-benar dirujuk dalam tubuh artikel. Sebaliknya, semua acuan yang telah disebutkan dalam artikel harus dicantumkan dalam Daftar Pustaka. Untuk menunjukkan kualitas artikel ilmiah, daftar yang dimasukkan dalam Daftar Pustaka harus cukup banyak. Daftar Pustaka disusun secara alfabetis dan cara penulisannya disesuaikan dengan aturan yang ditentukan dalam jurnal. Kaidah penulisan kutipan, acuan, dan Daftar Pustaka mengikuti buku pedoman ini.

Penyajian gagasan orang lain di dalam artikel dilakukan secara tidak langsung. Gagasan yang dikutip tidak dituliskan seperti teks asli, tetapi dibuatkan ringkasan atau simpulannya. Sebagai contoh, Suharno (1973:6) menyatakan bahwa kecepatan terdiri dari gerakan ke depan sekuat tenaga dan semaksimal mungkin, kemampuan gerakan kontraksi putus-putus otot atau segerombolan otot, kemampuan reaksi otot atau segerombolan otot dalam tempo cepat karena rangsangan.

Acuan adalah penyebutan sumber gagasan yang dituliskan di dalam teks sebagai (1) pengakuan kepada pemilik gagasan bahwa penulis telah melakukan “peminjaman” bukan penjiplakan, dan (2) pemberitahuan kepada pembacanya siapa dan darimana gagasan tersebut diambil. Acuan memuat nama pengarang yang pendapatnya dikutip, tahun sumber informasi ditulis, dan/tanpa nomor halaman tempat informasi yang dirujuk diambil. Nama pengarang yang digunakan dalam acuan hanya nama akhir. Acuan dapat dituliskan di tengah kalimat atau di akhir kalimat kutipan.

Acuan ditulis dan dipisahkan dari kalimat kutipan dengan kurung buka dan kurung tutup (periksa contoh-contoh di bawah). Acuan yang dituliskan di tengah kalimat dipisahkan dengan kata yang mendahului dan kata yang mengikutinya dengan jarak. Acuan yang dituliskan diakhir kalimat dipisahkan dari kata terakhir kalimat kutipan dengan diberi jarak, namun tidak dipisahkan dengan titik. Nama pengarang ditulis tanpa jarak setelah tanda kurung pembuka dan diikuti koma. Tahun penerbitan dituliskan setelah koma dan diberi jarak. Halaman buku atau artikel setelah tahun penerbitan, dipisahkan dengan tanda titik dua tanpa jarak, dan ditutup dengan kurung tanpa jarak. Sebagai contoh: karya tulis ilmiah adalah tulisan faktual yang digunakan penulisnya untuk memberikan suatu pengetahuan/informasi kepada orang lain (Riebel, 1978:1).

Apabila nama pengarang telah disebutkan di dalam teks, tahun penerbitan sumber informasi dituliskan segera setelah nama penulisnya. Atau, apabila nama pengarang tetap ingin disebutkan, acuan ini dituliskan di akhir teks. Contohnya: menurut Riebel (1978:1), karya tulis ilmiah adalah tulisan faktual yang digunakan penulisnya untuk memberikan suatu pengetahuan/informasi kepada orang lain.

Nama dua pengarang dalam karya yang sama disambung dengan kata ‘dan’. Titik koma (;) digunakan untuk dua pengarang atau lebih dari dua pengarang dengan karya yang berbeda. Contohnya: karya tulis ilmiah adalah tulisan faktual yang digunakan penulisnya untuk memberikan suatu pengetahuan/informasi kepada orang lain (Riebel dan Roger, 1980:5). Jika melibatkan dua pengarang dalam dua karya yang berbeda, contoh penulisannya: karya tulis ilmiah adalah tulisan faktual yang digunakan penulisnya untuk memberikan suatu pengetahuan/informasi kepada orang lain (Riebel, 1978:4; Roger, 1981:5).

Apabila pengarang lebih dari dua orang, hanya nama pengarang pertama yang dituliskan. Nama pengarang selebihnya digantikan dengan ‘dkk’ (dan kawan-kawan). Tulisan ‘dkk’ dipisahkan dari nama pengarang, yang disebutkan dengan jarak, diikuti titik, dan diakhiri dengan koma. Contohnya: membaca adalah kegiatan interaksi antara pembaca dan penulis yang kehadirannya diwakili oleh teks (Susanto dkk., 1994: 8).

Penulisan Daftar Pustaka

Daftar Pustaka merupakan daftar karya tulis yang dibaca penulis dalam mempersiapkan artikelnya dan kemudian digunakan sebagai acuan. Dalam artikel ilmiah, Daftar Pustaka harus ada sebagai pelengkap acuan dan petunjuk sumber acuan. Penulisan Daftar Pustaka mengikuti aturan dalam Buku Pedoman ini.

DISCUSSION

In this part, the researcher discuss about the result of the observation to know how the implemented of used brainstorming in teaching writing descriptive text in online class and the students’ perception in teaching writing descriptive text used brainstorming.

The implementation Steps of teaching writing descriptive text using brainstorming technique, based on the description above are as follows,

1. Teacher give Topic and a piece of paper to a group of students.
2. Teacher asks a student to write his idea freely on Rabbit.
3. Next, this student passes a piece of paper to the next student to add some thoughts on Rabbit.
4. All members have turned to write their ideas until distribution is exhausted..
5. Further, group makes a list all ideas recorded on the paper

The students’ perceptions of teaching writing descriptive text using brainstorming technique. Based on the questionnaires of the students’are 25 students have chosen 83% YES answers and only 17% have chosen NO answers. The researcher found that the students felt comfortable when they wrote descriptive text on teaching writing using brainstorming.

Conclusion

Based on the previous chapter, there were two research questions that should be found in this research. The first question was how the implementation of teaching writing descriptive text using brainstorming in online class, and the second question was what are the students' perceptions in teaching writing descriptive text by using brainstorming.

This study was qualitative research which was aimed at teaching the students' ability in writing descriptive texts using brainstorming technique for Grade VII students at SMP N 2 Wonoayu. This study involved the students of VII I which consisted of 25 students with varied levels of proficiency. The research was carried out in the second semester of the academic year of 2020/2021. It began in June 4th 2021 and ended in June 18th, 2021.

Based on the result of the data analysis presented in chapter IV, the results of the research were:

5.1. There was good teaching English process of implementation in the writing descriptive text using brainstorming technique to the seventh grade students of junior high school in the academic year of 2020/2021.

- 1) The teacher explained about the generic structure in descriptive text to the students.
- 2) Teacher explained Brainstorming technique.

Asking each person in a circular group writes down one idea, and then passes the piece of paper to the next person, who adds some thoughts. This continues until everybody gets his or her original piece of paper back. By this time, it is likely that the group will have extensively elaborated on each idea. At last arranging ideas in a paragraph.

- 4) The teacher asked the students to make descriptive text about animal to every group using brainstorming for exercises.

5.2. The students' perceptions can be concluded as follows:

The sum of students' perception who were interested in teaching writing descriptive text using brainstorming, for YES-answer is 83% and for NO-answer is 17%. As, YES answer is more than NO answer so, it means the students are very interested in this teaching writing descriptive text using brainstorming technique.

Based on those results, it could be concluded that Teaching writing descriptive text using brainstorming technique for the seventh grade students of junior high school in the academic year of 2020/2021 can be applied successfully.

CONCLUSION

Penutup bisa berisi simpulan yang menyajikan ringkasan dari uraian mengenai hasil dan pembahasan, mengacu pada tujuan pengabdian masyarakat. Berdasarkan kedua hal tersebut dikembangkan pokok-pokok pikiran baru yang merupakan esensi dari temuan pengabdian masyarakat. Selain itu saran juga dapat ditulis pada penutup yang disusun berdasarkan temuan pengabdian masyarakat yang telah dibahas. Saran dapat mengacu pada tindakan praktis, pengembangan teori baru, dan/atau pengabdian masyarakat lanjutan.

Ucapan Terima Kasih

Jika perlu berterima kasih kepada pihak tertentu, misalnya sponsor pengabdian masyarakat, nyatakan dengan jelas dan singkat, hindari pernyataan terima kasih yang berbunga-bunga.

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