Improving Elementary School Students' Essays Writing Skills by Using The Brainwriting Learning Model Assisted by Storybird

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Abstract

This study aims to determine the effect of the Brainwriting learning model assisted by storybird on narrative essay writing skills of phase C elementary school students in grade 5. This study used a quasi-experiment method of one group pretest-posttest design with purposive sampling. This research was conducted at Public Elementary School (SDN) 015 Kresna, Bandung City, West Java Province with a sample of 30 people. Data collection was carried out using test and non-test instruments. The test carried out is writing a narrative essay with a narrative essay assessment rubric consisting of 5 indicators, namely content, organizational structure, linguistic aspects, linguistic characteristics and types of narrative essays. The collected data were analyzed using IBM SPPS 29 to analyze the hypothesis with parametric statistics, namely paired sample t-test and non-parametric Wilcoxon test. First, normality and homogeneity tests were conducted with Shapiro-Wilk analysis. The results of data analysis show that significant (2-tailed) <0.05 so that H0 is rejected and H1 is accepted. It can be concluded that there is a significant difference between before and after the treatment of the Brainwriting learning model assisted by storybird.

Keywords: *brainwriting, narrative essay, storybird, writing skills.*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Brainwriting berbantuan storybird terhadap keterampilan menulis karangan narasi siswa sekolah dasar tahap C kelas 5. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *one group pretest-posttest* dengan *purposive sampling*. Penelitian ini dilakukan di Sekolah Dasar Negeri (SDN) 015 Kresna Kota Bandung Provinsi Jawa Barat dengan sampel sebanyak 30 orang. Pengumpulan data dilakukan dengan menggunakan instrumen tes dan non tes. Tes yang dilakukan adalah menulis esai naratif dengan rubrik penilaian esai naratif yang terdiri dari 5 indikator yaitu isi, struktur organisasi, aspek kebahasaan, ciri kebahasaan dan jenis esai naratif. Data yang terkumpul dianalisis menggunakan IBM SPPS 29 untuk menganalisis hipotesis dengan statistik parametrik yaitu uji t sampel berpasangan dan uji non parametrik Wilcoxon. Pertama, uji normalitas dan homogenitas dilakukan dengan analisis Shapiro-Wilk. Hasil analisis data menunjukkan signifikansi (2-tailed) < 0,05 sehingga H_0 ditolak dan H_1 diterima. Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan keterampilan menulis karangan narasi siswa antara sebelum dan sesudah perlakuan menggunakan model pembelajaran Brainwriting berbantuan storybird.

Kata kunci: *brainwriting, karangan narasi, storybird, keterampilan menulis.*

INTRODUCTION

Indonesian is the language of unity in the midst of diversity. Therefore, Indonesian language teaching is provided from primary education to higher education through special subjects to instill an understanding and ability to speak good Indonesian (Binasdevi et al., 2022). There are four skills in language learning, namely listening, reading, speaking, and writing (Karataş & Tuncer, 2020; Lestari et al., 2022; Nikam, 2021). Indonesian language lessons in the Merdeka Curriculum have one of the learning outcomes in phase C, namely students show interest in texts, are able to understand, process, and interpret information and messages from oral and written exposures on topics recognized in narrative and informative texts (Kemendikbudristek, 2022). One of the language skills in phase C of grade V elementary school students must master is writing narrative essays. Narrative writing skills must be well mastered in phase C of grade V primary school because it is an important foundation for the development of more complex writing skills at the next level of education. Narrative writing skills are the abilities that students have in expressing stories that have a series of events or real incidents experienced in everyday life with correct spelling, varied vocabulary and good sentences/clear language, so that they can be understood by the reader (Helda et al., 2020; Safitri et al., 2021). Writing skills must be possessed by students because they have an important role that is useful in exploring abilities and potential so that they are able to pour out the contents of their minds, ideas or opinions, ideas and various information (Yanti et al., 2021; Sihombing et al., 2024).

Writing skills can be possessed by someone with regular practice and practice (Santi et al., 2023; Simarmata et al., 2022). To be able to have writing skills, students must have a wide vocabulary, knowledge, and experience in order to be able to convey the writer's ideas to readers systematically (Fauzi et al., 2021; Inggriyani & Pebrianti, 2021; Septiaji & Nisya, 2023). In the implementation, learning about writing in elementary schools has received less attention. The activity of writing essays, which is one aspect of the Indonesian language, is

not managed seriously (Karakuş, 2023; Surahman, 2022). The lack of innovation in learning from teachers in narrative writing learning so that students' interest in writing is still relatively low is one of the factors that makes it difficult for students to write essays (Sari et al., 2021). In its implementation, learning still encounters several obstacles, one of which is the emergence of a feeling of boredom and tiredness in some students (Fauzia et al., 2022).

Based on observations of fifth grade students of public elementary schools in Cicendo Subdistrict, Bandung City, West Java Province, it was found that many students had difficulties in writing narrative essays. Specifically, students had difficulty in choosing the right words to convey their ideas clearly, maintaining coherence in their writing, and often making spelling mistakes. In addition, the use of incorrect punctuation and grammar is also common, and students' vocabulary is limited, resulting in repetitive use of words. In addition, the use of conjunctions is poorly understood so that sentences become unconnected. Students also lack understanding of the concept and structure of narrative essays. This makes the average value of learning Indonesian language writing elements on the material for writing expository essays still low, so that students get scores below the minimum completeness criteria. Based on document review in the form of teaching modules used, it was found that teachers have not used the right learning model and media in improving students' writing skills. Given this background, the researchers aim to evaluate the effectiveness of the Brainwriting learning model in enhancing elementary school students' ability to write narrative essays.

Brainwriting is derived from the combination of "brain," referring to cognitive processes, and "writing," indicating the act of recording thoughts. Hence, Brainwriting involves jotting down all ideas that come to mind. Brainwriting is a learning model to help students improve their writing skills by collecting students' ideas through writing in groups so that they can develop an idea in a short time (Efriliani et al., 2019; Utama & Kuswandi, 2021; Sazida et al., 2024). Brainwriting is a creative technique and method applied in groups for brainstorming that requires group members to share ideas and develop them in writing (Nurhayati, 2015; Tibertius et al., 2024). Based on these expert opinions, it can be concluded that the Brainwriting model is an educational approach that enables students to articulate their opinions in written form and to respond to the ideas or topics presented by their peers in a group setting. This interaction enriches their experience and knowledge, there by enhancing their ability to express ideas through writing.

Several studies have examined the application of the Brainwriting learning model to students' writing skills. Research on the Brainwriting model on students' writing skills during the pretest before receiving treatment was 65.5 and after receiving treatment, the posttest results at stage one were 73.4 and stage two were 78.7. The results of these scores indicate significant progress in students' writing skills (Tibertius et al., 2024). The Brainwriting learning model is effective for use in students' writing learning, this is evidenced by the pretest results obtained the lowest score of 60, the highest score of 76 and the average score of all students was 68.80. In the posttest results the lowest score was 71, the highest score was 82, and the average score was 76.60 (Jayanti & Utami, 2024). The brain learning model is able to improve students' ability to write narratives so that it significantly improves aspects of content, content organization, vocabulary, grammar, and spelling (Wardiani et al., 2021).

In contrast to the above research, researchers use the Brainwriting learning model which focuses on improving students' narrative writing skills with the help of storybird learning media. Storybird is an online platform that allows users to create digital stories using the illustrations provided (Ezeh, 2020; Kazazoglu & Bilir, 2021). Learners write narrative essay stories using software through chromebooks. The utilization of technology in education, such as digital learning media, interactive applications, online platforms, and internet-based learning resources, allows learning to be more interesting, interactive, and easily accessible so that it has a great opportunity to improve the quality of Indonesian language learning, especially in writing skills (Fitri & Mudinillah, 2022). This study aims to obtain factual data on the differences in narrative essay writing skills of grade V students between before and after implementing the Brainwriting learning model assisted by storybird.

METHODS

This research uses a quantitative approach, the method used is quasi experiment with one group pretest-posttest design. Quasi experiment with one group pretest-posttest design is a research method that does not have a control or comparison group, and only focuses on testing one group, namely the experimental group (Al Muhandis & Riyadi, 2023; Kastrena et al., 2020; Sufitriyono et al., 2023). experimental research is a method that allows researchers to control and manipulate variables to test the cause-and-effect relationship between them (Louis Cohen, 2007). The sampling technique uses purposive sampling, namely the researcher determines the sampling by determining the specific characteristics that are in accordance with the research objectives so that it is expected to answer the research problem (Lenaini, 2021).

Tabel 1. Experimental Research Design Table *One Group Pretest-Posttest*

Group	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2

Description:
O_1 : Measurement of the narrative essay writing skills before the treatment (pretest)
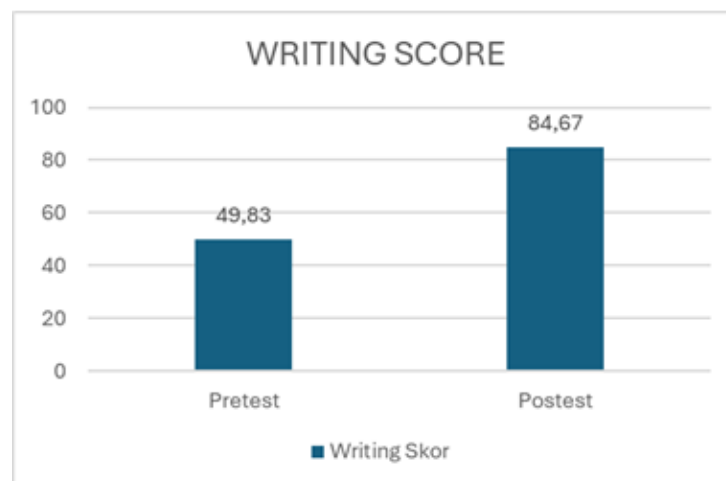X   : Implementation of the Brainwriting learning model assisted by Storybird media
O_2 : Measurement of the narrative essay writing skills after the treatment (posttest)

The population in this study were fifth grade students of SDN 015 Kresna, Bandung City, Cicendo District, West Java Province. The sample of this study was class VA with 30 students who became the experimental group using the Brainwriting model assisted by storybird. Data collection is in the form of tests and non-tests. Tests were conducted in the form of writing narrative essays according to the theme determined through the written storybird platform. The test consisted of pretest and posttest. Non-test is in the form of observation which is used to see the implementation of Brainwriting learning model assisted by stotybird. The narrative essay assessment rubric consists of 5 indicators, namely content, organizational structure, language aspects, linguistic characteristics and types of narrative essays (Amir, 2020). Each indicator is given a maximum score of 20. The score on each indicator will be summed up and become the acquisition score of narrative essay writing skills with a maximum score of 100.

The collected data were analyzed using IBM SPPS 29 to analyze hypotheses with parametric statistics, namely paired sample t-tests and non-parametric Wilcoxon tests. first conducted normality and homogeneity tests with shapiro-wilk analysis. Formally, the statistical hypothesis with testing criteria is H_0 rejected if the significant value (2-tailed) <0.05 and H1 is accepted, while if the significant value (2-tailed) >0.05 then H_0 is accepted and H_1 is rejected. The research hypothesis to be tested is, H_0: Brainwriting learning model assisted by storybird does not significantly affect the narrative essay writing skills of fifth grade elementary school students. H_1: Brainwriting learning model assisted by storybird has a significant effect on the writing skills of fifth grade students.

RESULTS AND DISCUSSION

Research conducted on VA class students in Indonesian language lessons on the element of writing begins with giving pretest questions, namely writing narrative essays. Furthermore, the experimental class was given treatment, namely carrying out learning based on the lesson plan or abbreviated as RPP which in the independent curriculum is called a learning module. At the end of the learning, a posttest was conducted to determine the effect of the Brainwriting learning model assisted by storybird on the narrative essay writing skills of fifth grade elementary school students. Data analysis on the research of narrative essay writing skills of grade V students was carried out by testing the results of the pretest and posttest using the SPSS Statistics version 29 program. The results of the study obtained an average student pretest score of 49.83 and an average student posttest score of 84.67. The results of the research on students' narrative essay writing skills are presented in the following diagram:

Graph 1. writing skills score

Based on this diagram, there is an increase between before and after the treatment of the Brainwriting learning model assisted by storybird on the ability to write narrative essays of grade V elementary school students. In this study, students received treatment, namely the implementation of the Brainwriting learning model assisted by storybird.

To see the increase in the influence of the Brainwriting learning model assisted by storybird before and after action using paired sample t test, first the data was tested for

normality and homogeneity using Shapiro_Wilk analysis. For more details about the results of the study can be seen in table 2 :

Tabel 2. Tes of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Narrative essay pretest	.141	30	.131	.954	30	.220
Narrative essay posttest	.154	30	.067	.946	30	.123

Based on table 2, the data obtained was analyzed using the Shapiro-Wilk test because the number of samples was only 30 and less than 100. The results of the analysis obtained from the pretest results are 0.220 which means> 0.05, then the data is normally distributed. The result of posttest and posttest analysis is 0.123 which means > 0.05, then the data is normally distributed. The analysis results show that the pretest data of narrative essay writing and posttest of narrative essay writing are both normally distributed and meet the requirements to be used in parametric hypothesis testing. To find out the differences in students' narrative essay writing skills before being given treatment and after being given treatment, paired sample T-test pretest and posttest were conducted. The following are the results of the paired sample T-test :

Tabel 3. Paired Sample t-test Results

	Mean	Std. Deviation	T	P-Value
Pair pre-post	-34.8333	10.04158	-19.00	<,001

Based on table 3 above obtained from data processed using SPSS Statistics version 29 shows that the probability value is smaller than 0.01 <0.05 so it is known that there is a significant difference in students' narrative essay writing skills before and after treatment. Based on these results, it is found that H_0 is rejected and H_1 is accepted, so based on the results of the research conducted by researchers that the Brainwriting learning model assisted by storybird has a significant effect on the narrative essay writing skills of grade V students of SDN 015 Kresna elementary school in Bandung city.

Brainwriting learning model is a model to improve students' writing skills by expressing their opinions in writing and responding to ideas or topics conveyed by their peers in a group. This is in line with experts who say that Brainwriting is a learning model that helps students improve writing skills by collecting students' ideas through writing in groups so that they can develop an idea in a short time (Efriliani et al., 2019; Utama & Kuswandi, 2021; Sazida et al., 2024). The implementation of the Brainwriting learning model assisted by storybird learning media makes learning to write narrative essays easy to improve the quality of Indonesian language learning, especially in writing skills. This opinion is in line with experts who say that, by utilizing technology such as digital learning media, interactive applications, online platforms, and various internet-based learning resources, Indonesian language learning, especially writing skills, can be improved through the presentation of materials that are more interesting, interactive, and easily accessible (Fitri & Mudinillah, 2022).

CONCLUSION

Research conducted on grade V students of SDN 015 Kresna elementary school in Bandung city, West Java Province found that the application of the Braiwriting learning model assisted by storybird can improve narrative essay writing skills. The Braiwriting learning model not only helps students improve writing skills but hones ideas to be more developed and varied and all students are actively involved directly in the group. Not only that, the incorporation of technology, namely storybird in learning, has proven to help students expand their ideas and imagination through the images available on the platform. Educators in Indonesia can apply the storybird-assisted Braiwriting learning model to overcome problems related to the writing skills of phase C students in grade V elementary school.

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