



## **USING 6-3-5 BRAINWRITING IN HELPING SENIOR HIGH SCHOOL STUDENTS DOING BRAINSTORMING IN WRITING PROCESS**

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### **Abstract**

This paper discussed about how to apply 6-3-5 Brain Writing in Helping Senior High school Students Doing Brainstorming in Writing Process. 6-3-5 Brain Writing is a group creativity technique in generating new ideas in a short time. It is an alternative method in doing brainstorming. In its traditional format, 6 represent the participants who sit in a group. Each participant should think about 3 ideas in 5 minutes. The ideas are written down in a worksheet that will be provided by the teacher. By using 6-3-5 Brain Writing, the students feel free to write their ideas because critics and comments are not allowed while brainstorming is running. 6-3-5 Brain Writing combines individual work with team. The students write the ideas individually. After the process of brain writing is done, the students evaluate and discuss the ideas in groups. It will help them in generating more ideas in writing as they combine their ideas with others ideas.

Key words: Writing Process, Brainstorming, 6-3-5 Brain Writing

### **A. INTRODUCTION**

There are four skills that should be mastered by students. They are speaking, listening, reading and writing. The teacher aims at developing those four skills. Writing occupies the last place in this order, but it does not mean that it is least important than other skills. It is an important tool that enables us to share information not only with our contemporaries but also with future generations. History is one example of how important writing is. It is written in books so that the generations to generations still know and learn the history.

To students, good at writing have some benefits. Firstly, it is a good way to develop their ability in using vocabulary and grammar. The more the students write, the more they use vocabularies and grammar. Secondly, writing skill is an important tool to support other skills. If the students have good writing, it helps them to speak and read a text more effectively. Thirdly, it makes the students

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think creatively. As the students write a text, they should think about the ideas. Moreover, writing is used not only for academic skill but also in any career field. It can be writing a memo, recipe, story, or restaurant menu. For example, when you apply for a job, you have to write the application letter. Writing skill plays important role in our life.

However, in teaching and learning English as a foreign language (EFL), besides it is important, it is also complicated (Negari, 2011). The students have to have knowledge about the elements of writing in order to deliver a good writing. Furthermore, it is stated that writing is one of the most challenging skills for students (Adas and Bakir, 2013). In writing skill, the students are expected to create a product different from reading and listening skills. The students have to be able to write a text.

Based on the writer's experience while doing teaching training practice in one of Senior High School, most of the students have difficulties in writing. There are some factors that make it is difficult for the students in writing. First, English is learned as a foreign language in Indonesia. It makes the students difficult to master the vocabulary. However, vocabulary is the important element in writing. Second, the students feel difficult in finding ideas to write. This problem relates to the first stage of the writing process, pre-writing. Prewriting includes thinking, taking notes, brainstorming, outlining and gathering information about the topic that is going to write. In addition, a teacher usually gives a topic and then asks the students to write the text individually at home. Asking the students to write individually while they do not have ideas to write makes the students prefer to copy their friend's homework or copy from the internet.

Based on the explanation above, the main problem for the students is in finding and generating ideas about a topic. In order to solve this problem, the teacher has to use a technique and guide them in doing that technique rather than ask the students to write individually at home. Brainstorming is one of the techniques that teacher can use in helping the students in generating ideas. The students can do brainstorming individually or group. One alternative way to do brainstorming is Brain Writing. (Litcanu et al, 2014). There are many kinds of Brain Writing that teacher can use in teaching learning process in order to help the students in generating ideas. One of them is 6-3-5 Brain Writing. 6-3-5 Brain Writing is a group creativity technique in generating new ideas in a short time. The students sit in a group of six and they have to generate three ideas in 5 minutes.

## **B. DISCUSSION**

### **a. Teacher's Preparation**

Before doing this activity, the teacher needs to do some preparation. In doing brainstorming by using 6-3-5 Brain Writing, it has several things to prepare:

#### **a. Learning Material**

Before teaching and learning process, the teacher should prepare teaching material. It is what the teacher is going to teach in the classroom. Since this paper discusses brainstorming that is in pre-writing activity, the

material is related to basic competencies about writing a text. In curriculum 2013, there are descriptive, narrative, recount, explanation, and analytical exposition text.

As the example, the writer chooses analytical exposition text. The material is about analytical exposition text. After that, the teacher finds a topic that is going to write. The topics should be familiar and interesting for the students. The teacher can choose some new issues or trending topics. As the example, the writer chooses a trending topic a few weeks ago whether *tik tok*, a viral app, should be blocked or not by the government.

b. Learning Media

In using 6-3-5 Brain Writing in doing brainstorming, the teacher can use videos related to the topics to stimulate and get ready the students to find the ideas to write. Based on the topic that has chosen before, the video is about *tik tok*.

c. Lesson Plan

A lesson plan is a detailed planning of a lesson used by the teacher in guiding class instructions. The content is core competencies, basic competencies, learning objectives, learning material, learning method, learning media, teaching and learning process, and scoring and evaluation. There are three parts of teaching and learning process: pre-teaching, whilst teaching and post-teaching.

**b. Teaching Procedure**

The teaching procedure is divided into three: pre-teaching, whilst teaching and post teaching.

a. Pre Teaching

Pre-teaching is an opening activity before the learning process. It is used to get ready for the students to study. There are some activities that the teacher does in pre-teaching:

- The teacher says *salam* and greets the students.
- The teacher asks the students to pray.
- The teacher checks the students' attendance
- The teacher gives motivation to the students.
- The teacher reviews the last lesson by asking questions.
- The teacher tells about a new topic that they are going to learn.
- The teacher explains the objective of the lesson.

b. Whilst Teaching

This is the main parts of teaching procedures. Teacher use learning materials, learning method, learning media, and learning sources to develop the activities. Based on curriculum 2013, there are 5 steps of teaching and learning process: observing, questioning, collecting

information/experimenting, associating and communicating. While observing, students can ask questions.

### 1. Observing and questioning

In observation, the teacher provides the students a video about *tik tok* app. Before playing the videos, the teacher asks the students to pay attention to the video, and then if the students have something they do not understand, they can ask questions. Here are the activities in observation and questioning section:

- The teacher plays the video about *tik tok*.
- The students watch the video. After the video is done, the teacher asks the students whether they understand or not. If most of the students do not understand, the teacher can play the video once more and tell the students to ask questions about the video.
- The students ask questions about the video.
- The teacher answer students' questions by asking others opinion. Then, based on the students' opinion, the teacher explains the answer to make it clear and avoid students' uncertain about their friends' answers.

### 2. Collecting information

It is time for the students to collect the ideas about *tik tok* app that the students get while watching the video in observing and questioning section. Based on the video, the students can imagine and think about why *tik tok* app should be blocked by the government. In this section, 6-3-5 Brain Writing is going to use to help the students doing brainstorming to generate ideas.

- The teacher tells the students the rules of doing 6-3-5 Brain Writing. The students are not allowed to talk while writing the ideas. The ideas can be a phrase. It is better for the students to write the ideas short enough because the time is limit.
- The teacher asks the students to sit in a group of six.
- Then, the teacher gives the students a form of 6-3-5 Brain Writing (see appendix 1) to write the ideas. Before starting, the teacher asks the students to write the topic and name on top of the form.
- After that, the teacher gives 5 minutes for the students to think and write the ideas. Each student writes 3 ideas. The example of ideas:
  - a) *Tik tok* has a bad impact on children.
  - b) Many *tik tok* videos are not good to watch.
  - c) There are no advantages of *tik tok*.
- After the 5 minutes done, each group has 18 ideas.

### 3. Associating

In this section, the students evaluate the information/ideas that have been collected in the previous section. The students in groups decide the more related, and reasonable ideas about the topic.

- All the members tell the group the ideas they have written and explained why they think the ideas are appropriate to the topic.

For example:

There are three ideas from a student:

- a) *Tik tok* has a bad impact.
- b) Many *tik tok* videos are not good to watch.
- c) There are no advantages of *tik tok*.

Then, the students give the opinion about the ideas. The first idea is *tik tok* has a bad impact on children. The student has to explain to others. For example, the student says that *tik tok* app has a bad impact because the content is negative.

- While their friend telling the ideas and the reason, others should take a note to help them in deciding the best ideas to choose from.
- After that, the group discusses which idea is the best among the three ideas of their friends. At last, each member of the group just has one best idea.
- Finally, each group has 6 ideas.

#### 4. Communicating

In this last section, the students tell the class the result of their group discussion.

- Each group reports the result of the group discussion. The students have to tell the ideas and the reason why the ideas are chosen.
- The same ideas among the groups are not allowed. If one group has same ideas with others, the students may cheat and copy their friends writing. The group who present earlier is allowed to have the idea, so others group should eliminate the same ideas.
- At last, each group at least has 3 ideas/arguments to write. This is the end of 6-3-5 Brain Writing process. The students will write the text at home as their homework. Then, it will check by the teacher in the next meeting.

#### c. Post Teaching

This is the last part of the teaching and learning process, here are the activities:

- The teacher together with the students concludes the lesson.
- Then, the teacher tells the students about the next lesson.
- The teacher and the students end the lesson by praying.

### C. CONCLUSION AND SUGGESTIONS

Based on discussion above, it can be conclude that 6-3-5 Brain Writing helps the students in finding and generating ideas. By using 6-3-5 Brain Writing, the students feel free to write their ideas because critics and comments are not allowed while brainstorming is running. In addition, using 6-3-5 Brain Writing encourages the students to think creatively in a short time. The students are expected to write 3 ideas in 5 minutes.

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