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BRAIN WRITING LEARNING MODEL USING EPISODIC MEMORY IN TEACHING NARRATIVE TEXT

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ABSTRACT

The aims of this study was (1) To find out the significant brain writing learning model using episodic memory in teaching narrative texts (2) to determine the students' interest in applying brain writing learning model using episodic memory in teaching narrative text. This study used quasi-experimental method. This research was conducted at SMPN 30Makassar with total number population consist of 810 students. The researcher used a random sampling technique. The total sample used was 60 students. The researcher divided the sample into two classes, namely the experimental class and the control class. The instruments of the research were tests, questionnaires and interviews. Based on data analysis, it can be concluded that brain writing learning model using episodic memory in teaching narrative texts not significantly improve the students achievement especially in writing narrative text. Brain writing learning model using episodic memory also is very effective to be applied to avoid student boredom and make students more interest in learning process.

Keywords: *Brain Writing, Episodic Memory, Writing and Narrative Text.*

INTRODUCTION

The role of a teacher in the teaching-learning process must be able to develop and changes the students behavior. Change behavior is the goal of learning. According to Oemar Hamalik (2010: 79) reveals that the taxonomy of educational goals is used as a basis for formulating learning objectives. The objective taxonomy consists of cognitive, affective, and psychomotor domains. Therefore, in teaching in any field of study the teacher must strive to develop students' knowledge, skills, values and attitudes, because these three aspects are personality builders individual.

In Indonesia, English as one of the subject taught in schools. Teaching English must contain efforts that can carry a series of skills. These skills are closely related to the processes underlying the mind. According to Tarigan, in Muchlisoh (1996: 257) there are four aspects of language skills that include language teaching: (1) *listening skills*; (2) *speaking skills*; (3) *reading skills*; and (4), and the four skills are related to each other.

One of the activities in teaching English in Junior High Schools that have an important role is teaching writing. Writing is one of the language competencies that exist in every level of education, from preschool to college level. Writing is one of the 4 language skills that students must master well. According to Yeti Mulyati, et al. (2008: 5.3) writing is a process of thinking and expressing that thought in the form of discourse (text). According to The Liang Gie (1992: 17) Writing is a whole series of activities someone expresses ideas and conveys them through language written to the reader to be understood. In connection with this, writing can be interpreted as a whole series of activities for someone to express ideas and convey them through written language to the reader to be understood correctly as intended by the author or author. The text itself has various classifications and types. According to Yusi Rosdiana, et al. (2008: 3.22) Narrative text is one type of text that contains stories. This means that writing narratives is one type of text that is storytelling, both based on experience, observation, and based on imagery author.

Writing narration is an existing writing competence and starts at the level of junior high school. Students can express their feelings and ideas to others through narrative writing activities. The ability to write narratives cannot automatically be mastered by students, but must go through a lot of practice and practice so that students will be easier to express in writing activities. In connection with that writing ability must be increased since childhood or starting from junior high school. If writing skills are not improved, the ability of students to express their thoughts or ideas through written forms will diminish or not develop.

Different things can be found in other language skills , writing skills require a number of potential supports. To achieve this requires seriousness, sincerity, willpower, even with serious study. Thus, it is natural to say that improving writing skills will encourage students to be more active, creative and train skills.

Teaching and learning activities are influenced by several factors, one of which is the learning method. According to T. Raka Joni in Soli Abimanyu (2008: 2-5) method is a way of working that is relatively general in accordance to achieve

certain goals. The method is a way of implementing activities in achieving goals, namely learning objectives.

One learning method that has been proven to optimize learning outcomes is the use of episodic memory. Episodic memory will certainly be very helpful for students in utilizing the potential of both brain parts. The existence of extraordinary interactions between the two hemispheres of the brain can trigger creativity that provides convenience in the writing process. Usually students use and develop the potential of both brains, there will be an increase in several aspects, namely concentration, creativity, and understanding so students can develop their writing with *episodic memory*.

Brain writing is a learning technique that is how its delivery through the written word or writing. *Brain* means brain, *write* means writing. So, brain writing is writing everything that comes to mind. Brain writing technique is a technique for devoting ideas about a subject matter or about something in writing developed by Scientists at the Batelle Institute in Frankfurt, Germany (Michalko, 2004). The technique is a bulk technique - ideas are carried out in writing.

Darmadi (1996: 44) there are two important principles that must be remembered in *brain writing* . First, don't think about whether the ideas produced are true or false, what is important in this procession is gathering as many ideas as possible with topics. Second, the overlapping of ideas is considered as a natural thing because it is not evaluated.

Thus this process is consciously or not we have begun the process of thinking. This series of thought processes will arouse one's intellectual abilities. Therefore, the thought process is carried out continuously so that this series of processes can produce ideas that are more interesting than the original idea.

Based on the background above, the researchers felt the need to conduct a research on *Brain Writing* Learning Model Using *Episodic Memory* in Teaching Narrative Texts.

LITERATURE REVIEW

Tarigan (1983: 3-4) says that writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In this writing activity, the writer must be skilled in utilizing graphology, language structure, and vocabulary. This writing skill will not come automatically, but must go through a lot of practice and practice regularly. In modern life it is clear that writing skills are needed. It is not too much if we say that writing skills are a characteristic of educated people or educated nations. In connection with this there is a writer who says that "writing is used by educated people to record, convince report or notify, and influence. Such goals and objectives can only be achieved well by people who can compile their thoughts and express them clearly; this clarity depends on the mind, organization, use of words, and structure sentence"

According to Karsana (1986: 4), writing or composing implies the act of composing, regulating, binding. Writing or composing is saying something by using language in writing. By expressing it, it is intended to convey, preach, tell, describe, explain, convince, manifest, and so on. From the meaning of writing above, it appears that writing is a complex activity. Its realization requires a number of formal requirements that of course also involve various factors that influence each other. A good understanding of the figure and aspects of writing, at least will help in realizing a theoretically more rigorous program, and for this purpose theoretical review of aspects of writing will provide many useful contributions.

Writing is a whole series of activities a person expresses his ideas or thoughts and delivers them through written language to the reading community to be understood. The thoughts can be in the form of experience, opinions, knowledge, desires, and feelings to the turmoil of one's heart. From the above theory it can be concluded that writing skills are a person's skills in giving birth to thoughts, feelings, and desires to others through graphic symbols that are understood by the writer himself and others who have similar understandings of the language used.

Purpose of Writing

Hartig (in Tarigan 1983: 24-25) says that the purpose of writing activities is seven, *assignment purpose*, *altruistic purpose*, *persuasive purpose*, *informational purpose*, *self-expression purpose*, *creative purpose*, *problem solving purpose* (the purpose of solving) problem).

a. *Assignment purpose* is that the writer does writing activities because of the task, not of his own volition. Examples of writing activities that have the purpose of assignment are students who summarize the book because of the assignment of the teacher, the secretary who is assigned to make a report or minutes of the meeting. They do writing, but not because of their own volition.

b. *Altruistic purpose* is writing to please the reader, avoiding grief readers, want to help the reader understand, appreciate the feelings and reasoning, readers want to make life easier and more fun with the work. A person will not be able to write effectively if he believes, both consciously and unconsciously that the reader as the connoisseur of his work is an opponent or enemy.

c. *Persuasive purpose* is writing that aims to convince readers of the truth of the idea expressed. Informational purpose or information, namely writing that aims to provide information or information or information to readers in the form of exposure or description.

d. *Self-expression purpose* is a writing that aims to introduce or express the author to the reader.

e. *Creative purpose* is objectives closely related to the purpose of self-expression. However, the creative desire here exceeds self-statement, and involves itself with the desire to achieve artistic norms, or ideal art, ideal art. Writing that aims to achieve artistic values, artistic values.

f. *Problem solving* is that with this writing the author wants to solve the problem at hand. The author wants to explain, clarify, explore and examine

carefully his own thoughts and ideas so they can be understood and accepted by the readers.

From the above opinion, it can be concluded that the purpose of writing is to give information to the reader, convincing the reader of the truth of the ideas expressed, directing, and limiting the writing so that it will produce a complete writing.

Understanding Narrative Text

Narrative text is a text that tells an event. In narrative texts, there are storylines, characters, settings, and conflicts. The narrative text does not have the main sentence. The narrative text is compiled by chronologizing sequential events. Narrative text is a form of discourse whose main goal is acts of conduct woven and arranged into an event that takes place in a single unit of time. Alternatively, it can be formulated in other ways that narrative is a form of discourse that tries to describe clearly to the reader an event that has occurred (Keraf, 1981: 135).

Narrative is a text in which tells an event coherently in a single unit of time (Damayanti, 2007: 12). Narrative is a text that tells the story of an event or event itself. Events narrated in narrative prose are in the form of a series of actions or actions that have a causal relationship and are bound by a unity of space and time (Suryanto, 2007: 36-39).

Based on this understanding, the author concludes that narrative text is a text that tells an event or event with the aim that the reader told witnessed or experienced the events. In narrative text, the author prioritizes the storyline, by presenting events sequentially or chronologically so that the reader told experiencing of the events.

Brain Writing

Learning strategies are indeed one way that can be used to achieve learning goals. The strategies used in learning activities also vary greatly, one of which is *brain writing*. The term *"brain writing" was* created by scientists at Batelle Institude in Frankfurt, Germany. According to Michalko (2004: 315), *brain writing* is a

brainstorming approach, when a group produces ideas in writing. *Brain writing* strategy is a good strategy to improve students' skills in write.

As for opinions according to Brokop, et al (2009: 9), *brain-writing* strategies allow individuals to share ideas with groups through exchanging ideas written on paper, or to share ideas through computer networks. One group member writes an idea, another reads it and adds his own feedback and ideas, and then shares them with one other.

Similarly, as expressed by Baxter (2001: 81), *brain writing* requires everyone to be able to write a number of ideas and ideas on a piece of paper, both in column and row form. Each sheet is then submitted to other members in the group and they must try to improve or develop all the ideas further by adding a new line or column. This can be repeated several times until the ideas have run out or until each group member adds his idea to the other members in the group.

Similar opinion was also expressed by Brahm & Kleiner (in Wilson, 2013: 44), that *brain writing* is a method that quickly generates ideas by asking participants to write their ideas on paper and exchange written ideas with group members. This is considered more effective than that say their ideas verbally as they did in *brainstorming*.

From several opinions above, it can be concluded that *brain-writing* strategies are learning strategies used to improve writing skills. In practice, this *brain writing* strategy requires students to be able to write their ideas in writing on a piece of paper. Students can also add each other or exchange ideas with other students in the group. This strategy is also useful to encourage students who are quiet or less confident to be able to express their ideas in the form writing.

Episodic Memory

According to Bruno (1987), memory is a mental process that includes coding (encoding), storage, and recalling information and knowledge all of which are centered in the brain.

Episodic memory, which is a special memory that stores information about events, which occurs or is experienced by individuals at certain times and places,

which serves as an autobiographical reference, (Daehsler and Bukatko, 1985). This memory is a specific personal experience that involves emotional activity. When information is presented in an emotionally satisfying form for example through a film or story then it will usually be easy to remember well.

METHODOLOGY

The writer used a type of quasi-experimental design. Researchers use this type of research because the population is too much, there were 9 classes, so it is difficult to research to take samples randomly. In this study, researchers divided the class into two groups, namely the experimental group that would use *episodic memory* with the *brain writing* learning model in the learning process and the control class that used conventional teaching methods in the learning process. This research was conducted in SMPN 30 Makassar.

The sampling technique used is the *Random Sampling* technique. The researcher uses this technique because the population and sample in this study are homogeneous, that is, all students of class VII of SMPN 30 Makassar. From the results of random sampling, class VII A is obtained as a control class. In addition, for the trial class, it was obtained class VII B. The instruments or tools used to collect research data are test instruments to measure learning outcomes and questionnaire questionnaires to determine student interest in the learning model used. Data obtained from the sample through the learning outcomes test instrument and questionnaire used to answer questions or test the hypothesis proposed by the researcher. After the data is obtained, the next step is for researchers to process data using techniques, including descriptive Statistic analysis its help using application Statistical *Product and Service Solutions* (SPSS) 20.

DISCUSSION

The Result of Students' Achievement Test

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in teaching narrative text before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this

research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the writing test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

a. *Scoring classification of the students' pretest for experimental and control group*

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1. The Percentage of Students' Pretest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0	0	0
Good	61-80	12	40	11	34
Fair	41-60	17	57	18	60
Poor	21-40	1	3	2	6
Very Poor	1-20	0	0	0	0
Total		30	100%	30	100%

Based on the data in Table 4.1, experimental group showed that out of 30 students, there was none of them categorized as very good. There were 12 (40%) students yielded good. In the next level categorized as fair which 17 (57%) students dominated. There were 1 (3%) students positioned in category of poor. There was none of them categorized very poor.

In control group, the data indicated that out of 30 students, there was none students gained very good and there were 11 (34%) students in good classification. There were 18 (60%) students classified as fair. In poor classification, there were 2 (6%) students. There was none of them categorized very poor classification.

b. *The mean score and standard deviation of students' pretest for experimental and control group*

Before the treatments were performed, both experimental and control group were given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether both experimental group and control group were at the same level or not. After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2. The Mean Score and Standard Deviation of Students' Pretest

Group	Mean Score	Standard Deviation
Experimental	61.10	8.343
Control	60.83	10.282

Based on the classification of vocabulary test, the mean score of the control group (60.83) was considered fair with the standard deviation 10.282. In the experimental group, also the category of fair was clearly identified since the mean score was 61.10 with the standard deviation 8.343.

Both mean scores of the control group and experimental group are slightly different. The significant difference of both groups in pretest can be seen on table 4.5. Even though there is a different value between the control and the experimental group, the experimental group is higher than control group but both of them are still categorized as fair from five levels. It indicates that the two points of the classification reached by the students are still low.

c. *Scoring classification of the students' posttest for experimental and control group*

The scores of students' vocabulary achievement were classified into five levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3. The Percentage of Students' Posttest Score

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	7	23	7	23
Good	61-80	23	77	23	77
Fair	41-60	0	0	0	0
Poor	21-40	0	0	0	0
Very Poor	1-20	0	0	0	0
Total		30	100%	30	100%

From the classification, the scores, and the rate percentage of the experimental group illustrated in the table above that out of 30 students, two of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 23 (77%) students named as good. In this group, there were 7 (23%) students have the ability to gain the very good level.

In control group showed that out of 30 students, for a very good category, it was reported that there were 7 (23%) and 23 (77%) students mentioned as good. In the next level categorized as fair which was dominated by 8 (40.0%) students. For fair, poor and very poor category, it was reported that no one reached them (0 %).

Based on the description above, it is clear that there is a much more significant improvement of speaking reached out by the students in experimental group through treating those students during the research.

d. The mean score and standard deviation of students' posttest for experimental and control group

The result of the posttest employed to the control and experimental group was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of both groups.

Table 4. The Mean Score and Standard Deviation of Students' Posttest

Group	Mean Score	Standard Deviation
Experimental	78.67	6.149
Control	77.67	7.160

It can be observed in the table above that the control group was valued 77.67 for its mean score with the standard deviation obtained 7.160. For the experimental group, the mean score was 78.67 with the standard deviation valued at 6.149. It can be referred from the description about the mean score and the standard deviation. For both control and experimental groups before and after the research (pretest and posttest), that although the control group has a little improvement in enriching the vocabulary from the mean score 60.83 in pretest to 77.67 in posttest but the level of the six category is still in fair level. Following the control group, the experimental group also shows an improvement in enriching writing narrative text. However, the experimental group produces a better improvement or a higher achievement that turns from 61.10 in pretest to 78.67 in posttest or fair classification to good classification.

e. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest yielded by the control and the experimental group. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 19, N1+N2 – 2, the number of students of both groups (each 20). The following table illustrates the t-test value result:

Table 5. The Paired t-test Value of Students' Achievement on Control and Experimental Group

Variables	Probability Value	α	Remarks
Pretest of control and experimental group	0,913	0,05	Not Significant
Posttest of control and experimental group	0.564	0,05	Not Significant

Based on the result of data analysis as summarized in table 4.5 pretest of control and experimental group, the researcher found that the p-Value (probability value) is higher than α (0.913 > 0.05) and the degree of freedom 29. The t-test value of experimental and control group in pretest was remarked not significant.

Meanwhile, the p-Value of posttest from both groups was higher than α (0.564 < 0.05) and the degree of freedom was 29. The t-test value of both groups in posttest was remarked not significantly different. It indicated that the alternative hypothesis (H_1) was rejected and, of course, the null hypothesis (H_0) was accepted. It showed that the use of method not significantly enrich students' writing narrative text in the experimental group.

The Result Data Analysis on the Questionnaire

The purpose of the questionnaires distribution was to know the students' interest during the research. The questionnaire was distributed to the students in experimental group only after having treatments. All of the questions were answered individually based on their opinion after having treatments. Each questionnaire contained 20 statements in which 10 statements were positive and 10 statements were negative. The options of the questionnaires were (1) very interesting, (2) interesting, (3) Undecided, (4) not interesting, and (5) Not at All Interesting. All five options of the responses were given values differently. As mentioned in the previous chapter, the scoring of the questionnaires was analyzed statistically based on the application of Likert Scale. The result shows the student's interest of the use of brain writing learning model using episodic memory in teaching narrative text. This is indicated by the percentage of the students' questionnaire shown in the following table:

Table 6. The Percentage of Students' Interest

No.	Classification	Range	Frequency	Percentage
1.	Very Interesting	85 – 100	20	67
2.	Interesting	69 – 84	8	27
3.	Undecided	51 – 68	2	6
4.	Not Interesting	36 – 50	0	0
5.	Not at All Interesting	20 – 35	0	0
	Total		30	100

Based on the classification above, it indicated that the overall responses were only in very interesting, interesting and undecided classification. From 30 students, 20 (67%) of them reached the high classification, very Interesting. The rest 8 (27%) students were categorized as interesting classification and 2 (6%) were

categorized as undecided. From all classifications, none the students were categorized as Not Interesting and none in category not at all interesting. From the data, it was found that all of the student's interest of the use of brain writing learning model using episodic memory in teaching narrative text.

The result of students' pretest, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using the method. Some factors can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using memorization as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of Method gives progress significantly toward students' achievement. It means all the students could enrich their writing; it is proved by the students' mean score before and after the treatment gets increase as stated before. The writing achievement showed better in the experimental group compared to the control group. The experimental group was two levels higher than the control group from fair classification turned to good classification.

The statistical data based on the t-test through SPSS Version 20 to test the hypothesis indicated that the probability value of the experimental group is higher than alpha (α) in which (0.564 < 0.05). It meant that the H_1 of the hypothesis was rejected.

The questionnaire was given to the students to cover the statements about the student's interest of the use of brain writing learning model using episodic memory in teaching narrative text.

Based on the questionnaire result, it indicated that the overall responses were only in very interesting, interesting and undecided classification. From 30 students, 20 (67%) of them reached the high classification, very Interesting. The rest 8 (27%) students were categorized as interesting classification and 2 (6%) were categorized as undecided. From all classifications, 1 (5%) of the students were categorized as disagree and none in category strongly disagree.

CONCLUSION

From this fact, it points out that the way of English teacher in conducting materials is closely related to the students' interest or response toward English teacher. The teacher classroom management brings together experience, ability and feeling as well as toward teaching English as a foreign language.

The result of questionnaire that was given after the posttest shows that the student's interest of the use of brain writing learning model using episodic memory in teaching narrative text. The questionnaire was given after the posttest to experimental group to know the students' interest in using the method to learn writing use of brain writing learning. Based on the analysis of questionnaire the researcher concludes that the students are interested use of brain writing learning model through episodic memory in teaching narrative text.

Based on data analysis, it can be concluded that brain writing learning model using episodic memory in teaching narrative texts not significantly improve the students achievement especially in writing narrative text. Brain writing learning model using episodic memory also is very effective to be applied to avoid student boredom and make students more interest in learning process.

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