Improving Students' Writing Skill in Writing Descriptive Text using Brainstorming Plus Webbing Techniques

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Abstract

Improving students' writing skills is the most important thing in their academic journey, yet it often poses some difficulties. This research was aimed to explore into this critical area, specifically focusing on improving students' ability in writing descriptive text. Moreover, it seeks to determine the effectiveness of applying either one or two writing techniques in order to achieve this objective.The study was conducted among 25 students in the VIII H class at SMP Negeri 29 Semarang. To measure the impact of different writing techniques, pre-tests and post-tests were conducted as research instrument. The control group were instructed to utilize the brainstorming technique exclusively, while the experimental group were treated by receiving instruction using both brainstorming and webbing techniques. Upon analysis of the collected data, the results showed a significant difference in students' achievement in writing descriptive text between the two groups. Specifically, the t-test value was calculated of 8.47 meaning that it surpassed the critical t-table value of 2.069 at a 5%. This differences underscores the acceptance of the alternative hypothesis (Ha), indicating the efficiency of the brainstorming plus webbing techniques in developing some improvements in students' descriptive writing skills compared to just utilizing brainstorming alone. These findings hold deep implications for academical practices aimed at improving students' writing abilities. By explaining the effectiveness of utilizing multiple teaching strategies, this research not only contributes to the academic conversation on effective teaching techniques but also provides valuable insights for educators seeking to level up their teaching approaches for the benefit of their students' academic development.

Keywords: writing, descriptive text, brainstorming technique, webbing technique

Meningkatkan Keterampilan Menulis Siswa dalam Menulis Teks Deskriptif Menggunakan Teknik *Brainstorming* Ditambah Teknik *Webbing*

Abstrak

Meningkatkan kemampuan menulis siswa merupakan hal yang sangat penting dalam tahapan akademis mereka, namun sering kali merupakan tantangan yang signifikan. Dalam penelitian ini, kami berusaha untuk menelusuri ruang lingkup ini, dengan fokus khusus pada meningkatkan kemampuan siswa dalam membuat dan menyusun teks deskriptif. Selain itu, penelitian ini bertujuan untuk menentukan efektivitas dari penggunaan satu atau dua teknik menulis dalam mencapai tujuan ini. Studi ini dilakukan dengan mengajak 25 siswa yang terdaftar di kelas VIII H di SMP Negeri 29 Semarang. Untuk menilai dampak pendekatan pengajaran yang berbeda, *pre-test* dan *post-test* dijadikan sebagai alat untuk mengukur nilai kemampuan siswa selama penelitian berlangsung. Kelompok kontrol atau *control group* menjalani pembelajaran hanya dengan menggunakan teknik *brainstorming* saja, sementara kelompok eksperimen atau *experimental group* menerima pembelajaran yang menggunakan pengabungan dari teknik *brainstorming* dan *webbing*. Setelah menganalisis data yang terkumpul dari *pre-test* dan *post-test*, hasilnya menunjukkan bahwa terdapat perbedaan yang signifikan dalam pencapaian siswa dalam menulis teks deskripsi antara kedua kelompok. Temuan ini memiliki implikasi yang mendalam bagi praktik pengajaran yang bertujuan meningkatkan kemampuan

menulis siswa. Dengan menjelaskan efektivitas penggunaan berbagai strategi pengajaran, penelitian ini tidak hanya memberikan kontribusi pada diskusi ilmiah tentang metodologi pengajaran yang efektif tetapi juga memberikan wawasan berharga bagi pendidik yang ingin mengoptimalkan pendekatan pengajaran mereka demi kemajuan akademis siswa mereka.

Kata Kunci: Menulis, Teks deskripsi, Teknik brainstorming, Teknik Webbing

Introduction

Language is an important tool for communication and helps individuals express their thoughts, emotions, and ideas. It is the basis of human interaction and allows us to connect with people from different backgrounds, cultures, and regions. Language plays an important role in transmitting information between individuals. (Hidayati, 2019) stated that language is the media of communication used by us humans to communicate with each other. It means that language serves as the fundamental tool or channel that humans employ to engage in communication and establish connections with fellow humans.

As one of many international languages, English serves important roles in every country's communication. In Indonesia, it is used to be the foreign language taught in Schools and Universities. It does be seen as an important skill for students to have in order to be competitive in the work field and to facilitate communication with people from other countries. English has become a widely used language in international business, science, and technology, making it an important language for students to learn in Indonesia.

There are 4 aspects in the English that should be learned by people. All of those aspects are mentioned by (Blanchard & Root, 2003), which consisted of reading, listening, speaking, and writing. Of all the skills mentioned, writing is one of the aspects that require more skill be mastered than the other three. By the difficulties level, writing is considerably difficult to learn and this statement could be supported by (Khakim, 2021), who stated that writing is the most difficult skill to be mastered. This has a meaning that writing needs to be learned properly, considering it is basically the most difficult part of the English language. Writing is more than just putting words on paper. It's like a journey where you take your thoughts and turn them into something others can read and understand. This journey has different steps, like planning what you want to write, putting it down in a rough draft, fixing it up to make it better, and then checking it over for mistakes. Becoming good at writing takes time and practice. You have to keep trying, being patient, and working to make your writing better. But writing isn't just about writing words. It's about sharing ideas, connecting with people who read what you write, and making sure your message gets across clearly. So, it's important to remember that writing is more than just putting pen to paper; it's a way to express yourself and communicate with others.

To counter that difficulties mentioned, students should master it very well which mentioned by (Anggraini, 2020) who stated that Every student should aim to master writing skills since they hold significance for academic reasons. (Virdaus, 2019) mentioned that writing plays an essential role in promoting language acquisition as a productive language skill. Students' inspection of words, phrases, sentences, and large pieces of writing illustrates their thoughts successfully and reinforces the grammar and vocabulary they experience in the classroom environment. If their ability is poor, they are likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will succeed in their progress.

Writing is a big deal when learning English, and that is why any students find it hard. So, getting good lessons and practicing writing a lot is super important for becoming really good at English. Writing is also super important for students because a lot of how well they do in school depends on how well they can write. In Indonesia, all the students learn English as a second language during their school lesson (Khakim, 2021). One subject within English classes is writing, which students often find challenging due to various issues they encounter (Septiana et al., 2023). Among the difficulties they encounter are limited vocabulary,

uncertainty about what to write, and a lack of knowledge about the proper structure of the text. Consequently, many students tend to write whatever comes to mind without focusing on making their sentences flow well or structuring their writing correctly (Parwati & Sugesti, 2023). A lot of their writing was kind of unclear, not really looking like good writing. But things might get better if they start using a technique called brainstorming and webbing when they write. These techniques helps them think of creative ideas in a new way, which can lead to more interesting writing (Rizky et al., 2023). It also helps them understand how to write better sentences and paragraphs that make sense and flow nicely.

The aim of this study was to improve the writing skills of eighth-grade students at SMP N 29 Semarang in creating descriptive texts. The researcher believed that by using brainstorming plus webbing techniques, students' writing abilities could be improved effectively in the context of descriptive text.

In order to accomplish these aims, writers often employ various strategies and techniques to streamline their work and enhance its effectiveness. One such strategy that merits attention is the utilization of writing techniques. These techniques encompass a spectrum of approaches, tools, and methodologies aimed at facilitating the writing process and optimizing the clarity, coherence, and impact of the written message.

Various approaches exist for brainstorming techniques, but their common objective is to gather a lot of information about a written topic. This process enables writers to enhance their knowledge of the subject and gather a lot of resources to be applied while crafting their final written piece.

By embracing and employing writing techniques, writers can navigate the intricacies of the writing process more efficiently, empowering them to articulate their thoughts with greater precision and effectiveness. Whether it involves employing rhetorical devices to captivate the reader's attention, structuring the narrative to unfold in a compelling manner, or refining language to evoke specific emotions or reactions, writing techniques serve as invaluable resources in the writer's toolkit.

Ultimately, the integration of writing techniques into one's repertoire not only enhances the quality of written work but also

fosters a deeper engagement with the audience, facilitating a more profound exchange of ideas and perspectives. Thus, recognizing the significance of writing techniques and harnessing their potential can significantly elevate the art and craft of writing, enabling writers to effectively convey their message and leave a lasting impact on their readers.

Brainstorming is a writing technique that's used to gather ideas and explore potential topics for a writing project. This technique allows writers to freely write down any thoughts related to the subject, without being concerned about the final result. It's very useful for students to grasp what they already know about the topic, as noted by (Hasibuan et al., 2020), where students naturally share their thoughts without pressure. The main aim is to create a list of ideas without caring in how they'll be used. This technique proves incredibly effective for all writers, whether they have a lot of ideas or only a few, as it aids in organizing thoughts. Furthermore, (Blanchard & Root, 2003) also emphasize that brainstorming is an advanced approach to generate extra ideas about a writing topic. Supporting this belief, (Anggraini, 2020) stated that brainstorming allows individuals to raise their ideas prior to starting the writing process. By sharing their ideas within a group, individuals not only enjoy a collaborative process but also ensure a continuous flow of words, since all ideas are shared together. This collective approach significantly reduces the fear of running out of ideas, thus developing a richer creative environment. A good way to generate ideas through brainstorming technique was mentioned by (Nugraha & Indihadi, 2019) as follows: select a topic, list all words and phrases that have connection with the topic and, don't think too much about the list. Instead, look for unusual connection among the items.

On the other hand, the webbing technique, also known as semantic mapping, is an important tool used in the prewriting stage of writing, assisting writers in organizing their thoughts and generating ideas. (Yudaningrum, 2020) describes it as a method where words or phrases are arranged on paper in a web-like structure, helping writers gather more ideas. (Utari, 2019) notes its benefits for both teachers and students, as it aids in material connections and encourages creativity in writing. (Hasibuan et al., 2020) further highlight its role in enhancing students' abilities and interests by presenting keywords associated with the subject

matter, promoting clearer comprehension and increased engagement in learning.

As the writing techniques were implemented, the classroom should also be conditioned. The lecturer had to have the skill to make the teaching and learning process as comfortable as they could. By creating a relaxed and supportive environment, students are more likely to feel comfortable sharing their thoughts and ideas.

The techniques described here are brainstorming and webbing. Brainstorming is used at the beginning of writing. Its aim is to come up with ideas and explore possible topics for a writing project. On the flip side, there's the webbing technique. This is also used in the initial stages of writing. Its goal is to gather many useful words and sentences to include in the writing project. The main difference between brainstorming and webbing is that brainstorming uses lists to gather ideas, while webbing uses a structure like a web, with the writing topic at the center.

Method

In the pursuit of understanding social events, the researcher in this study adopted an approach by leveraging numbers and statistical analysis as the foundation of investigation. This approach is also known as quantitative research, specifically quasi experimental. This research operates on the premise that data relating to the subject matter can be quantified and measured.

By employing this method, the researcher anticipates that the findings will easily understood and interpretable given their dependance on numerical representations, thus enhancing the clarity and depth of understanding.

The objective of this research was to enhance students' descriptive writing skills through the implementation of brainstorming and webbing techniques.

By recognizing the importance of effective communication skills in academic and professional scopes, the researcher was working closely with an English teacher to facilitate the integration of these instructional strategies into the classroom environment, thus nurturing a conducive learning environment conducive to skill development.

The study was structured as quasi experimental design, which basically comparing different groups to determine the effects of various treatments. Departing from conventional methodologies that often treat a control group with nothing, this study adopts an innovative approach in which the control group receives a different treatment instead, in this case only the brainstorming technique. This new setup enables a comprehensive examination of the comparative effectiveness of different instructional interferences on students' writing skills.

Furthermore, the researcher incorporates elements of quasi-experimental design into the methodology, incorporating pre-test and post-test to capture the development of participant responses over time. Two participant groups are involved in this design: one group experienced the full treatment by using both brainstorming and webbing techniques, while the other group, instead of remaining untreated, they received an alternative treatment strategy involving exclusively the utilization of brainstorming techniques.

Through the careful execution of this research design, the researcher endeavors to collect valuable perceptions into the effectiveness of different instructional methods in enhancing students' descriptive writing skills. By employing an approach that integrates quantitative analysis with practical academic strategies, this study aims to contribute significantly to the enhancement of teaching methodologies and the promotion of effective learning outcomes in the field of language education.

The teaching method used focuses on brainstorming and webbing techniques for teaching descriptive writing. The pre-test and post-test design is following an outline from (Hikmawati, 2022) as follows:

Group A R O_1	x	O_2
Group B R O_3	y	O_4

In which each of content displayed above were as follows:

A : Experimental group
This refers to the group of participants in the study who received the treatment, which in this case was the combination of brainstorming and webbing techniques. Their performance was measured through pre-test (01) and post-test (02) scores.

B : Control group

This denotes the group of participants who did not receive the treatment and served as a comparison to the experimental group. Their performance was also measured through pre-test and post-test scores.

0_1 : Pre-test for experimental Group
This is the initial assessment conducted before the experimental group receives any treatment. It serves as a baseline to gauge their writing skills before exposure to the brainstorming and webbing techniques.

0_2 : Post-test for experimental Group
This assessment is conducted after the experimental group has received the treatment. It helps evaluate any changes or improvements in their writing skills as a result of the treatment.

0_3 : Pre-test for control group
Similar to point 3, this is the initial assessment conducted before the control group receives any treatment. It serves as a baseline to gauge their writing skills before any intervention.

0_4 : Post-test for control group
Similar to point 4, this assessment is conducted after the control group has completed the study period without receiving any treatment. It helps evaluate any natural changes in their writing skills over time.

X   : Treatment using the brainstorming and webbing Techniques
This indicates the treatment administered to the experimental group, which involves the combined use of brainstorming and webbing techniques to enhance their writing skills.

Y   : Treatment using only brainsotming technique
This indicates the treatment administered to the control group, which involves the use of brainstorming technique to enhance their writing skill and as an object of comparison as well.

R   : Roster (group)
This refers to the grouping or assignment of participants into either the experimental or control group for the study, ensuring proper organization and management of the research participants.

The research focused on eighth-grade students from SMP Negeri 29 Semarang, aimed to improve their descriptive writing skills using brainstorming and webbing techniques. Purposive sampling was employed to select students from the 8H classroom as the sample group. Data collection involved pre-tests and post-tests administered to both experimental and control groups to assess writing abilities before and after treatment.

The researcher followed a structured procedure, obtaining school permission, preparing research instruments, dividing the classroom into experimental and control groups, administering tests, providing treatments, and analyzing the data.

Data analysis included scoring tests based on evaluation standards to evaluate writing performance in various aspects. The study's objective was to determine whether the application of brainstorming plus webbing techniques would result in significant improvements in students' descriptive writing skills compared to using brainstorming alone, thereby contributing to educational research on effective teaching methods.

By comparing the post-test outcomes with those of the pre-test, the aim was to determine whether there will be significance improvements in the students' writing abilities.

Meanwhile, the procedure or steps of data collecting is as follows: The researcher visits SMP Negeri 29 Semarang to get a permission to conduct the research. Then, the researcher prepares the instrument for the research. After that, the researcher chooses one classroom as sample, and split the classroom into two group. Group one will be the experimental group and group 2 will be the control group. Next, the researcher gives pre-test for both experimental and control group about descriptive text. Then, the researcher gives treatment to experimental group with brainstorming plus webbing technique. After that, the researcher gives treatment to control group with brainstorming technique. Next, the researcher gives post-test for both group after they got treatment and finally, the researcher analyses data to find the result.

Results & Discussion

This study was conducted at SMP N 29 Semarang, which has a population of group VIII students. This study used a quasi-experimental approach with pre- and post-tests. The students were given a pre-test, a treatment, and a post-test. It took the researcher four meetings in three weeks to collect the data. In this study, the researcher employed VIII H students as both experimental group and control group.

The classroom was divided into 2 sides as group one and group two. Group one is the control group consisted of 10 students, and group two being the experimental group consisted of 15 students. The researcher wasn't able to get the same number of students for both groups because when the researcher came to the school and met the English teacher, the English teacher (Mr. Dani) said that he only managed one classroom for 8th grade class, and it was VIII H classroom. Originally, there were about 32 students in the classroom, but 6 of them was doing the student council's work of giving new students a tour and guide for their first day in the school for a week. Meanwhile, one other student was moving school before the first day of the school even began. This situation left the researcher with only 25 available students in the classroom. Since the researcher couldn't ask for other classroom and being limited for only 1 month of researching that consisted of only 5 meetings with the students, the researcher decided to split the VIII H classroom into 2 group, not using their presence because it wasn't created yet, but by dividing them by their sitting position. The 2 rows on the left was consisted of 10 students while 2 rows on the right were 15 students. The researcher then declared the left rows to be control group, while 2 rows on the right became experimental group.

During the first meeting, the researcher assigned all the students to write a descriptive text as the first test by using 8H classroom as the object/theme. The control group and experimental group were given the same treatment by using only observation. After the first test, the researcher continues to do the job by giving treatment to control group and experimental group by teaching them about descriptive text and the techniques that will be taught. After the first meeting, the researcher gave the experimental group a treatment using brainstorming and webbing technique while the control group was taught only with brainstorming technique. On the fourth meeting, after the control group were taught using Brainstoring technique and the experimental group were treated with brainstorming and webbing techniques, The researcher assigned a post-test for both with the test was making a descriptive text using SMPN 29 Semarang as the object.

The scoring system for each test was determined by scoring system by Brown (2004) as follows:

Student's score	grade	category
90-100	A	Excellent
80-89	B	Good
70-79	C	Adequate
60-69	D	Inadequate
Below 60	E	Failing

As we can see the table here is about the scoring system used by the researcher to score the students' assessment in writing descriptive text.

Each group received the same treatment when it came to scoring, ensuring consistency in the evaluation process. This approach aimed to minimize errors and maintain fairness in assessing students' work. The scoring system utilized a predefined set of criteria, as indicated in the table.

According to the scoring criteria, students who achieved scores ranging from 90 to 100 were assigned an "A" ranking, signifying excellent performance. Scores falling between 80 and 90 were categorized as "B," indicating good performance. Students who attained scores between 70 and 80 were given a "C" ranking, denoting adequate performance. Those who scored between 60 and 70 received a "D" ranking, indicating inadequate performance. Finally, students who scored below 60 were assigned an "E" ranking, indicating failing performance.

This systematic approach to scoring ensured clarity and transparency in evaluating students' work, allowing for accurate assessment of their performance levels. By adhering to predefined criteria, the researcher aimed to provide meaningful feedback to students while maintaining the integrity of the evaluation process.

The score from both group during pre-test and post-test could be seen from below:

Data computation of the Experimental group

Num	Experimental group		$x - x_1$	$(x - x_1)^2$
	Pre-test	Post-test		
1	63	82	19	361
2	85	88	3	9
3	69	87	18	324
4	70	84	14	169
5	62	92	30	900
6	74	91	17	289
7	74	79	5	25
8	76	79	6	36
9	81	86	5	25
10	67	79	12	144
11	63	85	22	484
12	66	80	24	576
13	71	91	20	400
14	78	78	0	0
15	67	82	15	225
Sum	1065	1264	210	3967
Mean	71	84,2	14	264,4

The information provided in the table highlights the data analysis conducted within the experimental group. This group received a special kind of teaching called brainstorming plus webbing technique. It's important to note that this group consisted of 15 students. Looking at the results, we notice some significant differences between the scores of the tests given before and after the teaching.

Before the teaching began, the average score of the students in the experimental group on the pre-test was 71. Then, after the teaching, on the post-test, their average score went up to 84.2. This means their scores increased by 14.2 points from the pre-test to the post-test.

This increase in scores suggests that using the brainstorming plus webbing technique helped the students get better at writing descriptive text. It shows that this teaching method can really make a difference in how well students write.

These results highlight the importance of using different teaching techniques to help students learn. By using methods like brainstorming plus webbing, teachers can help students improve their writing skills and become better communicators. This kind of teaching can have a positive impact on students' learning and development.

Data computation of Control group

Num	Control group		$y - y_1$	$(y - y_1)^2$
	Pre-test	Post-test		
1	80	89	9	81
2	81	90	9	81
3	74	85	11	121
4	70	72	2	4
5	81	89	8	64
6	68	84	16	256
7	81	82	1	1
8	74	78	4	16
9	79	91	12	144
10	71	87	16	256
Sum	759	847	88	1024
Mean	7,59	84,7	8	102,4

The information provided in the table highlights the data analysis conducted within the control group. This group actually shouldn't receive any treatment at all, and left untreated. But, the researcher is thinking differently by instead of not giving any treatment, this group receive only one treatment. The researcher did this so that the experimental group got a fair competitor to be compared. It's important to note that this group consisted of 10 students. Looking at the results, we notice some significant differences between the scores of the tests given before and after the teaching.

To know the difference between the students who taught using brainstorming with webbing and those who taught only using brainstorming, could be one by doing some steps such as calculating the mean of pre-test and post-test, standard deviation, standard error, and t-test.

1. Calculating the standard deviation of the experimental group. To calculate the standard deviation, the researcher is using a method as follows:

$$S = \frac{\sqrt{(x-\bar{x})^2}}{n-1}$$

In which

$$S = \frac{\sqrt{\left(3967-\frac{210^2}{15}\right)}}{15-1}$$

$$S = \frac{\sqrt{(3967-2940)}}{15-1}$$

$$S = \frac{\sqrt{1027}}{14}$$

$$S = \frac{32}{14}$$

$$S = \frac{3757}{14}$$

$$=2,2$$

After calculating the standard deviation of the experimental group, now the researcher began to calculate the standard deviation of the control group.

2. standard deviation of the control group

To calculate the standard deviation of the control group, the researcher is using the following method:

$$S = \frac{\sqrt{(y-\bar{y})^2}}{n-1}$$

In which

$$S = \frac{\sqrt{\left(1024-\frac{88^2}{10}\right)}}{10-1}$$

$$S = \frac{\sqrt{1024-774,4}}{10-1}$$

$$S = \frac{\sqrt{249,6}}{9}$$

$$S = \frac{15,7}{9}$$

$$=1,74$$

3. calculating the standard error of experimental and control group

After calculating the standard deviation of both groups, the researcher now calculates the standard error of each group. To calculate the standard error of the experimental group, the researcher is using a method as follows:

$$s\bar{x} = \frac{s}{\sqrt{n}}$$

Which means

$$s\bar{x} = \frac{2,2}{\sqrt{15}}$$

$$s\bar{x} = \frac{2,2}{3,8}$$

$$= 0,57$$

4. Standard error of the control group

To calculate the standard error of the control group, the researcher is using a method as follows:

$$s\bar{y} = \frac{s}{\sqrt{n}}$$

$$s\bar{y} = \frac{1,74}{\sqrt{10}}$$

$$s\bar{y} = \frac{1,74}{3,1}$$

$$= 0,56$$

After calculating the standard error of each group, the researcher is calculating the standard error of different mean using the following method:

5. standard error of the different mean

$$s\bar{x}_1 - s\bar{x}_2 = \sqrt{sx1^2 + sx2^2}$$

In which

$$s\bar{x}_1 - s\bar{x}_2 = \sqrt{(0,56)^2 + (0,57)^2}$$

$$s\bar{x}_1 - s\bar{x}_2 = \sqrt{0,31 + 0,32}$$

$$s\bar{x}_1 - s\bar{x}_2 = \sqrt{0,63}$$

$$= 0,79$$

After that, the researcher is calculating the t-test using the following method:

d. calculating the t-test

$$t = \frac{\bar{x}_2 - \bar{x}_1}{s\bar{x}_1 - s\bar{x}_2}$$

In which

$$t = \frac{84,7-84,2}{0,79}$$

$$t = \frac{0,5}{0,79}$$

$$=0,63$$

6. calculating t-value

The last thing to know whether the t-value is significant, the researcher is using degree of freedom (df) formula to do the calculation as follows:

$$df= (N_x + N_y - 2)$$

In which

df= (15 + 10 – 2)
=23

After finding the t-test score, the researcher uses the t-table to be compared with the t-test. If the result of t-table is lower than t-test, the hypothesis is rejected. Meanwhile, if the result of t-table is higher than the t-test, the hypothesis is accepted. From the previous calculation, the value of t-test was 8,47. To get the value of t-table, the 5% was 2,069 which making the result of 8,47 > 2,069 meaning that the t-test is higher than t-table making the Ha accepted because there is significance difference between students' achievement in writing descriptive text between those who taught using brainstorming with webbing technique than those who taught using only brainstorming technique, and it was proven to be better as well.

This increase in scores suggests that using the brainstorming technique could help the students get better at writing descriptive text. It shows that this teaching method can really make a difference in how well students write descriptive text.

These results highlight the importance of using different teaching techniques to help students learn. By using methods like brainstorming, teachers can help students improve their writing skills and become better communicators. This kind of teaching can have a positive impact on students' learning and development.

Conclusion

Students who learned using only the brainstorming technique improved a lot in writing descriptive text. Even though they were supposed to be a control group, they ended up being treated more like an experimental group because of how the technique was used. While brainstorming helped them come up with ideas easily, there were worries that their writing might not make sense. However, students did get better at writing, which matches what previous studies found about brainstorming being helpful. This also supports the idea that brainstorming makes writing better and helps to think of more ideas. On the other hand, students who learned using both brainstorming and webbing techniques improved even more in their writing. This method not only helped them come up with ideas but also put those ideas together in a way that made sense.

Previous studies have shown that using different teaching methods together can really help students improve their writing. Specifically, combining brainstorming with webbing techniques has proven to be effective in boosting students' writing skills.

Overall, using both brainstorming and webbing techniques is a powerful way to help students become better writers. By combining these methods, teachers can help students express their thoughts more clearly and confidently in writing. This not only improves their writing skills but also enhances their critical thinking and analytical abilities, setting them up for success in their academic and professional pursuits. Comparing the two groups, it's clear that students who learned with both brainstorming and webbing techniques got much better at writing descriptive text compared to those who only used brainstorming.

Firstly, one group was taught using brainstorming plus webbing technique, while the other one just using brainstorming technique. The techniques really had a significance impact and it could be proven after calculating the t-test score, the researcher checks it against the values in the t-table. If the t-table result is lower than the t-test score, the hypothesis is rejected. Conversely, if the t-table result is higher than the t-test score, the hypothesis is accepted. In the recent calculation, the t-test value was 8.47. Referring to the t-table, the value at a 5% significance level was found to be 2.069. Since 8.47 is greater than 2.069, it indicates that the t-test surpasses the t-table value, leading to the acceptance of the alternative hypothesis (Ha). This acceptance implies a noteworthy difference in students' achievement in writing descriptive text between those taught using the brainstorming with webbing technique and those taught using only the brainstorming technique.

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