

BRAINSTORMING, EXPLORING, SHARING, TRANSFERRING KNOWLEDGE (BEST) AS AN EFFECTIVE STRATEGY TO UPRaise STUDENTS' WRITING SKILLS

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ABSTRACT

Writing ability is one of the abilities of a student to contribute what they know. Writing is a language skill that has an important role in human life. In writing students often encounter several obstacles, therefore, teachers are encouraged to implement appropriate teaching methods to ensure that the learning activities become effective. This study made use of a classroom action research design with two cycles of learning activities to improve students' writing skills through BEST strategy. Data were collected through pre-test, post-test, and questionnaire. The results showed that the writing skill of the students improved significantly from the first and second cycles when compared to the results of the pre-test. Therefore, the BEST strategy is considered very effective for teaching writing skills. This study implies that teachers should consider using BEST strategy to enhance students' writing skills.

Keywords: effective, learning, strategy, writing skill

INTRODUCTION

Language is the most effective communication tool to convey ideas, thoughts, intentions, and goals to others. Apart from being a means of communication, language is also a channel for formulating intentions, ideas, and opinions, giving birth to feelings, and making it possible to create cooperation with fellow citizens. The function of language as a communication tool makes language an important influence in human life (Astawa et al., 2017). Communication will not be perfect if the language expressed is not accepted or understood by others. There are four aspects of language skills that are commonly used to communicate, namely listening, speaking,

reading, and writing. Writing skill is one type of language skill that must be mastered by students (Handayani & Widiastuti, 2019).

The ability to write is one aspect of language skills that is very important in human life. With this ability, a person can express ideas, thoughts, feelings, and abilities to others through writing. In modern life, writing skills are needed (Widiastuti et al., 2020). By having these writing skills, a person can record, record, convince, report, inform, and influence others. All these goals can only be achieved by people who can organize their thoughts and convey them clearly (Mantra et al., 2021). Seeing the great benefits of writing skills for human life, the

development of science and technology as well as for the development of thinking, it is only natural that writing is appointed as one of the main lessons in schools starting from the level of basic education to university education (Cahyani et al., 2018).

Students' abilities must be detected as early as possible. The original ideas that children have sometimes cannot be expressed properly because there is nothing to encourage assessment and motivation which makes children lazy to write (Widiastuti, 2018). Such things need to be immediately prepared by elementary school teachers who are able to provide an assessment of student essays. With the continuous assessment of student essays, children can have the habit of writing which ultimately has a writing culture that is beneficial for their children and the progress of the nation. Assessment is highly important to improve students writing skills and to motivate them to practice their writing skills more diligently. Continuous assessment is needed to be conducted in both formative and summative assessments (Widiastuti et al., 2020).

Writing skill is one type of language skill that must be mastered by students. Many experts have put forward the meaning of writing. Writing skill is the

ability to express ideas, opinions, and feelings to other parties through written language (Nair & Sanai, 2018). The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar, and the use of spelling. Basically, the purpose of writing is as a communication tool in written form (Saddler et al., 2018). Every type of writing certainly has a purpose. Students need to know all the purposes of writing so that they can employ all necessary skills in their paragraphs or text being written (Cahyani et al., 2018).

Writing is the process of conveying messages (ideas, ideas, opinions, information, and knowledge) in writing that is conveyed to others (Mantra et al., 2021). Furthermore, writing is a language skill that is used to express ideas or ideas that are in the mind through written language so that they can be read and understood by others. The author also obtained from the interviews that there are several factors that cause students to not be able to write well. The first is that students find it difficult to find ideas, develop ideas and arrange them into well-written work (Mantra & Widiastuti, 2019). It is difficult for students to organize ideas that have been developed into a continuous and meaningful sentence structure, especially

when limited vocabulary is possessed by students in assembling their ideas (Handayani et al., 2019).

Writing is the whole series of one's activities in expressing ideas and conveying them through written language to the reader as intended by the author. Writing is one of the mediums of communication (Mehrdad et al., 2016). Through writing, a person can convey meaning, ideas, thoughts, and feelings through a series of written words. Writing is an ability that can be learned and needs to be trained because it is a skill that will become more skilled if you practice it often (Mantra et al., 2021). Writing is a productive language skill because it will produce a product, namely writing. Through writing a person will become more creative and critical. Writing skills, as one of these productive language skills, encourage a person to convey ideas, thoughts, desires, and feelings to others through written language (Mantra, 2017).

When compared to other language skills, writing is often considered the most difficult skill. Writing activity is a process of reducing graphic symbols and generating ideas, thoughts, and feelings for readers through language media in the form of writing (Shin & Crandall, 2018). Good writing can convey the content of

ideas or thoughts to the reader. The students admitted that it was very difficult for them to find anything to write and put it into good writing (Toba et al., 2019). In addition, students also found difficulties in organizing the sentences they wrote. What to write first and what to write after. Students feel they still need a guide to collect ideas and arrange them into good and coherent paragraphs (Bukhari, 2016).

Basically, reading and writing skills play an important role in human life because any knowledge cannot be separated from reading and writing. Without these skills, and knowledge provided will be in vain and meaningless, considering that this is an era of globalization that demands many skills (Sihombing, 2013). Therefore, mastery of reading and writing skills is very important. By writing, students will gain knowledge that is very useful for growth and social development, reasoning, and emotional power. Because of the importance of the role of writing, the teacher's way of teaching must be appropriate (Handayani, 2020).

In teaching writing, students can be involved in improving writing learning achievement by empowering students who are better at teaching students who are less. Teaching writing in schools is very

important to be applied in everyday life. Writing is a productive and expressive activity. To be able to make an article or essay, there are factors that can support the success of writing skills (Fathi et al., 2020). Among them by practicing combining words into a sentence, and combining sentences into a coherent paragraph, so good writing results will be obtained. But not all students can do it well. There are students who easily make good writing or essays, but there are also students who cannot produce good writing even though they have done the exercises. Writing can be done with motivation or encouragement both in a student and in his environment (Akyol & Aktaş, 2018).

The motivation for writing this is the urge in a person both consciously and unconsciously to take an action with a specific purpose (Khusniyah, 2019). Writing is bland if it is not accompanied by appreciation, sincerity, and in-depth knowledge of the object being written. In addition to motivation, interest, and ambition as well as love is always there, it keeps flowing. It's based on the belief that by making us do something we love and believe in, there's something good we're going to do with it. Another factor that influences students' success in writing skills is the teacher. The teacher in

conveying the method of learning to write must also be in accordance with the level of student ability. Teachers must be able to choose the best method that can be utilized by students (Suparsa et al., 2017).

One of the learning methods that can be applied is brainstorming, exploring, sharing, and transferring knowledge (BEST). This method can increase student participation in writing activities (Mantra et al., 2021). The teacher begins learning to write by holding a brainstorm to explore students' knowledge about the topics to be written. Then the teacher gives explanations by doing the exploring process for various possible ideas that can be developed for writing. Students are also given the opportunity to discuss their ideas in small groups through various sharing processes. Finally, students apply their ideas and also their written knowledge in the learning process is called transferring knowledge. Based on the explanation above about the importance of writing skills, this research was conducted to examine the effectiveness of the BEST learning method to improve students' writing skills.

RESEARCH METHODS

Classroom Action Research (CAR) is research conducted by teachers

(educators) in their classrooms or places where they teach that focuses on improving learning processes and praxis. Classroom Action Research serves as a tool for solving problems that arise in the classroom and also as a tool for in-service training, where teachers use new skills and methods and sharpen their analytical skills. Furthermore, as a tool to create innovative learning, as a tool to improve communication between teachers and scientific researchers, as well as a tool that provide an alternative to problems that occur in the classroom. CAR is carried out through a cycle consisting of four stages, starting with action planning, followed by learning actions and observation activities, and ending with reflection to analyze the data obtained through action. This research design consists of two cycles in which in every cycle there are four interconnected activities as follows: planning, action, observation, and reflection.

This study was conducted in the fourth semester of university students during their face-to-face learning process studying English advanced writing skills. There were two types of research instruments that were used in this classroom action research, they were a set of tests (pre-test and post-tests), and a

questionnaire administered to the teachers. The pre-test and post-test were used to collect the data that dealt with students' writing skills after BEST strategy was implemented in the classroom. Besides, the questionnaire was administered to figure out the students' responses toward the implementation of the BEST teaching strategy.

A pre-test was used to know the pre-existing writing skill of the students, and post-tests were used to know the writing skill improvement achievement of the students after being taught by BEST strategy. The data were analyzed using the mean score formula to figure out students' increasing ability in writing skills and the questionnaire results were analyzed using a rating scale to figure out students' changing behaviour during the learning process using BEST strategy.

FINDINGS AND DISCUSSION

Writing is one of the language skills that have an important role in human life, so a student must be able to know how to write properly and correctly in order to achieve certain goals and benefits. A teacher must also improve the ability to provide explanations and assessments of students' writing results. So that you can easily find out and correct mistakes in

writing. To gain the pre-existing ability of the subjects in writing skills, the preliminary study was conducted by conducting interviews with the teachers currently teaching in the class chosen as the subjects of the study. Thus, before the teaching and learning process, the researchers administered a pre-test in the pre-cycle phase. The pre-test was administered to know the subjects' pre-existing writing skills before the implementation of the BEST strategy.

The mean score of the pre-test was 50.50, followed by 30 students. Moreover, among 30 subjects who fulfilled the pre-test, there were only 3 subjects who could pass the minimum passing grade that had been determined. In fact, the pre-test result showed that most of the subjects could not answer all questions correctly based on the criteria mentioned in the pre-test. In cycle I, after implementing the BEST strategy, the subjects showed improvement in constructing a descriptive text. The mean score of post-tests 1 that was followed by 30 subjects was 70.50 and there were 20 subjects who could pass the minimum passing grade that had been determined. Moreover, it showed significant improvement of the subjects' writing skills after implementing the BEST strategy.

In cycle II, the post-test 2 results showed that the mean score of the subjects was 80.50. The results of post-test 2 showed a significant improvement in the subjects' writing skills. It was much better than pre-test and post-test 1. The result of cycle II also showed that subjects' writing skills could be improved through the implementation of the BEST strategy.

Besides, in the second cycle, the students were more active, and enthusiastic and enjoyed the teaching-learning process. The observation also showed that the subjects looked more active and serious during the teaching and learning process. Besides, the result showed that all students achieved the minimum passing grade. Since the present study had already reached the success indicator that all students passed the minimum passing grade, the present study could be ended.

As the supporting data, the researcher administered the questionnaire to know the subjects' responses toward the implementation of the BEST to improve their writing skill. The questionnaire percentage showed that the total of the respondents who responded strongly agree, agree, undecided, disagree, and strongly disagree were respectively 85%, 10%, 5%, 0%, and 0%. These figures established that the subjects gave positive responses to the

implementation of the BEST strategy in improving writing skills. In other words, most of the students agreed that the implementation of the BEST could improve their writing skills. The students' responses proved that the BEST strategy could help them develop their writing skills.

Best Learning Model (Brainstorming, Exploring, Sharing, Transferring Knowledge) consists of sequential steps which can be elaborated as the following. The brainstorming stage comprises (1) asking the students/students what they already know about the topic being studied, (2) providing opportunities for all students/students to express what they already understand about the topic being studied, (3) providing opportunities for students/students to ask questions about the topic being studied, (4) giving to other students/students to answer their friend's questions, (5) emphasizing and adds to the answers of the students/students.

The exploring stage consists of (1) explaining the subject matter in more detail, (2) giving students the opportunity to ask questions about the material being explained, (3) giving students/other students to answer their friend's questions, (4) the teacher/lecturer provides additional

explanations for the answers of the students/students, (5) providing exercises to develop student/student understanding.

Sharing stage includes (1) providing opportunities for students to discuss in small groups, (2) providing opportunities for students to present the results of their discussions in front of the class, (3) providing an opportunity to ask questions about student presentations, (4) providing opportunities for other students to provide additional explanations, (5) giving additional emphasis and explanations to complete student explanations.

Transferring Knowledge stage consists of (1) providing exercises for students to apply what has been understood in the form of products/works (monologue/dialogue, products for example speeches, conversations, conferences, paragraphs, text, pictures, objects, etc.), 2) providing opportunities for students to present their work, and (3) whole class discussion and teachers' corrective feedback provision.

The present study utilizing BEST strategy to improve students writing skills was regarded as successful in reaching the success indicator. This can be seen from the pre-test result, post-test one, and post-test two, which increased significantly

after being taught by the BEST strategy. The data were also highly supported by the results of the questionnaire which showed the positive responses of the subjects toward the implementation of the BEST strategy as an effort to improve the students' writing skills. In other words, the subjects agreed that the BEST strategy could help them improve their writing skill.

Writing is one of the language skills that have an important role in human life, therefore, students must be able to know how to write properly and correctly in order to achieve certain goals and benefits. A teacher must also improve the ability to provide explanations and assessments of students' writing results. So that you can easily find out and correct mistakes in writing

CONCLUSION

In writing, a teacher must be able to analyze the results of students' writing well so that they can provide additional knowledge in their writing skills. One way to analyze an article is to pay attention to the use of spelling in writing. So, the ability to write is a very important ability for someone in conveying an idea or ideas and has certain goals and benefits. The present study was in the form of classroom

action research. The objective of the present study was to know whether or not the writing skill of the students could be improved through the BEST strategy.

This study was conducted in two cycles, and each cycle consisted of two sessions in which each session had four interconnected activities: planning, action, observation, and reflection. Firstly, the researcher conducted an initial reflection by giving the subjects a pre-test. The mean score of the students showed that students' writing skills improved significantly after the implementation of the BEST strategy. Moreover, the questionnaire results also showed students' learning motivation in learning writing skills after the implementation of the BEST. BEST strategy is consisting of four stages of learning that is Brainstorming, Exploring, Sharing, and transferring knowledge all stages are really effective to develop students' active participation in improving their writing skills. This study suggests that teachers should consider using the BEST strategy more intensively in their teaching processes.

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