

THE EFFECT OF BRAINSTORMING TECHNIQUE ON EFL STUDENTS' ABILITY TO WRITE ANALYTICAL EXPOSITION TEXTS IN SENIOR HIGH SCHOOL

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Abstract: This study aims to examine the effect of the brainstorming technique on EFL students' ability to write analytical exposition texts in senior high school, with a specific focus on SMAN 4 Palangka Raya. Employing A quantitative method with a one-group pretest-posttest pre-experimental design was employed, involving 38 students of class XI-1 selected through purposive sampling. The treatment was conducted over three meetings, in which students applied the brainstorming technique as a pre-writing activity before composing analytical exposition texts. Data were collected through essay writing tests requiring students to compose an analytical exposition text on the theme of healthy life, and the results were analyzed using SPSS 25. The results showed that the mean score increased from 63.24 (pretest) to 79.71 (posttest). The Shapiro-Wilk test confirmed that both datasets were normally distributed (pretest Sig. = 0.812; posttest Sig. = 0.869), and a paired samples t-test showed a statistically significant difference between pretest and posttest scores, $t(37) = 41.887$, $p < 0.001$. These findings indicate that the brainstorming technique has a significant effect on EFL students' ability to write analytical exposition texts. However, the absence of a control group and the limited sample size restrict the generalizability of these findings.

Keywords: Brainstorming Technique; Analytical Exposition Text; Writing skill; EFL students; senior high school



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INTRODUCTION

Writing is one of the four most complex and important language skills in learning English as a Foreign Language (EFL) education. Writing is one of the essential skills in English language learning because it enables learners to communicate ideas, opinions, and information through written language (Yeganehpour & Zarfsaz, 2020). For EFL (English as a Foreign Language) learners, however, writing is considered a complex process because it requires the integration of several abilities, including generating and organizing ideas, selecting appropriate vocabulary, constructing grammatically correct sentences, and applying proper mechanics (Rahma Annisa & Opinia, 2024). According to (Siddiqui et al., 2023) stated that, unlike speaking, writing requires learners to carefully plan and organize their ideas before presenting it into a coherent written form. Therefore, developing students' writing ability requires not only knowledge of English language structures but also effective strategies that can assist learners in generating, organizing, and developing their ideas.

One type of writing that requires students to demonstrate their ability to organize and develop ideas is analytical exposition text. According to (Ritonga et al., 2025). Analytical exposition is an argumentative genre in which writers present an issue, express a position, and provide arguments to support that position. In writing an analytical exposition text, students are expected to formulate a clear thesis, develop relevant arguments, and provide appropriate elaboration before concluding their position (Setiawan Rachmat et al., 2022). This process requires students to think critically and logically while maintaining coherence and cohesion throughout the text. Consequently, students may experience difficulties when they are required to determine relevant ideas, organize arguments, and transform their thoughts into well-structured English paragraphs.

In the Indonesian EFL context, writing is an important component of English learning at the senior high school level. According to (Herman et al., 2020) Under the current curriculum, students in Phase F are expected to develop their ability to communicate ideas in written forms and produce different types of texts according to their communicative purposes. Nevertheless, students may still encounter difficulties in writing, particularly in generating ideas, organizing information, using appropriate vocabulary and grammar, and maintaining coherence between sentences and paragraphs (Ahmad et al., 2025; Aminah & Supriadi, 2023). These difficulties can become more apparent when students are asked to write argumentative texts such as analytical exposition because they need to develop a position and support it with logically connected arguments. Therefore, an instructional technique that can assist students in generating and organizing ideas before writing may be beneficial in supporting their writing process.

One technique that can be used to facilitate the pre-writing stage is brainstorming. According to (Hutasuhut et al., 2023; Sutisna et al., 2022), Brainstorming is a technique that encourages learners to generate and share ideas related to a particular topic before developing them into a written text. By producing ideas freely before beginning the actual writing process, students may have more resources to draw upon when developing their arguments. Cited by (Handayani et al., 2022) stated that, Brainstorming can also encourage students to explore different perspectives and identify relevant points that can later be organized into a coherent text. In this sense, brainstorming is particularly relevant to analytical exposition writing because students need to generate arguments and supporting ideas before arranging them into the structure of the text.

The potential of brainstorming in writing instruction has been extensively examined in previous literature, demonstrating its efficacy as a foundational cognitive and pre-writing strategy. According to (Ibniyan, 2011; Rashtchi & Porkar, 2020) highlighted that incorporating brainstorming significantly boosts learners' performance by easing idea generation and structural organization. This perspective is further reinforced by (Handayani et al., 2022), as well as (Fahira, 2024), who established that implementing structured brainstorming strategies such as listening styles substantially improves students' writing competency, motivation, and mean scores in descriptive settings. More recent studies have continued to validate the critical role of pre-writing interventions for instance, (Aditya Dhananjaya et al., 2024; Faizal et al., 2026) explored brainstorming in modern writing instructions, while (Çelik & Akay, 2025) emphasized the overall importance of pre-writing activities in fostering writing development. Collectively, these studies indicate that brainstorming provides learners with essential scaffolding to generate, organize, and articulate ideas before producing structured written compositions. However, despite the acknowledged benefits of brainstorming, further empirical investigation is still required to assess its specific application across diverse text genres, particularly analytical exposition texts within senior high school contexts.

Although previous studies have provided evidence concerning the use of brainstorming in writing instruction, several aspects remain open for further investigation. Much of the previous research has examined writing ability in general or has focused on other genres of writing, such as descriptive or narrative texts. The application of brainstorming specifically to analytical

exposition writing among Indonesian senior high school EFL learners has received comparatively less attention. Furthermore, research conducted in the context of senior high schools in Central Kalimantan, particularly at SMAN 4 Palangka Raya, remains limited. Since analytical exposition requires students to construct a thesis and develop logically connected arguments, investigating whether brainstorming can support students in performing this particular writing task is relevant to both EFL writing pedagogy and the local educational context.

Based on this gap, the scientific novelty of the present study lies in examining the effect of the brainstorming technique specifically on EFL students' ability to write analytical exposition texts at the senior high school level, with a particular focus on Grade XI students at SMAN 4 Palangka Raya. Rather than examining writing ability in a general sense, this study focuses on a specific argumentative genre that requires students to generate, organize, and develop supporting arguments. The study therefore provides empirical evidence concerning the use of brainstorming as a pre-writing technique in analytical exposition writing within an Indonesian senior high school context.

The use of brainstorming can also be explained through Flower and Hayes' (1981) Cognitive Process Theory of Writing, which views writing as a recursive cognitive process involving planning, translating, and reviewing. Planning includes generating ideas, organizing information, and establishing goals before ideas are transformed into written language. From this perspective, brainstorming can function as a planning activity that helps learners generate and organize ideas before composing their texts. Osborn 1963, as cited in (Ibnian, 2011) similarly describes brainstorming as a process for generating a large number of ideas before evaluating and selecting the most relevant ones. Thus, brainstorming may provide learners with an opportunity to prepare the content and arguments needed for analytical exposition writing before they begin drafting.

Drawing upon these theoretical perspectives and previous findings, this study investigates whether implementing brainstorming as a pre-writing technique improves students' analytical exposition writing performance. Specifically, the research addresses the question of whether the brainstorming technique significantly affects EFL students' ability to write analytical exposition texts at SMAN 4 Palangka Raya, testing the null hypothesis (H_0) that there is no significant difference in students' writing ability before and against the alternative hypothesis (H_a) that a significant difference exists. Accordingly, the objective of this study is to empirically determine the effect of the brainstorming technique on EFL students' ability to write analytical exposition texts within this specific educational context.

METHOD

This study used a quantitative method with a one-group pre-test and post-test design to measure students' writing skills improvement in Analytical Exposition Text. In this design, students are first given a pre-test to determine their initial ability in writing skills. After that, students were given learning treatment using Brainstorming Technique during the learning process. After the treatment period was completed, students were given a post-test to evaluate their improvement in writing an Analytical Exposition. Despite these limitations, this conducted in a natural classroom setting, where creating a separate control group was not possible due to institutional and time constraints. Therefore, this design allows researchers to observe changes in students' writing abilities before and after using Brainstorming Technique in the same group. By collecting and comparing data from pre-test and post-test results, researchers can determine the extent to which students' writing abilities have improved after being given learning treatment.

This study consists of all eleventh-grade students at SMAN 4 Palangka Raya as the population, divided into twelve class (XI 1- 12) with a total of approximately +- 468 students. Of these, 38 students in class XI 1 were selected using a convenience sampling technique. This selection was based on the researcher's accessibility to the subjects and an effort to maintain the

authenticity of interactions in a natural classroom setting. Procedurally, students underwent a pre-test to assess their basic descriptive text reading skills. The next step is involved administering a treatment using Brainstorming Technique during the instructional process, culminating in a post-test. Comparison of the pre-test and post-test results served as the primary instrument for evaluating the effectiveness of the intervention.

The decision to select a single class was made based on practical administrative and technical constraints, such as limited research time and school policies that precluded the creation of a control group or the inclusion of additional classes. Therefore, class XI-1 was chosen as the most appropriate subject for in-depth testing of the effectiveness of this learning media. However, the researchers acknowledged significant methodological limitations. The use of purposive sampling and reliance on a single class inherently limits the representativeness of the sample, making the findings of this study not directly generalizable to the broader population of XI-1 students. Furthermore, the potential for sampling bias cannot be ignored, given that class XI-1 may have unique characteristics that different from other classes. Nevertheless, this sample selection is still considered valid and appropriate for exploring the potential of digital flashcards in improving comprehension of descriptive texts in a specific classroom context.

In this study will have two main instruments were used, namely: pre-test and post-test assesments, Brainstorming Technique. The instrumensts consist of writing skills is a writing test administered as a pretest and a posttest, in which students are asked to write an exposition text based on a given topic. Their writing will be assessed using a scoring rubric adapted from Jacobs et al. (as cited in (Febriani & Sari, 2025), which evaluates five aspects of writing: content, organization, vocabulary, language use, and mechanics. Prior to data collection, the assessment instrument and rubric will be reviewed by a researcher as an English language teaching expert to ensure their suitability for this study. An observation sheet will also be used to monitor the implementation of the Brainstorming Technique during the treatment sessions.

The treatment will be conducted over three meeting. At Meeting 1, students were given a pretest in the form of a writing test, in which they were asked to compose an analytical exposition text on a given topic without any brainstorming treatment. This pretest was intended to measure students' initial ability to develop arguments and organize ideas before the treatment was applied.

At Meeting 2, the treatment was carried out through brainstorming activities. In the pre-writing stage, the researcher presented a topic, for example *the importance of living a healthy life*, and posed guiding questions to stimulate students' thinking, such as what habits they considered part of a healthy lifestyle and what arguments could support the statement that a healthy life brings long-term benefits. Students were given the opportunity to freely generate as many ideas as possible, individually and in small groups, without being judged or corrected at this stage. These ideas, for example regular exercise, balanced nutrition, adequate sleep, and avoiding unhealthy habits such as smoking, were then written down on a mind-map or listening sheet, grouped according to supporting arguments, and arranged into a simple outline consisting of a thesis, arguments, and a conclusion. In the writing stage, students used this outline to independently compose their analytical exposition text, developing each argument, such as the physical, mental, and social benefits of a healthy lifestyle, into elaborated paragraphs. By involving students actively in generating and organizing ideas before writing, this activity was expected to create a more interactive learning atmosphere and help students produce arguments that were clearer and more logically structured. At Meeting 3, students were given a posttest under the same conditions as the pretest, in which they wrote an analytical exposition text on a comparable topic without brainstorming assistance, in order to measure any improvement in their writing ability after the treatment.

Data obtained from the pretest and posttest were analyzed quantitatively using SPSS 25. Descriptive statistics were first calculated to determine students' mean scores before and after treatment. A normality test was then conducted using the Shapiro-Wilk test to ensure that the

pretest and posttest data were normally distributed. If the significance value (Sig.) is less than 0.05, it means the data are not normally distributed, and if the significance value is greater than 0.05, it means the data are normally distributed. Next, a Paired Samples t-Test was carried out to examine whether there was a statistically significant difference between students' pretest and posttest scores, with the significance level set at 0.05. If the t-count value is greater than the t-table value, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, meaning that the brainstorming technique has a significant effect on students' ability to write analytical exposition text.

FINDINGS AND DISCUSSION

This study aims to examine the effect of the brainstorming technique on EFL students' ability to write analytical exposition text in senior high school, with a specific focus on SMAN 4 Palangka Raya. The study employed a one-group pretest - posttest pre-experimental design, data collection was carried out through writing tests before (pre-test) and after (post-test) treatment by applying the brainstorming technique in the learning process. The pre-test was carried out before the treatment, while the posttest was given after the brainstorming treatment was completed in the learning process. The improvement in students' writing performance can be related to the function of brainstorming as a pre-writing strategy. Writing an analytical exposition text requires students to formulate a clear position, generate relevant arguments, provide supporting details, and organize their ideas logically. For EFL learners, developing these components can be challenging when they are expected to begin writing without sufficient preparation. Brainstorming provides students with an opportunity to generate ideas before composing the text. Through this process, students can identify possible arguments, select relevant ideas, and organize their thoughts before transforming them into written language.

The findings of this study can also be explained through several learning theory perspectives. One such theory is the Cognitive Process Theory of Writing proposed by (Flower & Hayes, 1981). This theory states that writing is not a linear sequence of steps but a recursive cognitive process consisting of planning, translating, and reviewing. The planning stage involves several activities, such as generating ideas, organizing information, and establishing writing objectives. In this study, the brainstorming technique was employed primarily as a planning activity. By generating and organizing ideas prior to writing, students were given the opportunity to prepare the content of their analytical exposition texts based on the topic assigned by the researcher. This process likely fostered greater student engagement and creativity, facilitating the transition from the initial generation of ideas to argument development, ultimately resulting in a well-organized analytical exposition text.

The use of brainstorming techniques also provides students with the opportunity to engage more actively in the writing process. Instead of immediately drafting a complete text, students first explore various ideas related to the topic and select those relevant to the arguments they intend to construct. This activity likely alleviates the difficulty students face in generating ideas and helps student organize their thoughts before that student begin writing. Therefore, brainstorming can be considered a beneficial pre-writing technique for EFL students, particularly when students are required to write texts demanding clear arguments and logical organization of ideas, such as analytical exposition texts.

In addition to supporting the planning process, brainstorming can foster greater student engagement during writing activities. Opportunities to generate ideas, discuss potential arguments, and select relevant information can encourage active participation during the initial stages of writing. Such activities can create a more interactive classroom atmosphere and allow students to become more involved in developing the content of their writing. However, student engagement can also be influenced by other factors, including teacher guidance, classroom interaction, student interest in the topic, and prior writing experience. Therefore, improvements in writing ability cannot be attributed solely to the use of brainstorming.

Although research results indicate an improvement in students' writing abilities following the implementation of the brainstorming method, there are several limitations that must be considered. First, the study employed a single-group pretest-posttest design without a control group. Consequently, the observed improvement cannot be fully attributed to brainstorming, as other factors such as increased familiarity with the writing task, teacher guidance, classroom activities, and additional writing practice may have contributed to the results. Second, the study involved only 38 students from a single class, limiting the generalizability of the findings to other EFL students and learning contexts. Third, classroom conditions, student participation, and classroom interactions were difficult to fully control during the implementation of the method. Finally, the findings rely on the validity and consistency of the writing assessment instruments. The similarity between the pretest and posttest writing tasks could also give rise to a "practice effect," wherein higher posttest scores might be partly due to increased familiarity with the task itself.

In practical terms, these findings suggest that brainstorming could be incorporated as a pre-writing activity in EFL writing instruction. Brainstorming activities can encompass generating lists of ideas, using guiding questions, or discussing potential arguments before students begin writing. When writing analytical exposition texts, brainstorming can be directed toward identifying a topic, developing a thesis, formulating supporting arguments, and selecting relevant details. The ideas generated during brainstorming can subsequently serve as a guide for developing a complete analytical exposition text. However, brainstorming should be combined with instruction on text organization, vocabulary, grammar, and revision to provide comprehensive support throughout the writing process.

These findings also indicate that brainstorming need not replace other writing activities. The technique can be integrated into the initial stages of writing instruction as a preparatory activity. Such integration allows brainstorming activities to be tailored to students' needs, the lesson topic, and the time available in class. For EFL students who struggle to decide what to write, brainstorming can provide an initial framework that facilitates the transition from the idea-generation stage to the development of a full analytical exposition text.

Future research could involve a larger number of participants from various classes or schools to obtain broader evidence regarding the use of brainstorming in EFL writing instruction. A quasi-experimental design involving a control group could provide a clearer comparison between the brainstorming method and other writing approaches. Further research could also examine various forms of brainstorming, including individual brainstorming, group brainstorming, mind mapping, and digital-based brainstorming. Additionally, future studies could investigate the application of brainstorming to other types of writing and observe the development of writing skills over a longer period.

Table 1. Pre-test and Post-test Scores

No	Pre-test	Post-test
1.	53	71
2.	68	82
3.	58	76
4.	64	78
5.	72	85
6.	55	73
7.	61	80
8.	66	81
9.	50	72
10.	75	88
11.	63	79
12.	57	74

13.	70	83
14.	62	81
15.	59	75
16.	67	86
17.	54	70
18.	71	84
19.	60	77
20.	65	82
21.	58	79
22.	63	78
23.	69	87
24.	56	73
25.	74	89
26.	61	76
27.	64	83
28.	52	69
29.	66	80
30.	73	86
31.	59	78
32.	62	80
33.	67	81
34.	55	75
35.	70	85
36.	60	79
37.	68	84
38.	76	90

Statistical analysis was conducted to test the normality of the data, significant differences between pretest and posttest, and the effectiveness of digital flashcard media in the learning process. Therefore, a normality test needs to be conducted first to ensure that the data obtained can be normally distributed. The normality test uses the Shapiro-Wilk (SW) Test to check whether the pretest and posttest data results are normally distributed. If the value of the analysis results (Sig.) Is less than 0.05, it means that there is a significant difference (the data is not normally distributed), and if the significance value of the analysis results (Sig.) Is greater than 0.05, it means that there is no significant difference (the data is normally distributed).

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.052	38	.200*	.983	38	.812
Posttest	.060	38	.200*	.985	38	.869
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Figure 1. Tests of Normality

From the results of the Shapiro-Wilk (SW) Test analysis, the Sig. figure is 0.812 for the pretest and 0.869 for the posttest. These two numbers when compared with Sig. $\alpha = 0.05$ then $0.812 > 0.05$ and $0.869 > 0.05$ So the results of the data scores in the pretest and posttest are all normally distributed. then, the next step is to conduct a paired sample t-test to determine whether there is a statistically significant difference between the pre-test and post-test scores.

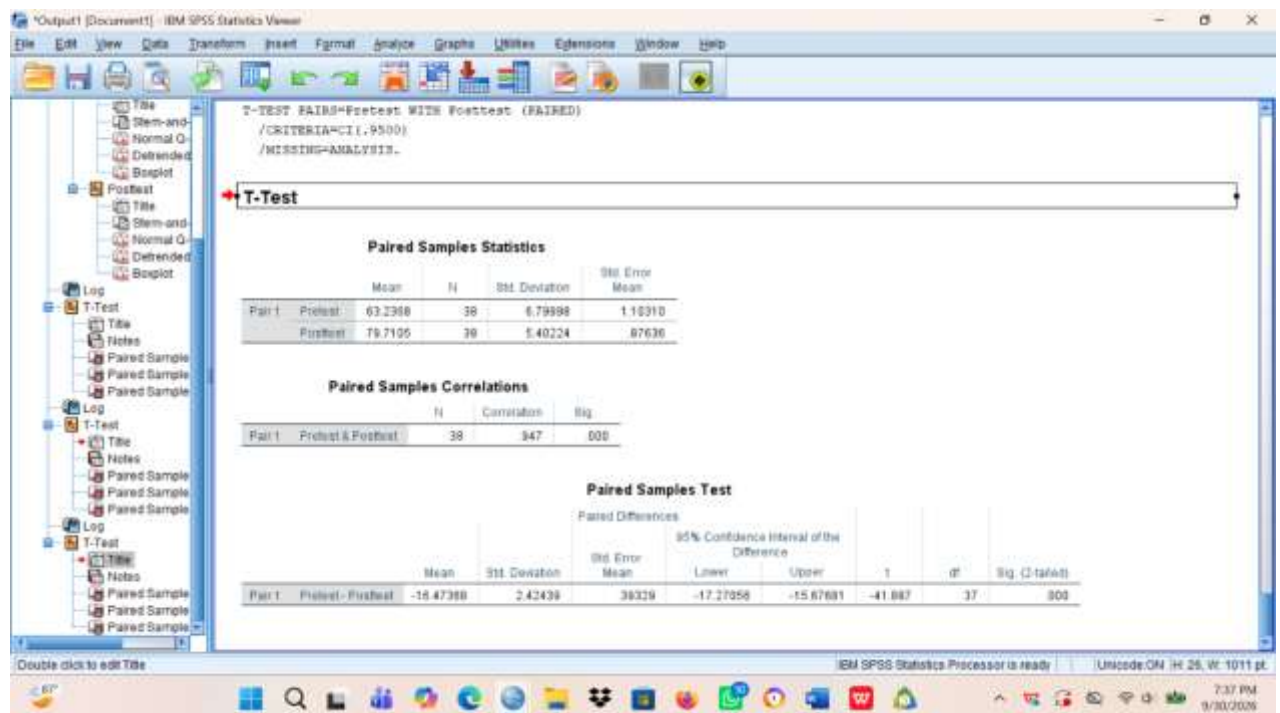


Figure 2. Paired Samples Test

In addition, based on the analysis results table shows the t-count value = 41,887 and the t-table value = 1.684 (one-tailed test) with Df = 37. The analysis results conclude that the t-count value > t-table value ($4,24 > 1.684$) then H_a is accepted or H_o is rejected. In the alternative sense of Hypothesis (H_a) namely Learning carried out through Brainstorming techniques has a significant influence on the ability to write an analytical Exposition text in class XI-1 students at SMAN 4 Palangka Raya

CONCLUSION

Based on the results of the study on the use of brainstorming technique in teaching analytical exposition writing to EFL students at SMAN 4 Palangka Raya, it can be concluded that students' writing performance improved after the implementation of brainstorming technique. The improvement was reflected in the difference between the students' mean scores in the pretest and posttest. The mean score increased from 56.97 in the pretest to 70.34 in the posttest, indicating an improvement of 13.37 points after the treatment.

The study employed a pre-experimental one-group pretest-posttest design consisting of three meetings: a pretest, a brainstorming treatment, and a posttest. During the treatment, brainstorming was used as a pre-writing activity to help students generate and organize ideas before developing them into analytical exposition texts. The normality test showed that the pretest and posttest data were normally distributed, with significance values of .718 and .417, respectively. The paired-samples t-test also showed a statistically significant difference between the pretest and posttest scores, $t(37) = 19.32$, $p < .001$. The result indicates that students demonstrated higher writing scores after participating in learning activities using brainstorming technique.

However, the findings should be interpreted with consideration of the limitations of the research design. The absence of a control group makes it difficult to determine whether the improvement in students' writing performance was caused entirely by brainstorming. Other factors, such as teacher guidance, classroom interaction, students' familiarity with the writing task, and additional writing practice, may also have contributed to the improvement. Therefore, the findings indicate changes in students' writing performance following the implementation of brainstorming within the research context rather than establishing a definitive cause-and-effect relationship.

The sample size and research setting also limit the generalizability of the findings. The study involved 38 students from one class at SMAN 4 Palangka Raya. Therefore, the results may not directly represent EFL students in other schools or learning contexts. Despite these limitations, the study provides practical implications for EFL writing instruction. Brainstorming can be incorporated into the pre-writing stage to help students generate ideas, identify supporting points, and organize their thoughts before developing an analytical exposition text. The technique can also be combined with instruction on text organization, vocabulary, grammar, and revision to support students throughout the writing process.

For future research, a quasi-experimental design involving a control group is recommended to provide stronger evidence regarding the contribution of brainstorming technique to students' writing performance. Future studies could also involve a larger and more diverse sample from several schools to improve the generalizability of the findings. In addition, further research could examine different forms of brainstorming, such as individual brainstorming, group brainstorming, mind mapping, or digital brainstorming, and investigate their application to analytical exposition and other types of EFL writing.

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