

Using Brainwriting Technique through Google Docs to Increase the Recount Text Writing Skill

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Abstract

Writing is an important language skill that students should master, as it involves expressing ideas in writing using appropriate grammar, vocabulary, and organization. However, students had difficulties in writing a recount text. They showed low motivation, were passive during the learning process, and had problems with grammar, vocabulary, and organizing their ideas, resulting in low writing achievement. This study aims to improve students' writing skill in recount text through the implementation of the brainwriting technique using Google Docs. It also aims to increase students' motivation and participation during the teaching and learning process. This study employed Classroom Action Research (CAR), conducted in two cycles: Cycle I and Cycle II. Each cycle consisted of planning, action, observation, and reflection. The subjects of this study were the tenth-grade students of SMA Negeri 1 Salaman in phase E11. The data were collected through writing tests, observation sheets, questionnaires, and documentation. The quantitative data were obtained from students' writing scores, while the qualitative data were obtained from observation and questionnaires. The findings showed that the students' writing skills improved significantly. The mean score increased from 59.61 in the pre-cycle to 68.67 in Cycle I and reached 80.94 in Cycle II. In addition, the students became more active, confident, and motivated during the learning process. Using the brainwriting technique in Google Docs also helped students generate ideas and collaborate more effectively. The results of this study indicate that implementing the brainwriting technique through Google Docs is effective in improving students' recount writing skills and enhancing their motivation and participation. Therefore, it is suggested that teachers apply this technique in writing instruction and that students actively engage in the learning process.

Keywords: Brainwriting technique, Google Docs, writing skill, recount text

Introduction

English language is a compulsory subject in senior high school in Indonesia and has an important role to prepare students to communicate in global behavior (Siswanto & Mbato, 2020). Regarding the current educational policy, nowadays, the curriculum that is implemented is Merdeka Curriculum. In Merdeka Curriculum, the approach that is used in English language learning is student centered. This is because it supports literacy development, high order thinking skills, and students learning individually (Kemendikbudristek, 2022). Merdeka curriculum encourages teachers to use an appropriate learning strategy with needs and students' characteristics.

Based on the learning outcomes writing phase E "Students can write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common or daily vocabulary and verbs in their writing" (Kemendikbudristek, 2022). There are four English language skills that are taught to the students, including listening, speaking, reading, and writing. Writing is an important language skill and is often considered the most challenging

one because students not only need language mastery, but also the ability to organize the ideas, and produce written texts (Utami & Apsari, 2020).

Writing is an activity that allows students to freely express their ideas, thoughts, and feelings in written rather than spoken form (Malasari, 2024). Students commonly communicate through the written form. Therefore, the written form should be clear and avoid ambiguity, as the message or meaning shared is contained within the written form that has already been created (Andriyanti et al., 2023). Based on Jamoon (2021), writing is a productive skill that can improve language acquisition and language learning. Through writing, students will help remind themselves of what they have learned and recognize their progress, while also strengthening their understanding of grammar structure and new vocabulary. Students' writing skills do not develop spontaneously; students need to be trained to gain experience in writing that they can later use to improve their writing skill (Sasmita & Setyowati, 2021). Therefore, students often encounter challenges when learning to write.

One kind of text that is taught in the tenth grade is recount text. Recount text is a text that tells students about experience chronologically (Sukma, 2022). In writing a recount text, students should remember the past event, then arrange the event chronologically and clearly using appropriate language features (Fernando et al., 2024). The students can arrange the sentence using an appropriate recount text sentence structure, such as orientation-events-reorientation also using language features in the past tense form within proper sentences (Sulistianti et al., 2024). In writing a recount text, the students should arrange and develop their ideas structurally and with confidence. Based on a previous study that was conducted by Handayani et al. (2023), most students have difficulty in writing. It happens due to the lack of confidence and limited vocabulary, and it makes students have difficulty in expressing their ideas.

Based on the results of interviews conducted by the writer with one of the English teachers at SMA Negeri 1 Salaman, some problems students face in writing include difficulty writing a sentence because they have a limited vocabulary; therefore, they still rely on dictionaries. Besides, the students' English writing is still below the average. The minimum completeness criteria (*Kriteria Ketuntasan Minimal/KKM*) is 70. Still, in the recount text test, the students scored 60-65. These scores do not meet the minimum completeness criteria because the teacher, when teaching, uses only the textbook and PowerPoint and does not use innovative media. In addition to difficulties with writing skills, students' motivation for writing is also an important issue. Many students tend to be low-motivated during writing activities because they feel unconfident, have limited vocabulary, and fear making mistakes. This condition makes students less active and less engaged in the writing process. As a result, their writing performance remains low and does not meet the expected learning objective. Therefore, increasing students' motivation to write is important to improving their writing skills. Furthermore, the use of monotonous media during the learning process can influence students' motivation and involvement. Also, the teacher can consider an appropriate learning strategy, using the media, to ensure students' active engagement, learning outcomes, and improved motivation (Damayanti et al., 2025).

This problem aligns with the previous research from Fatih (2023), the problem is identified from the research is the students' below writing score and low student motivation in study writing because teacher use a monotonous learning technique. The teacher only uses books and power points in explaining the material, this learning process is teacher-centered learning. Moreover, as mentioned by Malasari (2024), students will experience two problems that will be faced in writing. The first is from the linguistic aspects of the writing ability, such as the mastery of English vocabulary, language structure used, the development of an idea and the understanding of the writing, rules of writing and punctuation. While the second aspect is

non-linguistic, such as the use and implementation of learning media and motivation. From the explanation above, the problem is interrelated. Students' limited vocabulary and their difficulties in applying language structures and writing rules make it hard for them to express ideas in written English accurately. In addition, the learning media used also influences the students' motivation in writing.

To overcome this problem, the teacher plays a crucial role in the students' writing learning process by creating engaging learning activities that utilize effective strategies to develop students' writing skills. One of the techniques the writer recommends for teachers to use in teaching writing skills is brainwriting. The brainwriting technique is an activity that enables students to write their ideas silently and alternately in a group setting (VanGundy, 2005). As reported by Handayani et al. (2023), brainwriting is a technique where students write an idea on paper quickly and silently, then exchange it with other students. Therefore, this technique can be used for teaching students writing skills. This technique can engage students' writing skills in pre-writing stages and develop their teamwork ability. After the ideas are gathered, the writer combines Google Docs as a learning media to write the final draft.

Several studies have examined the use of brainwriting techniques in improving students' writing skills. Research conducted by Handayani et al. (2023) found that the implementation of the brainwriting technique can improve students' writing of recount texts. This technique allows students to write ideas, share it, and develop their ideas in written form. Besides, the study conducted by Wahyuningsih (2021) found that most students showed positive perceptions towards using Google Docs as a medium for writing collaboratively. Also, many features available in Google Docs make it easier for students to work together, share their ideas, communicate, and access.

Considering the current condition of students' writing performance, it is necessary to implement an innovative media and technique that engages students collaboratively in writing and technology-based learning. The use of the technique combined with learning media can also help students' confidence in writing a recount text. Therefore, this research aims to find out the use of the brainwriting technique through Google Docs to increase the recount text writing skill of the tenth graders of SMA Negeri 1 Salaman.

Theory and Method

In this research, the writer used classroom action research. Classroom Action Research was conducted to overcome the writing problems faced by tenth graders at SMA Negeri 1 Salaman and to improve writing skills, motivation, and learning outcomes. As mentioned by Burns (2010), classroom action research was intended to identify several problems that could be investigated in depth. These problems arose because there was a gap between ideal learning conditions and the factual conditions in the classroom.

Among the writing problems above, the writer used classroom action research as the research design because it was designed to address problems experienced by students in the classroom during the learning process and to provide alternative solutions to problems that occurred in the class. These problems arose because there was a gap between ideal learning conditions and the factual conditions in the classroom (Khasinah, 2013). Classroom action research used models from Kemmis & McTaggart (2014). There are three cycles, as follows pre-cycle, cycle I, and cycle II. Each cycle was divided into four steps: planning, action, observation, and reflection. In each cycle, the writer was able to align the learning process with the set learning objectives. The subject of this study are the tenth graders in phase E11. Data was collected through tests (pre-cycle, cycle I, II) and non-tests: observation, questionnaire, and documentation. In this research, the data analysis technique was divided into two types:

quantitative data from students' test scores and qualitative data from observations, questionnaires, and documentation.

Findings and Discussion

The results of this study from classroom action research are divided into two categories: the results from students' tests and non-tests, and the results from the questionnaire, observation sheet, and documentation. The writer conducted the research in Phase E 11 in four weeks. In the first meeting, used for pre-cycle, the second meeting was for implementing the technique and media, the third meeting was for test cycle I and continued with the implementation of the brainwriting technique, and the fourth meeting was for test cycle II. Teaching and learning English in class were held once a week. This study was divided into three, there are Pre-cycle, Cycle I, and Cycle II.

To assess improvements in students' learning motivation, the writer compared observation results from the learning process with questionnaire responses from students in pre-cycle, cycle I, and cycle II. Based on the pre-cycle findings, the students have low motivation to learn English, especially in writing. The students' pre-cycle questionnaire results show that most students do not enjoy learning English and still face difficulties studying it. Moreover, during pre-cycle, students also dislike writing class and assume that writing is an unimportant skill. Furthermore, based on the observation results, students' involvement in the learning process remains limited.

Table 1. The Improvement of Observation Sheet

Cycle	Percentage	Improvement
Pre-Cycle	44.42%	-
Cycle I	66.47%	22.42%
Cycle II	96.64%	30.17%

The implementation in every cycle, using brainwriting techniques in Google Docs, aims to improve students' learning motivation and achieve better results than in the pre-cycle. Observations of the learning process prove this: students' involvement, attention to the provided explanation, completion of assigned tasks on time, taking notes on the material presented, and the number of students has improved. Based on Table 4.9 above, the learning motivation of the students has improved from pre-cycle 44.41% to cycle I 66.47%, an increase of 22.42%, and in cycle II was 96.64%, an increase of 30.17% from cycle I.

Table 2. The Improvement of Questionnaire

Cycle	Percentage	Improvement
Pre-Cycle	54.12%	-
Cycle I	80.00%	25.88%
Cycle II	86.18%	6.18%

Students' learning motivation, as indicated by the questionnaire results in Table 4.10, also improved. In the pre-cycle, the percentage was 54.12%, and it improved by 25.88% in cycle I.

The result of the questionnaire in cycle I was 80.00%. Furthermore, in cycle II, the students' response still improved to 86.18%. In addition, based on the questionnaire results, several students showed a positive perception of using the brainwriting technique through Google Docs for writing a recount text, meanwhile, several students still faced difficulties and were confused about its application. To overcome this problem in cycle I, the writer make a reflection by give an explanation and example more clearly in the using brainwriting technique through Google Docs in writing a recount text, also revise the learning module to use in cycle II and table creation, also create turns in the table brainwriting technique in Google Docs to be structured and easily to understand by students.

In cycle II, students' learning motivation continues to increase from pre-cycle I. This is evidenced by the observation results: the number of students who are active during the learning process has improved. Students paid attention to the teacher's explanation, took notes on the material, and could answer the teacher's questions and ask their own questions more confidently. Besides that, students' understanding of the teacher-explained recount text material also improved, and the level of students' difficulties decreased.

From the explanation about the findings above, it can be concluded that from the low level of students participation, difficulties that faced by the students, and the lack of students understanding to the recount text material that happened from pre-cycle, until there is an increase in students' activity, students participation, and the improvement of students learning motivation in cycle I and cycle II. This happened because the brainwriting technique was used in Google Docs during the learning process, especially when writing a recount text. It can help students improve their writing skills by achieving the appropriate minimum completeness criteria (KKM) that have been determined.

This finding aligns with previous research by Wardani (2021), which found that the brainwriting technique can help students generate diverse ideas and choose them to develop into a complete recount text. Then, the use of this technique, combined with Google Docs, aims to encourage students' learning motivation through interaction as students take turns writing ideas in a group, providing an opportunity for more active engagement in the writing activity (Shahidan et al., 2022). Furthermore, the use of Google Docs as a learning media used by the teacher to support students writing collaboratively, give feedback for their writing, and change the idea easily with the features of real time collaboration, thus, students' writing skill can improved (Wahyuningsih, 2021). In addition, previous research from Agustin & Roni (2021) stated that students' interaction during the writing process effect motivation students' writing skill. Students' motivation significantly influences their writing performance.

Table 3. The Increase of Writing Skill

Writing Skill	Pre-cycle	Cycle I	Cycle II	Improvement		
Mean Score	59.61	68.67	80.94	Pre-Cycle	Cycle I	Cycle II
Classification	Poor	Fair	Good	-	9.03	12.27

To assess improvements in students' recount text writing skills, the writer analyzed students' writing scores from pre-cycle, cycle I, and cycle II. Based on the table above, the average score for students in the pre-cycle was 59.61, which placed them in the poor category. In addition, the students' scores did not meet the school's minimum completeness criteria and the predetermined performance indicators. Then, a writing recount text test was given in cycle I after the treatment to measure students' writing skills. From the result cycle, the students' scores have slightly improved, reaching 68.67 which was classified in the fair category. This indicates an improvement of 9.03 points compared with the pre-cycle. At the same time, the improvement has not yet met the school's minimum completeness criteria score. At the end of

cycle II test, the students' scores have improved significantly. The average student score is 80.94, which falls in the good category. This shows an improvement of 12.27 points compared with cycle I. Based on the results, the students' writing scores have met the school's minimum completeness criteria and have reached the set performance indicator. These results were appropriate, and the writer stopped this study in cycle II.

Conclusion

After analyzing the data, both test and non-test data on the implementation of the brainwriting technique through Google Docs in teaching recount writing for tenth graders at SMA Negeri 1 Salaman, the writer can draw the following conclusion. The use of brainwriting techniques in Google Docs can improve students' motivation to learn recount text writing skills.

The results of the observation sheet show that students' participation and level of engagement during the learning process have improved. Students' learning motivation increased from 44.41% in the pre-cycle to 66.47% in cycle I and then improved to 96.64% in cycle II. Moreover, the questionnaire results also improved and showed a positive response from the students after the implementation of brainwriting techniques, combined with media, which can help students share their ideas freely through the writing activity and develop them into a complete recount text collaboratively.

After implementing the brainwriting technique in Google Docs, students' writing skills have improved in every cycle. The result proves that students' writing skills have improved in every cycle. Students' pre-cycle writing test results indicate that their writing skills remained low. The mean score in pre-cycle was 59.61 and improved to 68.67 in cycle I. Then, in cycle II, the writing test improved significantly to 80.94. These results indicated that students' writing skills improved, and they successfully met the minimum completeness criteria and the performance indicator.

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