



## THE EFFECT OF 635 BRAINWRITING TECHNIQUES ON TENTH-GRADE STUDENTS' WRITING COMPETENCE AT SMAN 3 SINGARAJA

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### ABSTRACT

This study aims to investigate the effect of the 635 Brainwriting technique on tenth-grade students' writing competence. The researchers used a quasi-experimental design by employing a Post-Test Only Control Group design. The population was taken from all tenth-grade students of SMA Negeri 3 Singaraja in the academic year 2024/2025. A cluster random sampling technique was applied to select the sample. The sample was 72 tenth-grade students, who were divided into an experimental and a control group. In the experimental group, the students were taught using the 635 Brainwriting technique, while in the control group, students were treated using the conventional technique (PPP). The data were analyzed using descriptive and inferential statistics analysis. Results of the data analysis showed the mean score of the experimental group was 83.67, while the control group was 80.89. For hypothesis testing, a paired sample t-test was conducted. The result showed a sig. (2-tailed) value of 0.004, which was lower than the standard Alpha level 0.05 ( $p < 0.05$ ). This proved that the 635 Brainwriting technique produced a significant influence on the experimental group. Therefore, the 635 Brainwriting technique was proven to be effective in generating students' ideas in writing recount text.

**Keywords:** *Writing competence, 635 Brainwriting technique, Recount text*

### INTRODUCTION

English is an international language that is used by people all over the world. English is used to make global contact, build relationships, and cooperate among people from different countries, both in oral and written form. It plays an essential part as an international communication language in various sectors, including the economy, education, science, and technology. In learning English, four language skills must be



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mastered by the students: listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. We can understand and gain information by listening and reading. While by speaking and writing, we can express our feelings, needs, desire, emotions, share stories, and produce ideas. The primary goal of language teaching is to master all of the language's skills.

Although writing is in the last position, it does not mean writing is an unimportant language skill. Writing is an essential skill that students need to gain because it allows them to be able to compose their pieces of writing in various genres required by the curriculum (Ratminingsih et al., 2018). When students have good writing competence, they will be able to convey their message, share ideas, arouse feelings, to persuade and convince others, and become capable of reaching and being reached by a larger audience than face-to-face. Thus, reaching a good ability in writing is a huge factor in determining success in learning.

Langan (as cited in Mettaningrum et al., 2013) said that there are two fundamental reasons why writing is very important. The first reason is that writing is one of the fundamental interests for English language students to support the success of their education. In English subjects, students are often given written assignments such as essays, papers, reports, various types of texts, and other written projects. This kind of assignment is used to measure the extent to which students understand with the topic that have been learnt. Teachers can find out students' English competence through their writing performance. Writing is the final product after students have learned other previous skills (i.e., listening, speaking, and reading). They write down what they hear, speak, and read.

The second reason, writing is a useful requirement to support the career of English learners. It supported by Light (2001 as cited by Graham, 2018) claimed that in the workplace, employees commonly use writing to perform their job, and the employer determines who to hire and promote based on the employees' writing competence. In conclusion, writing is not only an essential foundation for students in academic life but also in any future career field (Salem, 2017).

For some people, writing is a difficult skill to be mastered. According to Adas & Bakir, (2013) writing is the most challenging skills to be mastered by the students. It is because in writing students combine or arrange words into meaningful regular sentences. Writing is the process of generating and organizing ideas into written form. Writing needs deep thought because in writing students must produce words and sentences into paragraphs at the same time. Most of the students were struggle to get and develop ideas as a topic for writing. They had difficulties in determining ideas as topic for their writing and often could not begin composing even the first sentence without sufficient background knowledge or reference materials. Writing a coherent



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sentence required students to gather information through reading and then synthesise it using their own words, which posed a challenge for those lacking prior knowledge. Those difficulties led to the students' writing performance being unsatisfactory, as reflected in their average score, which fell below the minimum standard of mastery (KKM) set at 75.

Moreover, the teacher still applies teacher centered, writing technique which called Presentation, Practice, and Production (PPP) technique. Based on observation conducted in tenth grade students of SMA Negeri 3 Singaraja, it was found that many students were unresponsive during lessons and often displayed a lack of interest due to the monotonous learning activities. The absence of engaging learning media or stimuli meant that students had no reference points to spark their ideas. They were frequently instructed to write on a piece of paper without being given visual or contextual support to aid their thinking. This routine led to boredom and disengagement, as students found writing to be a tedious task. The teacher-centered approach, which focused primarily on explanation and repetition, failed to provide an effective environment for creative expression. As a result, students struggled to generate and develop ideas into coherent paragraphs. These challenges suggest that the current teaching technique does not adequately support students' needs in writing instruction.

Regarding all those problems above, it seems that it is necessary to use a writing technique that can assist students in generating ideas where the implementation of the technique is students centred. Based on library research, there were some researchers studied about 635 Brainwriting technique. 635 Brainwriting technique was a group creativity technique for rapidly producing new ideas. The word 635 refers to the implementation of this technique. The 635 Brainwriting technique was design for 6 group members seated around a table. Each group got a worksheet that consists of 6 rows and 3 columns. Each participant is assigned to fill one field

within 5 minutes. After finishing, the worksheet is handed out to the next participants until all of the participants in the group have had their turn (VOß et al., 2022). In 635 Brainwriting technique ideas are written down instead of mention it loud. This will avoid production blocking along the way (Wardani, 2021). By writing their ideas in worksheet, the ideas and feelings will not be forgotten during the discussion. Moreover, both of introvert and extrovert students have the same chance to bring their ideas.

In addition, some previous research had proved the influences of 635 Brainwriting Technique for teaching writing. Using 635 Brainwriting technique in writing report text is successful to improve students' writing skill (Halifah, 2019). Tiarani (2020) implemented this technique for eight grade students. The result of her study found that the 6-3-5 Technique could improve students' writing skill on recount text. As it shown from the enhancement of students' post-test scores at cycle 2 was



higher than students' post-test scores in cycle 1.

Moreover, the use of media is also needed to attract students; attention and encourage them to write. Media is also very necessary to stimulate students' brains with learning topics. One of the media that can be used is visual media. Laraswati & Suhartono, (2016) stated that the use of visual media can assist students to get idea easily. Picture series is a type of visual media which can be implemented to make students excited about writing. The utilization of an interesting activity in writing class that can be created by proper media will capture more students' attention and they will understand the lesson well. An appropriate teaching media that applied by the instructors can also increase the quality of teaching and learning. The pictures may inspire learners to write about their ideas. When students are having difficulty identifying and developing ideas, pictures might be a helpful guide. The research was conducted on tenth-grade students of SMA Negeri 3 Singaraja specifically at XA class and XC class. The rationale of choosing this setting because the researcher found the problem in this place. Besides, the researcher has done the preliminary teaching practice in this school. This research discusses the effect of 635 Brainwriting technique combined with picture series on students' writing competence.

## METHOD

This research was a quantitative study that used a Quasi-Experimental design, specifically the Post-Test Only Control Group Design. According to Sugiyono (2013), a quasi-experiment was a research design that included a control group but could not completely control the external variables that impacted the implementation of the experiment. The Post-Test Only Control Group Design was chosen to determine the effect of the treatment on students' writing competence in the experimental and control groups by comparing the post-test scores of those groups. This design involved two groups of samples, namely the experimental group and the control group. This research took place at SMA Negeri 3 Singaraja, which was located at Natuna Street, Penarukan, Buleleng Subdistrict, Buleleng Regency. The population were 12 classes of tenth-grade students with the total number of 396 students. From the population two classes were selected as a sample by using cluster random sampling. Cluster random sampling was used because the total population of the research was too large so a better way was to divide the population into smaller parts and then from those small parts selected randomly from the smaller units (Etikan & Bala, 2017). Those two classes are XA and XC which consisted of 72 students. XA class was assigned as the control group while XC class the experimental group. There were two variables in this study namely; independent variable and dependent variable. Independent variable was 635 Brainwriting technique while dependent variable was students' writing competence.

This study used three instruments namely teaching instrument, scoring rubric,



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and writing competence post-test. Teaching instruments (teaching module) was used as a guidance during the teaching and learning process. Writing scoring rubric needed to assess students' writing post-test which was used as a measurement to direct the researchers about what they needed to assess and which score had to be given. Writing competence post-test was designed to collect the students' writing competence. This instrument comprised of students' post-test worksheet and direction in doing the post-test. Instruments validity test was carried out by the researcher's supervisors. Both of the researcher's supervisors were asked to become the expert judges. These supervisors examined all items in the instrument and consider how the instrument described the scope of content and activities to be measured. After conducting validity test, the instruments were ready to use for experimental group and control group. The data obtained through the experiment was analysed in quantitative data analysis techniques, namely descriptive statistics analysis and inferential statistics analysis. Descriptive statistics analysis used were mean, range, standard deviation, and variance. Inferential statistics analysis used to conduct the normality test, homogeneity test, and paired sample t-test.

## FINDINGS AND DISCUSSION

The result of descriptive statistics analysis is presented on the table below.

**Table 3. 1 Descriptive Statistics Analysis**

The Description of Data Analysis	Experimental Group	Control Group
Mean	83.67	80.89
Median	84.00	80.00
Mode	80	76
Range	18	12
Variance	22.514	15.187
Standard Deviation	4.745	3.897
Maximum	94	88
Minimum	76	76

The mean score of the post-test in experimental group was 83.67 and the mean score of the control group was 80.89. In median, experimental group gained 84.00 meanwhile in control group was 80.00. The mode of experimental group was 80 and the control group was 76. The variance score of the experimental group was 22.514, while the variance score of the control group was 15.187. The standard deviation of

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experimental group was 4.745, which the standard deviation of control group was 3.897. In term of range students in experimental group were 18 and those in control group were 12.

**Table 3.2 Paired sample statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control group	80.89	36	3.897	.650
	Experimental group	83.67	36	4.745	.791

As shown in the Paired Samples Statistics table, the Control Group had a mean score of 80.89 (SD = 3.897), while the Experimental Group achieved a higher mean of 83.67 (SD = 4.745).

**Table 3.3 Paired Sample Correlation**

		N	Correlation	Sig.
Pair 1	Control Group & Experimental Group	36	.954	.000

**Table 3.4 Paired Sample Test**

Paired Differences			
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Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
-2.778	5.415	.902	-4.610	-.946	-3.078	35	.004

As shown in the Paired Samples Statistics table 3.1, the Control Group had a mean score of 80.89 (SD = 3.897), while the Experimental Group achieved a higher mean of 83.67 (SD = 4.745). The Paired Samples Correlation table 3.2 indicates a very strong and statistically significant positive correlation between the two sets of scores ( $r = .954$ ,  $p = .000$ ), suggesting consistency across matched pairs. Furthermore, the Paired Samples Test shows a mean difference of -2.778 (SE = .902), with a 95% confidence interval ranging from -4.610 to -0.946. The negative mean difference confirms that the Experimental Group outperformed the Control Group. This difference is statistically significant, as indicated by a t-value of -3.078 and a p-value of .004 ( $p < .05$ ). These findings suggest that the intervention applied to the Experimental Group had a meaningful and positive effect, resulting in improved outcomes compared to the Control Group.

## DISCUSSION

Referring to the results of the descriptive statistical analysis of students' writing competence post-test, it was found that the mean score of the experimental group was 83.67, while the control group achieved a lower mean score of 80.89. This indicates that students who were taught using the 635 Brainwriting technique outperformed those who received instruction through conventional methods. The subsequent hypothesis testing, conducted using a paired sample t-test, yielded a p-value of 0.004 ( $p < 0.05$ ), thereby confirming that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ ) was rejected. This statistical evidence reinforces the conclusion that the 635 Brainwriting technique had a statistically significant and positive effect on students' writing performance.

This finding is aligned with the theoretical framework as stated (Halifah, 2019), the 635 Brainwriting Technique encourages the generation of multiple ideas collaboratively and silently, which enhances students' creativity and reduces anxiety. The technique is particularly beneficial for students who are hesitant to participate



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verbally in class discussions, as it provides equal opportunities for all students, including introverted learners, to contribute (Wardani, 2021). This equitable participation fosters a rich idea pool and promotes individual accountability in the writing process. On the other hand, the control group, taught using the Presentation, Practice, and Production (PPP) model, also showed improvement, though to a lesser extent. The conventional method, as outlined by Aziz & Hossain, (2010) positions students as passive recipients of knowledge. While the teacher provides examples and explanations, students often lack adequate support in the idea-generation stage, which can result in superficial or mechanical writing output. The difference in scores between the two groups indicates that, while conventional methods may support surface-level understanding, techniques like 635 Brainwriting promote deeper engagement, creativity, and critical thinking which were crucial for writing.

This study has several limitations. First, it had the small sample size may limit the generalizability of the findings. Second, this study was limited to generating writing ideas for tenth-grade students. Besides that, there were some challenges encountered in collecting data. Some students were very difficult to manage.

To address this, the researcher monitored those students by approaching them and asking if there was anything wrong. Given these limitations, the author recommends that future research involve a larger sample size so that the 635 Brainwriting technique can be applied to other English language skills, such as listening, speaking, and reading, as well as other subjects.

The technique is especially beneficial in addressing the common challenge of idea generation, a foundational skill in writing that directly affects content quality and coherence. Furthermore, the integration of visual aids such as picture series alongside the 635 Brainwriting technique proved valuable in stimulating students' thinking and motivation. This underscores the importance of multimodal teaching approaches that combine structured techniques with appropriate media to enrich the learning experience.

Beyond the classroom, this study also suggests broader implications for curriculum design and teacher professional development. Teacher training programs should include exposure to innovative techniques such as 635 Brainwriting to ensure educators are equipped with diverse tools to support students' writing development. Besides, the success of the technique in this study suggests its potential application across different genres of writing, as well as other language skills such as speaking and reading.



## CONCLUSION AND SUGGESTION

This study can be concluded that there is a significant difference on writing competence between the students who were taught by using 635 Brainwriting technique and those who were taught by using conventional teaching technique at tenth grade students of SMA Negeri 3 Singaraja in academic year of 2024/2025. By using 635 Brainwriting technique in classroom, the students got higher score rather than those who were not treated using this technique. The students were easier to develop and organized their idea in writing recount text. It also confirmed by the statistical analysis. The alternative hypothesis ( $H_a$ ) was successfully accepted while the null hypothesis ( $H_0$ ) was rejected. For those reason, the result of this study can be concluded that there was a significant effect on students' writing achievement in writing recount text between students who were taught by using 635 Brainwriting technique and those who taught by using conventional teaching technique in tenth grade students of SMA Negeri 3 Singaraja in academic year 2024/2025.

There were several suggestions that can be proposed for educational practice and future research from this study. Firstly, English teachers are encouraged to adopt the 635 Brainwriting technique as an alternative instructional strategy to improve students' writing competence. This technique has proven effective in fostering student engagement and enhancing writing outcomes, as demonstrated by the significant difference in achievement between the experimental and control groups. Secondly, school administrators and curriculum developers should consider integrating collaborative and student-centered techniques such as 635 Brainwriting into the writing curriculum to create a more dynamic and supportive learning environment. Thirdly, for researchers, it is suggested that future studies expand the scope by involving larger and more diverse samples to increase the generalizability of the findings. Further investigation is also recommended into the application of the 635 Brainwriting technique across different English

language skills, such as speaking, listening, and reading, or other academic subjects, to explore its broader pedagogical potential.

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