The Effect of Brainwriting Learning Model Assisted by Short Film Media Bullying "RAPUH" on the Ability of Writing Response Texts of Grade VII Students of SMP Negeri 2 Percut Sei Tuan

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Abstract: This study aims to analyze whether there is an effect of using the *Brainwriting* model assisted by the short film media bullying "Rapuh" on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan. The population in this study were students of class VII of SMP Negeri 2 Percut Sei Tuan with a sample size of 34 students in the first class and 34 students in the second class. The instruments used in this study were context, description, assessment, responses agreeing to opinions, responses rejecting opinions and responses to suggestions. The method used in this study was the Two Group Posttest design. The data analysis technique used the analysis prerequisite test, namely the normality test, homogeneity test, and hypothesis test. The results of the study in the control class obtained an average value of 64.62 and was categorized as sufficient. Meanwhile, the results of the experimental class research obtained an average value of 86.38 and included in the Very Good category. through hypothesis testing, namely t table count, namely 10.705 > 1.69092, it can be concluded that there is a significant influence of the use of the *Brainwriting* model assisted by the short film media bullying "Rapuh" on the ability to write review texts of class VII students of SMP Negeri 2 Percut Sei Tuan.
Keywords: *Brainwriting* Model, Short Film Media, Writing Ability, Response Text.

Abstrak: Penelitian ini bertujuan untuk menganalisis adakah pengaruh penggunaan model *Brainwriting* berbantuan media film pendek *bullying* "Rapuh" terhadap kemampuan menulis teks tanggapan siswa kelas VII SMP Negeri 2 Percut Sei Tuan. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 2 Percut Sei Tuan dengan banyak sampel kelas pertama sejumlah 34 dan kelas kedua sejumlah 34 siswa. Instrumen yang digunakan dalam penelitian ini adalah konteks, deskripsi, penilaian, tanggapan menyetujui pendapat, tanggapan menolak pendapat dan tanggapan saran. Metode yang digunakan dalam penelitian ini adalah *Two Group Posttest design*. Teknik analisis data menggunakan uji prasyaratan analisis yaitu uji normalitas, uji homogenitas, dan uji hipotesis. Hasil penelitian pada kelas kontrol diperoleh nilai rata-rata 64,62 dan masuk kategori cukup. Sedangkan, hasil penelitian kelas eksperimen diperoleh nilai rata-rata 86,38 dan termasuk ke dalam kategori Baik sekali. melalui pengujian hipotesis yaitu t hitung tabel yakni 10.705 > 1.69092 dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan model *Brainwriting* berbantuan media film pendek *bullying* "Rapuh" terhadap kemampuan menulis teks ulasan siswa kelas VII SMP Negeri 2 Percut Sei Tuan.
Kata kunci: Model *Brainwriting*, Media Film Pendek, Kemampuan Menulis, Teks Tanggapan.

INTRODUCTION

Education is an event and a human effort that is carried out wherever humans are. Every individual has a development that is based on education because overall education is an important role and tries to teach humans both as individuals and as a society. A person carries out the education process by honing skills, attitudes, and various forms of behavior that are encountered in the impact of the environment, one of which is school. The first education obtained by humans is language. Language as a means of communication plays an important role in the journey of obtaining formal and non-formal education.

In the Merdeka curriculum, learning Indonesian requires students to be able and skilled in writing a text. Writing itself is an expression of an idea and thought that is poured into the form of language using aspects of writing and Indonesian language rules, so it is called writing skills. Writing skills are aspects that have an influence in improving students' abilities, in addition to listening, speaking, and hearing skills. Writing skills are motor skills that can develop the mind and can be done with any activity. Successful writing is when a writing uses language symbols that are directly understood by the writer or reader who uses the same language.

With the writing skills that students have, it is expected that they can create and express an idea in a logical and systematic framework of writing. However, students often have difficulty in writing. This happens because the mindset of students who consider writing to be an uninteresting activity, even boring. Teachers, especially those who specialize in teaching Indonesian as a second language, often hear from students that writing is the part of the class they like the least. To create learning that improves students' abilities, especially in writing, and that emphasizes aspects of knowledge and measures their learning achievements with tests and multiple-choice questions, educators must condition the learning environment and use learning models to support the learning process.

Indonesian language learning is largely based on texts, one of which is response texts. Response texts are texts that contain a description of facts written based on criticism of a work that is seen or observed. Response texts are characterized by a fact, the use of logical and clear language, response texts are included in communication media and are also included in the form of assessment or criticism. This makes response texts have an important function for students to appreciate in assessing something critically. The learning achievements of the Merdeka curriculum for response texts in writing elements are as follows:

Table 1. Learning Outcomes of Independent Curriculum Response Text

Learning materials	Response Text
Element	Write
Learning Outcomes	Students can express themselves creatively through simple prose and poetry, using interesting and creative diction and intrinsic elements (dialogue, conflict, characterization) to attract readers' interest, and they can write on a variety of topics using new vocabulary with denotative, connotative, and figurative meanings in well-structured compositions and essays that follow genre guidelines. They can also write on a

	variety of topics using narrative, procedural, expository, reconciliation, persuasive, and transactional texts that use multimodal media.
Learning objectives	1. Response texts provide students with opportunities to express themselves through writing.

According to interviews and initial observations with Mrs. Erma Ariyani Tarigan, S.Pd., an Indonesian language teacher for grades seven to four, there are still a number of problems that arise and are faced by students and teachers. One of these problems is that most students still have difficulty determining ideas, and some students still feel confused about how to come up with ideas. Students sometimes have difficulty finding enthusiasm and motivation to learn to write because writing assignments also require them to think independently. The problems faced by teachers before the learning process to be carried out. teachers still use lecture and assignment learning models, which result in students feeling bored and not fully interested in writing activities.

The activeness and understanding of students in their writing skills at school are still related to the condition of the teacher. For example, teachers rarely prepare their writing skills and teach them. Therefore, teachers are required to have the ability to write and develop learning models and techniques that can motivate students and be interested in learning activities, one of which is writing. The learning process needs to get fun attention because it is a factor that can make the learning process successful. Some problems that students often get in learning to write response texts are difficulties in concluding and giving suggestions for something that is seen and witnessed to be responded to. In addition, the difficulty experienced by students is arranging words into a paragraph. This problem shows that students' thinking power and their efforts to get ideas are still said to be in the low or lacking range. In addition, the lack of vocabulary, such as the use of spelling, word choice, sentence arrangement into a complete text is an obstacle in writing a text. This problem was found in Class VII students of SMP Negeri 2 Percut Sei Tuan.

The use of a learning model in learning activities can make students interact directly with learning objects. One of the innovative learning models that can stimulate student activity is the Brainwriting learning model. Brainwriting is a learning model that is applied by pouring out ideas and then exchanging ideas with other students in writing. Brainwriting is suitable for use in the learning process, especially writing. The Brainwriting learning model has an influence on the success of the response text. This is because the Brainwriting model can be used as a stimulus to make students create their ideas in writing response texts. The response text itself is a text that requires students to think to provide comments, suggestions, praise for the work that is seen and witnessed.

The resulting response text will be more interesting than before using the Brainwriting learning model. The Brainwriting learning model in learning response texts requires students to pour out and write down their ideas based on facts in their minds and poured into writing.

In writing response texts, students will find it difficult to get ideas that are only based on learning models. Therefore, the short film media bullying "Rapuh" is used, which contains meanings and values that can be responded to in the response text. The bullying short film "Rapuh" with a duration of 03 minutes 40 seconds is played by 5 characters with different characteristics and behaviors, in the film tells the story of a student who is bullied by his three friends because he is considered not on the same level and one student who helps and tries to stop the bullying carried out by the three students. The short film media brings out strong emotions and illustrates visual contrast directly to students. The bullying short film "Rapuh" can attract students' attention to focus because it contains images and

events that often occur in life. This short film was obtained from a YouTube channel with the account name Smansabit Production entitled "Bullying Short Film "Rapuh" by Agents of Change SMA Negeri 1 Bitung".

In this case, the Brainwriting learning model is expected to influence students' ability to write response texts because the model can stimulate the brain to create ideas in writing response texts. While the assistance of the bullying short film media "Rapuh" can stimulate students in getting ideas and writing them on paper when Brainwriting is done because the short film contains moral messages and images that can be used as material for writing response texts.

The moral text presented in the film is expected to be an additional idea or idea in developing a response text. In a previous study conducted by Nurul Hidayati entitled "The Effectiveness of Learning to Write Review Texts with the Brainwriting Model and the Team Assisted Individualization (TAI) Model Assisted by Short Film Media Containing Love for the Country for Class VIII Students" had increased learning outcomes using the Brainwriting model compared to using the Team Assisted Individualization (TAI) model. This can be seen from the average value of the final posttest results for the experimental class of 88.44 and the experimental class 2 of 78.55. Thus, it can be concluded that the Brainwriting model is more effective in using the skill of writing review texts with short film media expressing love for the country because the average value is superior by 5.89 compared to the class that received treatment with the Team Assisted Individualization (TAI) model.

Based on the problems that have been explained, it is necessary to conduct research on the Brainwriting learning model assisted by the short film media bullying "Rapuh" to determine its influence on learning the ability to write response texts. The application of this model and assisted learning media will place students in an active and enjoyable learning condition, especially at SMP Negeri 2 Percut Sei Tuan which was chosen as the location of the study. Therefore, the title taken for this study is "The Influence of the Brainwriting Learning Model Assisted by the Short Film Media Bullying "Rapuh" on the Ability to Write Response Texts of Class VII Students of SMP Negeri 2 Percut Sei Tuan".

RESEARCH METHOD

The research method is defined by Sugiyono (2016: 2) as a scientific approach to collecting information for a specific purpose. This study uses a quasi-experimental approach. In a quasi-experiment, not all relevant variables are arranged or manipulated, but the goal is to estimate the conditions that can be produced through actual experiments (Arifin, 2012: 74). Here, research techniques play an important role in ensuring that the research achieves the desired goals. Finding the necessary data will be easier if the hypothesis is tested. To treat the subjects and observe their reactions, this experiment was conducted. The procedure involved treating a sample of students who participated in the experiment using the Brainwriting learning model with the help of the short film "Rapuh" about bullying media and its influence on the capacity to write response texts. In contrast, children in the control group used the Problem Based Learning model.

The research design uses the Posttest Control Group Design approach which is one type of Pre-experimental in experimental research. Posttest Control Group Design consisting of 2 classes, each group is given different treatments. In the experimental class, treatment was given using the Brainwriting learning model assisted by the short film media bullying "Rapuh". While in the control class, treatment was given using the Problem Based

Learning model. With this research design, the effect of the experiment can be known and the post-test results of the experimental class and the control class will be compared.

Data analysis is an activity to answer the points of the problem formulation and test the hypotheses that have been proposed, according to Sugiyono (2019: 147). This study uses quantitative data because the data contains information such as the size, quantity, or frequency of student ability scores. The steps that must be taken during data analysis are requirements test analysis (normality test, homogeneity test) and hypothesis testing (t-test).

RESULT AND DISCUSSION

1. **Data Analysis Results of Control Class Using Problem Based Learning Model and Experimental Class Using Brainwriting Model Assisted by Short Film Media Bullying "Rapuh"**

The following are the results of data analysis from the search for the average value (mean), standard deviation, and standard error using SPSS version 26.00.

Table 2. Description of Post Test Data for Control Class and Experimental Class

	Class	N	Mean	Std. Deviation	Std. Eror Mean
Results	Posttest Kontrol	34	64.62	9.547	1.637
	Posttest Eksperimen	34	86.38	7.028	1.205

Based on the table above, it is known that the results of the control class posttest using the Problem Based Learning model obtained an average value (mean) of 64.62 with a standard deviation of 9,547 and a standard error of 1,637. While the results of the experimental class posttest using the Brainwriting model assisted by the short film media bullying "Rapuh" obtained an average value (mean) of 86.38 with a standard deviation of 7,028 and a standard error of 1,205. The following is a histogram graph of the posttest data for the control class and experimental class.
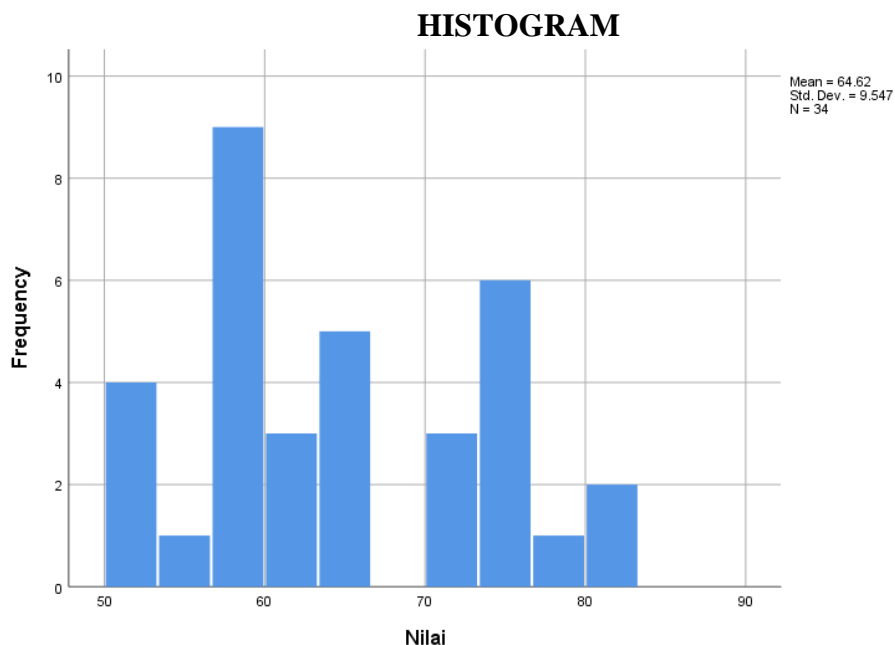
HISTOGRAM

Figure 1. Histogram Post Test Control Class

Based on the histogram graph above for the post-test in the control class, it can be seen that there were 4 students who obtained a score of 50, 1 student who obtained a score of 54, 9 students who obtained a score of 58, 3 students who obtained a score of 62, 5 students who obtained a score of 66, 3 students who obtained a score of 70, 6 students who obtained a score of 75, 1 student who obtained a score of 79, and 2 students who obtained a score of 83.
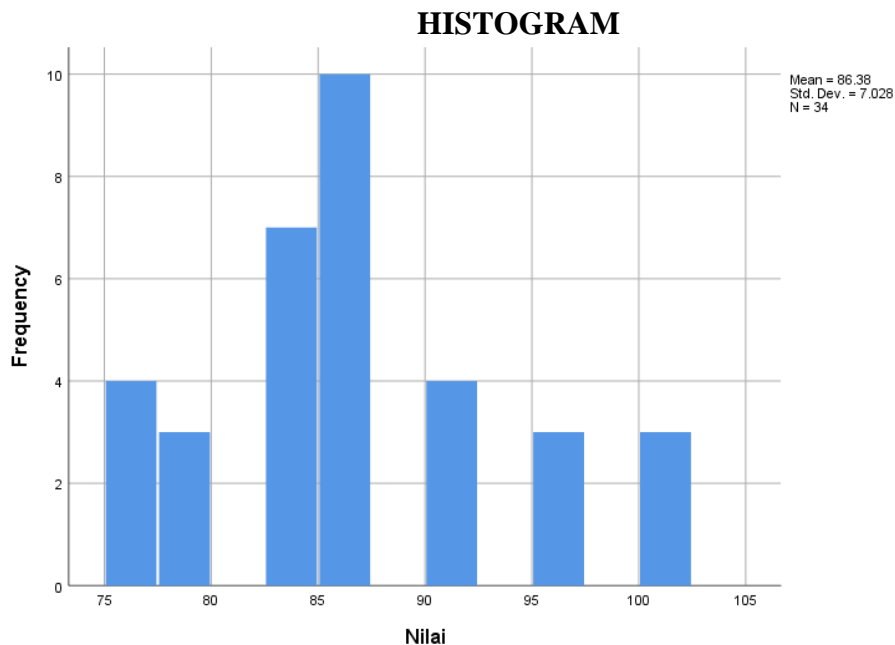
HISTOGRAM

Figure 2. Histogram Post Test Experimental Class

Based on the histogram graph above for the post-test in the experimental class, it can be seen that there were 4 students who got a score of 75, 3 students who got a score of 79, 7 students who got a score of 83, 10 students who got a score of 87, 4 students who got a score of 91, 3 students who got a score of 95, and 3 students who got a score of 100.

2. **Analysis Requirements Test**
   a. **Normality Test of Control Class and Experimental Class**

The normality test is conducted to determine whether the data or samples studied are normally distributed or not normally distributed. This study uses the assistance of the SPSS version 26.00 program with the Kolmogorov-Smirnove method for the normality test, because the number of sample data is more than 30. Data that is said to be normally distributed must meet the requirements of a significant value of > 0.05.

Table 3. Results of Normality Test for Control Class and Experimental Class

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas Kontrol	.168	34	.016	.939	34	.058
Kelas Eksperimen	.171	34	.013	.941	34	.064

Based on the table above, the results of the normality test can be seen that the results of the Post-test value in the control class show a significant value of 0.016, this indicates that the data is normally distributed, because the results of the significant value are 0.016>

0.05. Furthermore, the results of the Post-test value in the experimental class show a significant value of 0.013, this indicates that the data is normally distributed, because the results of the significant value are 0.013> 0.05.

b. Homogeneity Test of Control Class and Experimental Class

The homogeneity test is carried out to determine whether or not the level of data variance from the control class and the experimental class is homogeneous. The requirements in the homogeneity test are if the significance is more than 0.05. In this study, the homogeneity test uses the assistance of the SPSS version 26.00 program, namely One Way Anova.

Table 4. Results of Homogeneity Test of Control Class and Experimental Class

		Levene Statistic	df1	df2	Sig.
Post test	Based on Mean	5.404	1	66	.023
	Based on Median	5.607	1	66	.021
	Based on Median and with adjusted df	5.607	1	65.539	.021
	Based on trimmed mean	5.337	1	66	.024

Based on the table above, the results of the homogeneity test can be seen that the results of the Post-test values in the control class and the experimental class show a significant value of 0.023. So, it can be concluded that the variants owned by the control class and the experimental class are homogeneous, because 0.023> 0.05.

c. Hypothesis Testing

In this study, the test used to determine the hypothesis test is to use the t-test. The t-test is a tool used to test the equality of the average of two independent samples. The t-test aims to determine the differences between the two classes, both the control class and the experimental class. The hypothesis in this study can be formulated as follows:

H_0: No there is a significant influence in the use of the Brainwriting learning model assisted by the short film media bullying "Rapuh" on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan.

H_a: There is a significant influence in the use of the Brainwriting learning model assisted by the short film media bullying "Rapuh" on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan.

Hypothesis testing was carried out using SPSS version 26.00 and the results were found in the following table:

Table 5. Results of Independent t-Test of Control Class and Experimental Class

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-talled)	Mean Difference	Std. Eror Difference	95% Confidence Interval of the Difference	
								Lower	Upper

| Results | Equal variances assumed | 5.404 | .23 | 10.705 | 66 | .000 | 21.765 | 2.033 | 17.705 | 25.824 |
| | Equal variance not assumed | | | 10.705 | 60.647 | .000 | 21.765 | 2.033 | 17.699 | 25.831 |

Based on the results of the t-test calculation using the independent sample t-test formula, it is known that the calculated t is 10.705, which means it is greater than the t Table 1.69092. In addition, the significance value is 0.000, which is smaller than 0.05. So, it can be concluded that H0 is rejected and Ha is accepted, so that the application of the Brainwriting learning model assisted by the short film media bullying "Rapuh" has an effect on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan.

Based on the results of the research that has been carried out, it was obtained that the average value in writing review text skills using the Problem Based Learning model and the Brainwriting model assisted by the short bullying film media "Rapuh" has a significant difference. The average value of writing review text skills using the Problem Based Learning model is 64.62 while the average value of writing review text skills using the Project Based Learning model is 86.38. Then the data analysis that has been carried out with a normality test with a significance level of $\alpha = 0.05$ obtained data using the Problem Based Learning model and the Brainwriting model assisted by the short bullying film media "Rapuh" is normally distributed. Furthermore, the homogeneity test shows that the sample of this study comes from a homogeneous population. The results of the homogeneity test obtained a significant value of 0.023> 0.05. The results of the study using the Brainwriting model assisted by the short bullying film media "Rapuh" prove that there is a significant influence on the ability to write response texts.

This is proven by the results of the hypothesis test t Count > t Table which is 10.705 > 0.05 and the results of the P - value are smaller than the significance level, namely. 0.000 < 0.05, so the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. So overall it can be concluded that there is an influence of the Brainwriting model assisted by the short film media bullying "Rapuh" class VII students of SMP Negeri 2 Percut Sei Tuan.

CONCLUSION

Based on the results of data acquisition and processing using the Brainwriting model assisted by the short film media bullying "Rapuh" on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan, it can be concluded that the ability to write response texts of class VII-4 students of SMP Negeri 2 Percut Sei Tuan as a control class using the highest Problem Based Learning model is in the sufficient category with an average of 64.62%. So it has not met the KKM that has been determined by the school, which is 75. While the ability to write response texts of class VII-6 students of SMP Negeri 2 Percut Sei Tuan as an experimental class using the Brainwriting model assisted by the short film media bullying "Rapuh" is highest in the very good category with an average of 86.38. So it has met the KKM that has been determined by the school, which is 75. So the Brainwriting model assisted by the short film media bullying "Rapuh" has an influence on the ability to write response texts of class VII students of SMP Negeri 2 Percut Sei Tuan.

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