

## COLLABORATIVE LEARNING WITH BRAINWRITING TECHNIQUES TO IMPROVE EXPLANATORY WRITING SKILL IN PRIMARY SCHOOL

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**Abstract.** Learning language skills has made extensive use of collaborative learning. Collaborative learning is when students work together to learn. Students' language proficiency can be enhanced through collaborative learning. Collaborative learning is when students work together to learn. Numerous studies have demonstrated the effectiveness of collaborative learning in enhancing language proficiency, particularly writing abilities. Thus, this article offers a review of the literature from studies that are thought to be pertinent to the use of brainwriting approaches in conjunction with collaborative learning to enhance students' ability to write explanatory texts when learning Indonesian in elementary school. To improve explanatory text writing skills and produce explanatory texts with proper and appropriate structures as learning achievements of phase C in learning Indonesian in elementary schools, this study looks at and evaluates the effectiveness of applying collaborative learning with brainwriting techniques. A qualitative research design and the literature study approach were used in this investigation. According to the findings of the review of these articles, students' writing abilities can be enhanced by using collaborative learning brainwriting strategies, which can help them become more creative and proficient in terms of ideas, text structure, word choice, and diction.

**Keywords:** Brainwriting, Collaborative learning, Explanatory writing skills, Primary School.

### 1. INTRODUCTION

Writing is a language skill used to communicate indirectly and not face to face with other people (Syamsuddin, 2021). We can express thoughts or feelings to others (Harijatiwidjaja, 2016a). Writing is an important skill possessed by students in elementary school. Writing makes it easier for students to think and can stimulate students to think critically, convey thoughts or feelings, and solve problems.

Writing requires high order thinking skills and creativity so that the resulting report is of good quality and attractive (Setiawan et al., 2019). Therefore, writing is considered the most challenging language skill compared to other language skills, likewise in writing explanatory texts, which are also considered difficult for students, considering that explanatory texts are new material in learning Indonesian in grade VI elementary school according to the current 2013 curriculum.

Explanatory text is a descriptive text (Efriliani et al., 2019). Explanatory text is included in the type of non-fiction text. The explanatory text contains a description or explanation of the process of the occurrence of a natural or socio-cultural phenomenon (Limbong et al., 2018a). Explanatory texts are arranged systematically based on the correct structural order with the principle of cause and effect (Efriliani et al., 2019). By studying explanatory texts, knowledge will be obtained about a phenomenon process that originates from the cause and effect of the phenomenon (Limbong et al., 2018a). Writing an explanatory text is writing a text that provides a general description of the process of natural, social, scientific, and cultural events written based on facts.

Students' explanatory text writing skills do not come by themselves but are obtained by learning, practicing, and getting intensive guidance. To be skilled at writing, students must first be supported by mastery of concepts about the text and content to be written (Setiawan et al., 2019). Students must find and determine ideas or thoughts related to natural, social, scientific phenomena and explore causes and consequences based on supporting facts in writing explanatory texts.

To improve the skills of writing explanatory texts in language learning in elementary schools, one of the learning models that can be used is collaborative learning with brainwriting techniques.

Collaboration is a fundamental life skill that students must possess in the millennial era (Griffin & Care, 2015a); (Klucsevsek & Brungard, 2016). Collaborative is an essential skill that needs to be applied in the learning process (Wahyuni et al., 2021). Collaborative Learning is a group learning model that aims to help students understand learning materials and work together in problem-solving (Rizki et al., 2020a). Collaborative learning is constructivist philosophical learning which refers to an educational situation in which two or more people are grouped to learn something together and whose emphasis is on constructing knowledge (Mello, 2019a). Collaborative activities in the classroom can facilitate students' cognitive operation (Mercer, 1994).

Collaborative writing refers to a process that allows students to explore, discuss, collaborate, and develop writing skills (Dobao, 2012a). In collaborative writing, students must compose together and share responsibility for producing the final product in writing (Dobao, 2014a). Collaborative learning involves students collaborating and makes students more creative and can enrich ideas and use vocabulary in writing explanatory texts.

Brainwriting is a variation on brainstorming, in which each person in the group writes ideas down on paper and then passes the paper to someone else who reads the first set of ideas and adds new ones (Wilson Chauncey, 2013a). Brainwriting is a way in which each group member can freely explain their ideas and interact and integrate ideas proposed by other group members (Rizzuti & De Napoli, 2021a). Brainwriting can significantly increase the quality and quantity of new ideas (Langham & Paulsen, 2020). Brainwriting is an excellent way to express creative and innovative ideas for students in their groups. Brain-writing can reduce student boredom and boredom in the teaching and learning process (Dayu & Haryanto, 2019).

Based on the description above, the author will conduct a literature study on collaborative learning with brainwriting techniques to improve students' explanatory text writing skills in language learning in elementary schools. The essence of this research is an effort to analyze the effectiveness of using collaborative learning to improve students' explanatory text writing skills in elementary schools.

The problem in this research is how effective is the application of collaborative learning models with brainwriting techniques to improve explanatory text writing skills in Indonesian language learning in elementary schools?

The primary purpose of this literature study is to present empirical evidence found in the analysis of relevant previous studies on the use of collaborative learning with brainwriting techniques to improve students' explanatory text writing skills.

## **2. LITERATURE REVIEW**

### ***2.1 Skills Writing Explanatory Text***

Skills write is one of from four skills in learning language that has role important in communication (Bhairawa et al., 2020). Skills write is skills used for communicate in a way No direct or No in a way look at advance with others (Syamsuddin, 2021). Writing is skills to issue, to express Contents heart in written (Hilaliyah et al., 2020) form Through write We can convey and express idea or feeling We to others (Harijatiwidjaja, 2016b). Writing can used for guard social communication, facilitating learning, persuading

others, recording information, creating an imaginary world, expressing feelings, comforting others, healing wound psychological, note taking experience, fostering a sense of heritage and aspiration together, and explore meaning events and situations (Graham, 2018). Write is essential skills owned by participants educate at school base. Because write make it easier participant educate think and can stimulate participant educate to be able to think in a way critical, convey ideas, feelings, and solving problems in a way written. Skills, strategies, and knowledge about write important for taught (Graham & Alves, 2021). Write can more easily done if environment learning conducive and motivating participant like-minded students with statement (Graham & Alves, 2021) that "writing occurs in a positive and motivating environment".

Explanation is an absorption of the word explanation which comes from English. In terms of language, explanation means explanation. Explanation text is basically an explanation text (Efriliani et al., 2019). Writing an explanation text is included in the type of writing non-fiction text. Explanation text is a text that contains a description or explanation of the process of a natural or socio-cultural phenomenon (Limbong et al., 2018b). Writing an explanation text is writing a text that provides a general description of the process of natural, social, scientific, and cultural events that are written based on facts. Explanation text is a text that methodically describes the occurrence of natural phenomena, social phenomena, and cultural phenomena in an instructive and factual manner (Fitri Zalukhu et al., 2023). Explanation text is a text that describes a process or event about the origin, process, or development of a phenomenon in the form of natural, social, and cultural events. (Merdekawati et al., 2022.). The content in the explanatory text explains why and how events can occur (Lazuardi Al-Fitrie & Rosyad, 2023). Through learning to write explanatory texts, students will gain knowledge about a process of phenomena that originates from the cause and effect of the phenomenon. (Limbong et al., 2018).

## *2.2 Collaborative Learning Model with Brainwriting Technique*

Collaborative is a basic skill that needs to be applied in the learning process (Wahyuni et al., 2021). Collaborative is a very fundamental life skill that must be possessed by students in the millennial era (Griffin & Care, 2015b; Klucsevsek & Brungard, 2016). Collaborative Learning is a group learning model that aims to help students understand learning materials and work together in solving problems (Rizki et al., 2020b). Collaborative learning is constructivist learning that refers to an educational situation in which two or more people are grouped to learn something together and the emphasis is on the construction of knowledge (Mello, 2019b). Constructivist learning theory is learning that links the understanding or knowledge that students already have with newly known knowledge. Students are required to be active in carrying out activities and actively thinking (Fauziah, 2018). In other words, students construct the knowledge they already have with newly acquired knowledge and construct concepts and give meaning to the things they have learned and express them in the form of written explanatory text.

Brainwriting technique is a learning technique that can be done collaboratively. Brainwriting is a variation of brainstorming. Brainstorming is a learning model that requires students to think critically to solve problems and invites students to express their opinions freely without fear of being wrong, (Nurjanah & Faznur, 2022) while Brainwriting is a combination of the words brainstorming and writing, which means that in the writing process we can use brainstorming techniques (Handayani et al., 2023). Brainwriting is a group learning technique where students in a group write ideas on paper and then give the paper to someone else who reads the first collection of ideas and adds new ones (Wilson Chauncey, 2013b). Brainwriting is a way for each group member to explain their ideas freely and interact and integrate ideas proposed by other group members (Rizzuti & De Napoli, 2021b). Brainwriting is a learning activity that is in accordance with its syntax where students learn in groups and students write down

ideas as problem solving which are then discussed together (Aisyah et al., 2020). Brainwriting can significantly improve the quality and quantity of new ideas (Langham & Paulsen, 2020). Based on the description of the opinion above, it can be concluded that brainwriting is a learning technique carried out in groups to collect creative ideas, which requires each member of the group to be active through group discussions as an effort to solve problems.

Brainwriting is a learning technique chosen by researchers to improve explanatory text writing skills because Brainwriting is a learning technique that can be used in learning to write and improve students' writing skills (Handayani et al., 2023). Brainwriting is a group learning technique that can be combined with a collaborative approach, which is considered a good way for students to express their creative and innovative ideas with confidence, which are then discussed in groups. Brainwriting is a brainstorming technique in writing that is done by asking for help in groups to find or produce ideas based on a particular theme or problem. (Handayani et al., 2023). Through brainwriting, each group member has the right to convey the ideas they have. The use of brainwriting techniques can minimize the dominance of one group member (Gilmartin et al., 2018). The brainwriting technique is a brainstorming technique that is done in writing. (Hilaliyah et al., 2020).

The steps in brainwriting to write explanatory (Rusyandi & Rosidah, 2020) text is:

- a. The teacher divides students into small groups, each group consisting of 3-4 people.
- b. The teacher distributes a piece of paper to each student.
- c. Each group is given a general theme to write about.
- d. Each small group narrows down the theme that has been given.
- e. Students can write down their ideas in turns without discussing with other group members on a piece of paper within 15 minutes.
- f. Repeat the process several times until the specified time runs out.
- g. Once finished, students are asked to place their papers in the middle of the table and each group member takes turns silently reading their friend's paper one by one to provide additional ideas or further improvements.
- h. Papers that have been read and given additional ideas or improvements by group members are then returned to their owners.
- i. Each student begins to write an explanatory text according to the ideas they have written, and which have been given input by their group members.

### **3. RESEARCH METHODS**

The purpose of this literature review was to gather theoretical references that were pertinent to the researcher's formulation of the subject under investigation.

In addition, this research is also used to describe the effectiveness of using collaborative learning with brainwriting techniques to improve students' writing skills, especially writing explanatory texts.

The following is the main emphasis of the data analysis used to screen the papers for this study:

- 1) The study's respondents are either junior high school students or college students.
- 2) Research needs to be conducted within the framework of language instruction.
- 3) Research on the development of writing abilities for explanatory texts.
- 4) The study looks at how collaborative learning is used. The study looks at how brainwriting techniques are used.

### **4. RESULTS AND DISCUSSION**

The data in this study were obtained from articles in indexed journals both nationally and internationally published between 2018-2024 or the last 7 years. The articles were obtained through the Google Engine search engine on the online bibliographic database. Scopus, Google Scholar, Sciencedirect, Educational Resources Information Center (ERIC), Sage, Springer, and Researchgate by using the

keyword collaborative learning (collaborative) approach), based on project based, writing explanatory texts writing / explanatory text), and primary school (primary school) school / elementary school). After following the procedures for conducting a literature study as explained above, one hundred and sixty-two articles were obtained which were then narrowed down to nine articles related to previous research which was considered relevant regarding implementation collaborative learning brainwriting techniques for increase skills write text explanation participant educate in Indonesian language learning at school basis during the last seven years, from 2018 to 2024. The nine articles are collected in the following table:

Table 1. Article Analysis

NO	ARTICLE TITLE	YEAR
1	Nature And Function of Proposals In Collaborative Writing Of Primary School Students	2018
2	Reflective Practices in Collaborative Writing of Primary School Students	2018
3	A Systematic Review of Teacher Guidance During Collaborative Learning in Primary and Secondary Education	2019
4	Collaborative Chain Writing: Effects on The Narrative Competence of Primary School Students	2019
5	Sharing Knowledge with Peers: Epistemic Displays in Collaborative Writing Of Primary School Children	2020
6	Implementation Brain Writing Method for Learning Write Poetry	2020
7	Improvement Ability Writing Explanatory Text with Collaborative Learning Approach Using Padlet	2023
8	The Influence of the Brainwriting Learning Model on Skills Write Poetry Student Class VIII	2024
9	Skills write text narrative through brainwriting method in class tall school base	2024

As for the description explanation from results study and analysis articles that have been obtained on is as following:

Herder et al., (2018a) do research and review the nature and function of proposals in writing collaborative participant educate school base in context learning inquiry from perspective sociocultural, interactional with using data from 33 activities write in learning inquiry. In article This known that write in a way collaborative help participant educate For Study from the writing process and regulation One each other, and encourage reflection critical, unification source power and sense of awareness high audience, all of which own impact positive on activities write in a way individual. It is also known that for optimize condition for activity write collaborative as explained in article this, teachers can direct participant educate in a way more explicit on aspects substantive from activity

write.

Herder et al., (2018b) In his research explore How function practice reflective in the process of writing in a way collaborative participant educate school basic, do task write in context learning inquiry. Research This use method of analysis of meditative discourse. Study This done with objective for determine How practice reflective functioning in the process of writing collaborative participant educate school basic. The result show that practices This play a role in determine content and packaging text, and in monitor truth spelling, signs reading, and grammar. When generate ideas, participants educate discuss word suitability or proposed sentence, formed through comment about redundancy, relevance, and style writing. During and after the writing process participant educate very attentively accuracy and truth, which can observe in action different conversations that reveal reflection about use spelling, grammar, and punctuation read in accordance applicable rules.

Study van Leeuwen & Janssen, (2019) synthesize study quantitative and qualitative about learning collaboration for test connection between teacher guidance strategies and processes and outcomes collaboration between participant educate (66 studies). Research This highlight importance interaction collaborative (i.e., the way participant educates Work same) and describes that interaction participant educate need supported. Research results This show that several aspect teacher guidance related positive with cooperation participant educate, for example when the teacher focuses attention, they are on a solution strategy problem participant educate. During ongoing learning collaboration, participants educate get chance for involved in activity collaborative that supports the learning process. The way teachers take control determine whether opportunity This can changed become moment learning real for participant educate. The role of teachers in learning collaborative is as facilitator with objective for guide group participant educate.

Montanero & Madeira, (2019) do study use quasi-experimental study method for compare effect from write chain collaborative on competence write narrative participant educate school base with subject study of 91 participants educate class four elementary schools. The results of research conducted that is show profit from writing collaborative when type support certain given (especially when participant educate plan story, they use guide questions and evaluate together use rubric). Analysis verbal interaction during activity write collaborative also affirms that couples who use rubric show more Lots Of message evaluation together verbally focused especially on coherence overall text (more from problem semantics, grammar or orthographic).

Herder et al., (2020) Do review systematic against 46 studies about writing. Research This contribute to understanding about How activity writing collaborative build context for share and discuss knowledge in discussion Friend peers. Research results show on orientation intersubjective This is characterized by meaningful activities with focus on achievement understanding together about assignments, share ideas, and help each other support and encourage for contribute and appreciate all contribution. In study this, participants involved in a way critical with ideas, reasons together, giving arguments and efforts for reach agreement together.

Rusyandi & Rosidah, (2020) do study study literature about implementation brainwriting method in learning write specifically write poetry. In study This known that implementation brainwriting method aims for help participant educate in learning write poetry. Based on study literature This it is also explained that brainwriting method is considered suitable used in learning write in the classroom like make short story or type essay others. Learning use brainwriting method can be one of how to get interested write participant educate can challenged and explored, so that participant educate become can and able write A essay through the ideas that have been written Good that's the idea of self Alone or from Friend other.

Lazuardi Al-Fitrie & Rosyad, (2023) do review literature systematic with to collect various article scientific from journal indexed by SINTA, and SCOPUS regarding use

approach collaborative in learning write text explanation which then compare hypothesis and results study, which was analyzed in a way descriptive. Based on study article scientific they obtained that use approach learning collaborative with use padlet can increase ability write text explanation participant educate. This is based on Because approach learning collaborative with use digital teaching materials can maximize ability communicate in writing in form of ideas and concepts so that participant educate can stimulate ability write it.

Lutfiana Sari et al., (2024) Do study experiment for now the influence of the brainwriting learning model on learning skills write poetry with sample study class VIII B as class experiments and VIII C as class control. Research results This show that class average value experiment experience improvement after the brainwriting learning model is applied which is proven with posttest mean value class experiment far taller compared to class control. Class control to obtain the average value is 68 while class experiment to obtain average value 84. Based on explanation the concluded that the brainwriting learning model has an effect to learning skills write poetry student class VIII.

Study experiments conducted Febrianti Sazida et al., (2024) in 2 classes among them class VA as group experiments and VB as group control show that results from the t- test end group experiments and groups control can know acquisition p value of 0.001 p value < 0.05, from the data can concluded that There is significant difference to skills write text narrative theme my ideals in the group the experiment given treatment use method learning brainwriting with group control that is not given treatment use method brainwriting but use method learning conventional . The thing that differentiates that is lies in the development of ideas. Participants educate class VA as group experiment can develop ideas very well. Through use method participant brainwriting educate get chance For each other exchange ideas with member his group that was delivered in written form. Participants educate can provide additional ideas, provide suggestions, input, or repair towards the idea of participant educate others. That is very different. with participant educate VB class as group control, which is more limited in develop ideas. Based on description said, can concluded that method learning brainwriting is assumed can increase skills write participant educate, help participant educate in develop ideas, topics etc. Besides that, method learning This brainwriting can also push participant the quiet student or not enough believe self in express his ideas in a way oral for can share ideas with participant other students in written form.

From the description on can know that write in a way Collaborative refers to the process that gives students the opportunity to explore, discuss, collaborate, and develop writing skills (Dobao, 2012b). In collaborative writing, students are required to work together in composing together and share responsibility for producing the final product in writing (Dobao, 2014b). Collaborative learning involves students to collaborate as well as make participant educate more creative, can enrich ideas and use of vocabulary, as well can compile text explanation with structure and rules proper language. While through brainwriting, each member of the group has the right to convey the ideas they have. The use of brainwriting techniques can minimize the dominance of one member of the group (Gilmartin et al., 2018). The brainwriting technique is a brainstorming technique that is done in writing (Hilaliyah et al., 2020).

Results of the study literature show that learning collaborative technique brain writing rated effectively used in learning write and can increase skills write participant educate. Learning collaborative brainwriting techniques are also assessed suitable for also applied in learning write text explanation in class.

Learning model collaboration with technique brain and writing considered in accordance with applied in class Because in learning models This there is a relationship between cooperation, discussion the good one, and able to lighten the learning burden of participants educate so that participants educate can focus more on writing text explanation. Writing collaboratively provide chance participant educate to explore,

develop writing skills, more creative and can enrich ideas, choose words, compose the correct sentence as well as write explanatory text with good structure.

Implementation learning model collaborative brainwriting techniques can become solution for solve problems that arise in learning write text explanation in class VI. Through activity writing that is done in a way collaborative or in groups participant educate can to discuss structure writing text explanation and rules proper writing so that make it easier participant educate in compile script text appropriate explanation , while use brainwriting techniques can make it easier participant educate in gather ideas from every member the group that then discussed together For make it easier participant educate in pour out ideas or idea creative and logical into the script text explanation . Through application of learning models collaborative this brainwriting technique participant educate will can produce text writing explanation with original creative ideas, both from aspect structure writing, quality and appropriate applicable rules.

## CONCLUSION

Based on the results and discussion of the literature article studies that have been carried out, it is concluded that the application of collaborative learning with brainwriting techniques is effectively used to improve students' explanatory text writing skills in learning Indonesian in elementary schools. With the application of collaborative learning with brainwriting techniques, students' explanatory text writing skills are improved and better by choosing creative and varied ideas and words and sentences by paying attention to the correct writing structure and spelling. This is because collaborative learning involves students collaborating in groups. Students share responsibilities, critically engage with ideas and comm arguments, and reach a mutual agreement in writing explanatory texts. Brainwriting techniques can foster creativity and increase student productivity. Through brainwriting techniques, students can generate ideas and alternatives from specific topics in writing and according to what students want to make the learning process more fun, conducive, and meaningful. Brainwriting techniques prioritize the process and require the delivery of ideas in groups. In this collaborative learning brainwriting technique, the teacher acts as a facilitator to guide groups of students in writing explanatory texts.

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