



The Application Of Brainwriting Technique To Train Expository Essay Writing Skills In Writing II Course Of Mandarin Language Education Study Program, Malang State University

应用脑力写作法训练学生写作技巧说明文在玛琅国立大学汉语教育专业写作二课程中

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Abstract: This study aims to describe the activities of Mandarin Language Education Study Program students at State University of Malang in the application of Brainwriting techniques to train expository essay writing skills and describe student responses to the application of Brainwriting techniques. This research uses a descriptive qualitative approach. The data sources in this study were 36 students of the Mandarin Language Education Study Program class of 2022 offering B. Based on the results of the research, the Brainwriting technique can help students find ideas in writing expository essays, based on ideas that have been written on group worksheets by producing vocabulary that is used as a guide in developing expository essays. The theme of this expository essay is 可爱的熊猫 [kě'ài de xióngmāo](cute panda) with the title of expository essay 长颈鹿 [Chángjǐnglù](giraffe). However, all groups were unable to write 500-1000 字, because based on the students' responses, the time for writing expository essays was too short at 30 minutes and the hanzi strokes in the concluding structure were too many.

Keywords: Brainwriting, writing skill, expository essay, Mandarin language

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摘要: 本研究描述玛琅国立大学汉语教育专业的学生应用脑力写作法训练说明文写作技巧的活动, 并描述学生对脑力写作法应用的反应。本研究采用描述性定性方法。本研究的数据来源是汉语教育专业 2022 级 B 班的 36 名学生。根据研究结果, 脑力写作法可以帮助学生根据写在小组工作表上的想法, 通过产生词汇, 在撰写说明性文章时找到写作思路, 这些词汇被用作撰写说明性文章的指导。这篇说明文的主题是《可爱的熊猫》, 标题是说明文《长颈鹿》。然而, 所有小组都无法写出 500-1000 字, 因为根据学生的回答, 写说明文的时间太短, 只有 30 分钟, 而且结尾结构中的汉字笔画太多。



关键词: 头脑风暴、写作技巧、说明文、汉语

1. INTRODUCTION

A foreign language is a means of communication used with other nations whose speakers are not native speakers. Foreign languages must be mastered to exchange information and respond to free competition in this era of globalization. Mastering foreign languages is expected to directly transfer knowledge and other information (Retmono, 1984). Since the Reformation in 1998, Mandarin can be likened to a mushroom that thrives in the rainy season. Suddenly, Mandarin became the second most sought-after foreign language by companies, after English (Sutami, 2016). Thus, the demand for Chinese language teaching to prepare for this is increasing. Chinese language skills are very important and need to be considered.

There are four types of language skills: listening, speaking, reading, and writing. Writing skills in Chinese language learning are difficult and complex. According to the statement of (郭航, 2018) in his article 对外汉语写作技能教学方法技巧探究 'Exploration of Methods and Techniques for Teaching Chinese Writing Skills as a Foreign Language', which states that 听、说、读、写为语四项语言技能, 其中“写”这一技能是公认最难的部分。 [Tīng, shuō, dú, xiě wèi hànǔ sì xiàng yǔyán jìnéng, qízhōng "xiě" zhè yī jìnéng shì gōngrèn zuì nán de bùfèn] (listening, speaking, reading and writing are the four skills of Chinese. Among the four language skills, writing skill is considered as the most difficult skill). This is also conveyed by (Mulyati, 2014), who states that writing skills are active and productive. This skill is considered to occupy the most complicated and complex hierarchy among other language skills.

Writing is an activity of thinking and then pouring ideas into an essay. Simple writing skills are characterized by the ability to write words, while complex writing skills are characterized by the ability to create essays or stories (Mulyati, 2014). Writing is a category of writing that is oriented towards expressing the main thoughts in the form of ideas, messages, ideas, thoughts, and feelings in systematic written language to convince readers. According to (Prihantini, 2015), there are four types of essays based on their presentation techniques, namely descriptive essays, narrative essays, expository essays, and argumentative essays.

The expository essay learning activities in the Writing 2 course that lecturers have carried out are by providing pictures. Students are asked to develop essays based on existing pictures with the help of a small quantity of vocabulary, or lecturers provide an essay theme such as 我最喜欢的动物 [Wǒ zuì xǐhuān de dòngwù] (my favorite animal) then students are asked to develop an essay based on the theme without being accompanied by any vocabulary that must be written or used in the essay.

Based on pre-research of 38 students of the Chinese Language Education Study Program offering B class of 2022 using a questionnaire, it was found that 18 students had difficulty in developing vocabulary to write an essay, 17 students answered difficulties in developing ideas or topics, and 3 students answered difficulties in composing sentences. Suggestions given by students based on the questionnaire include how to develop vocabulary, how to develop ideas or topics, need a clear essay order, and need a more exciting learning model. Therefore, appropriate learning techniques are needed. One of the techniques that can help develop ideas and vocabulary when learning to write Chinese stories is the Brainwriting technique.



The Brainwriting technique can be used as an alternative to train students' skills in writing essays. Brainwriting technique is a technique that can generate ideas quickly, where group members write down and exchange ideas in writing (Brahm & Kleiner in Wilson, 2013). This technique was developed by Horst Geschka from the Batelle Institute in Frankfurt, Germany, in 1970. Using this technique can help develop ideas into an essay outline, motivating seventh-grade students of Al-Ghifari Junior High School in Bandung City who need more confidence in expressing ideas orally to convey ideas in writing (Nurhayati, 2015). In the above problem, the Brainwriting technique can generate vocabulary to help students make sentences that cannot produce complete paragraphs.

Prior to this research, studies on the application of Brainwriting techniques have been conducted by several people (Goh & Marsevani, 2023) have conducted a study entitled "Implementing Brainwriting Strategy On Improving Writing Skills For English Intermediate Level Students". This study with a classroom action research design aims to improve English writing skills of intermediate level students at Einstein Learning Center. The results The results of this study show that the Brainwriting technique is effective in improving English writing skills. This is shown from the average test results which increased from 1.9 (poor category) to 2.42 (fair category). The similarity between this research and the previous research is that both are applied to writing skills. The difference between this research and previous research lies in the instruments used. In the previous research in the previous study, the instruments used were pre-test and post-test so that the data generated were in the form of numbers. Data generated in the form of numbers. Meanwhile, in this study, the instruments used were observation and questionnaire then the research data were presented in descriptive form.

The next research was conducted by Handayani et al., (2023) with the title "The Implementation of Brainwriting Strategy to Improve Students Ability in Writing Recount Text". This study used classroom action research to improve the ability to write recount text of X IPA class students of SMAN 1 Sangatta Selatan. The results of this study indicate that the application of Brainwriting technique can improve the ability to write recount text which can be seen from the increasing test results conducted in two cycles. This research has similarities with the previous research, which is equally applied to writing skills. The difference lies in the use of instruments, the previous study used observation, tests, and interviews, while this study used observation and questionnaires.

Based on the explanation above, the researcher is interested in conducting research with the title "The Application Of Brainwriting Technique To Train Expository Essay Writing Skills In Writing II Course Of Mandarin Language Education Study Program, Malang State University". The purpose of this study is to describe the application of the Brainwriting technique to students' expository essay writing skills. PSPBM UM2022 and describe student responses to the application of these techniques.

2. METHOD

This research uses qualitative research. According to (Arikunto, 2010), qualitative research is research that develops concepts based on existing data and emphasizes the flexibility and validity of research related to the researcher's ability to collect, analyze, and reflect on data. This type of research is descriptive research. Descriptive research aims to describe, explain, and validate the phenomenon being studied in the form of facts and not opinions (Ramdhan, 2021). This research uses descriptive qualitative research methods because they are relevant to the previously stated objectives.



In qualitative research, the presence of researchers is necessary and must be explained in the research report (Amirullah, 2022). In this research, the researcher acts as a critical instrument vital in collecting, analyzing data, and conveying the research results. The data source in this research is the 2022 PSPBM offering B students in the Writing II course, totaling 36 students. Offering B was chosen as the research subject because it has the same number of students who have yet to study Chinese in high school / vocational school. Then, 2 observers consisting of two friends of the researcher, namely PSPBM students class of 2020, assisted researchers in collecting data with the observation sheet instrument. The data collected in this study are from observations of learning activities when learning by applying the Brainwriting technique and the results of student response questionnaires.

The instruments used in this study were observation sheets and questionnaire sheets. The observation sheet was used to observe learning activities with the Brainwriting technique during learning activities. The observation sheet contains the introduction, core, and closing activities, as well as the assessment of the suitability of the essay structure in each group. A questionnaire sheet will then determine student responses regarding applying the Brainwriting technique. This questionnaire sheet contains 5 closed questions with 4 answer options in the form of (SA) Strongly Agree, (A) Agree, (D) Disagree, and (SD) Strongly Disagree, a description column, and a criticism and suggestion column.

After the results of the observation and questionnaire data have been collected, the researcher will conduct the next stage, namely, analyzing the data. Qualitative data analysis is the process of selecting, sorting, and organizing the collected data to obtain a deep understanding (Sugiyono, 2020). The steps of data analysis, according to Creswell (Sugiyono, 2020), are (1) Organizing and preparing data to be analyzed, (2) Reading and viewing all data, (3) Coding all data, (4) Using coding as material for making descriptions, (4) Connecting between themes.

Furthermore, checking the validity of the essay assessment aims to ensure that it is carried out objectively, accurately, and according to the established criteria. In this case, Mrs. Aiga Ventivani, S.Pd., M.Pd., the lecturer of the Writing II course, acted as a validator.

3. FINDINGS AND DISCUSSION

The application of the Brainwriting technique was carried out in the Writing II course for one meeting, namely on Wednesday, May 8, 2024 and conducted face-to-face. The theme of the Brainwriting technique is 可爱的熊猫 [kě'ài de xióngmāo] (cute panda) with the title of an expository essay 长颈鹿 [Chángjǐnglù] (giraffe). PSPBM UM Batch 2022 students totaled 39 students. At the time of the research there were 3 students absent, 2 students permission and 1 student leave the lecture.

At the beginning, the time allocation for the implementation of the research was 90 minutes starting at 10:40 WIB until 12:10 WIB. However, because students have other learning activities so that learning activities only last for 65 minutes, starting at 10.40 WIB until 11.45 WIB. In this study, researchers were assisted by two UM PSPBM students class of 2020 as observers.

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Learning activities are based on lesson plans prepared by researchers and validated by supervisors and lecturers. The lesson plan that the researcher has compiled consists of three activities, namely, introduction activity, core activities, and closing activities.

In the introductory activity, the researcher and the two observers entered the Writing II classroom in room 503 of the A20 Joint Lecture Building. The researcher opened the lesson with the greeting "大家好" and continued briefly introducing the researcher to the students. Then, the researcher took attendance and monitored the readiness of students to take part in learning; the researcher also displayed a PowerPoint to help researchers explain the purpose of the researchers present in the classroom and explain the Brainwriting technique and its application steps. This is in line with the statement of Suprihatiningrum (2013), which states that learning techniques are steps used or taken by educators during learning in delivering a learning material.

Before entering the core activities, the researcher conveyed the activity plan that would be carried out. The first activity is the preparation of ideas using Brainwriting techniques carried out in groups of 7-8 students in each group. Then, proceed with essay writing activities carried out individually. According to (Dalman, 2021), there are stages taken in composing an essay, namely: a) Determining themes, topics, and titles, b) Collecting materials, c) Selecting materials, d) Creating an essay outline, e) Developing an essay outline

Table 1. Observation data (Introduction Activity)

Introduction Activity				
No	Aspects Observed	Yes	No	Note
1.	Students answered the greeting 老师好! [Lǎoshī hǎo] and prayed together.	✓ 01 02		01 : Students answer and pray together
2.	Students answered 到[Dào] when the researcher took attendance.	✓ 01 02		01 : Take attendance and students answered 到[Dào] 02 : 3 students were absent, 2 permission, 1 without explanation, 1 student was late
3.	Students listen to the researcher's explanation of the definition and structure of an expository essay. a) Overview b) Characteristics of the object being told c) Habits of life d) Closing	✓ 01 02		01 : 20 students listened to the researcher's explanation and 17 students chatted by themselves. The researcher did explanation clearly and detailed 02 : 15 students did not listening to the explanation
4.	Students listen to the researcher's explanation of the steps of using the Brainwriting technique. a) Write down ideas on a sheet of paper for a certain amount of time (usually a few minutes)	✓ 01 02		01 : The researcher explained well about the technique of using Brainwriting. 02 : The researcher explained well about



- b) Give the sheet of paper with the ideas to the next person in the group
- c) Read silently the ideas from the previous person and add new ideas to the list without talking to anyone else
- d) Give the sheet of paper with the ideas from the first two people to another person
- e) Repeat this process a few more times until the allotted time is up
- f) Hand the ideas to the Brainwriting technique facilitator.

At the end of the session, the facilitator discusses the ideas that have been collected with the participants of the discussion. Here, the participants of the discussion are allowed to 'give voice' to determine which ideas should be used and which should not be used.

5.	Students listen to the activity plan that will be carried out in class as a group.	✓	01 : Students listen to well the plan activities	
		01		02 : One student asked about the division of groups
		02		

Note : 01 (Observer 1) 02 (Observer 2)

Based on Table 1. in the preliminary activities, 01 observed that 17 students were still chatting on their own when explaining the structure of the expository essay, and 02 found 15 students. Hence, the researcher asked students to pay attention to the researcher's explanation and then explained the steps of the Brainwriting technique. Students understood the structure of expository essays and the steps of the Brainwriting technique when asked by the researcher. When the researcher conveyed the learning activity plan, students listened well, and there was one student asking about the division of groups and whether they could choose their own groups or be determined; the researcher let students choose their own groups.

Entering the core activities, students formed five groups, with each group member totaling six to eight members. Then, the researcher distributed group worksheets. This group worksheet contains an essay outline that helps students in developing ideas. According to(李讯, 2013), an expository essay has four structures as follows: a) General description, b) Characteristics of the object being told, c) Habits of life, and d) Closing. In this activity, the researcher acts as a companion who organizes the implementation time.

After receiving the group worksheet, the first student wrote the idea in the first column. Then, after 30 seconds, the researcher instructed the first student to provide the group with a worksheet to the next group member. Because students already understand the steps of using the Brainwriting technique, students do not experience difficulties during the activity. After all the columns were filled, students discussed which ideas to use and which not to use, then continued with individual



essay writing for 30 minutes. The ideas on the group worksheet are guidelines for writing the essay.

Table 2. Observation data (Core Activity)

No	Aspects Observed	Core Activity		Note
		Yes	No	
6.	Students form groups with each member of 7-8 students.	✓ 01 02		01 : Students immediately form groups after the explanation from researchers, there are 5 groups 02 : Students immediately form groups each
7.	Students sit in a circle according to their group.	✓ 01 02		01 : Students sit in a circle but due to limitations there is one group that form a semicircle circle
8.	Students receive grou worksheets that have been distributed by researchers.	✓ 01 02		01 : Students receive and start writing: Students directly receive the paper and immediately fill in the worksheet
9.	Students write down ideas on the group worksheet every 30 seconds.		✓ 01 02	01 : Students write down ideas on the worksheet but not according to the time set 02 : Students exceed the time time given
10.	After finishing writing the slides, students handed over the worksheets to their friends next to them.	✓ 01 02		01 : Yes, students handed the worksheet to a friend 02 : Students hand over worksheets to other members
11.	Students receive individual worksheets to write expository essays based on ideas that have been collected through the Brainwriting technique.	✓ 01 02		01 : Students receive and write an essay based on ideas 02 : Students directly receive and write worksheet
12.	Students begin to write expository essays on individual worksheets based on ideas that have been collected through the Brainwriting technique that has been carried out.	✓ 01 02		01 : Students write essays on individual worksheets based on the ideas that have been collected, however students still using google translate and translate and Pleco dictionary dictionary to make sentences. 02 : After receiving the group worksheet, students immediately fill in the individual worksheet, using a dictionary to make sentences.
13.	Students evaluate the expository essay results individually in their respective groups whether the structure of the expository essay results is in	✓ 01 02		01 : Due to time constraints, students only briefly evaluated the essay results.



accordance with the theory (李讯, 2013).

02 : Students evaluate the results of the essay briefly

Based on Table 2. According to 01 and 02, all students gave worksheets to other members but exceeded the set time. Students wrote ideas based on their knowledge only, because students did not use the internet during the process of applying the Brainwriting technique. The observations made by 1 and 2 showed that the students were able to write essays according to the expository essay structure and the predetermined ideas but it took a long time when writing the essays so that the students could not write 500-1000 汉字 (characters), they could only write 150-250. This is due to the large number of hanzi strokes. In writing hanzi characters, there are rules to avoid mistakes and look strange (Syam et al., 2020). In addition, students also use the help of dictionaries such as Pleco and google translate when making sentences this is because students are required to make essays of 500-1000 汉字 (characters) in a short time. Based on observations 01 and 02 all members of groups 1, 2, and 4 can write 4 essay structures. From group 3 only 4 members wrote 4 essay structures and group 4 only 5 students wrote 4 essay structures.



Picture 1. Brainwriting Technique Group Worksheet



Picture 2. Process of Brainwriting Technique Application by Group



Picture 3. Group Worksheet Result

In the closing activity, researchers collected group worksheets and individual worksheets. Because students have other learning activities, students conduct a brief evaluation, namely by jointly looking back at the results of the essay whether it is in accordance with the essay structure explained earlier previously. The following are the results of the assessment of expository essays using the Brainwriting technique by the lecturer teaching the Writing II course:

Table 3. Expository Essay Assessment

No	Aspects assessed	Assessment Details	Group	Skor	Description
1.	Structure of expository essay	It has 4 structures.	1	3	Out of 7 group members, all members can write down 4 structures.
			2	3	Out of 6 group members, all members can write down 4 structures.
			3	2	Of the 8 group members, there were 4 students who only wrote 3 structures, and the remaining 4 wrote the complete 4 structures.
			4	3	Out of 8 group members, all members can write down 4 structures.
			5	2	Of the 7 group members, 2 students only wrote 2 structures, and the remaining 6 completely wrote 4 structures.
		The coherent essay structure starts from 简单介绍, 它的样子, 它的生活习性, 它现在的情况怎么样。	1	3	The essay structure is coherent from 简单介绍 to 它现在的情况怎么样。
			2	3	The essay structure is coherent from 简单介绍 to 它现在的情况怎么样。
			3	2	4 students did not write the essay coherently because they did not write 它现在的情况怎么样, 4 students could write the essay coherently.
			4	3	The essay structure is coherent from 简单介绍 to 它现在的情况怎么样。
			5	2	2 students did not write the essay coherently because they did not write 它的生活习性、它现在的情况怎么样, 5 students could write the essay coherently.
2.	Content of Expository Essay	First structure or 简单介绍 (overview) : Can	1	3	Out of 7 group members, all members can explain the overview well, can mention various countries where giraffes are found



	explain 是哪个国家的什么动物。			such as 非洲、美国、印尼, can mention types of giraffe animals such as 哺乳动物、食草动物。
		2	2	Out of 6 group members, all members can explain the overview well. Can mention the different countries where giraffes live such as 印尼、印度、非洲 and the different places where giraffes live such as 动物园、森林、大草原。
		3	3	All 8 members of the group were able to explain the overview well. They can mention various countries where giraffes live such as 印尼、美国、非洲、肯尼亚 and various places where giraffes live such as 森林、大草原、物园。
		4	3	All 8 members of the group were able to explain the overview well. They can mention different countries and places where giraffes live such as 东非, 动物园 and can explain the types of giraffe animals such as 陆生动物、食草动物。
		5	3	All 7 members of the group were able to explain the overview well. Can explain the different countries and places where giraffes live.
	The second structure or(characteristics of the object described): Can explain about 体形、皮毛、四肢、耳朵、牙齿、爪子、尾巴等。	1	3	Out of 7 group members, all of them can write the characteristics of giraffe well such as 它的脖子很长、皮肤上有花纹、体重相当于长颈鹿。
		2	3	Out of 6 group members, all of them can write down the characteristics of giraffe such as 身高、尾巴和脖子、以及皮肤的肤。
		3	3	Out of 8 group members, all of them can write the characteristics of giraffe well, such as 脖子长、身高达 5-6 米、舌头大、睫毛长。
		4	3	All 8 members of the group can write the characteristics of giraffe well, such as 脖子长、四条腿、棕黄色的皮肤、长长的舌头和长长的尾巴。
		5	3	Out of 7 group members, all of them can write the characteristics of giraffe well, such as 有着角、身高 4-5 米、脖子很长、重达 1.3 吨。
	Third structure or 它的生活习性 (habit of life): Can explain about 主要生活在什么地方、吃什么、活动规律如何、喜欢做什么。	1	3	All 7 members of the group can write down the life habits of giraffes such as 群居、喜欢吃草、长颈鹿喝水的很少、长颈鹿有一天吃四次食物的习惯。
		2	3	All 6 members of the group can write down the life habits of giraffes such as 长颈鹿喜欢吃草、蔬菜和水果、长颈鹿有睡眠时间短的习性、长颈鹿是睾丸动物。
		3	3	All 8 members of the group can write down the life habits of giraffes seperti 长



				<p>颈鹿喜欢吃高树上的树叶、夜活动、很少喝水、群居，以及每天行走 10-20 公里的习惯。</p>
		4	3	All 8 group members can write down the life habits of giraffes seperti 长颈鹿的群居生活、吃草、短时睡眠、一日三餐以及伪装习性。
		5	3	Out of 7 group members, only 5 can write down the giraffe's living habits such as 长颈鹿最喜欢的食物、站着睡觉、怀孕 14 个月。
3.	<p>The fourth structure or 它现在的情况怎么样 (closing): Can explain about 数量多不多、人类保护它们的情况怎么样。</p>	1	3	Out of the 7 group members, all of them can write a closing explaining the giraffe's current condition seperti 长颈鹿是濒危动物、长颈鹿是受保护动物、并能说明其目前的种群数量。
		2	3	Out of 6 group members, all of them can write a closing explaining the giraffe's current condition such as 它们数量很少、受到自然保护区和国家公园的保护。
		3	2	Out of 8 members of group 3, 4 students did not write the closing part. The remaining 4 could write the closing by explaining the giraffe's current condition such as 濒危长颈鹿以及如何保护它。
		4	3	All 8 members of the group could write a closing explaining the giraffe's current condition such as 长颈鹿是濒危动物、许多人猎杀长颈鹿、受保护动物以及禁止猎杀长颈鹿。
		5	2	Out of 7 group members, 2 students did not write the closing part. 5 of them could write the closing well such as explaining the giraffe's current condition like 濒危长颈鹿以及如何保护它。
3.	<p>Storyline Coherence</p> <p>The storyline used is coherent from beginning to end so that the reader understands the information to be conveyed.</p>	1	3	Out of 7 group members, all members can tell the story of giraffe with a coherent storyline. Group 1 used some conjunctions such as: 和、所以、然后。
		2	3	All 6 members of the group could tell the story of the giraffe with a coherent storyline. Group 2 used some conjunctions such as: 和、因为、然后。
		3	2	Out of 8 group members, 4 students can tell the story of giraffe with a coherent storyline using some conjunctions such as: 和、因为、尽管、但。
		4	3	All 6 members of the group could tell the story of the giraffe with a coherent storyline. Group 2 used some conjunctions such as: 和、所以、因为。
		5	2	Of the 7 group members, 5 students were able to tell the story of the giraffe with a coherent storyline using several conjunctions such as: 和、所以、因为。



4.	Total 汉字 (character)	The total number of essays reaches 500-1000 汉字 (characters)	1	1	The average number of 汉字 (characters) that Group 1 was able to produce was 142 汉字 (characters). This was due to the limited time given.
			2	1	The average number of 汉字 (characters) that Group 2 was able to produce was 144 汉字 (characters). This was due to the limited time given.
			3	1	The average number of 汉字 (characters) that Group 3 was able to produce was 145 汉字 (characters). This was due to the limited time given.
			4	1	The average number of 汉字 (characters) that Group 4 was able to produce was 159 汉字 (characters). This was due to the limited time given.
			5	1	The average number of 汉字 (characters) that Group 5 was able to produce was 140 汉字 (characters). This was due to the limited time given.

Based on the assessment of the lecturer for the Writing II course, all 7 members of Group 1 were able to write 4 structures in their composition. In Group 2, 6 members were able to write all 4 structures. In Group 3, out of 8 members, 4 students wrote only 3 structures, while the remaining 4 wrote all 4 structures. In Group 4, all 8 members were able to write the 4 structures. In Group 5, out of 7 members, 2 students wrote only 2 structures, while the remaining 5 wrote all 4 structures.

Table 4. Observation Data (Closing Activities)

Closing Activities				
No	Aspects Observed	Yes	No	Note
14.	Students reflect on the activities that have been carried out.	✓ 01 02		01 : Students reflect on today's activities by conveying the conclusion of the activity: 02 : Students reflect on learning activities
15.	Students received and filled out the questionnaire to provide their responses on the application of the Brainwriting technique.	✓ 01 02		01 : Students received and filled out the questionnaire to provide their responses on the application of the Brainwriting technique. 02 : Students immediately fill out the questionnaire after filling out the individual worksheet
16.	The student replies with 谢谢老师[Xièxiè lǎoshī].	✓ 01 02		01 : Closing activities are closed with greetings and students say 谢谢[Xièxiè]. 02 : After completing student questionnaire said 谢谢[Xièxiè] to say goodbye

Based on the observer's findings during the application of the Brainwriting technique to train expository writing skills, it was found that students were able to collaborate with their groups to develop story ideas based on their own knowledge without the aid of the internet. As a result, they were able to create a coherent and complete composition. Brahm & Kleiner, as cited in Wilson



(2013), also stated that the Brainwriting technique is a method for quickly generating ideas by asking group members to write down their ideas on paper and exchange them in written form.

Due to the limited time given for writing, 6 students were unable to produce a complete and coherent composition. Additionally, they were unable to write a composition consisting of 500-1000 汉字 (characters). A person skilled in writing requires repeated practice, as writing is a skill acquired through extensive practice (Yarmi, 2014). In a study conducted by Wulandari et al., (2021), writing a Mandarin composition requires 100 minutes, starting from drafting to revising the composition. Moreover, students still rely on dictionaries like Pleco and Google Translate to look up unfamiliar vocabulary while writing. In this digital era, the use of electronic dictionaries is highly favored due to the effectiveness and efficiency they offer to users (Arifin & Mulyani, 2021)

3.2 Data on the Response of Students from the Mandarin Language Education Program, Class of 2022 Offering B, to the Application of the Brainwriting Technique for Training Expository Writing Skills.

The students' responses to the application of the Brainwriting technique can be determined through the questionnaire provided by the researcher and completed by the students. The data from the students' questionnaires is presented in Table 5 below.

Table 5. Student Responses to the Application of the Brainwriting Technique for Training Expository Writing Skills

No	Statement	Alternative Answers				Note
		SA	A	D	SD	
1.	The Writing II course, which applied the Brainwriting technique, made it easier for me to find ideas for writing expository compositions.	19	17			SA : Yes, because I receive a variety of ideas from other members. A : Because I can share knowledge with other members.
2.	The application of the Brainwriting technique helps me in finding vocabulary to be used in writing expository compositions.	16	19	1		SA : Yes, because it helps us find the right vocabulary. A : Because each member writes down one vocabulary item. D : It is difficult to find or come across new vocabulary.
3.	The application of the Brainwriting technique helps me in developing expository compositions of 500-1000 characters.	7	9	20		SA : Because ideas can be developed into sentences. A : Because having a central story makes it easier. D : Because the time given was insufficient, and there were many 汉字 (characters) to write.
4.	The application of the Brainwriting technique helps me develop the structure of expository compositions, which includes: General overview, Characteristics of the object being described, Living habits of the object being described, and Conclusion.	21	15			SA : There is clear structural guidance on the worksheet, which facilitates the development of the composition. A : The worksheet provides a sufficient number of ideas.
5.	The application of the Brainwriting technique helps me collaborate effectively.	17	18	1		SA : Because group work involves thinking together.



A : Because it ensures an even distribution of tasks and no one is more dominant.

D : It requires other techniques.

Based on Table 5, it can be observed that students feel the Brainwriting technique makes it easier to generate ideas for writing expository compositions. Nineteen students feel that the application of the Brainwriting technique helps them in writing expository compositions by providing a variety of ideas from other members, and seventeen students believe that Brainwriting enhances their ideas through the sharing of ideas among group members. This aligns with one of the advantages of the Brainwriting technique, which states that it is one of the best methods for developing ideas within a group (VanGundy, 2008). The students' responses indicate that using the Brainwriting technique in writing expository compositions facilitates the generation of ideas.

The second statement is that the Brainwriting technique helps in finding vocabulary to be used in writing expository compositions. Sixteen students feel that the Brainwriting technique helps them find the appropriate vocabulary. Nineteen students agree because each member writes down one vocabulary item. Only one student said that the Brainwriting technique did not help in finding vocabulary. These student responses indicate that the Brainwriting technique aids in vocabulary acquisition. This is consistent with the statement by Herianingtyas & Mukhlis, (2021), which suggests that the Brainwriting technique can enhance vocabulary, ideas, and concepts in writing activities.

The third statement is that the Brainwriting technique helps in developing expository compositions of 500-1000 汉字 (characters). Seven students strongly agree and are able to create compositions of 500-1000 汉字 (characters) because the ideas written on the group's worksheet can be developed into sentences. Nine students agree because having a central story makes it easier to develop the narrative. However, twenty students disagree because the time provided was insufficient and the large number of 汉字 (characters) made it difficult for them to complete a composition of 500-1000 汉字 (characters). Writing 汉字 (hànzì) in Mandarin is very different from writing alphabetic characters in Indonesian, making it quite challenging for language learners (Mellania, Retnantiti&Sakti, 2022). Based on the questionnaire responses to the third statement, it can be concluded that writing compositions in Mandarin requires a considerable amount of time.

The fourth statement is that the application of the Brainwriting technique helps in developing the structure of expository compositions. Twenty-one students strongly agree because the clear structure provided on the worksheet facilitates the development of the composition. Fifteen students indicated that the ideas from the worksheet are plentiful, which makes it easier to develop the structure of the composition. Writing a composition requires interesting ideas, which necessitates methods for finding and developing these ideas into a complete composition (Pujiastuti et al., 2023). Based on the questionnaire responses to the fourth statement, it can be concluded that the ideas generated through the Brainwriting technique help in developing the narrative structure.

The fifth statement is that the application of the Brainwriting technique helps in effective collaboration. Seventeen students strongly agree because group work involves collective thinking.



Eighteen students agree because it ensures an even distribution of tasks and prevents any one person from becoming too dominant. Only one student disagrees because they prefer to work individually. Each individual in the learning process has different learning styles to ensure information is received and understood (Rahmawati & Gumiandari, 2021).

4. CONCLUSIONS AND SUGGESTIONS

Based on this study's results, the Brainwriting technique's application to train writing skills can run well and by the stages written in the Learning Implementation Plan (RPP). Based on the observation results, the Brainwriting technique can help students find ideas and vocabulary well without using the internet as a tool. Based on the results of the essay assessment, most students can create expository essays according to a complete structure. However, there are groups where not all members can write complete essays, and some students still use tools such as Pleco dictionary and Google Translate to find unknown vocabulary when making essays.

Referring to student responses, the application of the Brainwriting technique received a good response from students. Using the Brainwriting technique can help them work well together to find ideas and vocabulary, making it easier for students to write expository essays. However, they did not reach 500-1000 汉字 (characters) because they thought the time to write the essay was too short at 30 minutes. There was one student who thought that working individually was better than working in groups.

The lecturer's suggestion for applying the Brainwriting technique to Hanzi's writing skills is to give more than 30 minutes for the essay writing exercise. Then, to anticipate students who do not like to learn in groups, lecturers can divide groups in various ways so that group members can be randomly selected or grouped according to each student's character.

Suggestions for future researchers: Brainwriting techniques can be applied to other productive language skills, such as speaking skills, to share knowledge between group members without anyone being more dominant and quickly find ideas for solving a problem. Furthermore, it is also suggested for future researchers that in applying the Brainwriting technique for speaking skills, supporting media such as HelloChinese are also used. This application can assess pronunciation and provide feedback on recorded pronunciation.

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