

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Writing is one of four English skills, they are listening skills, speaking skills, reading skills and writing skills. Speaking is known as the production skill of language to carry out the ideas (sulistyarningsih, 2018).

Writing is putting thoughts into written form or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings that is expressed in writing. Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (prima, 2013)

Teaching Writing is an ongoing process, which time learning facilitates in a number of ways (fauziati, 2011). Teaching of writing in our educational setting is slightly neglected for many years, since more communicative teaching methods emphasize speaking rather than writing. Besides, the writing culture in Indonesia is in fact still poor. Teacher plays an important role in the teaching and learning process of writing. Although the teacher need to deploy some or all of the usual role when students are asked to write (Harmer, 2011).

Writing skills are significant to be taught in school (nugroho, 2014) believes that writing is process of releasing emotions and tension. writing skills are increasingly important and often not adequately taught. When writing is taught in schools, writing instruction often takes a backseat to phonics and handwriting skills.

Importantly writing as a skill in own right (plato, writing skills, 2012) Writing encourages students to focus on accurate language use because they think.

Brainstorming is a technique used to find solutions to specific problems by spontaneously gathering ideas. According to (Thi, 2017). Brainstorming has been considered an effective method in teaching. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. It is very useful to help writers organize their thought, whether they have too many ideas or too few ideas. (Rao, 2007) finds out that the students who trained using brainstorming technique in writing instructions have higher scores than those who are not. In addition, the attitudinal survey shows that the students feel positive about the brainstorming technique and most of them perceive that the technique helps them to improve their english writing performance (Ludy, P. 2000).

In Indonesian curriculum, students in Junior High School are demanded to write various text types, one of which is Descriptive texts (Badan standar nasional pendidikan, 2006). Since the brainstorming technique is trusted as the writing strategy, it will be suitable to use this technique in several kinds of texts. One of which is Descriptive text. Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Emilia, 2013). The generic structure of Descriptive text consists of two elements; namely identification that gives the topic that can be described and description that clarifies the topic, it can be appearances, quality, or phenomenon. Description is about sensory experience how something looks,

sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Students find difficulties in writing certain type of text, especially descriptive text. In writing descriptive text, the writer is required to have a good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistake in selecting the appropriate words to describe. Students also complain that they cannot think of anything significant enough to write. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds (utami, 2014).

Considering the above problems, the researcher is motivated to use brainstorming techniques in writing instructions. This study is about how to use brainstorming techniques to teach junior high school students, especially seventh grade.

1.2. Statements of the Problems

Based on the description above, the statements of the problems are broken down as follow:

1.2.1. How is the Implementation of Teaching Descriptive text Using Brain Storming Technique to the seventh grade students?

1.2.2. How are students' perceptions on the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique to seventh grade students?

1.3. The Objective of the Study

Related to the Statements of the Problems, the objective of the study can be broken down as follow:

1.3.1 To describe the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique to seventh grade students.

1.3.2 To describe students' perceptions on the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique to seventh grade students

1.4 The Significance of the Study

1.4.1. For students

This strategy is very useful to help students practice their writing skills by continuing to practice the technique given in the strategy.

1.4.2. For Teacher

This research is very useful for teacher in seeking innovations in teaching writing. This strategy can be one way to help students learn to write using brainstorming technique to seventh graders.

1.4.3. For Further Researcher

This research gives some contribution and information for further researcher about the use of brainstorming technique in teaching writing.

1.5 Scope and limitation

1.5.1. Scope

. The research scope is limited at the VII-i grade students of SMPN 2 WONOAYU in the school year 2020/2021

1.5.2. Limitation

The research limitation of this study is the teacher's Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique to seventh

grade students and students' perceptions on the Implementation of Teaching Writing Descriptive Text by Using Brain Storming Technique to seventh grade students

1.6 The Assumption

The assumption of this study is Brain Storming Technique can be applied in Teaching Writing Descriptive Texts to the Seventh Grade Students of SMPN 2 Wonoayu in order to make the students able to do writing descriptive texts.

1.7 Operational definition

Operational definitions of this study are:

1.7.1 Writing

Writing is the act of making up correct sentences and transmitting them mark on paper (widdowson, 2012).

1.7.2. Descriptive text

Descriptive text Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (utami, 2014).

1.7.3. Brainstorming

Brainstorming is a technique whose purpose is to initiate some sort of thinking process. To put more simply, brainstorming is a technique which help the people to overcome their problems in writing (salem, 2017).