

CHAPTER I

INTRODUCTION

A. The Background of the study

Language learning is important for human's social development. As a language which is use by more than a half of population in the world, English holds the key as international language. English is a tool communication among people of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore need to understand and use English to improve their confidence to face global competition. English as a formal subject is given to junior high school until university, which the goals are translated as follows: "The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing).

The fact shows that the result of teaching learning English is still low. Because during the writer teaching practice (PPL) at SMP, she observed that most of the students are not able to write successfully. The students have learned English from junior high school, but most of them still cannot use English as tool of communication. It is not only happened to the students who have score below five. But the students who have score over eight in junior high school cannot use English in real communication in their level. These failures are influenced by many factors. It happens because of the education system at school just transfer the dead knowledge where the knowledge is separated from the application. The teacher teach materials that will be tested. The goal is that students get good score in the final test. The low

of the students quality in teaching learning English happens because the students are used to memorizing and doing multiple choice assignment. Both of arguments above show that the process of teaching and learning English is not so support the improvement of life skills. Students can get good score in the final test and they can memorize theory well but they cannot use English in real communication.

Expressing the ideas or thought should be known by the students since it becomes the goal of writing. On the other hand, the students should be able to express their ideas or opinions in written form. Writing is a mental work of investing ideas, thinking about how to express them and organizing them into statement and text that will be clear to a reader.

Based on the writer's experience in teaching practice, most of the students were not able to write some of writing types. They did not give mush attention and enthusiasm on writing task. They spent much time to get the ideas or topics to write something or they might have some ideas in their mind, but they were not interested in learning writing because they don't know how to start the writing.

Furthermore, writing is a skill to expose facts and ideas in an effective and organized way. It means that writing is considered as a means of training students to think logically in English. The rationale behind the activities is to find out the effective way in teaching writing English.

In this case, it is very important for the teachers to make writing easier, by encouraging and supporting the students to do it. Writing is skill that can be acquired through practice. The more students practice the better score they will achieve in writing. In order to help the student's to build their positive attitude toward writing, brainstorming technique can be used as a valuable tool in developing students' writing achievement.

Writing is about the ideas and how to express it. Brainstorming is one of the way to develop the ideas (Richard 1990). Rao (2007) found that students who had been trained in brainstorming techniques and used them regularly produced measurably higher results in writing tasks. In addition to this, an attitudinal survey showed that students who participated in this research project felt positive about the effectiveness of the brainstorming techniques.

Since writing need thinking process, Brown (2001:336) suggests to use brainstorming technique to purpose the thinking process. It gets students creative, flowing without necessarily focusing on specific problem or decisions. Brainstorming is often to discuss a complex issue, or to write on a topic. It also encourages students' creativity expressing their idea among their team work. Hopefully, this technique that will be applied to the students develops their thinking, related to what they have though and what topic the teacher has announced.

Based on the background above, the writer is interested in conducting a research entail improving students' achievement in writing descriptive through Brainstorming technique.

B. The Problem of the study

The problem of this study is as the following: "is students' achievement in writing descriptive improved when they are taught through brainstorming technique?"

C. The Objective of the study

In the line with the problem of the study, the object of the study is to find out to what extent brainstorming technique improves students' skill on descriptive writing.

D. The scope of the study

The scope of the study is focused on the use of *Brainstorming technique* to find idea and supporting ideas in improving students' ability in writing. In this case, the students will be asked to write descriptive writing.

E. The significance of the study

The significance of this study will be used for:

1. For writer, to improve and develop her ability as a researcher.
2. For English teacher, to improve the quality of English teaching learning process.
3. For the students, to improve their ability in descriptive writing achievement and will have good product of writing after use Brainstorming technique.

