

CHAPTER I INTRODUCTION

A. The Background of the Study

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

The fact shows that the result of teaching-learning English is still low. While having practical teaching program (PPL) at SMP 3 Perbaungan, the writer found that most of the students were not able to write an English text successfully although they had already learned English since they were in elementary school.

The students still had problems when using English in daily communication. These problems are influenced by many factors. It happens because of the educational system at school is just transfers the theoretical knowledge, while the application of the knowledge transferred to students is still ignored. As a result, students do not understand the teaching materials well.

So far, students were taught some vocabularies about animals, fruits, etc. Unfortunately, when they were asked to write an English text by using familiar vocabularies, they were still unconfident. This fact shows that the process of teaching and learning English does not support the improvement of life skills. Students can get high score when having final test, but in the real fact, they cannot use English in real communication.

Expressing the ideas is the goal of writing. On the other hand, the students should be able to express their ideas or opinion in writing form. Writing is a mental work of investing ideas, thinking about how to express them, and organizing the ideas into statements. Based on the writer's experience in teaching practice; most of the students were not able to write some kinds of texts. They did not give much attention and enthusiasm on writing task. They spent much time to get the ideas or topic to write something or they might have some ideas in their mind, but they were not interested in learning writing because they did not know how to start the writing process.

Furthermore, writing is a skill to expose fact and ideas in an effective and organized way. It means that writing considered as a means of training for students to be logical 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 teacher to make the process of writing easier, by encouraging and supporting the student in doing it. Writing is a skill that can be acquired through practice. The more students practice, the better score they will achieve in writing. To help the students building their positive attitudes in

writing, brainstorming technique can be applied as a valuable tool in developing students' writing achievement.

Writing is about the ideas and how to express it. Brainstorming is one of the ways to develop the ideas (Richard 1990). Rao (2007) found that students who had been trained in brainstorming techniques and use them regularly produced measurably higher result 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 brainstorming techniques.

Since writing need thinking process, Brown (2001:336) suggests to use brainstorming technique in order to help the thinking process. It gets students creative, focusing on specific problem or decision. Brainstorming is often to discuss a complex issue or to write a topic. It also encourages student's creativity in expressing their idea among their team work. Hopefully by applying this technique, the students can develop their thinking process related to what they have thought and what topic that the teacher has announced.

Based on the background above, the writer is interested in conducting a research of which title is: improving student's achievement in writing descriptive text through brainstorming technique.

B. The Problem of the Study

The problem of the study is as follow: "Is students' achievement in writing descriptive text improved if they are taught by using brainstorming technique?"

C. The Objective of the Study

In relation to the problem, the objective of this study is to improve the

student's achievement in writing descriptive text by using brainstorming technique.

D. The scope of the study

The scope of the study is focused on the use of brainstorming technique to give some idea in order to improve students' ability in writing. In this case, the students will be asked to write descriptive text.

E. The Significance of the study

This study is expected useful for:

- 1) Writer, to improve and develop her ability as a researcher
- 2) English teacher, to improve the quality of English teaching learning process.
- 3) The students, to improve their ability in writing descriptive text, and the students have good product of writing after using brainstorming technique