

CHAPTER I

INTRODUCTION

1.1 Background of Study

English requires four skills integrated and must be mastered well by the students. They are listening, speaking, reading and writing. As in senior high school, students should be able to communicate well in English, including these four skills. Being one of these four skills, writing is one of the skills that students must master as it is important in certain aspects of life. It means that when students go through the writing process, they are involved in producing linguistic output rather than receiving. From these four skills, writing is less regarded by students as it is the most complex macro skill that requires a high ability to express ideas, thoughts, feelings and produce well-written text. It is also supported by Richards and Renandya (2002: 303), writing is the most complicated skill for foreign language learners. The difficulty is not only in generating and organizing ideas, but also in translating ideas into a text. It is believed that writing is a challenging skill to be mastered because it consists of several sub-skills.

Writing is a complex process. Writing is not a skill that can be acquired by people naturally. As Richards and Renandya (2002: 309) state, written language is complex at the clause level. According to their claims, writing comprises many constituent parts: content, organization, originality, style, fluency, accuracy, or the use of appropriate rhetorical forms of speech. In writing, writers must master how to generate ideas, organize sentences into a good paragraph, choose the proper vocabulary, and arrange paragraphs select implement correct grammar rules. That is

why writing is called the most complex skill. The writing process is not simply about combining words in a sentence, a paragraph, or paragraphs in a text. However, it does invite writers to communicate to others with the piece of writing they produce. The writing process commits writers to transfer what they think, react, and experience into a visible form that readers can see and understand. Therefore, when students are asked to write, they start thinking (Hyland, 2003).

Writing is defined as the ability to develop and organize ideas into coherent written content (Weigle 2002). Some criteria needed to perform good writing: grammar, vocabulary, and mechanics. Grammar is the rule of combining phrases into a sentence. Speech in essay will enable students to utilize appropriate words based on the context. Meanwhile, mechanics refers to the way how a certain specific includes text is written, including capitalization, punctuation, and spelling.

Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas fluidly. Hedge (2003; 302) states that writing results from employing strategies to manage the composition process, which is the gradual development of a text. Writing is producing a text through activities based on someone's idea thoughts or ideas, starting from writing to proofreading and editing. By mastering English writing skill, students can communicate with other people in the world, give ideas, store information with interlocutors and mastering technological equipment; students are easy to know information or news from the world. Based on the critical role of getting English above, English writing ability is necessary for students.

Ideally, in the writing class, students should be taught to think about how to write, and encourage their ideas clearly and correctly. But the situation is not found in the class because the students confused need clarification when the teacher asks them to write the text. One of the causes is the teacher's ineffective use of the technique.

Based on research conducted by the author at SMA Widiatmika Jimbaran, students realize the importance of learning English because English is a universal language so that we can communicate with people from different countries. However, some students lacked writing skills. They have some difficulty in handling spelling. These include concepts, grammar, forms, and paragraph structure. Most of them needed more ideas. They tended to stick to developing ideas rather than organizing sentences into paragraphs. Students also complained that they needed help to think of something helpful to write about. They spent a lot of time planning, yet they still needed clarification about how to start writing.

Based on another research conducted by Hermi (2016), The issues were related to the way teachers delivered the learning process. Based on observations, teachers used conventional techniques to teach their students. The teacher gave a practice problem in the material collection and had the students do it. Therefore, the teaching-learning process has become monotonous. It happened because the learning resources used by the teachers were not diverse. The teacher used only material from the book. Teachers also tended to give students essay-writing tasks as homework to gauge their ability because they spend of much time on writing activities in class.

To solve this problem, improving the students' ability to write analytical exposition text needs an appropriate technique to help them solve their problems. There

is a technique called that can help students in writing analytical exposition text called Brainstorming. Brainstorming is one of the techniques in teaching writing. One of the techniques that can make the students enjoy writing is by using the Brainstorming technique. As Brown (2001:184) stated, Brainstorming is a technique that helps someone initiate some thinking process. Using brainstorming activities, the students can create as many ideas as possible, producing sentences into paragraphs related to the topic. According to Blanchard and Root (2003:41), Brainstorming is a quick way to generate many ideas on a subject. Therefore, brainstorming will help to foster students in ideas building, specifically in their productive skills.

Brainstorming is a technique for build critical thinking of students. The brainstorming approach allows the teacher to collect as many different ideas as possible for each student so that the students can express their ideas (Yuliani et al., 2019). The brainstorming method is effective in training students' critical thinking skills. This method trains the student activity of asking and working with questions to encourage students to participate in the learning process (Chaijum, 2020).

Brainstorming is very important for identifying and analyzing problems in problem-based learning. Problem-based learning requires efforts to solve problems presented in an unstructured way (Anazifa & Djukri, 2017). A brainstorming learning method was implemented to encourage students to think creatively to find solutions to company problems through open-ended discussions by each employee (Hanipah et al., 2018). The brainstorming method is a method of collecting ideas and opinions from each student learning about a problem. According to this opinion, brainstorming is a technique for generating ideas to solve any obstacle or problem (Hidayanti et al., 2018).

Rao (2007) finds out that the students who are trained using brainstorming techniques in writing instructions have higher scores than those who are not. In addition, It is a good learning process if students also show positive change and achieve higher learning performance. To improve the quality of the learning process, one of the efforts to overcome the problems of the learning process is to improve learning patterns and encourage children to take an active role in the learning process (Widiastuti et al., 2021).

Considering the issues above, the researcher is motivated to conduct classroom action research, using a brainstorming technique to help teachers improve students' writing skills. The teacher should use the brainstorming process in teaching writing to improve students' understanding and competence toward Analytical Exposition text. Besides that, this technique is expected to and enhance students' critical thinking skills. Brainstorming is very effective in building students' comprehension of Analytical Exposition Text. That is why the researcher decided to conduct research entitled "Improving the Analytical Exposition Text Writing Skill of the Eleven Grade Students of SMA Widiatmika Jimbaran in Academic Year 2022/2023 through Brainstorming".

1.2 Research Problem

Based on the background of the study above, it can be underlined that there are some problems related to students' writing ability in writing Analytical Expositions text of eleven grade students of the SMA Widiatmika Jimbaran. The first problem is the low ability to write analytical exposition text because the teacher needed to use proper

techniques to teach the students. Students do not know how to organize their ideas, and some do not even have any ideas. Thus, the layout of paragraphs could be better and sometimes confusing. As a result, the students had difficulties comprehending their writing skills. The research problem can be formulated as follows: can the Analytical Exposition Text writing skill of the eleven-grade students of SMA Widiatmika Jimbaran be improved through Brainstorming in the academic year 2022/2023?

1.3 Objective of Study

This research has objective studies to answer the research questions that have been formulated above. Given the research problems above, Brainstorming can be applied to solve students' writing ability problems by initiating some the student's thinking process. Therefore, according to the question, this study aims to determine whether Brainstorming improves the writing ability of the eleventh-grade students of SMA Widiatmika Jimbaran in the academic year 2022/2023.

1.4 Limitation of Study

Given the study background and problem, the research can only investigate some factors determining writing skill achievement. The researcher and the English teacher decided to focus the study on a problem related to the teaching technique used by the teacher in the writing class. This delimitation is based on the finding that the writing skill of the eleven-grade students of SMA Widiatmika Jimbaran is relatively low. The technique selected is Brainstorming, a method for teaching students writing skills by exploring their ideas and thinking to produce good English writing. Brainstorming techniques are expected to overcome writing problems, including

pictures, grammatical features, and organization of the paragraphs. Moreover, brainstorming techniques are also likely to increase students' writing skills.

1.5 Significance of Study

This research is expected to contribute to the world of education. By focusing on the brainstorming technique, it is hoped that students can improve their ability to write English. And these findings are expected to provide theoretical and practical significance.

Theoretically, this study will be helpful in the use of brainstorming techniques for others who want to write about this issue. The research can be beneficial as a reference in choosing the method in teaching writing, incredibly analytical exposition text. Therefore, it is expected that this study's findings may contribute to further understanding the use of the Brainstorming technique to improve student's writing ability, especially in senior high schools.

Practically, the research finding may benefit the principal of SMA, Widiatmika Jimbaran, the English teacher, and the researcher. For the headmaster, the research results are expected to contribute to making policies to improve the quality of teaching and learning English. For English teachers, the research findings provide such information to improve the quality of the teaching and learning process of writing and improve students' learning achievements.

1.6 Definition of Key Terms

Key terms must be defined to understand and interpret the investigated topic clearly. To avoid misunderstanding among the readers in comprehending this research,

the research provides three crucial vital terms that will be operationally defined to make this research clear. To make a better understanding of this study briefly and clearly, the research described the key terms operationally as follows:

1. Writing Skills

Writing is a skill that we have to study. Writing is critical for many people because it will help them understand many English paragraphs and obtain information for scientific purposes or relaxation. Through writing, the students can enlarge their points of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph, and they can be explored to become histories.

2. Brainstorming technique

Brainstorming is a technique that can be applied to teach students to initiate some thinking process. Using brainstorming activities, the students can create as many ideas as possible, producing sentences into paragraphs related to the topic.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of some theories related to the study that will be used to support and build this study based on fact. This research is expected to contribute practical significance and should be carried out based on relevant theoretical constructs and empirical evidence. This research is based on the following theoretical framework: Writing, analytical exposition, and brainstorming techniques.

2.1.1 Writing

Writing represents what we think. It is because the writing process reflects things which stay in mind. Students who are reluctant to write things down often suffer from this activity. The students need help when they start looking for some reasons to write and produce written sentences.

Urquhart and Melver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing, and effective writing fulfilled the writer's intention and met the readers' needs. It means that writing is a complex process, and it seems reasonable to expect, then, that the teaching of writing is difficult as well. Moreover, Harmer (2004) states that writing encourages students to focus on

proper language use. It is because students consider students language used when they engage in their writing process. This activity will provoke language development because the students resolve problems that writing puts in students minds.

2.1.2 Analytical Exposition Text

According to Grace and Sudarwati (2006:15), an analytical exposition is a type of oral or written text that aims to persuade the listener that something is in the situation. To strengthen the advice, the speaker or writer provides fundamental reasons why something is in the case. This type of paper can be found in scientific journals, books, magazines, newspapers, academic talks or lectures, research reports, etc. the definition of the investigation is dictated by the science, the academic community, and the readers. Analytical exposition text has three components: constructing an exposition, language feature a presentation, and generic structure. The first is constructing an analytical exposition. In making an analytical exposition text, there are three primary sections. The first is an introductory statement that gives the author's point of view and summarizes the arguments that will follow in some texts. Introductory remarks can be people attract attention. The second step is constructing a series of discussions to convince the audience. Pictures might also be used to help persuade the audience. The last is by making a conclusion that summarizes the arguments and reinforces the author's point of view.

The next step after we know about the language feature of an analytical exposition text is the generic structure of analytical exposition. The generic

form of analytical commentary consists of three main parts: thesis, arguments, and reiteration. The first part is called a thesis. The thesis introduces the topic and indicates the writer's position. Besides the thesis is also used as the outline of the main argument. The second part is called an argument. Arguments are used to restate the main argument outlined in the preview. It consists of elaborating, developing, and supporting each point of argument. The last one is reiteration. It is usually used to restate the writer's position and conclude the whole argument. The language function of analytical exposition text is explained by Grace and Sudarwati (2006:15). There are follows; 1. An analytical exposition is focusing on generic human and non-human participants. 2. Using simple present tense and straight forward perfect tense. 3. Using relational processes. 4. Using mental processes. It states what the writer or speaker thinks or feels about something. For example, realize, fish, etc. 5. Using emotive and evaluation words. 6. It often needs material processes. It is used to state what happens. 7. Enumeration is sometimes necessary to show the list of given arguments. 8. Using connective/transition. Thriller/suspense.

2.1.3 Brainstorming Technique

Brainstorming is a valuable technique for build critical thinking students before they start writing. Furthermore, Jeffrey (2006) adds that Brainstorming is an efficient way to generate many ideas on a given topic and then determine which idea is the best solution. It works best for groups of 8-12 people and should be done in a relaxed setting. From these ideas, it can be said that

Brainstorming plays an essential role in creative thinking and focusing on writing because Brainstorming is a stage in the writing process and functions to generate ideas before writing. Based on the above definition, it can be concluded that Brainstorming is a writing technique that is very helpful for authors to gather ideas before writing their first draft.

Brainstorming techniques provide a classroom activity to support the planning stage of the writing process. The purpose is to help students generate ideas and organize their thoughts on a topic by creating a list of ideas that come to mind without the pressure of being "smart." Blanchard and Root (2003:41) mention the brainstorming steps. They are; start with a broad topic, write as many thoughts on the topic as possible in 5 minutes, add more items to your list by answering the what, how, when, where, why, and who questions, group similar items in a list and the last cross out what doesn't belong.

When using the brainstorming method, the teacher first describes the problem, wants to be talked about at the time, and explains how this method can help students participate in learning. The next step is for the teacher to restate the problem and formulate questions that the students want to ask. Problem formulation allows students to generate unique and innovative ideas. The final step is for teachers and students to collect and evaluate ideas. After evaluation, everything can be completed and neatly (Al Masri, 2019).

Students will find it easier to write paragraphs if they follow the steps and rules of Brainstorming. Many writers prefer brainstorming because the

resulting list is easy to manipulate for different ideas. With little effort, you'll have an informal outline to guide you in organizing your design.

Brainstorming activities can be done individually or in groups. Implementing group brainstorming in a writing class provides students with many benefits. The benefits are as follows:

- 1) It is exciting and offers diverse teaching methods. It inspires enthusiasm and desire to participate through an open invitation and a fast-paced, free-running approach.
- 2) Very inspirational. Students who often let their articulate classmates lead the question-and-answer period are urged to participate. They won't be "fired" or demoted for "wrong answers," and they will feel truly engaged when their suggestions are recorded on the project sheet. On the other hand, those who dominate the traditional classroom environment are also encouraged to publish and document their ideas.
- 3) It adds "task focus." Because of the structure and ground rules, the brainstorming group stays on track with little pressure from the group leader. Editor's speeches, personal comments, rebuttals, eloquent speeches, and other disruptive activities of the committee are thus eliminated.
- 4) It encourages spontaneity and creativity. Group members begin to connect ideas and "suggest from the group" in a voice committee

process that gains momentum as the meeting progresses. In this positive atmosphere, the spiritual power is fully released.

- 5) Efficient and productive. Many ideas and suggestions or problems and obstacles can be listed in minutes. Parallel advice and barriers guide the team towards a solid "next step."
- 6) It involves ownership of ideas by participants. Participants feel more connected to their products when they take responsibility for their ideas and suggestions. Problem-solving becomes easier when collaborative engagement is ensured.
- 7) It provides permanent records and helps develop solutions to problems. The meeting results can be easily replicated or reused to design alternative procedures and procedures to solve problems or achieve goals. The team's work is valued as a permanent evaluation record and a testament to individual and collective effort. From this, it can be concluded that Brainstorming has certain advantages when writing. Technology makes it easier for students to develop ideas effectively by allowing them to explore their prior knowledge of a specific topic. Help students overcome the writing barriers often encountered in the early stages of writing.

2.2 Empirical Review

Several studies have been conducted to investigate improving the analytical exposition text through Brainstorming. In the previous study, the researchers have two

previous studies to distinguish from the previous survey. First, Fitria Dewi (2018), the title is "Improving Students' Writing Skill on An Analytical Exposition Text Through Semantic Mapping Technique Of XI-Grade f Manba'ul. 'lum'". The research was conducted in MA Manba'ul 'Ulum Cirebon in the academic year of 2017/2018. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The research subjects were 28 students of class XI IPS of MA Manba'ul 'Ulum Dukupuntang Cirebon in the academic year of 2017/2018. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students, the English teacher, and the collaborator. The data were from field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were acquired by conducting the pre-test and the post-test of the cycle I and II. Based on the quantitative data, the students' mean score obtained in the pre-test was 53.42. It increased to 67.75 in the post-test of cycle I and reached 74.64 in the post-test of cycle II. The students' scores continuously improved on each test. Therefore, it can be concluded that Semantic Mapping Technique can improve students' writing skills in an analytical exposition.

Second, Listyowati and Hanna's (2021) title is "The Use of Mind Mapping Technique to Improve The students' Writing Skill on Analytical Exposition Text in Senior High School." The research was conducted in SMA AL-MIFTAH Palengaan-Pamekasan, and the sample of this research is class XI. Classroom Action Research was used as the method, which consists of two cycles divided into four stages: planning, acting, observing, and reflecting. The instruments used to collect data include a

questionnaire, a test, and an observation checklist. The research improved the students' writing ability in the second cycle. The students' writing ability scores who achieved the standard achievement or KKM, 26 students, indicating that 87 percent of the students reached the target, and most of the students earned more than the target of success criteria. The differences between those studies and this study are the use of the methods, the time of the research and the subject of the research.

