

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four basic skills which should be mastered by the student. Writing skill is an integrated part of language production. It means that how the writer makes a writing which can be useful for the reader. Ramet (2007:1) asserts that writing something, anything every day will make us able to build up the discipline and commitment that are needed to ensure that we can produce a complete manuscript in various forms. Writing is a transforming process of thought into language. It means that the writer should think the content of writing first and then arrange the ideas using appropriate language (grammar and vocabulary) into a paragraph and consequently, organizational skills in writing also should be learned. It is really so hard to combine one sentence with other sentences to be a good paragraph writing. Obviously, the ability to write clearly is recognized in society as well as at schools as an important objective of language teaching.

Writing is one of the important skills to be mastered by the students. There are three reasons why teaching writing is considered important for the students. The first is that writing reinforces the grammatical form, idiom, and vocabulary that have been given by teacher. The second is when students write, they should be familiar with what they have already written down. The last one is students become involved with the languages which they use to write a good paragraph for themselves and for the readers when read the paragraph.

From the preliminary observation made by the researcher to the eighth grade students of MTs Hidayatullah Denpasar by interviewing the English teacher, the researcher knew that most of the students had difficulties in writing. They had problems in structure, word spelling, the punctuation mark, finding and organizing the ideas in a descriptive paragraph. Moreover, they were not able to use simple present tense in descriptive paragraph in a proper way. In addition, when the students were asked to write a short descriptive paragraph, they still made the same paragraph like the example of descriptive paragraph that was given by their teacher and it indicated that they still found difficulties to create and develop descriptive paragraph by their own words.

Therefore, the researcher was very interested in focussing the research to improve the learners' writing ability, especially in writing a descriptive paragraph. Referring to the issue, it required the proper techniques and strategies to help students develop their ideas in writing and explain something in detail and structured. One technique that can be used by teachers to teach descriptive paragraph is brainstorming technique. Brainstorming technique is one of the technique that can be used to facilitate the students to write a descriptive paragraph. The use of these technique can help students to overcome their impasse about how to write, either at the beginning of parts identification, contents, description, or conclusion that is optional in writing descriptive paragraph.

Brainstorming is a technique which is generally used in a group setting to quickly generate a large number of ideas about a specific problem or topic. Brainstorming offers the teacher an opportunity to help students to be more

active, giving feedback on ideas, working together in a group, drawing connections among various concepts, and helping students developing the topics. Brainstorming also helps to develop organizational skill as students have a opportunity to clarify and organize ideas before they write. This technique gives enough opportunity for students to express their ideas freely about the main topic given by teacher, and then they could discuss and share ideas with each other. This technique also could help students in solving the problem when they have difficulty in writing, especially in writing descriptive paragraph.

Based on the background above, the researcher is interested and motivated to discover the use of brainstorming technique in improving writing skill of the eighth grade students of MTs Hidayatullah Denpasar in academic year 2015/2016.

1.2 Research Problem

Teaching descriptive paragraph writing in the classroom is considered important and should be given a great attention by teacher. It is because descriptive paragraph writing is one form of communication where the students can express their ideas freely. This study was conducted to improve the students' writing ability by using brainstorming technique. Based on the background of the study above, the research question can be formulated as follows: can writing skill of the eighth grade students of MTs Hidayatullah Denpasar in academic year 2015/2016 be improved through brainstorming technique?

1.3 Objective of the Study

The Objective of the study is to improve the students' ability in mastering writing by expressing their ideas freely. Concerning the problem mentioned

above, the objective of the study is to find out whether or not writing skill of the eighth grade students of MTs Hidayatullah in academic year 2015/2016 can be improved through brainstorming technique

1.4 Limitation of the Study

Writing skill is definitely too broad and complex to be dealt with in a single study. In this present class action research, the researcher limits the study on improving writing skill technique of the eighth grade students of MTs Hidayatullah Denpasar in academic year 2015/2016 by means of brainstorming as teaching technique. The study is also limited on writing descriptive paragraph especially in describing person, thing or place. In addition, descriptive paragraph should have a generic structure such as identification, description and conclusion.

1.5 Significance of the Study

This study is greatly expected to be useful for English teacher and students' writing mastery by using brainstorming technique. There are two significances of this study, theoretical and practical significance. The findings are expected to be used as evidence that brainstorming technique is effective in improving English writing skill. This study can be used as the reference and additional source for other researchers in conducting similar research, especially in the context of teaching writing. Practically, brainstorming technique is expected to give good contribution to the researcher, teacher, and students. For the researcher, the result of the study hopefully can give a good experience in teaching writing skill by using brainstorming technique. In addition, for teacher, the result of this study can be applied to improve the students' writing skill and find solutions to the problem by using brainstorming technique. Finally, for the

students, this study can help them express their own ideas to improve their ability in writing skill. They are expected to be conscious in order to be successful in descriptive paragraph writing.

1.6 Definition of Key Term

Definition of key term is very important to avoid misunderstanding and misinterpretation of the terms used in the present study. The researcher defines three key terms intensively used in the context of the present study which needs to be operationally clarified as the following terms:

1. *Writing skill* in the present study is defined as the ability of the eighth grade students of MTs Hidayatullah Denpasar in academic year 2015/2016 in writing descriptive paragraph which describes about person, thing or place; furthermore, this paragraph has the generic structure which consists of identification, description, and conclusion.
2. *Brainstorming* is defined as a technique of improving descriptive paragraph writing of the eighth grade students of MTs Hidayatullah Denpasar in which teacher gives a topic to students and brainstorms their ideas. In this study brainstorming will be done by using tree diagram through asking questions to build up their ideas such as where, who, when, what, why, and how. The collections of the ideas are used to make a descriptive paragraph.
3. *MTs Hidayatullah* is a junior high school which is located in Jalan Raya Pemogan, Denpasar Selatan where the present research is conduct.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The scientific investigation which is expected to contribute both theoretical and practical significance should be conducted on the basis of some relevant theoretical constructs and empirical evidences. The present study is conducted on the ground of the following theoretical bases: 1) The conception of writing., 2) Descriptive Paragraph., 3) The use of brainstorming technique in teaching writing and 4) Assessment of writing.

2.1.1 The Conception of Writing

Writing is one of the four skills that should be mastered in language learning. Urquhart and McIver (2005:3) state that writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers. Lannon in Ha, (2011: 4) views writing as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning- writing is a process of deliberate decision. It means that writing must convey a message with a meaning. In addition, writing is a way through which a student can express his/her ideas or thoughts on the paper (Harsyaf and Izmi, 2009: 4).

A good writer absolutely needs to know how to express his ideas or messages in written words clearly so that it can be easily understood by the readers. Graham and Perin (2007:3) write that writing well is not just an option but it is a necessity. Along with reading comprehension, writing skill is a predictor of

academic success and a basic requirement for participant in civic life and in global economic. They also add that writing is a means of extending and deepening students' knowledge. Urquhart and McIver (2005:11) write that in the following section, we examine this question in the context of the stages of the writing process:

Prewriting is the period where writers get ready to write-gathering information, organizing ideas, identifying audience and purpose, and selecting genre. *Drafting* is the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing. *Revising* is the time when writers review their work, checking for clarity of message, word choice, and organization. *Editing* is the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.

Fulwiler (2002:32) writes that writing helps us figure things out in at least two ways. On the one hand, it makes our thoughts visible and it allows us to expand, contract, modify, or discard them. We can hold only so many thoughts in our heads at one time; when we talk out loud and have dialogues with friends, or with ourselves, we lose much of what we say because it is not written down. More importantly, we cannot extend, expand, or develop our ideas fully because we cannot see them. When we can witness our thoughts, we can do something with them. On the other hand, the act of writing itself generates entirely new thoughts that we can then further manipulate. Writing one word, one sentence, or one paragraph suggests still other words, sentences, and paragraphs. Writing progresses as an act of discovery; no other thinking process helps us so completely develop a line of inquiry or a mode of thought. Scientists, artists, mathematicians,

lawyers, and engineers all *think* with pen to paper, chalk to blackboard, and hands on terminal keys. In other that writing is one of the important skill to convey our purpose through write in paper and all instances need writing skill.

2.1.2 Descriptive Paragraph

Description is an element in many different types of writing. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007:61). In the same line, Savage and Shafiei (2007:30) state that in a descriptive paragraph, the writer uses words that create an image and help the reader to see, feel, touch, smell, or taste the topic that she or he is describing. Therefore, in a descriptive writing, someone or something should be described as vivid and real as possible to attract the reader's sense.

According to Zemach and Rumisek (2003:25), a descriptive paragraph explains how someone or something looks or feels. A descriptive paragraph is a paragraph which describes a person, place, or thing so that the reader can picture it in his or her mind. Descriptive writing uses words to build images for the reader (Savage and Shafiei, 2007:34). It is usually written in logical order and very vivid detail. Oshima and Hogue (2007:61) state that descriptive writing consideration to the senses; hence, it tells how something looks, feels, smells, tastes, or sounds.

Field (2009:44) states that a paragraph can vary in length but each paragraph always deals with one topic. Within the group of sentences there should usually be a topic sentence. This is the main sentence and the content of

the paragraph is expanded in the rest of the paragraph. In addition, a descriptive paragraph consists of topic sentence, supporting sentences, and concluding sentence. The topic sentence in descriptive paragraph introduces the item that the researcher will describe; besides, it may also include the researcher's general feeling or opinion about the item. While the supporting sentences give some background information and descriptive details about the item. The last is concluding sentence that restates the idea in topic sentence using different words.

Evans (2000:8) states that a topic sentence introduces or summarizes the main topic of the paragraph and gives the reader an idea of what the paragraph will be about. Moreover, topic sentence should be followed by some supporting sentences which provide some examples, details, reasons, justifications and some evidences to support the topic sentence. Moreover, Savage and Mayer (2005:2) state that a typical paragraph begins with a topic sentence which introduces the topic. The supporting sentences that follow support the idea in topic sentence with explanations, reasons and other details. The concluding sentences bring the paragraph to an end. Zemach and Islam (2005:21) state that when you describe a place you can develop your paragraph by adding descriptive details and information that tell how a place looks, sounds, smells or feels. A descriptive paragraph is organized with generic structure; those are identification, description, and conclusion.

In the first paragraph there is identification to introduce what is exactly going to be described. The researcher uses identification to identify the recognition; besides, it can be about the general statement about place, person, or

thing which the writer wants to describe. After stating the identification, a descriptive paragraph will show the description of the object. The conclusion is the last part of the paragraph and it is optional. A conclusion does not really give impression, but it is very often helpful to the reader because it usually signals the end of the paragraph. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in a space.

According to Oshima and Hogue, (2007:61). Some possible patterns of movement for description include movement from left side move clockwise to the right, from right side move counterclockwise to left side, from top to bottom, from bottom to top, from near to far, from far to near, outside to inside, inside to outside. Turn signal is also important because it helps the reader to follow the order of movement in the descriptive paragraph. The example of turn signals are next to, by to the left, above, beside, to the right, over, below, on the top, behind, and in front of.

2.1.3 The Use of Brainstorming Technique in Teaching Writing.

Kelly and Gargagliano (2000:4) state that when you brainstorm, you write as many words or phrases as you can think of about a topic. You do not have to write complete sentences when brainstorming. Folse et al. (2010:31) add that brainstorming is quickly writing down all the thoughts that come to your head. When you brainstorm, you do not think about whether an idea is good or bad or whether your writing is correct. You simply write to put your ideas on paper. This process is called brainstorming because it feels like there is a storm in your brain.

According to Sinagatullin (2009:98), brainstorming is the activity which depends on the active participation of the whole group, helps create a spirit of cooperation, and encourages students' creative thinking. Owing to various cultural and individual reasons, not all students willingly join in such an activity. Some learners know that they are not sharp-witted and clever enough to solve intricate problems and try to stay apart from group work. Others just loathe working cooperatively and prefer answering questions in academic solitude. Teachers are required to use brainstorming techniques rationally, it is not to exceed the established mental and physical boundaries and norms.

Writers move from one idea to another, then back to an earlier idea, then forward again to a new idea, and so on. They cross out words, draw lines to make connections, and change their minds. Brainstorming is a cycle with steps that repeat continually. In addition, Urquhart and McIver (2005:15) argue that the beauty of brainstorming is its nonjudgmental quality. If it has done properly, students do not censor their ideas on a brainstorming list. Rather, anything goes. When students use this strategy, they discover what they know about a given topic and can see what they may need to learn more about.

Pollard (2008:51) states that writing process focuses on the process of writing rather than on the final product. This involves teaching students about the stages involved in writing; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing. The stages are as follows. First, students brainstorm and note down any ideas connected to the topic. They decide from the brainstormed list which ideas are the most relevant

to the topic, task or title. Then the students decide which order to put those ideas in. Next, the students prepare the first draft; the focus at this stage is organization of the piece of writing. This does not mean that grammar and accuracy are not important; it just means that they are not the focus at this stage. In addition, revision and editing the drafts are initially focused on content, relevance and organization. The final stage is the production of a finished piece of work. In addition, to raise awareness of the students on the stages of writing, teacher can brainstorm the steps with the students. Alternatively, teacher can present them with the list above and ask for their comments on it. Finally, teacher could give them the list above, jumble up and ask them to put the stages in order.

In addition, teacher can guide students in writing ability through the stages by brainstorming technique as the following;

1. Brainstorming: write the topic or title on the board and invite students to say anything at all connected to the topic.
2. Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting.
3. From the list of chosen items, students decide how the comments will be organized. At the end of this stage, students will have a plan or mind map that they can use for writing.
4. Students write the first draft of their piece of work.
5. In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organization.
6. When they have a good second draft, i.e. the content, relevance and organization satisfies them, they can move into improving the language.

7. Finally, students can copy out their essays, in a clean, final version in other the students easy to get the material.

2.1.4 Assessment of Writing

Assessment is a part of language teaching as are the materials, syllabus inapproach. There should be evident a harmonious relationship between courseobjectives and all these curriculum elements. The assessment is very important tomeasure the effectiveness of teaching learning process. It also helps the Englishteacher decide to move on the next material or just simply repeat the materials.

According to Hyland (2007:213) assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. Without the information gained from assessment, it would be difficult to identify the gap between students' current and target performance and to help them progress. Hyland adss that in the classroom, any assessment can be either formative which is designed to identify a learner's strengths and weaknesses to affect remedial action, or summative which concerned with summarize how much a student has learned at the end of a course. Therefore, the result of the former feedback into instruction, the latter provide information on either individual accomplishment or program outcomes.

Moreover, Oshima and Hogue (2007:196) describe that the success of writing can be shown from its completeness of some writing aspects. Those writing aspects can be described as follows:

- a. Format refers to the rules and styles in writing skill (margin). The students will know the rules and styles a good paragraph writing.

- b. Mechanics refers to the use of correct spelling and punctuation. Incorrect spelling and punctuation will make the difference sense of writing.
- c. Organization refers to the logical information of the content (coherence). It contains an arrangement sentences which are being written and the sentences should goes smoothly.
- d. Grammar and sentence structure refers to the use of correct grammar and how it is used to combine and organize the words into phrases, and sentences. In this present study, the writer uses kind of summative test to assess the students' improvement in mastering writing skill; furthermore, the assessing of writing is scored based on five aspects of writing. Each aspects has its own criteria in assessment. The successful of writing is also revealed from the students' achievement in mastering those five aspects of writing.

2.2 Empirical Review

Empirical review is a review of relevant research result which has function to review the previous research that relevant with the present research. There are some similar researches that are found related to this research. The related study which are used as references are described in chronological order below.

The first similar study belongs to Ni Made Ayu Pande Santhi which conducted her research entitled "The Implementation of Brainstorming technique in Improving Descriptive Paragraph Writing at the eighth grade students of SMP Sila Dharma in academic year 2012/2013". This study was conducted by using Classroom Action Research; moreover, the objective of the study was to find out the students' writing improvement through Brainstorming technique. Her findings prove that problem and difficulties of class VIII grade students of SMP Sila

Dharma were significantly increased after being taught through Brainstorming Technique. She also observed that the students were enthusiastic during the teaching and learning process. The strength of this study was the students can work together, share the group roles, and solve the problem together. Unfortunately, there was a weakness when learning material delivered because she just gave a topic only which results in unwillingness to study. For that reason, the researcher in this study will add some additional picture in delivering the material to avoid the students become bored and enjoy following the lesson.

Another researcher which was conducted by Kadek Pande Yuni Artini 2013/2014 entitled "The application of Brainstorming to Improve Writing Skill of The Eighth Grade Students of SMPN 2 Sukawati in academic year 2013/2014" showed that the use of Brainstorming in writing skill of the eighth grade students of SMPN 2 Sukawati could improve their ability in writing descriptive paragraph. In addition, this research finding suggested that the students' writing ability increased and improved significantly from cycle I and cycle II after they had been taught through Brainstorming Technique. In general, this research finding stated that Brainstorming Technique can be used as a technique of teaching writing in junior high school students effectively. However, there was a weakness when she arranged the lesson plan. In his lesson plan, the steps in the whilst-activity were not clear enough. For the reason mentioned previously, the researcher in this classroom action study focused on the three steps in and fix them become clear to make the students more easier to understand about the material given.