

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is a complex process that requires special skills from the author, knowledge of the language structure used in sentences and his knowledge of the given topic. To have good ability in writing English especially in descriptive text, students who speak English as a foreign language need to have more practice. In addition, the techniques used by the teacher must be in accordance with the characteristics of students studying English as a foreign language. Writing is a crucial ability that all students should be able to master since it allows them to readily convey their thoughts, opinions, and feelings in writing. Writing is an English language ability used to communicate thoughts, feelings, and ideas. Then, translate what they learned into written texts. Students need to have the ability to write well in English. Because you must consider factors like punctuation, paragraph structure, ideas, spelling, word choice, and grammar, writing is also a challenging task.

A learning process can be said to be good if in the teaching and learning process students are active in an effort to improve their learning experience (Syaiful Romadhon et al., 2019). In addition, if students show positive changes and produce higher learning achievements, the learning process can also be said to be good. To obtain a good quality of the learning process, one of the efforts to overcome problems in the learning process is to improve learning patterns and to make children take an active role in the learning process (Widiastuti et al., 2021).

Critical thinking is one of the most important high-level skills taught to students besides creative thinking skills. Critical thinking is one of the important high skills taught to students in the 21st century, where information and technology must be filtered intelligently and critically (Arend, 2019).

One of the learning methods that can be used to develop students' critical thinking skills is Brainstorming. The brainstorming approach can make students express ideas because the teacher collects as many ideas as possible that differ from one student to another (Yuliani et al., 2019). The brainstorming method is effective in training students' critical thinking skills. This method trains students' activeness in asking and processing questions so as to encourage students to participate in the learning process (Chaijum, 2020).

Bailey (2004:23) asserts that writing is a crucial talent for academic writing. However, writing is the hardest talent to learn because it requires careful thought to produce words, sentences, and paragraphs. Students in writing classes can focus on the final product or the writing process itself. While writing, students must focus on ideas, imagination, facts, creativity, and feeling while writing to produce an appealing and interesting composition. Harmer (2004:257) Writing is a "style of life," which alludes to what college or high school students do. The majority of student tasks in the classroom demand writing ability. Without strong writing abilities, children will struggle in English subjects and may even drop out of school

Writing is the process of exploring ideas in written text or communicating ideas through written form, according to Pranoto in Zhaminang (2013). Writing also includes expressing emotions in written form. Another benefit of writing is

the indirect communication that can be achieved. As a result, ideas can be created through writing as a medium of communication to communicate all types of learned information and to enlighten others about it. Writing is a complex activity that rejects incorrect formulas for writing ideas. It is a flexible and multidimensional process. Therefore, writing is a talent that is frequently used by everyone, particularly students, for tasks like doing homework, taking notes, providing succinct answers on tests, and writing reports. Fulwir (2002:16).

Additionally, researchers at SMA Widiatmika Jimbaran in 2021–2022 conducted writing research that revealed the pupils' poor writing performance. By administering a pre-test, they gauge pupils' comprehension of writing. Pre-test results for the students were below average. This demonstrates that students struggle with writing, particularly when it comes to crafting descriptive paragraphs. They still struggle with writing. In this instance, the teacher employs traditional teaching methods, which call for constant small-group talks in which she merely teaches the subject matter without incorporating any techniques or media, making the learning process monotonous and boring for the pupils.

The instructional method employed by the instructor has to be successful in enhancing students' capacity to compose descriptive texts. Many students need help to compose a few phrases because they are unfamiliar with the format of descriptive paragraphs. Additionally, they need help organizing sentences and making material cohesive when they are creating it. To increase pupils' writing understanding, the teacher is given an additional task. Teachers must use writing techniques to solve this issue. To raise students' writing achievement, teachers must have the guts to attempt using one of the writing tactics in class.

A technique called Brainstorming can be used to address Learners' issues with writing comprehension. To encourage students to become active meaning producers, brainstorming is a learning framework that may be used in a variety of subject areas. Brainstorming is a learning strategy used in groups of students with diverse backgrounds in knowledge and experience. To decide and choose different statements in answer to inquiries about learning requirements, resources, barriers, and other topics, this exercise is being carried out to gather thoughts and opinions. Every student has the chance to share a comment on an opinion or idea in turn. The Brainstorming learning model is very appropriate to be applied in learning, considering that learning does not only focus on learning. Understanding and knowledge (spelling), but also the ability of students to produce a work (creating).

Moreover, this tactic will assist teachers in enhancing their students' writing comprehension, particularly when creating descriptive paragraphs. For pupils to readily convey their thoughts in writing, teachers are supposed to employ brainstorming when teaching writing. Additionally, this approach should help students retain the critical thinking abilities that teachers have taught and used. Applying this method to capture students' past knowledge and what they have learned or comprehended about writing requires the usage of brainstorming charts. This method works wonders for improving pupils' comprehension of writing. The researcher thus decided to carry out a study with the working title "Improving Descriptive Text Writing Skill of the Tenth Grade Students of SMA Widiatmika Jimbaran in Academic Year 2022/2023 Through Brainstorming."

1.2. Research Problem

According to the research's backdrop issues, pupils continue to have significant writing issues, particularly when creating descriptive paragraphs. For instance, when the teacher does not employ descriptive paragraph writing tactics to educate pupils, students find it challenging to start writing effectively. Students struggle to write descriptive paragraphs as a result. Therefore, the study question might be stated as follows: Can the tenth grade students at SMA Widiatmika Jimbaran enhance their writing descriptive text abilities through the use of the brainstorming strategy?

1.3. Objective of the Study

Based on the research background and research problems outlined above. The purpose of this study is to ascertain whether or not the brainstorming approach may be used to enhance the tenth grade students at SMA Widiatmika Jimbaran's descriptive text writing abilities for the academic year 2022/2033?

1.4. Limitation of the Study

For the academic year 2022–2023, the researcher's study is restricted to the tenth-grade students of SMA Widiatmika Jimbaran who are proficient in writing descriptive texts. The core of 4.10 on the curriculum, which deal with text descriptions, were the main focus of this study. Using the brainstorming technique, the researcher got the students to comprehend the descriptive text.

1.5. Significance of the Study

To determine if brainstorming improves students' writing comprehension and abilities. The relevance of this study will be discussed in the following

manner:

Theoretically the results of this study are anticipated to be helpful and valuable, particularly for individuals with interest of interested in teaching and learning English as a second or foreign language.

Practically for the Writer the author expects that through research, he will learn more about how to use brainstorming to help students improve their writing. The author will also pick up new skills and knowledge to help him in the future. This study can enhance students' writing, and they learn certain techniques for crafting descriptive writings that they can apply in the future. For Teacher this study is anticipated to assist teachers in their struggles to teach students how to write descriptive texts and increase their knowledge of the brainstorming technique. English teachers can utilize the study's findings as guidance on how to teach writing exercises so that the program's goals particularly the goal of creating descriptive texts are achieved.

1.6. Definition of Key Term

Several essential operational keywords are used in this research in order to prevent misunderstandings and to present a clear picture of this research:

1.6.1. Writing Skill

Writing ability describes the capacity to explain thoughts, ideas, or visual imagery. At the same time, the method of expressing the notion is through publicly accessible literary work. Additionally, it made it easier for other people to comprehend and comprehend the author's views.

1.6.2. Brainstorming

A learning strategy used in groups of students with varying levels of knowledge and experience is brainstorming. To decide and choose different statements in answer to inquiries about learning

Requirements, resources, barriers, and other topics, this exercise is being carried out to gather thoughts and opinions. Every student has the chance to share a comment on an opinion or idea in turn. Students are encouraged to explore and uncover as many ideas as they can to address issues using the brainstorming approach (brainstorming).



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

A theoretical review is several theories relevant to the study that will be utilized to back up and construct this research based on facts is known as a theoretical review. To provide a contribution that is both theoretically sound and empirically supported, this study should be implemented. This study's theoretical underpinnings include writing, descriptive text, and brainstorming techniques. A teacher should have a plan and approach for teaching and learning so that students learn quickly and effectively. Brown (2009:5) states that teaching is a task like hunting or fishing not an achievement like warning. Its means that teacher should make some efforts in teaching the material. Teachers should have certain methods and strategy for teaching. Hornsby (2006:16) states that teach can mean giving instruction to somebody to know or able to do something, give to somebody skill and give a lesson.

2.1.1. Writing Skill

One of the abilities that every student should have is writing. In addition, writing requires a procedure in order to produce a quality product. The ability is one of the productive abilities that demands a product as a byproduct of its output. Writing involves more than just putting words on paper; authors also express their emotions. When they were unable to express themselves verbally, they could do so through writing. Writing could be used for communication. Furthermore, pupils should develop and master the art of writing. They can write it if they can

speak it. It is a unified whole that cannot be divided. Thus, it's crucial to understand how to write well. There are so many theories that define writing that are related.

Oshima and Hogue (2007:15) assert that writing is a continuous process that never involves a single creative act. Writers have already considered what to say and how to convey it before beginning a piece. Following completion, they read what they have written and will probably make revisions until they are pleased that their writing has captured their thoughts exactly. Writing itself consists of about four steps. Prewriting is the initial action. It is a method for gathering ideas that involves picking a topic and gathering information to support it. The organizing step is the second step. The authors must arrange their ideas into a straightforward outline. The writing step is the third step after that. The writers use the earlier outline to create a rough draft in this step. The final phase is referred to as revising and editing. The writers revise their earlier work at this phase.

Writing is more than just talking on a piece of paper while you're sitting down. Thinking, planning, writing, and revising are all aspects of writing. Writing well involves four steps: prewriting to gather ideas and organize them, the initial draft, editing and revision, and the final document (Hogue 2008:28). To produce high-quality writing, the process must be followed and cannot be completed in a single step. Fulwiler (2002:20) suggests prewriting, rereading the first few words, and assessing whether or not they accomplish the purpose for which the writer intended them. Their final product is probably going to be better the more drafts they can handle. The writers typically feel satisfied with their writing when they

realize how significant their ultimate product is.

Hyland (2003:9) asserts that writing is a means of communicating personal meaning and that writing classes place a strong emphasis on students' ability to express their own opinions. Students can develop their own meanings in a supportive and cooperative setting by being given the freedom to do so. As writing is about the development process, a teacher might see their jobs as emphasizing the power of the individual to form their own opinions. Enabling pupils to write and communicate their opinions without feeling intimidated can boost their self-confidence. Their self-assurance in expressing their ideas is essential if they want to write about the subject from their point of view. Therefore, the teacher must encourage their inventiveness, which springs from their self-assurance. Additionally, it gives them a chance to be inspired.

Writing, according to Urquhart and Mclever (2005:3), is an exploratory activity that both students and subject-matter teachers can profit from. Students and teachers both enjoy the thrill of discovery as they write to make their thoughts intelligible and obvious. Both students and teachers will be happy when pupils understand their concepts and produce a successful written product. The pupils can practice examining and refining their thoughts through writing. Furthermore, they will transfer it in writing. As a result, they are researching and expanding their ideas as well as honing their grammar and punctuation skills. Writing takes practice to perfect, but as kids continue to write, their skills will advance. Writing should not only be product-focused; it should also be process-focused.

According to Graham (2008:2), mastering the art of writing takes a lot of time and work. Writing becomes increasingly challenging as children get closer to

middle and high school grades since there is no longer only one teacher for each grade level. Across disciplines, writing and writing teaching become shared responsibilities. If teachers want their students to learn how to write well across disciplines, they must all give writing instruction significant attention. In order for pupils to understand writing instruction as clearly as possible, teachers must lead them. The students will be brought directly to the purpose of writing itself with clear instructions. The biggest reward for a good and professional teacher is knowing that their lessons may help their pupils succeed, even though teaching writing is not an easy job.

Writing as a written output, according to Brown (2004:335), frequently results from complex thinking, drafting, and revising processes. Writing pedagogy that emphasizes how to come up with ideas, organize them coherently, use discourse markers and rhetorical conventions to integrate them cohesively into written texts, revise texts for clarity of meaning, edit texts for proper grammar, and produce final products is the result of the compositional nature of writing. Writing involves comprehension of the writing process itself. Writing properly requires organizing the steps involved in its creation into a coherent concept. According to Patel and Jain (2008:125), writing is a type of linguistic behavior. It conveys language sound using pictures as symbols. For some student groups, writing may be quite significant, whilst it may not be as crucial for others. Depending on the requirements of each group of students, an autonomous choice will be made regarding the amount of writing to be included. Writing is a talent that has to be taught as well as practiced. Writing is a crucial component of language learning since it offers a very effective way of practicing vocabulary,

spelling, and sentence structure. At the highest level, it becomes a significant component of pupils' expressiveness. When kids practice writing alongside other talents, they are more likely to become good writers. Writing is a fantastic exercise for consolidating knowledge.

Additionally, writing is a sensible and worthwhile hobby. Writing is rational in the sense that it requires mental discipline and the mastery of skills that anybody can learn. To write in clear, efficient English, writers do not need to be geniuses. All that is required of writers is an understanding of what writing entails and a command of words, phrases, and paragraphs. The fact that they can learn is also crucial. If they do, they will be able to express themselves in terms that other people can comprehend. The second presumption is that learning to write is worthwhile. It is immediately useful in practically any job or vocation. They will communicate more effectively and quickly if they can write. There are undoubtedly a variety of professions that they can handle. Writing is a means of development. Nobody would contest that writing skills will improve a person's moral character. But it will make them more intriguing and intricate (Kane, 2000:1)

In conclusion, writing is a useful talent that authors utilize to convey information clearly and to express their feelings and views. Because writing is such a complex skill, the writer needs adhere to the writing process in order to produce good writing. The researcher intended to use the theory from Oshima and Hogue (2007:15), which explained that writing has roughly four steps that writers must follow to achieve good writing, those being prewriting, organizing, writing, and revising and editing process. This theory was based on some theories that

have already been mentioned above. To create a well-written paragraph, these procedures should be carried out methodically. Because the goal of the study was to help students write better paragraphs, the theory that was employed was pertinent to it.

2.1.2. Descriptive Text

Since writing is a crucial skill that needs to be acquired, students are required to produce written material. A text is what is intended, in this situation, by a written product. Zemach and Islam (2005:9) define a text as a collection of roughly 6–12 sentences that discuss a single subject. It implies that the sentences support the major subject being described. A text can inform, express an opinion, clarify, or convey a brief story. The issue should be logically explained in the sentences together with explanations and particular details. The readers would then be able to understand the text meaning with easily. The readers will therefore grasp what the writers intend to convey to them through their writing when the text are organized suitably and clearly.

A text is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). The topic's main point or idea is stated in the opening sentence. The subsequent sentences in the text bolster that idea. That means there is only one subject to describe in a descriptive text. In addition, the supporting sentences refer to the other sentences in the descriptive text. It provides further details, explanation, and information on the subject. The conclusion serves as a text final sentence. The focus is on the authors' emotions. Based on the topic sentence, it may be assumed that a paragraph is a collection of sentences that describe and discuss one core idea or issue.

In addition, Zemach and Rumisek (2005:25) define that a descriptive text explains how someone or something looks or feel. This text uses adjective which tell the readers how things look, feel, taste, sound, or smell. It also uses prepositions to tell structure in writing descriptive text is also a must. In writing a good and interesting descriptive text, there are some generic structures which have to be considered, they can be elucidated as follows.

1. Identification

Identification is a part in which the writers identify or write the recognition, moreover it can be general o statement about person, thing, or place that the writers want describe, identification can be used as the topic sentence of the text. Houge (2008:99) states that the topic part of a topic sentence for a text of description usually names the person, place, or thing to be described.

2. Description

Kane (2000:351) states that description is about sensory experience states of how something looks, sounds,. Description is vivid details place, person, or thing that the writers want to describe so that the readers can easily imagine or picture the descriptions. The descriptions are verbal, so the words used in the sentence should be descriptive.

3. Conclusion

The conclusion is the part of descriptive paragraph. According Savage and Mayor (2005:23), the conclusion gives the writer's final opinion about the description. Moreover, in this part, the writers also conclude the paragraph from the identification and description with the words, nevertheless, it has same meaning that gives the readers a brief conclusion. In general, a good descriptive

prose should be able to paint the reader an image. As a result, it should be written using the following criteria.

- a. Using descriptive words that appeal to the readers senses. Present verbal pictures what the readers can see, touch, taste, hear or smell.
- b. Using specific and concrete vocabulary to describe details.
- c. Involving the readers enough so he/she can actually visualize or picture the things, person or people being described.
- d. Use appropriate transitional phrases so the paragraph will be well organized and structured.

2.1.3. Brainstorming Technique

Recently, teaching writing has shifted from a concentration on the written product to an emphasis on the writing process. Linguists began to develop what is now called a process approach to writing instruction. The process approach is an attempt to exploit the nature of written code to provide opportunities for students to think as they write. The process writing approach tends framed in three stages of writing. They are pre-writing, compiling and revising (Brown 2001: 348). For each stage, students should be provided with suggestions of the kinds of classroom activities that support the learning of specific writing skill. Seow (in Richards and Renandya 2002:304) states that in the planning (prewriting) stage, teachers can help students generate ideas through brainstorming, clustering, and rapid free writing.

According to Dunn and Dunn (in Sapriya, 2009: 145) the brainstorming model can encourage students to think critically. There are some definitions of

brainstorming. According to Blanchard and Root (2003:41), brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many as ideas as possible without worrying about how will use them. Beacon learning center proposes a similar definition on its website, it describes brainstorming as a prewriting technique of focusing on a particular subject or topic and freely jotting down any and all ideas which come to your mind without limiting or censoring information – if it comes to mind, write it down! Ideas may be single words, phrases, ideas, details, examples, descriptions, feelings, people, situations, etc. While Ghaith (2002) states that brainstorming is similar to free writing in that you write down everything you can think of without considering whether it is valid, suitable or usable. The difference between free writing and brainstorming is that free writing takes on a format that looks something like a paragraph, while brainstorming usually result in a list of words and phrases.

From the previous ideas, the writer concludes that brainstorming is a useful technique that can be applied in the prewriting stage to encourage students to generate ideas on a certain topic they are about to write.

The brainstorming technique provides a classroom activity to support the planning stage of writing process. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be -brilliant. Blanchard and Root (2003: 41) mention the steps of brainstorming

- 1) Begin with a broad topic.
- 2) Write down as many ideas about the topic as possible in 5 minutes.
- 3) Add more items to your list by answering the question what, how, when,

where, why, and who.

- 4) Group similar items on the list together.
- 5) Cross out items that do not belong. There are also some rules to be followed in doing a brainstorming activity. Oshima and Hogue (1997: 68) proposes the rules of brainstorming as follows:

- 1) Write down your general subject or specific topic.
- 2) Make a list of everything that comes to mind.
- 3) Use words, phrases, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
- 4) Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

By following the steps and rules of brainstorming, students will find it easier to write paragraphs. Many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in group.

The human brain is a pattern recognition machine. Humans interact with their environment in patterned ways and it can sometimes be difficult to move beyond these patterns and develop creative solutions to problems. Writing is a thinking process. It is a creative activity in which the writers should explore their knowledge to clarify their thoughts and present them in the written form. Brainstorming is designed to facilitate lateral thinking. We can take advantage of our natural thinking processes by gathering our brain's energies into a -storm,||

we can transform these energies into written words or diagrams that will lead to lively, vibrant writing.

According to the handout from The Writing Center, brainstorming can help a writer to choose a topic, develop an approach to a topic, or deepen your understanding of the topic's potential. This technique is useful whether writers are starting with too much information or not enough. When they've got nothing, they might need a storm to approach when they feel -blank about the topic, devoid of inspiration, full of anxiety about the topic, or just too tired to craft an orderly outline. In this case, brainstorming stirs up the dust, whips some air into our stilled pools of thought, and gets the breeze of inspiration moving again. While, when they've got too much, there are times when they have too much chaos in their brain and need to bring in some conscious order. In this case, brainstorming forces the mental turmoil and random thoughts to rain out onto the page, giving them concrete words or schemas to arrange according to their logical relations. Brainstorming activity can be done individually or in group. The implementation of group brainstorming in the writing class provides some advantages to the students. The advantages are presented as below:

- 1) It is stimulating and provides a varied instructional approach. It generates enthusiasm and eagerness to join in by its open invitation to participate and its rapid, free-wheeling approach.
- 2) It is highly motivating. Students who usually allow their verbal, articulate classmates to dominate question-and-answer periods get the urge to participate. They are not "put down" or degraded for "wrong answers" and feel a real sense of contribution as their suggestions are noted on the project

sheets. On the other hand, those who dominate traditional classroom situations are also stimulated to get their ideas out and on the record.

- 3) It increases "task focus". The brainstorming group is kept on target with very little pressure from the group leader because of the structure and ground rules. Editorializing, personal commentary, rejoinders, eloquent speeches, and the other destructive activities of committees are eliminated in this process.
- 4) It promotes spontaneity and creativity. The members of the group begin to link ideas and "bounce suggestions off the group" in a sounding-board procedure that gathers momentum as the session continues. Mental power is fully unleashed in this positive atmosphere.
- 5) It is efficient and productive. Scores of ideas and suggestions or problems and obstacles can be listed in a few minutes. Parallel suggestions and obstacles lead the group toward sound "next steps".
- 6) It involves participants in the ownership of ideas. The participants feel greater kinship for their product as they assume group ownership of their ideas and suggestions. Problem solving is made much easier when communal commitment is guaranteed.
- 7) It provides a permanent record and aids in developing solutions to problems. The results of the sessions can easily be reproduced or reused to design alternate procedures and programs for solving problems or meeting objectives. The production of the group takes on value as a permanent evaluation record and as testimony to individual and group effort. It can be concluded that brainstorming brings some benefits in writing. The technique

facilitates the students to generate ideas effectively by giving them opportunity to explore their prior knowledge about particular subjects. It would help the students to overcome the problem related to the writer's block that usually faced by the students in the early stage of writing.

2.2. Empirical Review

Several studies have been done to examine how brainstorming might help produce descriptive text. There are many studies about implementing the brainstorming teaching theory in the teaching writing. Many researchers have written about the effect of the brainstorming teaching theory in improving students writing skills as they use different methods, subjects, and materials in conducting the study. They find that the brainstorming teaching theory succeed to improve the students achievement in writing. One of them is conducted by Group Brainstorming “improving the ability in writing descriptive texts through brainstorming technique for grade viii students at SMP N 1 Piyungan”(2014). The results of this study showed that the implementation of brainstorming technique in the writing classes was believed in improving students' ability to write descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. Another Researcher is Ety Dwi Astuti, “ Roundtable Brainstorming: A Technique To Improve The Writing Ability Of Students In Writing Descriptive Texts”(2013).The results of the study show that roundtable brainstorming can improve the writing ability of grade ten students of SMAN 12 Surabaya in Writing Descriptive Texts. It can improve all the components of the students' composition except “mechanics”. and the sample of this study was class

X A as the experimental group, and class X B as the control group. Thus, those studies find that the implementation of the brainstorming is believed to be effective to improve the students' writing descriptive paragraph. The differences between those studies and this study are the use of the methods, the materials, the time of the research and the subject of the research.

