

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool for communication. In social life language has a role of uniting and relating every community member, facilitating and enhancing social relationship among member of community. In other words, language is used to carry on all aspects of social affairs. Language constitutes sound and meaning. The meaningful sounds are arranged into meaningful grammatical pattern. Francis (1958: 13) said that, “A language is an arbitrary system of articulated sound made by a group of humans as a means of carrying on affairs of their society”.

Francis’ concept above can be concluded that meaningful sounds of language must be articulated under certain system. Language is different from one to another, so in learning a language this difference potentially brings confusion for the learners. Take for example, the learners will encounter difficulties in pronouncing and in making good sentences based on good structure.

In the Eight Grade Students of Junior High School, the School-Based Curriculum requires the students to master various texts in the form of short functional text and short essays. These short essays are descriptive, recount and narrative (Head Minister of Education (MENDIKNAS 2006). Through this Curriculum the eight grade

students of Junior High School should be able to produce the language into oral and written forms. The students are not only expected to speak but also able to write.

Based on School Based Curriculum (KTSP), the purpose of teaching writing at eight grade students of Junior High School is to make the students able to express the meaning in a short essay such as descriptive text by using accurately written language to interact with their environment. In other words, the students must be able to interact by using written text in their environment.

A descriptive text is a kind of text which has purpose to describe a particular person, place or thing in details. Like another genre, through this text the students learn about social function, the generic structure and the lexical grammatical features. Gerot and Wignel (1994) state that a descriptive text has purpose to describe about particular person, place and thing. Through this text the writer can show to the reader about physical appearance of something clearly.

Generic structure is general form of genre. Each of genres has its own generic structure. Paltridge (1996) explains that generic structure describes text structure based on its internal patterning of rhetorical organization. In addition, Rukmini (2009) argues generic structure as common element that constructs a text through lexicogrammatical used. Besides, according to Gerot and Wignel (1994:208) the generic structures of descriptive text are identification and description.

The last aspect of descriptive text is lexicogrammatical features. Head Minister of Education (MENDIKNAS (2004) state that lexicogrammatical is things, grammar,

vocabulary and connectors that are used. In addition, Head Minister of Education (MENDIKNAS (2004) argues the lexicogrammatical feature of descriptive text involves focus on specific participant, use attribute identifying process, frequent use of epithet and classifiers in nominal group and the use of simple present tense.

Generally, the writing can be interpreted as a way to express feelings, ideas and the other in written form. Many people say that writing is difficult skill among the four language skills (listening, speaking, reading and writing), because many students do not understand about grammar, vocabulary, the students are not able to organize the words or phrase to become a good sentence or sentences, and the students got difficult inchooseappropriate dictions.

Writing is a tool to produce language in written form. According to Kroll and Weigle, (2002:19) writing is not only as individual product but also as a social and cultural act. Writing is an act that consists of a context a particular purpose and audience. Besides, Hyland (2003:9) argues writing as a way of sharing personal meanings and it emphasizes on the individual to create his or her views on the topics.

Writing by using brainstorming technique will be easier for students to express ideas and thoughts, although the results are still very far from perfection. But the interest and motivation of students to express their ideas and thoughts into written form is to be cherished and be a priority in this paper while doing the guidance, direction and improvements that lead to meaningful writing effectively. To obtain more accurate information about the student's motivation in writing, then the observation

and research on this topic needs to be done. This is why the writer takes this topic as a research topic.

In this case, the teacher will help the students maximally in order to make them understand writing descriptive text by using brainstorming technique. She will simulate the students to understand descriptive text and be able to produce it. She will help them by using question during writing process to generate and come up their ideas. She will manage the class and the learning process as well as possible by guiding them to find definition of descriptive text themselves and conduct them well without letting them to solve the problem individually in order to get right and better understanding. She will be a good manager and facilitator to encourage them who have low ability to get the same chance with the students who have high ability.

Based on the statement above, the researcher tries to apply brainstorming technique in teaching-learning process because hopefully it can lead students to have new experience of writing activity and make them get more understanding of descriptive text. Therefore, the writer would like to propose the following topic: The Effectiveness of Using Brainstorming Technique in Writing Descriptive Text to Improve Writing Ability of the Eight Grade Students of SMP Swasta Beringin Kupang in the Academic Year 2014/2015.

1.2 Statement of the Problem

Based on the background of the study, the writer formulates the problem into specific question to be answered: Is using Brainstorming Technique effective in improving writing descriptive text of eight grade students of SMP Swasta Beringin in the school year 2014/2015.

1.3 Objective of the Study

The objective of the study is to find out whether or not using Brainstorming technique effective in improving writing descriptive text of eight grade students of SMP Swasta Beringin in the school year 2014/2015.

1.4 The Significance of the Study

1. For the Students

The result of the study will help them to write better. Students can improve their writing ability in descriptive text by implementing brainstorming technique and it is also expected that the result of the study will make the students interested in learning writing and more motivated in following the lesson.

2. For the English Teacher

This research can provide benefits for English teachers, which can provide the experience and in sight the teachers in teaching English on aspects of writing, particularly in subjects that require an approach to fabricate in the learning process so as to create a comfortable and pleasant atmosphere. Thus, students can be motivated to learn in order to get the maximum learning achievement.

3. For the Researcher

The researcher can improve her knowledge of the materials learned during her study, also to help her to know more how to write descriptive text using brainstorming technique to improve students writing ability.

1.5 Scope and Limitation

This study discusses about writing. But writing is too broad; here she limits her discussion to find out whether or not using brainstorming technique is effective in improving writing descriptive text of eight grade students of SMP Swasta Beringin in the school year 2014/2015.

1.6 Definition of the Terms

There are some key terms used in this writing, need to be defined to avoid misunderstanding from readers:

1. Effectiveness

This is a measure of the match between stated goals and their achievement. The term “effectiveness” in this study means students can take advantage of learning effectively in using brainstorming technique in describing something.

2. Brainstorming

Brainstorming is a method of solving problems in which all the members of a group suggest an idea and then discuss them (A.S Hornby 2007). In this study, the

teacher uses brainstorming technique to give clue to students to recognize particular information.

3. Writing

Hyland (2003:9) argues writing as a way of sharing personal meanings and it emphasize on the individual to create his or her view on the topics. The term “writing” in this study means the activity of students to write a descriptive text according to the brainstorming technique which is given before.

4. Improve

Actually there is a definition of improving. Improving comes from English word “improve” is to become or make something better. In this study, improving is kind of effort with the purpose to make something better than before.

5. Writing Ability

The ability to produce a piece of writing by constructing some unified ideas based on the given passage. In this study, the writing ability means the ability to produce a piece of writing based on a topic given followed by some guiding clues.

6. Descriptive Text

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things and place clearly and detail. The term “Descriptive text” in this study means a piece of writing produces by eight grade students of SMP Swasta Beringin based on the brainstorming technique.

7. SMP Swasta Beringin

It is one of private junior high school in Kupang.