

CHAPTER I

INTRODUCTION

In this chapter, there are six part that describe the introduction of this thesis. They are the research context, research focus, research objective, benefits of research and development, research scope and limitation and definition of key terms.

1.1 Research Context

English is one of the most widely used languages in various countries as a language of daily communication, but not only as a language of communication, English is also widely used in various fields such as education, business, technology, and diplomacy (Crystal, 2003). (Mauliska and D'Angelo, 2024) stated that English is a crucial learning that students must master to prepare for globalization and job competition in the international job market, as well as improve critical and analytical thinking skills.

Seeing the importance of English to prepare students to face the globalization era, the Indonesian Education Government still maintains and makes English a compulsory competency at the senior high school level (Rahmah, 2023). There are 4 competencies that students learn in learning English, namely listening, reading, speaking and writing.

Writing is one of the four competencies learned when learning English and is a difficult competency for students to master. According to Hyland (2023), writing in English is not just about composing words, but is a complex process that involves

linguistic competence, strategic thinking, and sociocultural awareness. In EFL learning, writing helps students explore and structure ideas in more depth.

To facilitate writers in designing a text, (Hyland, 2023) divides the writing process into six stages: pre-writing, drafting, responding, revising, editing, and publishing. In the pre-writing stage is the phase where the writer explores to find ideas, which is then continued in the drafting stage, namely pouring ideas into the form of coherent sentences and paragraphs, after the initial draft is complete the draft will be shared with others to get feedback and suggestions this stage is called responding, then based on the responses received and personal reflection the writer will make revisions by looking back at the results of the initial draft that has been made. Once the writer is satisfied with the content, structure, and style of the writing, the focus shifts to the editing stage. This stage is often called proofreading. Attention in this phase is focused on the more technical and mechanical aspects of the writing to ensure it is error-free. And the final stage of the writing process is publishing by sharing the final piece of writing with a real audience.

Aligned with the curriculum, one of the text types studied at the senior high school level is descriptive text, whose purpose is to describe something, such as a person, place, or object, without including personal opinions (Anderson & Anderson, 2003). However, (Hartina et al., 2024) found three main obstacles when making a descriptive text: understanding the generic structure of descriptive text, difficulty

in applying linguistic features such as vocabulary selection and the use of appropriate grammar, and inaccuracy of writing mechanics such as spelling and punctuation. (Agustin et al., 2023) added that these problems are divided into two categories: linguistic (grammar and vocabulary) and non-linguistic (organization of ideas and writing mechanics). In addition, students are also less able to organize paragraphs and lack context appropriate vocabulary, which causes the results of descriptive far from coherence between paragraphs and descriptive. (Yuniar & Siswana, 2024).

From some of the theories described above, the researcher decided to raise the brainstorming strategy as a thesis theme that seemed to be a solution to some of the students' problems in composing a text such as difficulties in organizing ideas and arranging coherent paragraphs. And after researchers conducted preliminary studies in several schools, In SMA 1 Talun when conducting preliminary research at SMA 1 Talun, I found that teachers applied conventional digital methods with teachers explaining the material in PowerPoint. SMA 1 Blitar, researchers found a site that was in accordance with the theme that researchers took about brainstorming, namely SMA 1 Blitar. At the school, one of the teachers, Miss Ovi, uses brainstorming strategies to help students in composing a text by dividing discussion groups to find ideas or topics, and teachers also provide observation sheets based on the five senses, which makes it easier for students to compose descriptive texts.

Based on the results of a preliminary study interview with an English teacher of SMAN 1 Blitar, the researcher found that teachers had applied a brainstorming strategy in learning descriptive writing classes. At first, there were

several problems related to learning to write, including: The first is the lack of motivation of students to learn in English subjects and passive students during learning, which is in accordance with the teacher's statement, who said:

“Kendalanya itu di beberapa kelas motivasinya masih kurang, jadi saya harus bener-bener yang aktif ngasih pertanyaan pemantik sama motivasi “ayo bersemangallah” terutama di kelas-kelas IPS sebenarnya”
(INT/TCH/20/XI/2024/PRL)

The second problem in writing descriptive texts is that students are confused in determining ideas that make students confused about what needs to be done in writing descriptive texts as well as the lack of vocabulary makes students even more confused when writing descriptive texts, this is in accordance with the teacher's statement which says:

“Mereka tidak mempunyai ide untuk mengembangkan suatu teks, misalnya Ketika saya memberi intruksi untuk membuat teks eksplanasi atau deskripsi mereka bingung harus memulai dari mana, saya harus menceritakan apa, saya harus ngapain”
“Mereka menjawab suka miss, tapi kenapa, mereka menjawab tapi tidak bisa miss. La kenapa terus mereka bercerita karena kurangnya kosa kata dan gini gini”
(INT/TCH/20/XI/2024/PRL)

The findings of problems and issues in the class can be solved by the teacher by applying the strategy of applying brainstorming in the learning of class writing descriptions. This is in accordance with the results of the teacher interview which stated that:

“Brainstorming itu sangat membantu siswa Ketika kita membikin brainstorming kita pasti mempunyai idenya terlebih dahulu baru dikembangkan menjadi seperti apa. Jadi saya ketika mereka akan membikin suatu teks saya akan meminta mereka untuk membuat brainstorming atau kerangka berfikir”
“Pertama saya harus menyediakan tema atau topic yang akan dibahas. Dan saya jelaskan apa yang perlu ditulis dalam brainstorming teks apa berarti mereka harus tahu apa saja yang akan mereka tulis dalam brainstorming (kerangka berfikir)”
“Jadi yang sebelumnya mereka bingung mau menulis apa setelah membuat brainstorming (kerangka berfikir), siswa jadi lebih terstruktur tulisannya mereka menjadi tahu bahwa apa saja yang harus mereka tulis dahulu dan menjadikan teks yang mereka tulis lebih terstruktur.”
(INT/TCH/20/XI/2024/PRL)

Several previous studies have demonstrated the effectiveness of brainstorming as a strategy to enhance students' writing abilities, particularly in producing descriptive texts. (Sudrajad et al., n.d.) conducted a classroom action research at SMP Jati Agung and found a significant improvement in students' writing performance after the implementation of brainstorming strategy

Their findings showed that students' mastery increased from 10% in the pre-test to 70% by the second cycle, indicating that brainstorming helped students generate ideas and express them more effectively in writing.

Similarly, (Kembaren & Patmala, 2022) analyzed the use of brainstorming strategy among junior high school students in Simalungun. Their qualitative case study revealed that brainstorming encouraged students to think critically and express ideas confidently, resulting in better-structured descriptive texts. It also enhanced student engagement, vocabulary mastery, and time management during writing tasks.

(Juliani1 et al., 2020) employed a pre-experimental design to measure the impact of brainstorming through visual aids. Their study in a vocational high school in Bandung showed a substantial improvement in students' writing scores, from a mean of 54.5 (pre-test) to 73.7 (post-test), suggesting that integrating images with brainstorming supports idea development and writing organization.

(Anggraini et al., 2020) also confirmed the positive impact of brainstorming in a quasi-experimental study at MA YPI Darul Huda. The results showed statistically significant differences between the control and experimental groups, with the latter outperforming after being taught using the brainstorming technique.

This supports the notion that brainstorming facilitates idea generation and improves overall writing quality.

These previous studies affirm that brainstorming is not only effective in improving students' writing performance but also fosters creativity, confidence, and critical thinking, key components in the writing process. However, most

studies focus solely on quantitative gains, while fewer explore how teachers implement the strategy in classroom settings and how students respond qualitatively. Thus, the current study seeks to fill this gap by examining both the teachers' strategies in applying brainstorming and students' responses within an EFL descriptive writing context.

Based on the results of the interview in the preliminary study and supported by research on the researcher, the researcher decided to research "Teachers' Strategies in Implementing Brainstorming in Descriptive Writing Class: A Case Study at SMAN 1 Blitar."

The gap in existing research lies in the limited exploration of how EFL teachers actually implement and adapt brainstorming techniques specifically for descriptive text writing instruction at the senior high school level. This study aims to address this gap through an in-depth case study of the strategies used by English teachers at SMA Negeri 1 Blitar, taking into account the unique challenges and opportunities present in the Indonesian EFL context.

This case study aims to explore and describe in detail the strategies employed by teachers in implementing brainstorming techniques to enhance students' descriptive writing abilities in English at SMA Negeri 1 Blitar. The research findings are expected to contribute theoretically to the development of

brainstorming-based teaching models for EFL descriptive writing and provide practical guidelines for English teachers in optimizing the use of brainstorming technique

Drawing from the background above, the main focus of the main focus of study is how the teachers' strategies implement brainstorming in writing descriptive classes at SMAN 1 Blitar. The focuses of the study are elaborated in detail as follows:

- 1) How do teachers implement brainstorming strategies in a descriptive writing class?
- 2) How are student responses of implementing brainstorming in a descriptive writing class?

1.3 Research Objectives

- 1) To describe Teacher strategies in Implementing brainstorming in descriptive writing class
- 2) To describe the student responses of implementing brainstorming in descriptive writing class

1.4 Research Significance

The research significances cover two main points: first is theoretical significance, and the second is practical significance, explained in detail as follows:

1.4.1 Theoretical Significance

This research contributes significant theoretical value to the field of English language teaching and learning, particularly in the domain of writing instruction. By examining teachers' strategies in implementing brainstorming techniques for descriptive writing, this study expands the existing theoretical framework of pre-

writing methodologies. The research provides detailed insights into how brainstorming theory translates into classroom practice, thereby enriching our

Understanding of the relationship between cognitive processes and writing skill development in secondary education settings.

The study's focus on descriptive writing specifically helps bridge the gap in current literature regarding genre-specific brainstorming techniques. While previous research has explored brainstorming in general writing contexts, this investigation offers theoretical perspectives on how brainstorming strategies can be tailored to enhance descriptive writing skills. This contribution is particularly valuable as it helps establish a more nuanced understanding of the relationship between pre-writing activities and genre-specific writing outcomes.

1.4.2 Practical Significance

1) For Teachers

This research offers substantial practical benefits for English language teachers, particularly those teaching at the senior high school level. The detailed analysis of brainstorming strategies provides teachers with evidence-based approaches they can implement in their own classrooms. By documenting successful techniques and identifying potential challenges in implementing brainstorming activities, this study serves as a practical guide for educators seeking to enhance their writing instruction methodology.

The findings from SMAN 1 Blitar can serve as a model for other schools, offering concrete examples of how brainstorming can be effectively integrated into descriptive writing lessons. Teachers can learn from both the successes and

challenges encountered in this case study, allowing them to adapt and refine their own teaching strategies accordingly.

2) For Students

The research holds significant value for students' writing development. By understanding the impact of brainstorming on descriptive writing skills, educators can better support students in developing their writing abilities. The findings can help identify which brainstorming strategies are most effective in helping students generate ideas, organize their thoughts, and improve their descriptive writing capabilities.

3) For Educational Institutions

For schools and educational institutions, this research provides valuable insights into the effectiveness of specific teaching methodologies. The findings can inform curriculum development, teacher training programs, and the allocation of resources for writing instruction. Understanding successful brainstorming implementation strategies can help institutions make informed decisions about pedagogical approaches in their English language programs.

1.5 Research Scope and Limitation

This research is focused on exploration strategies used by teachers to implement brainstorming in a descriptive class in SMAN 1 Blitar. This research is to discover 2 important aspects. First, teachers' strategies to facilitate brainstorming, including step by step techniques, and how teachers can adapt strategies for student needs and overcome challenges that arise during learning. Second, this research also analyzes the impact of implementing brainstorming in descriptive writing classes, and is focused on the improvement of creative ideas, text

organization, as well as their response to the method. The scope of the study was limited to one teacher and one descriptive writing class at SMAN 1 Blitar, thus providing an in-depth and contextualized insight into the effectiveness of the implemented strategy.

This study is specifically investigating the implementation of brainstorming techniques by teachers in descriptive writing class at SMA 1 Blitar. The focus is placed on discover and investigate the strategies employed by teachers in implementing brainstorming sessions, and the impact for student after getting brainstorming from teachers in descriptive writing class.

1.6 Definition of Key Terms

At this stage. The writer explained the meaning of Teachers' Strategies, Brainstorming, Descriptive Text, Case Study, SMAN 1 Blitar.

1) Teachers' Strategies

In this research, teacher strategies refer to implementing brainstorming as a learning strategy to help challenge students' faces to generating idea when composing the descriptive text. It involves practical actions and strategies taken during the teaching and learning of writing descriptive texts.

2) Brainstorming

In the context of this research, brainstorming is a structured pre-writing strategy that encourages students to generate and express ideas freely without concerns about correctness or organization. The process involves both divergent thinking (generating multiple ideas) and convergent thinking (selecting and organizing the most relevant ideas).

3) Descriptive Text

Descriptive text is a type of text used to describe people, places, or things in detail without including personal opinions so that it can visualize like looking at a picture. Descriptive text is divided into two main parts; Identification introduces the subject being discussed, and description describes the subject being discussed.

4) Case Study

A case study is a research method involving an in-depth analysis of a particular instance, subject, or event to explore its unique characteristics and draw broader insights. The researcher used a qualitative case study approach and design to study how teachers use brainstorming are implemented at SMAN 1 Blitar.

5) SMAN 1 Blitar

SMA Negeri 1 Blitar, or also known as SMASA Blitar, is a senior high school located at Jl Ahmad Yani No 112, Blitar, East Java, 66131. It serves as an educational institution offering secondary-level education under the Indonesian national curriculum. This research aims to study the use of digital assessment for assessing grammar mastery at SMAN 1 Blitar, reflecting the school's progressive approach to language education.

