**CHAPTER I**

**INTRODUCTION**

 This chapter contains of background of the study, statements of the problem, objectives of the study, significance of the study, scope and limitation, and definition of the key terms.

* 1. **Background Of Study**

English is the most important thing in the world of education, especially inlanguage. English is an international language that is obligatory for students everywhere. The main purpose of teaching English is to make students communicate oral, written forms, and understand English texts. To become a master of English, students should know and master four skills of English. They are speaking, listening, reading and writing. Among the four skills of English, writing is a difficult thing for students. In fact, the students practice diligence and thorough to create a paper.

Writing is one of the language skills that should be thought besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea writing(Alexander, 2015). In others’ statement, writing is both social and cognitive process. In real community outside the classroom, the learners write to communicate with the audience, drawing on their knowledge of contents and writing, strategies for planning and revising and basic writing skill. Furthermore, writing assists the learners to combine their knowledge of language with other language tasks as well(Rohman, 2009).Writing helps the students to masterthe other skills. When students are afraid and shy to express theirideas in speaking, theytell what they want to say by writingit down on a paper in order to express their thought and theirfeeling(Hyland, 2003).

 Brainwriting is a strategy by converting ideas or opinions through writing on paper pieces, the advantages of this method is that everyone can or can express their opinion. According to Virdyna (2016)brainwriting is an easy alternative and it often generates more ideas in a shorter time. Brainwriting is one of the alternative brainstorming techniques that can be offered in class, thatit's designed to produce lots and lots of ideas in a short amount of time. Introducing brainwriting is feasible, and sometimes preferred to learners.Brocop (2009)also states, that brainwariting is the right strategy to increase students' ability to express their ideas through writing English text, and all students freely express the ideas that the students’ write.

 In contrast,Olanisimi (2015) states, that brainwriting is not effective, because brainwriting is a creative technique that enables the production of a large productive ideas with time limits, so not all participants are fluent, and even one of the few quiet students who give very little to dominate the brainwriting session in designing many ideas in a short time.

 According to Chauncey(2013), brainwriting is a silent, generation written idea that involves everyone in a group activity. Brainwriting is a form of non-oral brainstorming that basic brainstorming rules apply, and it is a technique for generating ideas quickly by asking participants to write their ideas on paper and exchanging written ideas.it can be concluded that, brainwriting is a creative strategy for generating ideas that involve everyone in a group by writing ideas on paper and exchanging writing. Brainwriting is a modification of brainstorming, writing can be applied as one strategy for creating paragraphs.

 Overall, researcher would like to apply this strategy to know the effectiveness of brainwriting on students' writing skills, especially for beginner and intermediate respondents, including for the first years of Junior High School. At SMPN 1 Arosbaya, In titled "The Effectivenessof Brainwriting on Students’Writing DescriptiveText"

* 1. **The Statement of The Problem**

 Best on the background of study,the researcher formulates the research problem is:Do the students taught by brainwriting on writing skill have higher score than without brainwriting?

* 1. **objective of the study**

 In line with the statement of the problem, the objective of the study is the effectiveness of brainwriting strategy on students’ writing descriptive text in SMPN 1Arosbaya.

* 1. **Significance of The Study**

According to purpose of the study above, that the benefit of this

research are hoped as bellow:

* + 1. For the teacher: It is alternative choice in teaching English, especially in writing skill,it help the teacher to teach writing easier.
		2. For the student: It can train students to writeEnglish text. It help the student to state their argument habitually and encouraged to learn from each other.
		3. For the next researcher: It helps the researcher to get the reference from this research as the discourse to finish research.

## 1.5 Scope and limitation

The scope in this research is the effectiveness of brainwriting strategy on students’ writing descriptive text in Junior High School. The limitation of this research is students Eight grade of SMPN 01 Arosbaya, in academic years 2018-2019.

* 1. **Definition of the Keyterms**

To avoid misunderstanding, the definition of the keyterms as follows:

1. Writing is the right tool for understanding, if someone wants to write some discourse,elaborates and rethinks the ideas before the learners write it, so that they get better understanding on the material content that they wants to write Virdyna(2016).
2. Brainwriting is an alternative strategy that helps students generate ideas or the quality ideas of each person in the group about what they would write on several columns of paper without taking the risk of being wrong Oviansha (2013).