

CHAPTER 1

INTRODUCTION

A. Background of the Research

There are several steps for teacher to reach the learning objective. In the classroom, teacher should deliver the material with the right sequences. Based on the writer experience during teaching practice of English, there are many factors to make instruction in the classroom successful. Teachers should have pedagogical insight in considering in what way the classroom will run. They should prepare the equipments such as methodology, media, technique and other teaching aids. One of the most important things that the teacher should notice is about learning sequences.

The teacher should understand all of the sequences in teaching process. Wojtczak (2002) defines curriculum as an educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. In curriculum 2013, there is a scientific approach that must be implemented in teaching process. One thing that cannot be apart from scientific approach is apperception. According to James (1899) apperception is the act of taking a thing into the mind. The teacher have to do an

apperception in order to make the students understand what material they will get.

One of the apperception that can be used in teaching process is brainstorming. Brainstorming is the activities in the apperception aspect which guide the students to share their ideas related to the problem given by the teacher. The teacher uses brainstorming in the beginning of the lesson. The more attractive and interesting brainstorming done by the teacher, the more active and creative the students will be. Generally, this technique allows the students to give their answer based on the question given by the teacher. The students can give so many answers they want so far as related to the question. Sometimes, teacher using brainstroming that only to fulfill the sequences in teaching process. It can relate the students to comprehend the material they will get. But, if a teacher uses a suitable brainstorming in teaching process, it will make the students curious and interest the student to follow the learning process.

There is a previous relevant study of using brainstorming technique. Cullen (1998: 7) which concluded that brainstorming is a very useful activity that can be easily introduced into language classes. And also it helps students to become better learners. In addition, it is a fun activity which students enjoy and well worth trying out in class.

So the writer chooses " *An Analysis of Teacher Using Brainstorming in Teaching English* " as the title of this research.

B. Problem of the Research

The problems of this research were as follows:

1. What are the types of brainstorming that are used by the teacher in teaching English?
2. Why does the teacher use the type of brainstorming as they do in teaching English?

C. Reason for Choosing the Topic

According to Harmer (1998) there are three components that able in teaching sequence; Engage, Study, and Active (ESA). In ESA model, engage becomes one of important components because unless the students are engaged, emotionally, their learning will be less effective. Because brainstorming cannot be apart from teaching process, we should know how a teacher uses brainstorming stage in teaching process. Then the writer decides to investigate what teachers do in their brainstorming when teaching English.

D. Aim of the study

The aims of the study are:

1. To know the types of brainstorming that are used by the teacher in teaching English.
2. To know teacher's reasons in using the brainstorming in teaching English.

E. Clarification of Key Terms

The title of this research is "*An Analysis of Teacher Using Brainstorming in Teaching English*". To make the readers understand about the term of this thesis, the following are the clarification of key terms:

1. Brainstorming

Brainstorming is a technique that firstly introduced by Alex Osborn in the 1930s. It is a technique used in a group in order to support students problem solving.

2. Teaching

Brown (2007;7) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. So teaching means showing, or helping someone to learn how to do something, guiding in the study something, causing to know or understand.

F. Contribution of the Research

It is hoped that this thesis will be useful for teaching and learning English. The result of the research is expected to be useful so that:

1. the students can be more active and creative in learning English;
2. the teacher as a reader can choose and use suitable brainstorming technique in teaching English;
3. other researcher can use it as a references for the other researcher to do the same research more accurately next time.