

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Reading is important for us especially for students when they want to explore their knowledge. By reading students can improve their knowledge; therefore, their reasoning power develops and has broad views that will be useful for themselves and others. In reading, students can find out some specific information that they need to know whether it is about the school subjects or other sciences. When the students read, they can meet several words that make up the sentences in the text. Therefore, it will get them used in encountering how the sentences are constructed grammatically.

Tarigan (2008:7) stated that reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words or writing. A process that demands that the group of words that constitute a unit will be seen at a glance and that the meaning of the individual words will be known. Hungwe, Mbirimi-Vimbai (2016: 255), defines reading as problem-solving process in which the reader makes an effort to understand the meaning, not only from words, but from ideas, information, claims and arguments in a text.

Thus, reading can be interpreted as a complex process that depends on one's language development, background experience, cognitive abilities, and the reader's attitude toward reading. The ability to read thus can be interpreted as an application in order to recognize, interpret, and evaluate the ideas or ideas contained in the reading. Reading is an important activity in everyday life, because reading is not only to obtain information, but serves as a tool to expand knowledge about things

of life. Broughton (2003:90) states that reading is essentially an intellectual ability to correlate the black marks on the paper by way of the formal elements of language. Therefore, reading will improve the ability to understand words and improve thinking skills, increase creativity and also get acquainted with new ideas.

Reading is the text of creating meaning with the text (Johnson, 2008:109). In reading, students usually have to comprehend the main idea of the text, if the students not to comprehending the reading text it makes students will difficult to understand what the writer means in the text. In the teaching learning process, there are some problems that the teachers find in teaching reading comprehension such as the students' lack of vocabulary and motivation to read the text. Therefore, they have some difficulties in answering the question of the reading text. Before teaching in the class, the teacher has to make a good preparation because a good preparation makes students have a motivation to receive the material and the teaching and learning process more alive.

From the interview and observation that had been done by the researcher to the English teacher of SMP N 2 Kuta, the students still have problem in comprehending the reading text especially in finding general information, specific information, textual meaning, and textual reference because most of them only read the text without thinking and paying attention to every single sentence that they read. This problem was caused by the teacher who did not use the right technique in teaching reading to the students in the class room. As a result, the researcher uses brainstorming to motivate the students to understand the content of reading text.

Brainstorming is a method of collecting a number of great ideas from a group of people in a short time (Sani, 2019:204). It is meant that brainstorming is one type of group discussion looking for troubleshooting. All discussion participants are required to express direct creative ideas. All participants explored their creative ideas. Then those unearthed ideas analyzed to be an ingredient in solve problems (problem solving). Additionally, according to Mantra et al. (2022), brainstorming can be used to make students active in solving a problem given by the teacher with various ideas. In contrast to discussions, where one person's ideas can be responded to (supported, supplemented, reduced, or not agreed) by other participants, the use of the brainstorming method does not allow other people's opinions to be responded to. In this activity the teacher explores as much and as deeply as possible the students' understanding of what is being learned as much as possible so that all previous knowledge can be strengthened and deepened related to the material being studied. There are some steps in teaching reading comprehension using brainstorming: phrasing the problem, framing the problem, practicing brainstorming for one or more than one statement in problem, offering the ideas, while activities, and post activities.

The researcher chose brainstorming in this research because the researcher needed to know how brainstorming affects the students' reading comprehension, especially in the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023. Therefore, the researcher formulated the research entitled "Improving Reading Comprehension of the Ninth Grade Students of SMP N 2 Kuta in Academic Year 2022/2023 Through Brainstorming".

## **1.2 Research Problem**

Based on the background above, then brainstorming is useful in students reading comprehension. Research problem is necessary to make the discussion clear and specific. This condition could influence their learning process of reading comprehension and it will be better if the teacher changes the teaching learning process by applying reading by brainstorming technique and the media is picture description. The research question of the prevailing observation can be formulated as follows: can reading comprehension of ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 can be improved through brainstorming?

## **1.3 Objective of the Study**

Finding the solution of the research problem is the main objective of the study. Based on the research question, the objective of the study is to find out the guidance in taking any decision needed and also starting point in doing the research. The objective of this study is certainly intended to fine out the solution in the research in relation with the research problem that has been formulated. This present study turned into intended to answer the research problem and how brainstorming can contribute to improve reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023.

## **1.4 Limitation of Study**

Limiting the study is important to avoid complicated discussion. Therefore, the present study focused on improving reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 through brainstorming in

the first semester. Reading comprehension of this present study is limited on finding general information, specific information, textual meaning, and textual reference. It is important for researcher to know the syllabus and curriculum that applied in the school in addition to produce lesson plan and learning material as a research requirement. In present study, SMP N 2 Kuta applies the revised 2013 curriculum. Based on the curriculum and the syllabus of the school, the researcher focuses on fourth basic competency. Fourth basic competency. 4.4 capturing contextual meaning related to social functions, text structure, and linguistic elements of spoken and written procedure texts. In this present study, the researcher teaches procedure text, therefore, reading comprehension is limited on identifying general information, specific information, textual meaning, and textual reference.

### **1.5 Significance of Study**

The concerned of this research is finding the improvement of students' reading comprehension through brainstorming. The significance of the study would be described as follows:

Theoretically, the finding of the research study is expected to increase the theory of teaching strategy. Therefore, in this study can be taken to enrich the available reference and the other researchers are hope to take the strength and minimize the weakness and it becomes a good guidance to use to have a better result for doing research in teaching reading comprehension.

Practically, for the researcher, hopes that by conducting research, this research can be used as reference in conducting the same study of observing reading comprehension and the researcher will be able to get the information about the way

to improve students' reading comprehension by using brainstorming. For the students, they can build their reading comprehension in learning and they can focus the reading text. The students are expected to enjoy the class by brainstorming and this strategy can make student improve their reading comprehension. For the teacher, they are expected to improve their strategy to increase the students' reading comprehension by using strategy. The teacher can use brainstorming as a strategy when they teach the students. Therefore, they have variation in teaching learning process and it may influence the student students; motivation and their critical thinking in learning reading.

Furthermore, for other researchers, the present study is beneficial for reference for the next researcher who uses this teaching technique. Therefore, they can learn and get the information in increasing their knowledge about brainstorming with picture description. In addition, they can use this present study in developing brainstorming with picture description in teaching reading.

### **1.6 Definition of the Key Terms**

The title in this present study is "Improving Reading Comprehension of Ninth Grade Students of SMP N 2 Kuta in Academic Year 2022/2023 Through Brainstorming. Key terms have an important role to understand the material clearly and understandably. In this study, the researcher needs to explain some operational definition of the key term used including reading comprehension and brainstorming.

#### **a. Reading comprehension**

Reading comprehension is the ability of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 in understanding the reading text



about procedure text in finding general and specific information, the textual meaning and textual reference.

b. Brainstorming

Brainstorming is the technique used by researcher in improving students' reading comprehension where the teacher gives the reading passage to the students and helps the students be more active. Then the teacher brainstorm students' ideas freely about the main idea of the text and gives feedback on the ideas. Therefore, it makes students more focus and curious about reading the text. The students read the text and prove their prediction after each section is read and read again to explore the reading text. In this study, brainstorming has been done by asking questions to build up their ideas and critical thinking such as: where..?, who...?, when...?, why...?, what...?, and how...? By the text that has been given by teacher. Therefore, the students can answer the question after comprehending the text.

c. SMP N 2 Kuta

SMP N 2 Kuta is a state of junior high school which is located in Seminyak district, Badung regency and Bali province where the present research is conducted.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1. Theoretical Review**

Theoretical review is used from carried out on the basis of several relevant theoretical constructs and empirical evidence. Therefore, the researcher uses relevant theories to give more evidence in this research. The present study turned into primarily based on the discussion of the subsequent theory. The present study is based on the following theoretical backgrounds that were discussed as follows: (1) Reading Comprehension, (2) Procedure Text, (3) Brainstorming technique with picture description, and (4) Assessment of Reading Comprehension.

##### **2.1.1. Reading Comprehension**

Reading is an activity that we do to get information. The most important thing about reading is understanding, and understanding is the main goal of literacy skills. Reading comprehension is a reading activity carried out by someone to understand the contents of the reading as a whole. Interprets reading comprehension as an ability that must be possessed by students. Starting from early childhood students to college students though. Because the ability to read is what will help in gaining understanding. In reading, reading comprehension in its level as literal understanding, namely understanding what is conveyed and mentioned by the author in the reading material.



### **2.1.2. Procedure Text**

Text is spoken or written utterance that means to express ideas. There are some types of text. The types of text are descriptive text, narrative text, procedure text, and report text. Procedure text is defined as a text that contains the steps in doing an action, making something, or using a tool. The purpose of procedure text is to explain how something is made or carried out in a sequence of steps.

In this present study, the researcher uses procedure text as the material in teaching reading. There are language features procedure text as follows:

1. Using numbering that shows the sequence or stages
2. Using words that show orders. For example, heat oil, brew noodles.
3. Using words that describe conditions. For example, fry onions until fragrant.

### **2.1.3. Brainstorming Technique with Picture Description**

Brainstorming is the activity which depends on the active participation of the whole group, helps create a spirit of cooperation, and encourages students' creative thinking. In reading, students can use generate ideas for reading comprehension everything that they think. The brainstorming approach can make students to express their ideas as possible that differ from one student or another (Yuliani et al., 2019). Therefore, the goal is to pour the students' thoughts onto the text without worries in identify main idea, general information, and recognize word meaning in the reading text or how students fit together. This method can make the students to be active in asking and processing questions so as to encourage students to participate in the process of learning (Chaijum, 2020).

#### **2.1.4 Assessment of Reading Comprehension**

Reading assessment used to determine what skills are being learned and what skills need to be strengthened. The assessment of reading comprehension is an important part of teaching learning process in classroom. Klinger et al, (2007) state that assessing comprehension is fraught with challenges because it can be difficult to determine how much students really know and what they are actually thinking. In assessing reading comprehension, the teacher will expect the students that the students can get the goal.

#### **2.2. Empirical Review**

In relation to this study, classroom action research is concerned to improve reading comprehension of the subject under study through brainstorming. In the previous study, this material has ever examined by two previous study. The first is by Novianti on the title “The Effectiveness of Using Brainstorming Technique. In Teaching Reading Comprehension at the Tenth Grade Students of SMK Ma’arif 6 Ayah Kebumen in the Academic Year of 2016/2017. The second is by Wahida with the title “The Use of Brainstorming Strategy in Teaching Reading Comprehension at the Tenth Grade Students of SMA Negeri 6 Maros in Academic (Year) 2020/2021”.

The first similar research was conducted by Novianti (2017) on her research entitled “The Effectiveness of Using Brainstorming Technique in Teaching Reading Comprehension at the Tenth Grade Students of SMK Ma’arif 6 Ayah Kebumen in the Academic Year of 2016/2017. The Objective of her research is to improve student’s reading comprehension of the students by using brainstorming.

The data were gathered from test and observation. It can be concluded that brainstorming can improve students' reading comprehension.

The second similar research was conducted by Wahida (2021) on her research entitled "The Use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School (at the Tenth Grade Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)". The third research was conducted by Widiastuti et al (2022) on their research entitled "Brainstorming as an Effective Learning Strategy to Promote Students' Critical Thinking Skills"

The strength of Novianti's and Wahida's research was from how they presented the material by improving brainstorming as technique of teaching reading in the class. The both of studies show that the subject's ability in reading could be improved through brainstorming in teaching and learning process. In addition, the strength of Widiastuti's research was the brainstorming method can improve students' critical thinking skills and can provide an interesting and fun learning atmosphere and increase student motivation.

The weakness of Novianti's research is in many students are not interest in reading text because they are doing not understand the contents of the text. Furthermore, the weakness of Wahida's research was students difficult to understand the foreign vocabulary, understand terms, and reading structure in English as well as a lack of background knowledge and experience. The researcher use picture as the media and it will support brainstorming.

## **CHAPTER III**

### **RESEARCH METHOD**

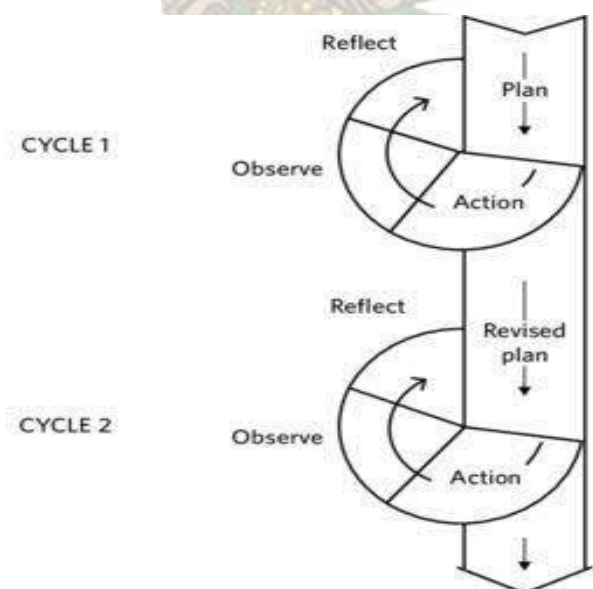
#### **3.1. Subject of Study**

The subject of the present study is the ninth-grade students of SMP N 2 Kuta. The students of IXH class are selected as the subject of the study in doing this research which considers of 32 students. Study subjects are chosen on the basis of prior observation during the interview with the teacher. It was found that class IXH had less achievement in reading. They cannot understand the main idea of the reading text.

#### **3.2. Research Design**

In this present study was classroom action research (CAR). Therefore, it consists of cycle process, in addition, in every cycle there were four interconnected activities such as planning, action, observation, and reflection. “Action” is the process of doing something especially when dealing with problem or difficulty. “Research” is a systematic inquiry to describe, explain, predict and control the observed phenomenon. Cohen et al (2005:226) state that action research is an effective tool for change and improvement at the local level. Action research is all about solving problems in order to bring about social change. During the research method, the researcher does not merely observe and interpret information but also an active participant in the process.

Classroom action research involves four steps in cycle of research (Kemmis and McTarggart, 2010:8). First step is “planning”, this part needs to create a plan that was addressed to problem face by subjects of the study that had been identified before. The second step is “action” where the researcher does the teaching learning process in the classroom. In doing the action, the researcher has the opportunity to collect the data and apply the technique. The third step is “observation”, which involves the researcher observe the effect of the action. Therefore, the purpose is to see whether there is significant improvement or not toward the subjects’ ability in reading upon the technique during the action. The fourth step is “reflection”, in this part, the researcher evaluates the effect of the action. In present study, classroom action research is concerned to improve descriptions reading comprehension of the subject under the study through Brainstorming with picture description.



Adopted from Kemmis and McTaggart in Burns (2010;180)

### 3.3. Research Procedure

The current research would not work well if, in its process, data collection steps are not clear. Therefore, during data collection, the inspection procedure

should be defined as clearly as possible. Classroom action research is divided into a session where each session consists of two sessions. Some systematic thinking must be done before performing the research procedure, following systematic steps. On the other hand, to figure out the pre-existing reading comprehension. It is necessary to conduct an initial reflection on the previous cycle to obtain important information to support this study.

### **3.4. Research Instrument**

Research instrument is entirely important in any research to measure the effectiveness of discovery process in order to collect the intended data. Data of the present study was collected by administering tests (Pre-test and Post-test) and Questionnaire to the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023.

#### **3.4.1 Test**

Test is used to measure the extent of the subjects' understanding of the material provided. There are two types of tests, those are pre-test and post-test. First, the researcher used pre-test before the learning process; to find out the problem faced by the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023. The purpose of pre-test is to know about the pre-existing ability of the students' reading comprehension especially procedure text.

The second is post-test; the post-test is done by the researcher after doing the teaching learning process or at the end of every cycle. The purpose is to know the students' improvement from the beginning of the teaching and learning process.



In this present study, research instrument was conducted in the form of short answer task. the subject answered the total of 20 questions. The test was to find the general information, textual meaning, and textual reference.

Table 3.1 The Scoring Rubric of Short Answer Task

No	Criteria	Score
1	The answer and grammar are correct	2
2	The answer is correct but it is ungrammatical	1
3	The answer is incorrect	0

### 3.4.2 Questionnaire

Questionnaire is a series of questions asked the individual to obtain statistically information about a given topic. Therefore, the application of questionnaire is to find out whether the subjects under the study enjoy the learning process or not. The questionnaire consists of ten statements that are written Indonesian. There are four choices as follows: Strongly agree (*Sangat Setuju*), Agree (*Setuju*), Quite Agree (*Cukup Setuju*), and Disagree (*Tidak Setuju*).

### 3.5. Data Collection

The collection of research data will be started by looking at the reading comprehension of students. There are two types of instruments. There are tests (before and after tests) and questionnaires. Therefore, the data needed to answer research problems were collected by conducting pre and post tests and questionnaires for SMP N 2 Kuta of ninth grade students.

### 3.6. Data Analysis

In the present study, there were two kinds of data, as follows: test (pre-test and post-test) and questionnaire. The most important data required for to answer the study research questions were collected via pretest and were administered post-test. Questionnaire data was collected from subjects in this study. Data were obtained from research tools given to the subjects. The test was used to determine the performance of subjects after reading comprehension was taught through brainstorming. The analysis procedure as follows:

1. The researcher used mean score formula when the data from pre-test and post-test of the whole subjects were computed. The formula for data analysis was as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M= the mean score

$\sum X$ = total score

N= the total number of subjects under study

2. The result of the questionnaire was taken to find out the percentage of the subjects' responses to the technique applied based on the questionnaire given. The questionnaire was analysis by using the formula as follows:

$$\text{Percentages} = \frac{\text{Total responses on all items}}{\text{Total responses on an item}} \times 100\%$$

### 3.7. Success Indicator

The success indicator for this study is when the subject has already met the SMP N 2 Kuta minimum standard of mastering 75 English lessons. Due to the

limited study time, the researcher expected that at least 80% of the 32 students who participated in the study already met the standard minimum criteria or achieved a higher degree SMP N 2 Kuta reading comprehension successfully.

