

# CHAPTER I

## INTRODUCTION

### A. Background

This research intends to find out the effectiveness of using a brainstorming strategy to improve reading skill. It is important because brainstorming is one effective strategy as the key element in developing student comprehension, especially in reading (Hulya Kucukoglu, 2013). Students can explain the text from an idea that they find and students will know-how about the text. Besides students can understand all of the text, students also will know the content of the text. Using a strategy in reading learning is one of the effective ways to improve skill students to be better.

According to Smith (1973), reading is an act of communication in which information is transferred from a transmitter to a receiver. In learning English for reading, students and teachers need more strategy to makes the learning process easier. Teachers must prepare some strategy when they will teach some material to students in reading learning, and students will receive the material easily and quickly. However, learning should have continuity both of teachers and students about what students need and what the teacher's solution gives.

Supported by Mede (2010), most ESL/EFL learners have certain difficulties while reading English because they are not aware of the effective ways of reading and understanding a text, which might cause resistance and affect their attitudes towards reading in English. For some students, reading is such a difficult skill to improve because, in reading, students need more vocabulary, knowledge, and understand context. To make the reading subject easier, the teacher has to prepare appropriate strategies and apply them in a learning process. The appropriate strategies in teaching reading should be determined with the students' learning style.

Based on the observation, the problem was finding the technique of teaching English reading in a very monotonous strategy. There are some reasons why reading is a subject which must need more understanding. The population sample seems

difficult to understand the text, and it means that some students have no good skill in reading, such as they do not know the vocabulary, cannot read the context, and another thing. We must have a strategy on how to understand the text is about. So, this research is intended to find out the effect of using a brainstorming strategy to improve reading skill.

From the explanation above, using brainstorming strategy can help students to improve their reading skill. Feather (2005) said brainstorming provide plenty of materials for making a prediction. The readers become conscious concerning what they know about a given text topic before they reading it. The previous researcher Al Mutairi (2015) observes about the effect of using brainstorming strategy in developing creative problem-solving skills among male Students in Kuwait. In this research focuses on brainstorming strategy in developing creative problem-solving skill students in reading skill. Meanwhile, this research entitled “The Effectiveness of Using Brainstorming Strategy to Improve Reading Skill.”

### **B. Research Question**

Referring to the background above, there are some problems which can be identified as follows:

1. What is students' reading skill before using brainstorming strategy?
2. What is students' reading skill after using brainstorming strategy?
3. What is the significance of using brainstorming strategy to improve reading skill in MTs YTI Sukamerang?

### **C. Research Purposes**

Based on the background of the research above, the research is supposed :

1. To find out the students' reading skills before using brainstorming strategy.
2. To find out students' reading skill after using brainstorming strategy.
3. To find out the significance of using brainstorming strategy can improve reading skill in MTs YTI Sukamerang.

### **D. Significances of The Research**

This research at least gives two significances include theoretically and practically. Theoretically, this study discusses the application of strategy to improve

reading skill and develop students idea and knowledge students in reading. Practically, this research gives significance to:

1. Student

This strategy can help students who are difficulties in reading.

2. Teacher

This study can apply as the learning strategy in reading comprehension.

3. Further writer

This research recommends being referenced in conducting their research on the same field of the study.

### **E. Research Framework (Rationale)**

According to Jarwan (2005), brainstorming means the use of the brain to active problem solving, and the brainstorming session aims to develop creative solutions to problems. When students read the text, they enjoy to read and understood the text easily. This research is about how the students have good skill in reading using a brainstorming strategy. Hidayanti & Rapika (2018) add brainstorming to give more creative learning to students, the students can think critically.

William (1984) said that reading is a process whereby one looks at and understands what has been written. Furthermore, Cekiso & Madikiza (2014) said there are many strategies for improving learning, especially for reading. There are three levels in reading strategies;

1. Pre-reading strategy
2. During-reading strategy
3. Post-reading strategy

This research explains of applying a strategy during the process of reading learning, students will read the text as comprehension. Suggested by Brown (1989) there are many types of reading for oral and silent;

1. Intensive
  - a. Linguistic
  - b. Content
2. Extensive
  - a. Skimming

b. Scanning

c. Global

Labioud's (2007) cited in Ghabanchi & Behrooznia (2014) said learners' reading comprehension could be improved by prior knowledge through brainstorming. Therefore, using a strategy in reading learning is very helpful for the students when they read the text, both extensive and intensive reading. The students will find the information from the text using brainstorming strategy when they are confused about some text.

#### **F. Hypothesis**

According to Creswell (2012), the hypothesis is statements in quantitative research in which the writer predicts the outcome of the relationship among characteristics. It means that the hypothesis can predict whether the research has significance or not.

Based on the explanation above, the hypothesis of this research are as follow:

**Ho** : There is no significance of using brainstorming strategy to improve reading skill

**Ha** : There is significance of using brainstorming strategy to improve reading skill

#### **G. The Previous Research**

There are some previous researches on brainstorming strategy and reading skill. This research gets the idea from those previous researches. Those related researches are explained as follows:

1. The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among male Students in Kuwait by Abdullahi Naser Mohammad AlMutairi.

This research was conducted in 2015. The main purpose of this research was to find out the effect of using brainstorm strategy in developing creative problem-solving skills among male students in Saud Al-Kharji School in Kuwait. Meanwhile, the differences in this research are reading skill. This research used an experimental group and give instruments for the program to use brainstorming strategy and Torrance creative thinking test. The finding of

this research shows that there is a significant difference between the experimental group and the control group in creative thinking.

2. The Effectiveness of Using Brainstorming Strategy in the Development of Academic Achievement of Sixth Grade Students in English Grammar at Public Schools in Jordan by Nibal Abdelkarim Mousa Malkawi and Mona Smadi.

This research was conducted in 2017. This research aimed to find out students achievement in English grammar. The research is divided into an experimental group and control group. The difference in this research is to shed light on the method of brainstorming and how they benefit from it to narrow the gap resulting from traditional practice in English grammar.

3. Brainstorming Strategy and Writing Performance: Effects and Attitudes by Soheila Abedianpour.

This research was conducted in 2018. This research sought to examine the impact of employing brainstorming strategy, as a pre-writing strategy in writing ability. By using questionnaire scores indicated that the majority of the learners found brainstorming a useful strategy in enhancing their writing skills. The results of the current study highlight the effectiveness of employing brainstorming as a pre-writing strategy in developing EFL students' writing skill. The difference in this research is using brainstorming in pre-writing.

4. Effectiveness of Use Brainstorming Techniques in Dokkai Learning by Yenny Jeine Wahani.

This research was conducted in 2018. This study aims to find out how the ability to understand students reading through brainstorming techniques with conventional methods of learning *dokkai*. Research instruments for data collection are tests and questionnaires. The results of questionnaire data indicate that there is a correlation between the use of learning techniques in teaching *dokkai*. The difference in this research is kind of how the student ability in learning *dokkai* by using brainstorming techniques.

5. Effective Brainstorming in Teaching Social Studies for Elementary School in Saudi Arabia by Mohammed Khzaiyem Alshammari.

This research was conducted in 2015. This research intends to find out the effects of brainstorming in teaching social studies on the achievement students of the elementary school in Saudi Arabia. The research designed the teaching material in accordance with Brainstorming, and achievement test to measure the acquisition of students in the unit "Issues and problems". The results of the study showed statistically significant differences in the achievement and the total achievement in favor of the experimental group that studied using the Brainstorming. The difference in this research is the subject of research and participant level.

