

CHAPTER I

The Background of Study

English learners must learn reading comprehension to enrich their English proficiency. As one of English skills, reading comprehension is very essential for English learners who want to have fluent English. Reading comprehension can be related with the literature mastery. By reading any texts, every reader can understand the text. Reading comprehension is a set of activities to get information from the text. There will be more information got by the readers after reading a text. There are many sources which are used by the readers to get information based on the readers' needs.

There are many techniques that can be used to improve the skills of reading comprehension. The readers can use it to help them in understanding the texts easily. Brainstorming is considered by the teachers that can be applied as an effective technique when the teachers teach reading comprehension (Fernald & Nickolenko : 1993). There are some principles and rules that can be used in applying brainstorming techniques in the teaching process. The researchers had discussed about the principles and rules in reading comprehension after conducting researches (Feather, 2004). The teachers applied the technique to make the students can express and generate ideas that the students have. These ideas can be explored systematically and it can be used in the learning process. There are many researchers have been done by the researchers by using brainstorming technique. Brainstorming techniques has affected the teaching process based on the skills that learned by the students. It can be seen that there are some researches which are done by the researchers. Some researches have been focused on the works of brainstorming techniques.

English teachers can apply Brainstorming technique to investigate the relationship between critical thinking and the process of the brainstorming works. The researchers have reported some studies related to the correlation of Brainstorming in teaching of reading comprehension. After reading some researches conducted by the researchers, it can be concluded that it is beneficial to use Brainstorming technique in teaching reading comprehension (Ghabanchi and Behrooznia, 2014). Brainstorming technique is expected to be used as an

effective way to learn pre-reading activity. From the data, the writer can conclude that the use of Brainstorming technique has given significant effect towards the students' reading comprehension activities and the EFL students' level on reading comprehension

The writers have read some researchers that discussed about the use the Brainstorming on the students' reading comprehension. Firstly, a research was written down by Tran Thi Ngoc Yen in 2017. From this research, it can be concluded that the the study done by the researcher was used to know the effectiveness of the use of brainstorming technique on the EFL students' reading comprehension. In supporting the research objective, the researcher carried an experiment. The researcher did an experiment. The control group and experimental group followed an English course. There were 8 reading lessons done by the students. The students who were from the both of group had learned each lesson by following the procedures. The experimental group students had been trained by using brainstorming technique before reading the text chosen by the English teacher. There were three types of measurements which were made and used by the English teacher to determine the effectiveness of the brainstorming technique. Firstly, there was comparison between average scores from both of groups. Scores from experimental group were better than from the control class. Secondly, there was comparison of scores from the last session and the first session. From the data, scores from experimental group were better than control group. It can be indicated that experimental group that has been trained by using brainstorming technique has enhanced the students' scores. Thirdly, there was comparison from the second session and the first session. After doing an observation, a conclusion can be proposed. Students who were from experimental group reached higher scores than the students who were from the control group. So, Brainstorming technique is suggested for English teachers when reading comprehension is taught to the EFL learners in the classroom.

According to the findings of the research, it can be suggested that EFL teachers must encourage the learners to explore and develop the background of knowledge by using brainstorming, especially before reading the text. Brainstorming technique can be used mentally and psychologically. As an addition, brainstorming technique can increase the motivation of the students to read the text. After doing the brainstorming technique, the students will be more enthusiastic to read the text. The students also could enjoy the process of reading comprehension.

Secondly, the writer also read a research written down by Zargham Ghabanchia and Saeedeh Behroozniab in 2014. After doing this research, it can be known that brainstorming technique can be used to facilitate the students to generate ideas and it can be done by accessing the prior information and knowledge. By using this technique, the students could learn reading comprehension well. The students' mental activity and spontaneous discussion were activated to find new opinions, ideas, and views based on the text that the students have read. The use of brainstorming technique also can help the students reach the synergy by doing peer teaching, accessing the students' current level of knowledge, the depth and extent, then it can be involved in the class discussion. Brainstorming technique also can be used to organise the students' thoughts and reach the consensus of the group. The students can have more responsibilities and the students can reflect after joining the learning process. Then the students also can have more creativities and innovation when the students join the learning process. The students also can be facilitated when applying the critical thinking when the students are learning about reading comprehension in the classroom.

Thirdly, a research written down by Murthi Wibisana in 2011 was read by the writer. There was conclusion that can be taken from this research. In accordance with the research findings, brainstorming technique could help the students comprehend the English text. From the data as presented in many researches, it can be concluded that the students have got progress in reading comprehension after learning by using Brainstorming technique.

The students' reading comprehension has been correlated with the ability of the students in reminding the knowledge background. It was done by using brainstorming technique. From this research, the readers also can get information that brainstorming technique is an effective way to enhance the reading comprehension. The English teachers must be understanding the background of the students, especially related to the reading comprehension aspects. Brainstorming technique can influence the reading comprehension. Reading comprehension can be increased by the students. The students can increase it by maximizing the background of students' knowledge.

The writer had conducted research to determine whether Brainstorming technique has given positive impact to the students' reading comprehension or not. The research was carried out by the writer to give new information based on the research to the English teachers at SMK Swasta Gajah Mada Medan. In developing students' capability in comprehending the text, the

writer used Brainstorming technique. The writer did this research to give an overview related to the reading comprehension. The background of knowledge became the most important factors in determining the students' comprehension after reading a text. It could be suggested that brainstorming technique can be used before reading the text. The students could be helped in comprehending the text. Brainstorming technique could be used to activate the background of students' knowledge. This study could provide some reviews based on literature used in the implementation of Brainstorming technique when the teachers were teaching and the students were learning about reading comprehension.

The writer formulated the problem of study as “Does Brainstorming Technique affect the Reading Comprehension at SMA Swasta Gajah Mada Medan students?”. The research objective was to find out the effectiveness of the implementation of Brainstorming Technique on SMA Swasta Gajah Mada Medan students' reading comprehension.

The main focus of this research made by the writer was to know the effectiveness of the implementation of Brainstorming technique on the students' reading comprehension. The topic of reading comprehension was limited by the writer. Narrative text was the topic chosen by the writer. Narrative text was taught by the writer to the students of SMA Swasta Gajah Mada Medan for grade X (Natural Science Program) and grade XI-MIA (Natural Science Program) in the 2021/2022 academic year.

There were some theoretical and practical significances in this research. This research was expected to be beneficial for researchers who are going to do the research with same topic as researched in this research. The findings of this research can be suggested to be used by the next researchers as one of references. This research is expected beneficial for the English teachers and students of SMA Swasta Gajah Mada Medan. Students are expected to have good motivation in learning English, especially when learning the reading comprehension. The students will be more interested in practising English every day. English teachers are expected to use this research as a reference how to teach English by using a new technique. The English teachers are also expected to have more efforts in teaching English. The English teachers also are expected to be more creative to design the materials of learning.