

IMPROVING READING COMPREHENSION OF THE NINTH-GRADE STUDENTS OF SMP N 2 KUTA IN ACADEMIC YEAR 2022/2023 THROUGH BRAINSTORMING

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ABSTRACT

Reading is important for us especially for students when they want to explore their knowledge. In fact, most students of IX H at SMP N 2 Kuta in the academic year 2022/2023 faced problems in reading comprehension. The total of the subjects were 32 students. The purpose of this study was to know whether or not reading comprehension could be improved through Brainstorming. Therefore, the researcher conducted classroom action research, which was done in two cycles. The researcher administered research instruments, pre-test, post-test, and questionnaire to collect the data. Based on the research, the results of this study were there was an improvement in the subjects' reading comprehension. The results showed pre-cycle (56.10), post-test I in cycle I (72.99), and post-test II in cycle II (83.35). at the end of the cycle, the researcher administered a questionnaire to support the data. The results of this study were the reading comprehension of ninth-grade students of SMP N 2 Kuta in the academic year 2022/2023 could be improved through Brainstorming.

Keywords: improving, reading comprehension, Brainstorming

ABSTRAK

Membaca merupakan hal yang penting bagi kita terutama bagi siswa ketika mereka ingin menggali ilmunya. Faktanya, sebagian besar siswa kelas IX H di SMP N 2 Kuta tahun pelajaran 2022/2023 menghadapi masalah dalam pemahaman bacaan. Jumlah subjek adalah 32 siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah pemahaman bacaan dapat ditingkatkan melalui Brainstorming. Oleh karena itu, peneliti melakukan penelitian tindakan kelas yang dilakukan dalam dua siklus. Peneliti memberikan instrumen penelitian, pre-test, post-test, dan kuesioner untuk mengumpulkan data. Berdasarkan penelitian, hasil penelitian ini adalah adanya peningkatan pemahaman membaca subjek. Hasil penelitian menunjukkan bahwa prasiklus (56,10), pascates I pada siklus I (72,99), pascates II pada siklus II (83,35). Pada akhir siklus, peneliti memberikan kuesioner untuk mendukung data. Hasil dari penelitian ini adalah pemahaman membaca siswa kelas IX SMP N 2 Kuta Tahun Pelajaran 2022/2023 dapat ditingkatkan melalui Brainstorming.

Kata kunci: peningkatan, pemahaman bacaan, Brainstorming

INTRODUCTION

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. 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 a 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.

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 do 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 good preparation because good preparation makes students the 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 with the English teacher of SMP N 2 Kuta, the students still have a problem 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 classroom.

As a result, the researcher uses brainstorming to motivate the students to understand the content of the reading text. Brainstorming is a method of collecting a number of great ideas from a group of people in a short time (Widiastuti, et al. 2022). It meant that brainstorming is one type of group discussion looking for troubleshooting (Widiastuti et al, 2022). All discussion participants are required to express direct creative ideas. All participants explored their creative ideas. Then those unearthed ideas are analyzed to be an ingredient in solving problems

(problem-solving). Additionally, according to Widiastuti et al (2022), Mantra et al. (2022), and Handayani (2022), brainstorming can be used to make students active in solving a problem given by the teacher with various ideas. The researcher chose to brainstorm 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 the academic year 2022/2023.

RESEARCH METHOD

This present study was classroom action research (CAR). 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 is also an active participant in the process.

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 observing the effect of the action. Therefore, the purpose is to see whether there is a 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 the present study, classroom action research is concerned to improve descriptions and reading comprehension of the subject under the study through Brainstorming with picture descriptions.

The subjects of this study were 32 subjects of IX H of SMP N 2 Kuta there were 17 females and 15 males. The

researcher chose this class because they had problems with reading comprehension. The researcher expected that the student's reading comprehension could be improved through Brainstorming with picture descriptions.

Data from the present study were collected by administering tests (Pre-test and Post-test) and questionnaires. The test is used to measure the extent of the subject's understanding of the material provided. There are two types of tests, those are pre-test and post-test. This process of classroom action research was considered into two cycles, which consisted of two sessions in each cycle. The process of classroom action research was adopted from Kemmis and McTaggart in Burns (2010;180).

First, the researcher used a pre-test before the learning process; to find out the problem faced by the ninth-grade students of SMP N 2 Kuta in the academic year 2022/2023. The purpose of the pre-test is to know about the pre-existing ability of the students' reading comprehension especially procedure text. The second is the 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. A questionnaire is a series of questions asked by the individual to obtain statistical information about a given topic. The questionnaire consists of ten statements that are written in Indonesian. There are four choices as follows: Strongly agree (*Sangat Setuju*), Agree (*Setuju*), Quite Agree (*Cukup Setuju*), and Disagree (*Tidak Setuju*).

FINDING AND DISCUSSION

The findings of the present classroom action research were obtained through the process of collecting the required data from the subjects, the ninth-grade students of SMP N 2 Kuta in the academic year 2022/2023 by using research instruments.

Pre-Cycle

The present study was started by doing a preliminary study at SMP N 2 Kuta. It was done by interviewing the English teacher who taught the subjects under study. Besides, the researcher was given the opportunity to conduct an observation and do the teaching and learning process in the classroom. In addition, the researcher did the observation to know the subjects' responses to the teaching and learning process. During the observation, the researcher found that the subjects were not motivated to ask a question and did not pay attention when the teacher explained the material. They were not really interested in reading. Therefore, to obtain the subjects' pre-existing reading comprehension, the researcher gave the subjects a chance to read the text and answer the questions by using complete and grammatical sentences.

The research used the results of the pre-test as a guide to preparing the action plan. The pre-test consisted of 20 questions. The total score of the pre-test was 1795 (see Table 4.1). Moreover, the mean score of the subjects' pre-test results from this classroom action research could be calculated as follows:

$$\text{Mean Score of Pre - Test} = M = \frac{\sum x}{N}$$

$$M = \frac{1795}{32} = 56.10$$

The pre-test was followed by 32 subjects, and the mean score of the Pre-test was 56.10. It meant that subjects' reading comprehension was still low. Moreover, among the 32 subjects who did the pre-test, six of the subjects passed the minimum passing grade, which was 75. The result of the pre-test above showed that the subjects still had difficulty comprehension.

Cycle I

Cycle I was divided into two sessions: session 1 and session 2. It was conducted based on the results of the pre-test. The researcher used the Brainstorming with Picture Descriptions technique in the teaching-learning process in the classroom. First of all, the researcher planned a lesson plan that was suitable for the syllabus used in the school, and the time allocation was 80 minutes for each session. The researcher also prepared the learning materials, which were taught in two sessions. Besides, the researcher also prepared worksheets to administer to the subjects to practice reading comprehension. After preparing the lesson plan, learning material, and worksheets, and the researcher constructed the post-test for the subjects under study. The post-test was administered to the subjects to know the result of the implementation of Brainstorming with Picture Descriptions in teaching reading comprehension. It was administered at the end of cycle I, session 2. Cycle I consisted of two sessions.

In session 1, especially in observing, the researcher gave a picture to all students about the procedure text entitled "How to Make Prekedel Tahu". In exploring and associating, the researcher gave a worksheet entitled "How to Make Cincau Ice Latte". The researcher asked them to answer those ten questions. In communicating, the

researcher asked the subjects to share their results to the class.

In the second session, the researcher gave the second worksheet with a text entitled "How to Make Banana Milkshake" and asked the subjects to answer the ten questions. After that, the subjects and the researcher discussed the answer together. At the end of session 2 of cycle 1, the researcher administered the post-test to the subjects, which was in the form of a short answer task. They were asked to finish the post-test in 45 minutes. The means of post-test 1 could be calculated as follows:

$$\text{Mean Score of Post - Test 1} = M = \frac{\sum x}{N}$$

$$M = \frac{2335.5}{32} = 72.99$$

The mean score showed that there was a significant improvement in the subjects' reading comprehension by using brainstorming with picture descriptions from the pre-cycle to cycle I.

Cycle II

After knowing the result of cycle, I, the researcher continued to cycle II. As same as cycle I, cycle II was applying four interconnected activities: planning, action, observation, and reflection. Through these activities, the researcher elaborated on the process of improving the subjects' reading comprehension through Brainstorming with picture descriptions. Therefore, the researcher conducted cycle II and expected to get better results in students' reading comprehension after applying the technique.

Before the researcher conducted cycle II, the researcher prepared the lesson plan,

learning material, worksheet, post-test 2, and questionnaire. The researcher designed the lesson plan for two sessions with a time allotment of 40 minutes for each session. The lesson plan was quite similar to cycle I. Therefore, the researcher prepared learning materials about the definition of procedure text, the generic structure of procedure text; identifying general information of procedure text, specific information, textual meaning, and textual reference; an example of procedure text with a picture description about "How to Use Electric Blender".

Cycle II consisted of two sessions: session 3 and session 4. In session 3, the researcher gave the subjects an example of procedure text with a picture description entitled "How to Use Electric Blender". In exploring and associating, the researcher gave a worksheet entitled "How to Use Washing Machine". The researcher asked them to answer those ten questions.

In session 4, the researcher gave the subjects a worksheet entitled "How to Use Hair Dryer". The researcher asked them to answer those ten questions. The researcher also applied Brainstorming with picture descriptions as same as in session 3. At the end of session 4, the researcher administered post-test 2 to the subjects, which was in the form of a short answer task. The subjects were asked to finish the task in 45 minutes.

After the researcher conducted the post-test, the researcher could obtain the data of progressing the subjects' reading comprehension through Brainstorming with picture descriptions, which are shown in Table 4.1. The total of post-test 2 which was followed by 32 subjects was 83.35. The result of post-test 2 showed whether the implementation of Brainstorming with picture descriptions could help the subjects to improve their reading comprehension or

not. It could be seen in the mean score in table 4.1 of the subject in cycle II. It was calculated by following mean scores as follows:

$$\text{Mean Score of Post - Test 2} = M = \frac{\sum x}{N}$$

$$M = \frac{2667.5}{32} = 83.35$$

Based on the data from post-test II, showed a significant improvement in the subjects under study. The mean score of post-test 2 was 83.35. In addition, the results of the data showed that Brainstorming with picture descriptions was effective in improving reading comprehension in the ninth-grade students of SMP N 2 Kuta.

After the researcher had success in administering post-test 2, the researcher administered the questionnaire in order to know the subjects' responses toward Brainstorming with picture descriptions based on their real condition. In addition, the questionnaire consisted of ten statements that were written in Bahasa Indonesia. Therefore, the result of the questionnaire was analyzed by using the liker rating scale of 4 to 1.

The tabulation of the questionnaire in Table 4.2. the subjects' responses which showed Strongly Agree (A) were; 480, Agree (B) were; 450, Quite Agree (C) were; 96, and Disagree (D) were; 1. Therefore, the total responses of to the questionnaire were 1.027. The researcher used a formula to calculate the percentage of the questionnaire. Furthermore, the questionnaire percentages were calculated using the following formula:

- Percentage of item A (Strongly Agree)

$$= \frac{480}{1027} \times 100\% = 46.74\%$$

2. Percentage of item B (Agree) = $\frac{450}{1027} \times 100\% = 43.82\%$
3. Percentage of item C (Quite Agree) = $\frac{96}{1027} \times 100\% = 9.35\%$
4. Percentage of item D (Disagree) = $\frac{1}{1027} \times 100\% = 0.09\%$

Based on the finding above, the researcher could end the study. Therefore, there were significant improvements in the mean scores from the pre-test, post-test I, and post-test II. As the supporting data, it could be concluded that the questionnaire showed the subjects' positive responses after being taught Brainstorming with picture description that has been shown in the graph clearly.

CONCLUSION

The progressing scores could be found in the mean scores in cycle I and cycle II. Before the technique was applied, the student's reading comprehension was low, as indicated by the result of the mean score of the pre-test, which was only 56.10. Then, after applying cycle I, which consisted of four sessions, the score of post-test I was 72.99. The last was cycle II, which was also conducted in four sessions. The post-test II was 83.35. Based on the results of the mean scores, showed an improvement in the student's reading comprehension. The result of a questionnaire in this study showed the comparative percentages figures of 46.74%, 43.82%, 9.35%, and 0.09% for the total responses of the item of each option A (Strongly Agree), B (Agree), C (Quite Agree), and D (Disagree). Therefore, the subjects had positive responses to the implementation of brainstorming to improve reading comprehension.

In addition, the researcher could conclude that the reading comprehension of ninth-grade

students of SMP N 2 Kuta in the academic year 2022/2023 could be improved, through the implementation of brainstorming with picture descriptions. Therefore, the student's reading comprehension could improve especially in identifying general information, textual meaning, and textual reference. Moreover, the subjects' responses were positive, and their reading comprehension has improved and also progressed. In addition, Brainstorming with Picture Descriptions could successfully improve the students' reading comprehension of SMP N 2 Kuta in the academic year 2022/2023.

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