

THE EFFECT OF BRAINSTORMING METHOD ON THE STUDENTS' READING SKILL IN ELEVENTH GRADE

Elysa Rohayani Hsb¹, Mila Nirmala Sari Hasibuan²

¹Elysa Rohayani Hsb (Pendidikan Biologi, FKIP, ULB), Alamat Jln. S.M Raja NO.126A Aek Tapa Rantau Selatan

²Mila Nirmala Sari Hasibuan (Pendidikan PKN, FKIP, ULB), Alamat Jln. S.M Raja NO.126A Aek Tapa Rantau Selatan)

¹elysa.hasby@gmail.com

Abstract

This study aims to determine reading skill of students in Man Rantauprapat using a brainstorming method. The population in this study were all eleventh grade students of Man Rantauprapat. The sample were XI- IPA-2 And IPA-3 each of which 38 students. The method was used in this study is quasy experiment, data collection and multiple choice test. Data were analyzed using descriptive statistical analysis technique and t-test. Based on analyze data on experiment class for pre-test having average value is 75.92 and post test 34.47 increasing of 63.25% and standard deviation was 0.1365. in control class in pre-test is 35,13 and pot-test 68,68 and having increasing to be 50.88% with standard deviation is 0.1721. From the results of these classes of different test value at significant level $\alpha = 0.05$ that is t-ccount = 3.475 and t-table = 1.668 by comparing between t-count > t-table or 3.475 > 1.668 it show that H0 is rejected and Ha is accepted and there is the effect of brianstorming method on the reading skill students' in eleventh grade Student's At Man RantauPrapat Academic Year 2019 is accepted and the result is show the highest score.

Keywords: Skill, reading, brainstorming method

INTRODUCTION

In english, there are four basic skill such as listening, speaking, reading and writing. Here the researcher chooses the reading to know how so far the ability of students in reading. Reading is one learning ways for students to enrich their ability and knowledge. In reading the students are expected to be able comprehend what they have been read. Reading means to understand the meaning of printed word. Patel (2014) said that It is an active process which consists of recognition and comprehension skill. Reading is not only about how to pronounce the idea of the writer in written form but also is to be separated from comprehension.

Agustina (2012) mention that reading is the most important skill of four skills for most students in mastering English. Therefore, it is important to improve students; reading skill to access many informations when we face written English or when we want to learn about English litearutes in written form. We have to master reading skill in order to understand what is said in the book so that it will facilities students to comprehend the texts and then be able to answer comprehension questinos properly in many kinds of reading tests.

There are many problems faced in learning English in the school, one of which is in answering some questions related to reading texts, for instance, in National Exam and UAS. Many students need much time to answer comprehension questions. They tend to read all the text to answer a question. As the result, many students run out of time and can not finish the test optimally. Besides that, many students lack in mastering reading skill. They tend to be passive learners and unable either literal knowledge to deliver their ideas or opinions in discussing. They tend to afraid to

ask questions about the material. They do not understand during teaching learning process and they do not really understand about elements or aspects in reading that they should master. Furthermore, when they are reading, their communicative language is not exposed well, and they just understand how to answer such comprehension questions, however, they lack that reading skill such as how to express their opinion or thought about the text they read or how relate their background knowledge to the text are reading. Hence, these problems relate to the one of essential skills, that is reading comprehension.

To improve students' reading comprehension, there are many ways that can be used. A teacher can apply some methods, techniques, or strategies to make students' reading achievement better than before. Teacher can also choose an appropriate method, technique or strategy that should be applied to teach reading to the students suitable with the test used. Many English tests use some kinds of reading text with general questions. Students need techniques that enable them to have full comprehension of what they have already read. This technique can better improve students' level reading by allowing them to freely express themselves on a topic relating to given text actively in class (Al-Bilwi, 2006). Therefore, the researcher tried to examine brainstorming method to help students to improve and develop their reading skill to interaction by engaging their brains monitor, their thinking and check for understanding through brainstorming. This technique is an appropriate in improving students's reading skill, especially in answering comprehension questions. From the background of the research, there are some identification such as, there are no some technique/ strategies are founded to improve student's reading skill, the student's reading skill is low, the students got a bored easily when they faced reading texts, the students are less motivation in reading, the students had not lack in mastering English skills especially in reading, the students had not interest in reading English text, the students so difficulties in answering, the students put assumption on their mind that English was difficult subject to study and the language made them confused. To improve students' reading comprehension, there are many ways that can be used. A teacher can apply some methods, techniques, or strategies to make students' reading achievement better than before. In the relation to the background of the research, the formulated as the following: Is there any effect of brainstorming method on students' reading skill in eleventh grade of Man Rantaupraptat. Based on the formulation of the problem above, the objective of the research was to found out the effect of using Brainstorming Method on students' reading skill of MAN Rantaupraptat in eleventh grade the academic year 2018/2019.

RESEARCH METHODOLOGY

The researcher had done researched at Senior High School (Man) Rantaupraptat in Adam Malik Street- By Pass, Islamic Center Rantaupraptat. This Research had done about date 02 – 08 December 2018. It would be completely impractical to select students and spend an inordinate amount of time travelling about in order to test them. It is only 2 class of 5 classes, about 60 students. For collecting the data, a writing test was used as the instrument. The test is administered to the students in both experimental and control group. They are pre-test and post-test. The students' achievement in learning reading skill is analyzed by the collecting data in the test. The tests are given

to both groups; experimental and control group. The data are collected using some instruments. Those instruments are described as Reading comprehension test. The instrument is used to know the progress of the students' reading comprehension during the action. The tests consisted of essays. The tests' results were in the form of scores. These scores were the measuring rod of the improvements of the students' reading skill. The test will be pre-test and post-test.

The validity of the test refers to what it aims to measure. Suharto (2003) says that a test is valid, if it measures that becomes the purpose of measuring variable that is examined accurately. Dealing with validity, the researcher used item validity from software SPSS statistics 22. Reliability is defined as the extent to which a questionnaire, test, observation, or any measurement procedure that produce the same results on repeated trials. Gronlund and Waugh (2009) state that reliability refers to the consistency of assessment results. In brief, it is the stability or consistency of the test results over time or on repeated trials. It is a measurement of accuracy, consistency, dependability, or fairness of scores resulting from the administration of particular examination. Reliability is a necessary characteristic of a good test. To estimate the reliability of the test in this research, the research had used program SPSS 22.0 For Windows. The following practical rule below is the norm proposed by Suharto (2006).

The data collected were in the form of qualitative and quantitative data. The qualitative data were related to the description of the process during the action, interview transcript and observation checklist. The quantitative data were related to the students' reading comprehension scores. These data were collected from some techniques used. The Pre-test and post-test Reading comprehension tests were conducted to gain the information about how successful the actions improve the students' reading comprehension. It consisted of two tests which were administered before and after the actions. The one namely the pre-test was conducted before the actions.

DISCUSSION

This research had done to know the effect of Brainstorming method on the students' reading skill in eleventh grade of Man Rantauprapat academic year 2018/2019. The implementation of experiment had done 4 times at every meeting with the details : 2 (two) times in experiment class and 2 (two) in control class where the experiment class (XI IPA 2) used a brainstorming method whereas the control class (XI IPA 3) did not use a brainstorming method.

The Total of Students (N) = 30. The instrument was used a multiple choice and there were 30 items. Based on the reliability test was used *software* SPSS versi 22 it had gotten r-total with the level score r-total is 0.725 and then it was compared with r-table with score N=30. By $df = (N-2)$ so the score r-table for significant level is 0.05 with N=28 is 0.361. The score $r_{table} > r_{total}$ $r_{total} = 0.738 > 0.361$ so the test is reliable. According to Kaplan and Saccuzo (2013) the test is reliable because the coefficient alpha cronbach is high 0.70. Result Reliability is a reliability level of research instrument. In calculating reliability by used this technique the researcher must go through scarce by making item analysis tables about question and this analysis scores are grouped into two based on the part of

the question. In this research the result reability problem was used *program SPSS 22,0 for Windows*.The learning outcomes Pre-test and Post-test of control class can see on the table 4.1 as follow:

Tabel 4.1 Learning Outcomes of Control Class

Statistic	<i>Pretest</i>	<i>Posttest</i>
Total	902	1542
Average	31,10	53,17
Standart Deviation	83,83	11,844
Variance	70,278	140,291
Highest Score	56	80
Lowest Score	15	35

Based on the results of the calculations on the pre-test data from table 4.1 for the experiment class (XI IPA2) with the number of students Pre-Test score students are 902 on average at 31.10 with the standard devition of 83.83. The variance of 70.278 and the highest score is 56 and the lowest score is 15. While the calculation results on Post-Test for Class Control (XI IPA2) with the total number of students Post-Test is 1542, the average is 53.17 with the standard deviations is 11.844 variantce is 140.291and the highest score is 80 and the lowest is 35.

The learning outcomes Pre-test and Post-test of control class can see on the table 4.2 as follow:

Tabel 4.2 Learning Outcomes of Experiment Class

Statistic	<i>Pretest</i>	<i>Posttest</i>
Total	1796	2508
Average	59,85	83,6
Standart Deviation	9,726	5,269
Variance	94,602	27,766
Highest Score	73	92
Lowest Score	36	76

Based on the results of the calculations on the pre-test data from table 4.2 for the experiment class (XI IPA3) with the number of students Pre-Test score students is 1796 on average at 59.85 with the standard deviation of 9.726. The variance of 94.602 and the highest score is 73 and the lowest score is 36. While the calculation results on Post-Test for Class Control (XI IPA3) with the total number of students Post-Test is 2508, the average is 83.6 with the standard deviations is 5.269 variance is 27.766 and the highest score is 92 and the lowest is 76. The description of post-test data statistic on control and experiment class.

Tabel 4.3 The Data of *Post-test* on Control and Experiment Class

Data	Control Class	Experiment Class
Total of Students	30	30
Average	53,17	83,6
Standart Devation	11,844	5,269
Variance	140,291	27,766
Highest Score	80	92
Lowest Score	35	76

The Description Data statistic on the research is total of students, average, standart deviation, variance, highest score and lowest score on the control class and experiment class. The result of the calculation of the normality test was used 1 sample at SPSS versi 22, it was known that significance data of control class is 0.102. so $0.102 > 0.05$ and the experiment class is 0.200. so $0.200 > 0.05$ so that it can be concluded that the data tested is normally distributed. It can showed from $F_{table} > F_{total}$ below:

Table 4.4 Normality Test Data

Class	F_{table}	F_{htotal}	Note
Experiment	4,17	17,540	Normal
Control	4,18	7,402	Normal

The homogeneity calculation results of pre-test was used one way anova SPSS versi 22 for the pre-test is known that significance value is $0.260 > 0.05$ for data post-test is known that significance value is $0.175 > 0.05$. The data can be showed in the table below:

Table 4.5 Hypothesis Testing

Data	Ttotal	ttable	Df	Sig(2-tailed)	Note
Pretest and Posttest	16,596	1,697	30	0,000	Th>Tt = Signifikan Sig < 0,05 =Signifikan

The table above is showed that $t_{total} > t_{tabel}$ ($16.596 > 1.697$) and the sig value sig (2- tailed < of 0.05 ($0.000 < 0.05$) so that it was significance so H_a is accepted. The Result of t-test researcher is showed that have a significance different between before and after of treatment. So the brainstorming method is effective. This study aims to determine the effect of student learning outcomes before and after

applied model of brainstorming method. Based on the result of the research on students of class XI of Man Rantau Prapat on the brainstorming method to improve students' reading skill, the result of the control class student learning using conventional learning model obtained Pre- Test average value of 31.10 and Post- Test is 53.17. While the learning result of the experiment class by using the learning model of brainstorming method the average value of Pre- Test is 59.85 and Post- Test 83.6. Thus there are differences in the average value of student learning outcomes in the class of brainstorming method and Conventional Learning

CONCLUSION AND SUGGESTION

Based on the results of research and discussion presented in chapter IV obtained the following conclusions: After being given different treatment experiment class (XI IPA 2) and control class (XI IPA 3) there is significant difference of mean value of learning result. It also proved by the result on hypothesis testing that is obtained by $t\text{-count} > t\text{-table}$ is $0.000 < 0.05$ then H_a accepted and H_0 outcomes between experiment class (XI IPA 2) using the learning model of brainstorming method with control class (XI IPA 3) using conventional model in Man Rantau Prapat academic year 2018/2019

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