

**THE INFLUENCE OF USING BRAINSTORMING STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST
SEMESTER OF THE TENTH GRADE OF SMA NEGERI 1
KEDONDONG IN THE ACADEMIC YEAR
OF 2020/2021**



A THESIS

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree
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ABSTRACT

Reading, one of the language skill that should be mastered by the students, in reading the text we can find the informations, knowledges that we never know before. The students reading comprehension at SMAN 1 Kedondong was under average especially in narrative text. To solve the problem, the researcher applied Brainstorming strategy. The objective of this research was whether there was significant influence using Brainstorming strategy towards students' reading comprehension on narrative text at the tenth grade of SMAN 1 Kedondong.

In this research, the researcher used quantitative research. The researcher used pre experimental one group pretest and posttest design. The sample was taken from one class which consisted of 30 students. The treatment was held in 2 meetings, 2 x 40 minutes for each meeting. The population of this research was the tenth grade of SMAN 1 Kedondong. In collecting the data the researcher used instrument in the form multiple choice test. After administering pre test and post test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) is 0.002. It was lower than $\alpha = 0.05$ and it means that H_0 was rejected and H_a was accepted. It meant that there was significant influence using Brainstorming strategy towards students' reading comprehension on narrative text at the tenth grade of SMAN 1 Kedondong. After concluding and getting the result, the researcher would like to suggest the other researcher to develop this research with different material so that increase students reading comprehension, hopefully the result of the research could be a reference.

Keywords: *narrative text, brainstorming strategy, quantitative research, reading comprehension,*



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DECLARATION

I hereby declare this thesis entitled " The Influence of Using Brainstorming Strategy Towards Students' Reading Comprehension on Narrative Text at the First Semester of Tenth Grade of SMAN 1 Kedondong in 2020/2021 Academic Year" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this text.

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Declared by,

Nurliani Selvita

MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۚ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

1. Recite¹ in the name of your Lord² Who created,
2. created man from a clot of congealed blood.
3. Recite: and your Lord is Most Generous
4. Who taught by the pen
5. taught man what he did not know.¹

¹The Holy Quran English Translation of the Meanings and Commentary King and Fahd Holy Quran printing complex. P.1219

DEDICATION

This thesis dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Thanks to my beloved parents, Mr. Efendi and Ms. Erna Susilawati who always loves, supports and keeps me on praying for my success.
2. My beloved brother “Muhammad Putra Rabbani” and my sister “ Zaira Naza Farin”, who always supports and cheers me up until the completion of this thesis.
3. My beloved lecturers UIN Raden Intan Lampung
4. My beloved almamater UIN Raden Intan Lampung

CURRICULUM VITAE

Nurliani Selvita was born in Kedondong, on May 13th 1995. Lian is the first of three children of Mr. Efendi and Ms. Erna Susilawati. She has one brother named Muhammad Putra Rabbani and one sister named Zaira Naza Farin.

She started her study at Elementary School ad SD Negeri 4 Kedondong, Pesawaran in 2001 and graduated in 2007. In the same year, she continued her study at MTsN 1 Kedondong and graduated in 2010. After that, she continued her study at SMA Negeri 1 Kedondong and graduated in 2013 and in the same year she continued her study at UIN Raden Intan Lampung as student of English Education Study Program of Tarbiyah and Teaching Training Faculty of the UIN Raden Intan Lampung.

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Finally, it is fully aware that there are still a lot of weakness in this thesis. It is sincerely welcomes the critisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, October 2020
The researcher

Nurliani Selvita

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is important part in human life. It is because as human beings people use language to communicate with one to another and also it is used to deliver messages or ideas from the speaker to the listener and from the researcher to the reader in interaction among themselves or with their environment. By language, people can show their mind, feeling, expression and communication to another. Moreover, Crystal states that language is the most wonderful tool for expressing our thoughts and feelings, and that it is language, more than anything else, which makes us feel human.¹ It means that language is not only as a tool to express about what people want to express, but it also can be a guide of the cultural identity. By language, people can identify the nation of the others people, what their culture by their accent in using language, and what their social class by their way to interact in using language. Without language human will be difficult to communicate for transferring and getting information to each other. Then, it can be concluded that language has a great deal in human communication, for transferring and getting information.

Taylor said English is becoming a common language used globally, there is value in all languages. Multilingualism is valued and promotes mutual understanding;

¹David Crystal, *A Little Book of Language*, (Australia: UNSW, 2010), p.14

m a i n t e n a n c e language is a basic human right.² As an international language, English is as a tool of communication which provides people whole of the world to communicate each other in order to interact and cooperate successfully and for gaining more information and knowledge about many aspects. It is related to education in Indonesia, English is regarded as an important subject which is taught in almost every educational level, from elementary school up to university. Moreover, in Senior High School. Indonesian learns English as a foreign language. It means that it is not used as the primary tool of communication. In other words, people do not use English in their daily lives.

According to Haynes, students learn English because it is a developmental process that occurs over a period of years. It is dependent on the comprehensibility, quality, and sustainability of language and content learning experiences.³ It means that English is an important part of students to purpose their achievement in their school. Nowadays we need English in our life for societies. In other words, English is very important for dissemination of information around the world.

In English, there are four skills that must be mastered by the learners, they are reading, listening, speaking and writing. It means that in the end of teaching and learning process, students are hoped to master all of the skills, especially reading skill. Reading received a special focus. According to Jago, reading is to go beyond

²Sheryl V. Taylor, Donna M. Sobel, *Culturally Responsive Pedagogy: Teaching Like Our U v w f g p v u ø*, ("UK Emerald," 2011), p. 36

³Judie Haynes, Debbie Zacarian, *Teaching English Language Learners* (Alexandria : ASCD, 2010), p.2

merely summarizing a work to figuring out the work's message or meaning. Once you will see how all of the parts of a piece of literature work together, from the structure of the piece down to individual word choices.⁴ It means that reading becomes human activity. Through reading, someone can improve their experience, develop new concept and solve a problem, and by reading people can get much information and knowledge.

Reading is generally viewed as the foundational skill for success in academic learning.⁵ It means that reading is a skill that must be improve and increase by the students because it is an activity that can improve the student when students read, they must understand what they read. When they read and do not get something, their activity is useless. Reading ability is very important for the students, if ability is good, their ability in speaking, reading, listening, and writing will be also good. Reading ability will best be developed in association with writing, listening, and speaking activities. If people want to improve their ability on those skills, they have to improve their reading skill too.

Reading is thinking and understanding and getting at the meaning behind a text.⁶ It means that reading is a process for find an information about news and many others, we can increase reading ability and also we can study meanings in a text. In

⁴Carol Jago, *Literature and Composition*, (New York: Bedford, 2011) p.21

⁵Anne Burns and Joseph Siegel, *International Perspectives on English Language Teaching the Four Skills in ELT*, (Switzerland : Palgrave Macmillan, 2018), p. 7

⁶Jennifer Serravallo, *Teaching Reading in Small Groups : Differentiated Instruction for Building Strategic, Independent Readers*, (Portsmouth, NH : Heinemann, 2010), p. 43

other opinion, reading is central to teaching and learning and it is vital to consider the circumstances in which the developing child is required to extract and apply meaning derived from text.⁷ It means that reading is very important to build the students knowledge by finding the purpose of other words comprehension is at the heart of what it means to really read, while reading is thinking and understanding and getting at the meaning behind a text.⁸ It means that comprehension is very important in reading activity, without reading comprehension the reader will find it difficult to get the information and this is to understand from the reading material.

Reading Comprehension is the product of listening comprehension ability (language) and word reading ability (decoding).⁹ It can be concluded that reading comprehension is the combination between what we have listened and what we have read when we read something. Reading comprehension is essential both of Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language and students feel bored and lazy when they study English. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMAN 1 Kedondong. Based on preliminary research, the researcher found some students have can be seen in Table 1.

⁷Paula J. Clarke, Emma Truelove, Charles Hulme, and Margaret J. Snowling, *Developing Reading Comprehension*, (UK : Wiley Blackwell, 2014), p.9

⁸Opcit, Jennifer, p.43

⁹Paula J. Clarke, et. al. *Developing Reading Comprehension*, (UK : Wiley Blackwell, 2014), p.9

Table 1
The Students' Reading Score at the Tenth Grade of
SMAN 1 Kedondong in 2020/2021 Academic Year

No	Class	Students' score		Number of Students
		<74	≥ 74	
1	X IPA1	17	14	33
2	X IPA 2	16	15	31
3	X IPA 3	19	14	33
4	X IPA 4	17	16	32
5	X IPS 1	19	13	32
6	X IPS 2	23	10	33
7	X IPS 3	19	13	32
Total		129	95	226
Percentage		61%	39%	100%

Source : The score data from English teacher of SMAN 1 Kedondong

Based on the data in Table 1, there are 95 students of the 226 students who passed the test based on criteria of minimum mastery (KKM) and 129 students who got the score under the KKM. It means that the students who got difficulty in reading comprehension are 61%.

Based on the writer preliminary research at the tenth grade of SMAN 1 Kedondong on 6 September 2018, the writer interviewed Mifta Hussaadah as the English teacher about students capability in their reading comprehension. In teaching reading the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text and answer the comprehension questions provided in the book. So it made the students were bored in learning reading.

Instead of interviewing the English teacher, the researcher interviewed some students of the tenth grade of SMAN 1 Kedondong. Based on the results of the

interview, it was found that most of them were confused with the strategies that was given and they still got difficulties in finding the new meaning sentences of a text. So, it made the students were confused and lazy to read the text. The results of interview of the English teacher and the student can be seen in Appendix 1 and 2.

Based on those problems, teacher should use a suitable strategy of teaching that can develop the reading comprehension of the students. There are many kinds of reading strategy that can be applied by teacher. The researcher choose to use brainstorming strategy, because it is one of the teaching strategies that can be used in teaching reading to develop the students reading skill. Students reading comprehension with sp matter be interesting because brainstorming is considered as a tool for prior knowledge activation and an alternative which can lubricate critical thinking formation. It means that brainstorming is an alternative for getting knowledge and information by using student strategy can be used in teaching reading.

Brainstorming is effective to be implemented in teaching and learning reading comprehension. It has been applied by Novianti, on her research entitled "The Effectiveness of Using Brainstorming Technique in Teaching Reading Comprehension at the Tenth Grade Students of SMK Maarif 6

the Academic Year 2020/2021. Based on the research, the class condition when brainstorming strategy implemented was enjoyable and interesting.

Brainstorming strategy gives good effect and that there is a positive improvement of students reading strategy can build the students prior to the students to comprehend the material reading comprehension.

There are differences between previous research and present research. On the previous research, there is no specification material and the present research use narrative text as the material in class and the previous research has been done at SMK Maarif 6 Ayah the present research has been done at SMAN 1 Kedondong.

Based on those explanations, it can be concluded that brainstorming as an alternative strategy can be used for teaching English especially for teaching reading. Finally, this research is entitled “The Influence of Using Strategy Towards Students Reading Comprehension First Semester of the Tenth Grade of SMAN 1 Kedondong in 2020/2021 Academic Year”.

¹⁰ Heni Novianti, The Effectiveness of Using Brainstorming Technique in Teaching Reading Comprehension at the Tenth Grade of SMK Year Of 2016/2017, (Jawa Tengah : Purwerojo Muhammadiyah University, 2017), p. iii

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problem as follows:

1. The students reading comprehension is
2. The students had difficulties in comprehending text because of their lack of reading.
3. The teacher does not have a specific strategy.
4. The teacher still has problems to make subject matter interesting.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher will focus the research on the influence of using brainstorming reading comprehension on narrative text at the first semester of the tenth grade of SMAN 1 Kedondong in 2020/2021 academic year.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher would like to formulate the problem in this research as follows: "Is there any significant influence of using brainstorming strategy towards students the first semester of the tenth grade of SMA Negeri 1 Kedondong in the academic year of 2020/2021 ? "

E. Objective of the Research

The objective of this research is to know whether there is an influence of using brainstorming strategy towards students

text at the first semester of the tenth grade of SMAN 1 Kedondong in 2020/2021 academic year .

F. Uses of the Research

The results of this research are expected to give the theoretical and practical contribution as follows :

1. For theoretical contribution, the results of this research are expected to give information to the English teacher of SMAN 1 Kedondong about the influence of using brainstorming strategy toward comprehension on narrative text.
2. For practical contribution, the results of this research are expected to give motivation for the students of SMAN 1 Kedondong in learning English especially in reading comprehension on narrative text.

G. Scope of the Research

The researcher limits this research as follows:

1. Place of the Research

The research was conducted at SMAN 1 Kedondong.

2. Subject of the Research

The subject of the research was the students at the tenth grade of SMAN 1 Kedondong.

3. Object of the Research

The object of the research was the use of brainstorming strategy in teaching reading comprehension.

4. Time of the Research

The research was conducted at the first semester in 2020/2021 academic year.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Reading

There are four skills in English that should be mastered, they are: listening, speaking, reading and writing. Each skills has benefits in teaching and learning. One of that skill which is important in English is reading. Because by reading, people can get various knowledges and informations. In addition, Lapp states that reading is an interaction between the reader and the text, and no one can totally disengage or be encouraged to disengage from prior experiences with a topic, language, and reading process when making inferences during reading about what the text says and means.¹¹ Based on that theory, it can be concluded that reading is an incredibly important in learning English. By reading, students are possibly get informations and knowledges from the written text.

Reading is an interactive process occurring between the reader and the text.¹² It means that the reader has to do something with the text when they need to get informations from the text. According to Grabe, reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹³ It means that the reader tries to understand the ideas presented by the writer in the text and then by reading also students can understand what the writer means.

¹¹Diane Lapp, et.al. # O # k u
(Alexandria: ASCD, 2015), p. 48

¹²*ibid.*

¹³William Grabe, Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2013), p. 3

According to Burns, reading is not just a skill to be taught in class, but it is *u r g e n t l y n e e d e d i n h i s l e a r n e r s d a i l y i n* their new society.¹⁴ It means that reading is an important activity in every situation and wherever we are for our society with the others. The readers also need to understand about what they have read and what the words mean. It can make the readers easier to get the main ideas and the informations from the text and their reading activity will be success.

Reading is generally viewed as the foundational skill for success in academic learning, as suggested in the distinction that is sometimes made between learning to read and reading to learn.¹⁵ It means that reading is the most important skill in teaching because students will get the knowledges in everything what they have read. Reading process should be related to writing, listening and speaking activities. Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text. In other words, reading is mastery basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Based on those theories, it can be concluded that reading is the activity of readers in order to get information, meaning, and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. Reading is very important skill for students. It needs thoughts in the ability in making sense

¹⁴ Anne Burns, Joseph Siegel, *International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing*, (Switzerland: Springer, 2018), p. 13

¹⁵ *Ibid.* p. 7

of the text that is being read. The reading process requires continuous practices, development, and reformed knowledge of the world as readers will influence their achievement in reading comprehension.

B. Concept of Reading Comprehension

Reading and comprehension have a relationship which can not be separated. Comprehension is a dynamic process: as the reader reads or hears each new piece of information, its content is integrated with the mental model (the meaning-based representation) constructed thus far.¹⁶ It can be concluded that comprehension is an activity to get information based on the representation that was given to them. Comprehension is particularly dependent on vocabulary knowledge at relatively deep levels.¹⁷ It means that comprehension is an ability of someone to make sense of the context based on what he or she reads or hears. Reading Comprehension is the product of listening comprehension ability (language) and word reading ability (decoding).¹⁸ It can be concluded that reading comprehension is the combination between what we have listened and what we have read when we read something. Based on the language assessment theory of Brown, especially for reading, there are some criterias are commonly used in measuring students reading comprehension

1. Main idea (topic)
2. Expressions/idiom/phrases in context

¹⁶Jane Oakhill, Kate Cain, Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (New York: Routledge, 2015), p. 42

¹⁷*Ibid.* p.57

¹⁸Paula J. Clarke, et. al. *Developing Reading Comprehension*, (UK : Wiley Blackwell, 2014), p.9

3. Inference (implied detail)
4. Grammatical features (reference)
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.

Based on those statements, it can be concluded that students reading comprehension in this study is defined as the essential process of getting message from the authors written text. The message is a feeling, an argument and etc, with the criteria commonly used to measure reading comprehension like grammatical features, expressions/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

C. Concept of Teaching Reading Comprehension

For those of us who care about education, teaching is a craft. We refine our lectures, write the best questions for discussions into our old copies of classic textbooks and do our best to get our students thinking.¹⁹ It means that teaching is a way to transfer teacher's thinking to students. A good teacher should facilitate and make the learning process more interesting and to make the learners comfortable in the learning process.

¹⁹Jonathan A. Poritz and Jonathan Rees, Education is not an App “The University Teaching in the Internet Age”, (Abingdon)

Teaching reading is useful for the other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students. In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand about what they read and how to read. During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Student should to be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full.

Based on those explanations, it means that teaching reading is not passive activity because students must enjoy during reading process. As we know that the advantage of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students

and teacher can be a partner to make the teaching process more effective in the class.

D. Concept Genre of Text

According to Pettersson, text is a representation of the real world, a statement or a complex of statements saying how things are, or a picture in words portraying the real world or something in the real world.²⁰ It means that text represent and

d e s c r i b e a b o u t s o m e t h i n g s h a p p e n e d i n t
the distribution of linguistic variants. It means that genre is an essential part in linguistic . In the school, many form texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. These variations are known as genre. The genre was classify into eight types. They are:

1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.

2. Historical Recount

This text has the function of constructing history, it represents a shift from an individual focus into making experience collective.

²⁰ Anders Pettersson, *The Concept of Literary Ap* Life (UK: Palgrave Macmillan, 2012), p.72

3. Report

This text represents a further step in making experience collective; its function is to construct history.

4. Narrative

The text functions as a reconstruction of events. It provides a vicarious experience of them. Language Features: The text has a narrative (orientation, complication, resolution).

5. Biography

This text has a similar function to the narrative above except that it deals with edited highlights of events from a person's life events. It is a secondary or tertiary source of information.

6. Descriptive

This text marks a shift into interpretation. It shifts away from what happened to why it happened.

7. Factorial Explanation

This text marks a shift into interpretation. It shifts away from what happened to why it happened.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.

9. Argument

This text represents the interpretive end of the mode scale. Its function is to present reasons, supported by evidence, as to why things happened as they did.

E. Concept of Narrative Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on narrative text.

1. Definition of Narrative Text

According to Hall, narrative is thus originally connoted with „story a bridgemen t of , and a move.²¹ It means that personal i narrative text is a kind of text that deals with telling about event or story to someone. Narrative is normatively chronological and sequential including when it is emplotted in a non-linear fashion.²² It means that narrative text need to arranged by chronological and sequential to produce a story.

According to Herlina that narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, theme, characters, events, and how they relate.²³ It means that narrative text is a story about events of the correct and

²¹ Tony Hall, *Education, Narrative Technologies and Digital Learning : Designing Storytelling for Creativity with Computin*, (Palgrave Macmillan: Digital Education and Learning, 2018), p. 7

²² *ibid*, p. 14

²³ Herlina, *English Education Journal, Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building*, (Indoneisa: State University of Semarang, 2012), p. 149

real incident. Narrative text is defined as a text which function is to amuse, entertain, and to deal actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point some kind in turn finds a resolution. It means that narrative is a text which tells about something interesting that has to amuse or entertain the readers, that the plot consist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and non-fictional.

Based on the descriptions, it can be concluded that narrative text is a story to entertain, amuse and narrate the audience, its plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then, the narrative text narrate about fictional and non-fictional story.

2. Social Function of Narrative text

The main purpose of a narrative text is to entertain, to teach or inform, to embody the writer's reflections on experience, imagination.²⁴ It means that the purpose of narrative text is to tell about the imagination of the writer to the readers in order to the readers get the information from the writer such as entertainment and experience.

Based on those explanations, there are two purposes of narrative text. The first purpose is for writer and the second purpose is for readers. For the writer, he or

²⁴D i a h P a r a m i t a S a r i a n d M . S a b r i U s i n g S t o r y Writing Narrative Text, (Riau: State Polytechnic of Bengkalis, 2017) p, 83.

she can tell or create the narrative story and entertain the readers. For the readers, after reading the text, the story can entertain them and give an experience.

3. Language Features of Narrative text

There are six language features of narrative text, they are:

- a) Mainly action verbs (material processes), but also many verbs which refer to what human participants said, or felt, or thought (verbal and mental processes).
- b) Normally past tense.
- c) Many linking words to do in time.
- d) Dialogue often included, during which the tense may change to the present or future.
- e) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.
- f) Can be written in the first person (I, we) or third person (he, she, they).

4. Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution, and coda. There are:

- a) Orientation

Orientation sets the scene and introduces the participants involved in the text.

- b) Evaluation

Evaluation is stepping back to evaluate the plight. The complication is pushed along by a series of events, during which we usually expect some

short of complication or problem to arise. It just would not be so interesting if something unexpected Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching* Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching* Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching* Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching* did not happen. This complication will involve than main characters and oven serves to (temporally) towards them from reaching their goal.

c) Complication

Complication happens when a crisis rises. This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrators point of view.

d) Resolution

Resolution is when the crisis resolved for better or for worse. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain

t y p e s o f n a r r a t i v e w h i c h l e a v e s u s w o

e) Reorientaion

R e o r i e n t a t i o n i s a n o p t i o n a l o n e conclusion. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.²⁵

It means that the generic structure of narrative story is orientation, complication, sequence of events, resolution and coda or moral lesson in a text the read. So that, the generic structure of narrative story can be only four steps, they are orientation, complication, resolution and coda.

Based on the descriptions that in making a narrative text, we have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. There are some generic structures of narrative text, they are, orientation, complication, sequence of events, resolution and coda. In this research, the writer applied orientation, complication, resolution and coda in making narrative text because it appropriated with textbook in the school.

The following is concept or the example of narrative text:²⁶

²⁵Diah Paramita Sari, *Op. Cit*149

²⁶Available online at <https://ekspektasia.com/contoh-narrative-text/>

True Friends

Orientation

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen

Complication

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

Resolution

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what your ears?" The bear advised me not to believe

Coda

Do not be missed the promise that you have been make and do not be greedy

F. Concept of Brainstorming

Strategy in teaching and learning process is very helpfull both of teacher and students. By applying a good strategy the teaching and learning process will run well and the goal of teaching and learning process will be achieved easier. There are manystrategies that can be applied by the teacher, one of the strategies is brainstorming. Brainstorming is a cooperative approach in which a number of people collectively agree upon a solution after all of their ideas are brought forth and discussed. Below is the details information of brainstorming.

1. Definition of Brainstorming

Reading comprehension is significant for learners who consider English as a foreign language, there is a little chance to speak English in their daily lives. Many teaching techniques have been used to improvestudents' comprehension level. One of such techniques is believed to be brainstorming. Brainstorming is a technique whichcauses achievement and capability in reading comprehension.²⁷ It

m e a n s t h a t b r a i n s t o r m i n g i s a t e c h n i q u e reading comprehension.

Brainstorming based on Henceforth is an effective technique for teaching reading comprehension at all stages of study and specialties. Brainstorming strategy was introduced by Osborn, an American advertisement company manager in 1938 as a results of his inconvenience of traditional business meetings. Jarwan states that brainstorming means the use of brain to the active problem solving and the

²⁷ M a r y a m S a r i N a v a e e , M a s o u d A s a International I C T & I n a Electronic Journal :*The Effect of Brainstorming on Reading Comprehension of Iranian Efl n g c t, Islamic Azad University Iran, April 2015, Volume (3), p.27*

brainstorming session aims to develop creative solutions to problems. According to Al-B1wi, brainstorming is an innovative conference with special nature in order to produce a list of ideas that can be used as clues lead students to the development of the problem while giving each student the chance to express her ideas and share those ideas with others and encourage new ideas.²⁸ It means that brainstorming can help the students to develop their knowledge about the text. Also, it helps build students prior knowledge and evokes discussion among students. Teacher can use this strategy before and during reading and within a small a group in a whole class setting.

Osborn said that brainstorming is an organized way to allow the mind to produce ideas without getting bogged down in trying to judge the value of those ideas at the same time.²⁹ It means that it is a strategy that students can increase their mind to make many ideas and use their logical to think about what they have read. In others source, it said that brainstorming is an effective way to improve the performance of students in terms of development thinking and training problems and their ability to develop concepts and development of innovative thinking.³⁰ It can be concluded that brainstorming is a can be a technique to develop and to increase

the students thinking in learning. Brain

²⁸Dr. Bilal Adel Al- k h a ~~Arabian~~ American International Journal of Contemporary Research: *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among H g o c n g " U v w f g p v u " k p " R t k , p U n i v e r s i t y J o r d a n , k o d . 2 ; O c t o b e r 2 0 1 2 , u k v { " E q n p . 2 9*

²⁹Z a r g h a m G h a b a n c h i , S a e e d e h B e h r o o z n i a o n E n g l i s h Current Trends in ELT: *The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners*, Islamic Azad University of Mashhad, May 2014, p. 514

³⁰Ahmed Taleb, Hassan Hamza, Eman Wefky, *The Effect of Using Brainstorming Strategy on Developing Creative Thinking Skills for Sixth Grade Students in Science Teaching*, (Bahrain: Manama, 2013), p. 170

ideas in small groups. The principle of brainstorming is that we need lots of ideas to get good ideas. So, each of students can generate their own logical think in their group.

Based on the concept proposed by some experts above, it could be concluded that brainstorming technique is a method for generating many ideas and it is a strategy that build s t u d e n t s b a c k g r o u n d k n o w l e d g e i n c active learning for the students and the teacher in teaching reading comprehension. Brainstorming, that is simple and good reading strategy for students, with this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy make student share their ideas to others friend in a small group. Thus, it guides the the students as the readers to understand the whole story.

2. The Procedure of Brainstorming Strategy

Brainstorming is a strategy that helps student comprehend material presented orally. Brainstorming technique is particularly useful when working in group. Brainstorming can be done by individuals, pairs, small groups, or the whole class. Brainstorming requires only pencil and paper or chalk board and chalk for recording ideas. The times required for brainstorming activity should be conducted in 10 minutes or less. According to Lenski and Lewis, Brainstorming ideas in small groups is a valuable activity for developing innovative thinking. According to Osborn quoted by Navaee and Asadi, outlined four guidelines for brainstorming, follow as:

1. Criticism is ruled out. Judgement of ideas should be withheld until after their wild ideas.
2. Freewheeling is welcomed so students are interested in sharing their wild ideas
3. Quantity is wanted. The more ideas members have, the better the chances they will have good ideas.
4. Combination and improvement are sought. Students should suggest how the ideas of other participants can be turned into their ideas or how more ideas can be combined into another idea.³¹

3. Procedure Teaching Reading Comprehension of Narrative Text Using Brainstorming Strategy

There are some steps of teaching reading comprehension using brainstorming strategy, they are follow as:

1. Phrasing the Problem: The teacher who is responsible on the sessions offers a problem and discusses its various dimensions for students to ensure understanding.
2. Framing the problem: in this stage the teachers determines the problem accurately by reframing the problem in certain questions. This may offer acceptable solutions without the need for further brainstorming.
3. Practicing brainstorming for one or more than one statement in problem. This step is very important as many ideas are generated. Al-qarni mentioned that this step needs:

³¹Maryam Sari Navaee, Masoud Asad, *Op.Cit* p.28

- a. conducting warming up session.
 - b. Receiving ideas even if they were nonsense.
 - c. Offering the four principles of brainstorming on the board in order to be seen by students.
 - d. writing and presenting all ideas (Proposed solutions).
 - e. Frustration and boring must be avoided.
4. Offering the ideas: Brainstorming session lead to generate a big number of ideas and therefore, those ideas must be evaluated and select the most suitable and important ones according to novelty, originality, usefulness, duration and cost as well as logic.³²
5. While activities:
1. The first is before reading, in this section teacher chooses one short text and distribute to the students . Here background knowledge that related to the text before giving the text.
 2. The second is during reading, in this section teacher asks students to read the text individually, whereas teacher guides the students in reading the text.
 3. After reading the text, the teacher will give some questions that related to the text.
6. Post activities:

³² Dr. Bilal Adel Al-Khatib, *Op.Cit*p.31

1. Teacher asks the student to express about the problem in comprehending the text before teacher explains the text briefly, after the student understood, the teacher end the class.

Based on those explanation, it can be concluded that brainstorming is an interesting strategy to help students for comprehend and read a text into a small group. In this strategy, students will not difficulties for understand the content, meaning, and answer the question that they read because they use their logical think to get the informations and the main idea from the text.

4. The Advantages and the Disadvantages of Brainstorming Strategy

Mukrima mentions some advantages of brainstorming technique, they are as follows:

- 1) The students think to express an opinion
- 2) Train students to think fast and logical
- 3) Sense students are always ready to argue that is related to the problems given by the teacher
- 4) Increase student participation in receiving lesson
- 5) Students who are less active than friends who are clever or from the teacher
- 6) There is healthy competition
- 7) Students feel free and happy
- 8) A democratic atmosphere and discipline can be grown³³

³³ Syifa Mukrimah, *Metode belajar dan pembelajaran* (Bandung: Bumi Siliwangi), p.53

It can be seen that the advantages of brainstorming are it can build students in reading comprehension for proficient or even to weak reader. In addition that is advantages of brainstorming, there is also disadvantage of brainstorming which is this strategy will make students can not be quite and class be little noisy.

G. Concept of Listen-Read-Discuss

1. Definition of LRD

According to Manzo, LRD strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.³⁴ It means that listen-read-discuss can help the students to comprehend about text and

students can discuss ideas to misfit in small group. It is a strategy to help students to comprehend the text before

In other word, LRD is a strategy to help students to comprehend the text before during reading in small groups discussion. Dewi said in her article LRD is the

strategy that build student's prior knowledge and evokes discussion among students. Also, it helps build students prior knowledge and evokes discussion among students.

Teacher can use this strategy before and during reading and within a small a group in a whole class setting.³⁵ It means that listen-read-discuss is strategy to help

students share idea with presented orally or discussion about the materials. And then this strategy can helps a students to increase knowledge in read the text.

³⁴ Manzo And Casale, *Listen Read Discuss: A Content Reading Heuristic*, (*Journal Of Reading*, 192011), p. 28

³⁵ Dewi Sri Murni, *Improving Student's Listening-Read-Discuss (LRD) Strategy*, English Journal, SMA Negeri 1 Musuk Boyolali In 2014/2015, p. 4

Debra J. Housel said Listen-Read-Discuss is a strategy which uses multiple intelligences to strengthen student³⁶ comprehension. It means that LRD is a strategy for non-fiction. It helps to increase the students' comprehension in reading a text.

It can be concluded that the LRD is a good strategy to solve reading activities problems. Here, the students got the guidance from the teacher by using many questions to make an interaction between students and teacher.

2. Procedure of Listen-Read-Discuss

LRD is a strategy that helps students comprehend material presented orally. There are some steps of teaching reading using listen-read-discuss strategy, as follows:

1. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.
2. The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard.

After reading, there is a large group discussion or students engage in small group discussions about the topic. Then, students may be asked to complete.

³⁶ Debra J. Housel, *Nonfiction Strategies*, (USA: Mary D. Smith, 2012). p. 4.

3. Procedure of Teaching Reading Comprehension of Narrative Text through LRD

There are some steps of teaching reading comprehension using listen-read-discuss strategy, are follow as:

1. The teacher prepares the material about narrative text.
2. The teacher also prepare about how to deliver the material through ask about background knowledge of the students about the material.
3. The teacher present or show the summary of the text to the students by using graphic organizer.
4. The students listen explanation of the teacher about narrative text the form a story.
5. After that, the students read the text about a story, the read by teacher.
6. The teacher divides the students into a small group. Each group consists of 4-5 students.
7. The teacher and the students discuss about the material students read the text.
8. T h e n , i t m e e t s a b o u t t e a c h e r e x p l a n a t about narrative text the read.
9. The last, in discussion groups the students also discuss about their difficulties that they found in read a narrative text the form a story.³⁷

³⁷ Manzo and Casale, Ula. *Literacy and Learning: Reading In The Content Areas*.(Florida: Ted Buchhoz. 1995), p. 11

4. Advantages and Disadvantages of LRD

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, they are:

- a) LRD can be used for proficient or weak reader.
- b) Teachers observe reluctant reader approaching the text with more confidence.
- c) It engages struggling readers in classroom discussion.
- d) Students capable of reading with greater understand.
- e) They have more to contribute to class discussion.
- f) LRD is flexible strategy can be use across all curriculum areas with almost any text.

2. The disadvantages of questioning strategy:

- a) 90 minutes is not enough to learn English reading comprehension through LRD strategy. So that the deepening of the material must be done at home.
- b) The teachers have to manage the time as well as from the start of preliminary learning until the closing because the LRD strategy has three steps.
- c) difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive.

H. The Frame of Thinking

Reading is one of English skills that have to be mastered by the students. Reading is a tool of communication between text and reader, while comprehension is an

important in reading because without comprehension in reading, the reader cannot get the structure and the point of a reading text.

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties in comprehending text because of their lack of vocabulary. To solve this problem the teacher should use the suitable strategy in teaching reading and learning process.

Brainstorming strategy is a good strategy in reading teaching and learning process. This strategy can help the students comprehend a text that they read and the students can understand the content in a text. And, by using brainstorming strategy students will be engage in their learning, understand a lot of material quickly, share information with other groups, and then the student be individually accountable in their learning. Brainstorming also can increase the students basic knowledge and get the meaning from what they have read and discuss before. It is also improve knowledge the students reading comprehension in a long text. The effect of using brainstorming, it can helps the students more active in reading and learning process, the students will be easier to comprehend the reading text so teaching and learning process will run successfully.

Based on those explanations, the researcher concludes that brainstorming towards reading comprehension will increase students motivation to learn, help the students to understand the story well, get the information from the story and expected to make students interested and enjoyable in learning English especially

in reading. And also the students will be easier to comprehend the content, meaning and find out the main idea of the text.

I. Hypothesis

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows :

H_a : There is a significant influence of using brainstorming towards students reading ~~first semester of the tenth~~ s i o n a t grade of SMAN 1 Kedondong in 2020/2021 academic year.

H_o : There is no significant influence of using brainstorming towards students reading ~~first semester of the tenth~~ s i o n a t grade of SMAN 1 Kedondong in 2020/2021 academic year.

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