

THE EFFECT OF BRAINSTORMING IN PRE READING
TOWARDS STUDENTS' READING ABILITY IN ENGLISH
TEACHING AT GRADE VIII SMP NEGERI 2 SIMANGAMBAT
SATU ATAP

(The Effect of Brainstorming in Pre Reading Towards Students' Reading Ability in English Teaching T Grade VIII SMP Negeri 2 Simangambat Satu Atap)

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Abstract

This research was conducted to determine whether the Brainstorming Pre Reading is good to be applied in improving students' reading comprehension. The number of samples in this study were 40 students who were randomly selected from VIII-1 and VIII-2 class. To get the required data, the writer used method under quantitative methodology. In this case the data and sample from students of SMP Negeri 2 Simangambat Satu Atap for the academic year 2024 - 2025. And as an instrument for collecting data, the writer uses a written test. After collected the data the writer analyzed and get the conclusion as the result of this research. The result of the research showed that the students reading comprehension after using Brainstorming Pre Reading. The finding can be shown as in hypothesis testing were the increasing of the students' reading comprehension scores are categorized into the bad category. This can be seen from the average value of the pre-test writing, which is 65.5 in experimental class and 57.25 in control class. While, after applied Brainstorming Pre Reading categorized into the enough and good category. This can be seen from the average scores of students' post-tests is 90 and the lowest score is 55. Based on the findings the hypothesis was accepted. So, there is a significant improvement of students' reading through Brainstorming Pre Reading. This research finding can be used by the teacher in order to improving the students' skill in reading.

Keywords: Brainstorming Pre Reading, Reading Skills, English Teaching

Abstrak

Penelitian ini dilakukan untuk mengetahui apakah Brainstorming Pre Reading baik untuk diterapkan dalam meningkatkan pemahaman membaca siswa. Jumlah sampel dalam penelitian ini adalah 40 siswa yang dipilih secara acak dari kelas VIII-1 dan VIII-2. Untuk

mendapatkan data yang dibutuhkan, penulis menggunakan metode dengan metodologi kuantitatif. Dalam hal ini data dan sampel dari siswa SMP Negeri 2 Simangambat Satu Atap untuk tahun akademik 2024 - 2025. Dan sebagai instrumen pengumpulan data, penulis menggunakan tes tertulis. Setelah mengumpulkan data, penulis menganalisis dan mendapatkan kesimpulan sebagai hasil penelitian ini. Hasil penelitian menunjukkan bahwa pemahaman membaca siswa meningkat setelah menggunakan Brainstorming Pre Reading. Temuan tersebut dapat ditunjukkan seperti pada pengujian hipotesis yaitu peningkatan skor pemahaman membaca siswa dikategorikan ke dalam kategori buruk. Hal ini dapat dilihat dari nilai rata-rata pre-tes menulis, yaitu 65,5 pada kelas eksperimen dan 57,25 pada kelas kontrol. Sementara itu, setelah diterapkan Brainstorming Pre Reading dikategorikan ke dalam kategori cukup dan baik. Hal ini dapat dilihat dari nilai rata-rata post-test siswa sebesar 90 dan nilai terendah sebesar 55. Berdasarkan temuan tersebut hipotesis diterima. Jadi, ada peningkatan yang signifikan dalam kemampuan membaca siswa melalui Brainstorming Pre Reading. Temuan penelitian ini dapat digunakan oleh guru untuk meningkatkan keterampilan membaca siswa.

Kata kunci: Brainstorming Pre Reading, Keterampilan Membaca, Pengajaran Bahasa Inggris

INTRODUCTION

Reading comprehension is a fundamental skill in language acquisition, serving as a cornerstone for academic success across disciplines. In the context of English as a Foreign Language (EFL) instruction, particularly at the junior high school level in Indonesia, enhancing students' reading abilities is imperative. However, educators frequently encounter challenges in engaging students with reading materials, often due to a lack of motivation, limited vocabulary, and insufficient background knowledge. These obstacles can hinder students' ability to comprehend texts effectively, thereby affecting their overall academic performance. To address these challenges, educators have explored various pre-reading

strategies designed to activate prior knowledge and stimulate interest. One such strategy is brainstorming, which encourages students to generate ideas and make predictions about the content before engaging with the text. This technique not only fosters active participation but also prepares students mentally for the reading task, potentially enhancing comprehension and retention. Research has demonstrated the efficacy of brainstorming as a pre-reading activity. For instance, a study by Li, Wu, and Lin (2019) examined the effects of interactive brainstorming advance organizers on listening performance, highlighting the potential benefits of such strategies in language comprehension

tasks. Similarly, Sabet, Tahriri, and Shirkoohi (2018) investigated the impact of pre-taught vocabulary and brainstorming on EFL learners' reading comprehension, finding that both pre-task activities positively influenced comprehension outcomes. Despite these findings, there remains a scarcity of research focusing specifically on the application of brainstorming strategies in the Indonesian EFL context, particularly among eighth-grade students. This gap underscores the need for targeted research to explore the potential benefits of

These problems supported by the score of second year's students at SMP Negeri 2 Simangambat Satu Atap in reading ability. The result of the observation shows that: there are 60% students from class A get score under 55, there are 79% students from class B get score under 55, there are 75% students from class C

brainstorming as a pre-reading activity in this specific educational setting. Based on the researcher's experience as a student and interviewed with the teacher in SMP Negeri 2 Simangambat Satu Atap, the teacher said that most of students still assumed that reading is one of difficult language skills to master; reading subject is not interesting and make them boring. They also often have problems in reading ability. The problem might derive from the teacher, the students, the materials and the teaching media.

get score under 55 and then last one there are 70% students from class D get score under 55. Based on the data above, there are many students still get score under KKM. It means that still most of students in that school do not understand about the English lesson.

THE THEORITICAL FRAMEWORKS

According to Eskey in Simanjuntak (1988:45) reading is simply one of the many ways in which human being go about their basic business of making sense of the world. It is the way of the reader gets message from a text by having interaction between the perceptions of graphic symbol that present language and reader. Reading is complex process in which the recognition and comprehension of

the written symbols are influenced by reader's perceptual skill, decoding skills, experiences and language background minds set and reasoning abilities as they anticipate meaning on the basic of what has been read. Then Nuttal (1982:23) states that reading is meaningful interpretation of printed of written verbal symbol, it means that reader should recognize symbol that are printed in the text in order to get the meaningful

information while they are reading. When reading activity in process, the teacher helps the students to use context clue to determine meaning, some the students not pay attention to the pictures which follow it. In teaching learning process by using brainstorming, the teacher helped the students to build their background knowledge, talk about sequences or picture and also talk about the language expression and help them in making outline or taking message from story or texts. Schulz in Miculecky (1990:40) says that brainstorming in pre reading plan intended to make reader aware of their knowledge about the topic to read and to active their memory. The method is first popularized in the late 1930. Brainstorming is a group technique for generating new, useful ideas and promoting creative thinking. It can be used to help 1) define what project or problem to work on, 2) to diagnose problems, 3) remediate a project by coming up with possible solutions and to identify possible resistance to proposed solutions. Furthermore, according to Hero in Nurjanah (1997:15) says the goal of brainstorming is to see there are limitless possible solution to the problem, it means that if the reader find problem on reading selected materials, they can do brainstorming in order to help them bring their prior

knowledge to the topic which is being discussed.

Brainstorming can be conducted in the group and individually. Oluwadya in Nurjanah (1997) emphasizes about group or individual brainstorming, these involves the use of reading question to get the students thinking about a topic or ideas. The question can be written on the chalkboard and each student is asked to think out answer the question. In this case, the researcher allows interval of some minutes to let the students think, and then can randomly chooses students to tell the class their answer or reaction responses to be question. Osborn (1989) adds that there are four basic rules in brainstorming. Brainstorming is various methods that can be employed to help students anticipate what they will read. A method of problem solving in which members of a group contribute ideas spontaneously. Brainstorming is an informal way of generating topics to read about, or points to make about the topic. It can be done at any time during the reading process. Providing background knowledge or information on a reading selection is another way that the teacher can do facilitate successful reading ability and providing information about the content of reading. The researcher tries to combine method, strategy and technique, in teaching reading, brainstorming in pre reading as main method that researcher uses in this

research and combine that with retelling as strategy and group work as technique.

THE METHODOLOGY OF RESEARCH

Arikunto (2002:198-206) says that in methodology there are many technique in collecting the data, namely: test, questionare, interview, observation, and documentation. Furthermore, Uno (2009:71) states that test refer to the questions, tasks or collection of the tasks which is planned to get information which every item of question has answer and give implication that every item of the test needs the answer from the tester. In addition, Sedarmayanti dan Hidayat (2002:74) stated that the simple and efficient are the advantages of the test. Meanwhile, disadvantages of the test are difficult to get accurate data. Based on the quotations above, the writer conclude that test is technique for collecting data which used in this research. Test belonged to the questions which related to the both research variables. Thus, the kind of test which is used in this research is jumbled sentence in 20 items. Furthermore, to get calculation toward the result of the test, every item of the test is given 1 score. It meant that if the students had right answer, they will get 1 score. But if the students had a false, they would get 0 score. The method of this research belonged to quantitative research. It means that all data in this research will describe

quantitatively. Quantitative approach is kind of approach that focused on data or score in explaining the result of the research. The researcher take conclusion that population refers to whole of research objects/subjects which their characteristic. The population are targeted to be generalizing. Thus, the researcher chooses the VIII grade students of SMP Negeri 2 Simangambat Satu Atap as population with 236 students. To make it clear, it can be seen in the following table.

Table 1

Population of the VIII Grade Students of SMP Negeri 2 Simangambat Satu Atap

No.	Class	Total
1.	VIII – 1	20
2.	VIII – 2	25
3.	VIII – 3	20
4.	VIII – 4	30
5.	VIII – 5	25
6.	VIII – 6	30
7	VIII – 7	30
Totals		180

(Adopted from the data administration of SMPN 2 Simangambat Satu Atap)

In this research, the researcher chooses two classes as a sample. The classes are divided into experimental class and control class. researcher

chooses VIII-1 consists of 20 students such as control class and VIII- 3 consist of 20 students such as experiment class. Therefore, total samples use 40 students. Before using random sampling, the writer uses normality and homogeneity test.

THE RESULD AND DISCUSSION

In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering

the question (test). The score of pre-test experimental class can be seen in the following table:

Table 2
The score of experimental class in pre-test

Descriptive	Statistic
Total score	1280
Highest score	80

Lowest score	45
Mean	65.5
Median	66.5
Modus	67.5
Range	35
Interval	5
Standard deviation	11.3
Variant	13.43

Then the calculating of the frequency distribution of the students' score as follow:

Table. 3
Frequency distribution of the variables

N o	Interval	Mid point	Frequency	Percentage
1	45-52	48.5	4	20%
2	53-60	56.5	3	15%
3	61-68	64.5	7	35%
4	69-76	72.5	5	25%
5	77-84	80.5	1	5%
	i= 8		20	100%

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

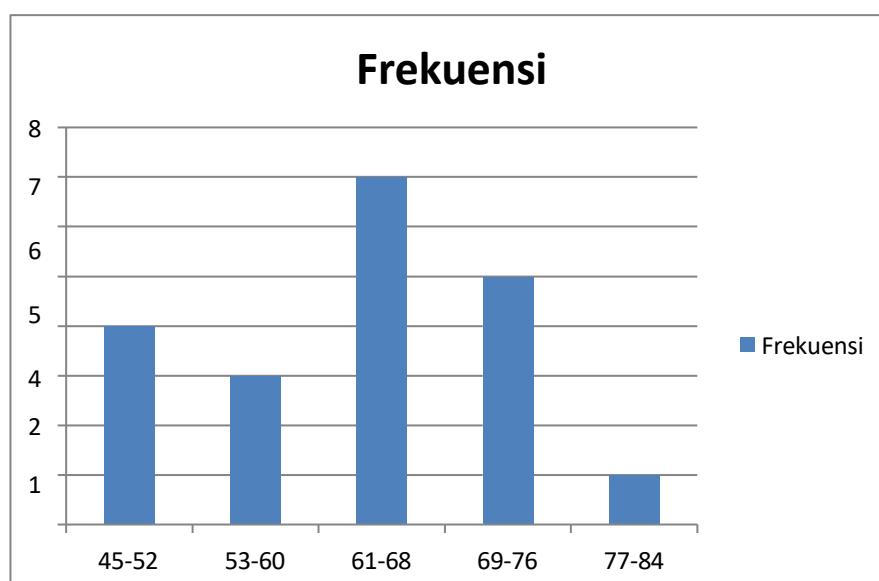


Figure: 1 description data of students in Experimental class (pre-test)

From the histogram of students' score of experimental class in pre-test shown that the lowest interval 77-84 was 1 students and highest interval 61-68 was only 7 students. Histogram also shown the highest frequency in interval 61-68 was 7 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table. 4
The score of control class in pre-test

Descriptive	Statistic
Total score	1120
Highest score	70
Lowest score	40
Mean	57.25
Median	58.15
Modus	58.5

Range	35
Interval	5
Standard deviation	11
Variant	101.5

Then the calculating of the frequency distribution of the students' score as follow:

Table. 5
Frequency distribution of the variables

N o	interval	Mid point	Frequency	Percentage
1	40-46	42.5	4	10%
2	47-53	49.5	4	25%
3	54-60	56.5	6	30%
4	61-67	63.5	3	25%
5	68-74	70.5	3	10%
	$i = 5$		20	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

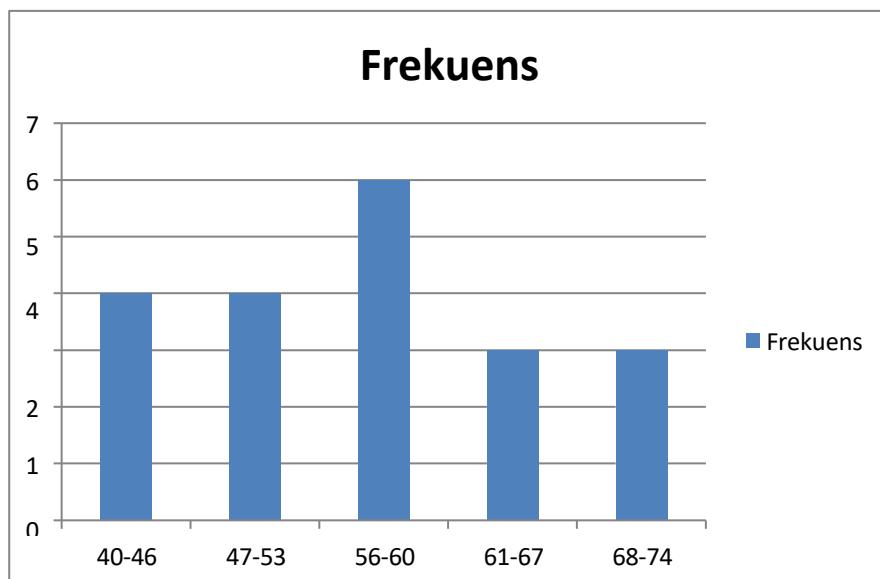


Figure: 2. Description data of students in control class (pre-test)

From the histogram of students score of control class in pre-test shown that the lowest interval 50-57 was 2 students and highest interval 81- 89 was 2 students. Histogram also shown that the highest frequency in interval 66-73.

2. The Description of Data after using Brainstorming

a. The Score of Post Test Experimental Class

In post-test of experimental class, the researcher calculated the result that has been gotten by the students in answering the question (test) after the researcher did the treatment by using brainstorming. The score of post-test experimental class can be seen in the following table:

Table 6
The score of experimental class in post-test

Descriptive	Statistic
Total score	1475
Highest score	90
Lowest score	55
Mean	68.5
Median	73.5
Modus	74.25
Range	35
Interval	5
Standar deviation	10
Variant	81.25

Then the calculating of the frequency distribution of the students' score as follow:

Table. 7
Frequency distribution of the variables

No	Interval	Mid point	Frequency	Percentage
1	51-58	54.5	1	5%
2	59-66	62.5	2	15%
3	67-74	70.5	8	30%
4	75-82	78.5	6	35%
5	83-90	86.5	3	15%
	I=8			100%

In order to get description of the data clearly and completely, the researcher present the, in histogram on the following figure:

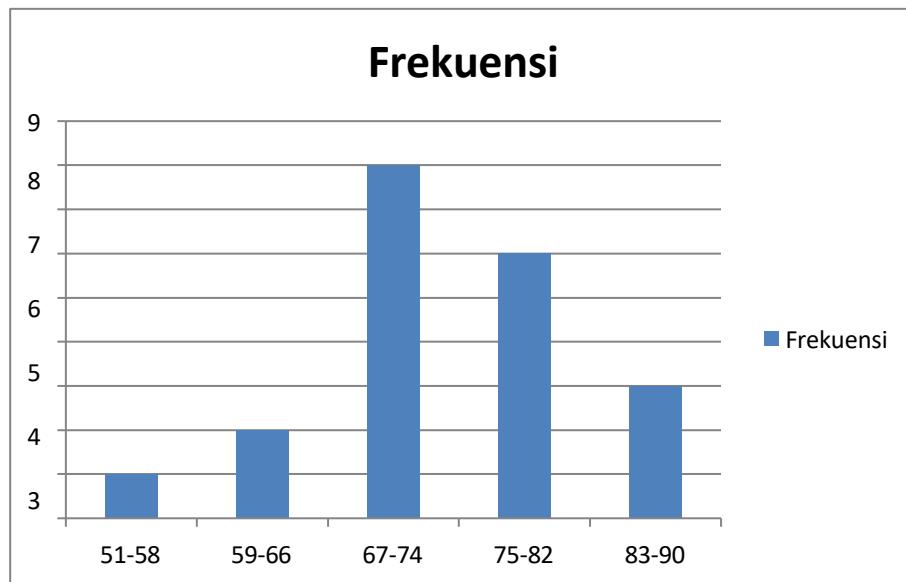


Figure 3. Description data of students in experimental class (Post-test)

From the histogram of students' score of experimental class in pre- test shown that the lowest interval 51-58 was 1 students and highest interval 67-74 was 8 students, Histogram also shown the highest frequency in interval 67-74 was 8 students.

b. The post test for control class

In post-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test) after the researcher taught the reading ability by using conventional technique. The score of post-test control class can be seen in the following table:

Table. 8
The score of control class in post-test

Descriptive	Statistic
Total score	1325
Highest score	80
Lowest score	40
Mean	59.5
Median	61.75
Modus	60.5
Range	40
Interval	5
Standard deviation	9.95
Variant	107.5

Then the calculating of the frequency distribution of the students' score as follow:

Table. 9
Frequency distribution of the variables

No	Interval	Mid point	Frequency	Percentage
1	40-48	43.5	1	5%
2	49-57	52.5	3	15%
3	58-66	61.5	7	35%
4	67-75	70.5	5	25%
5	76-84	81.5	4	20%
	i= 5			100

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

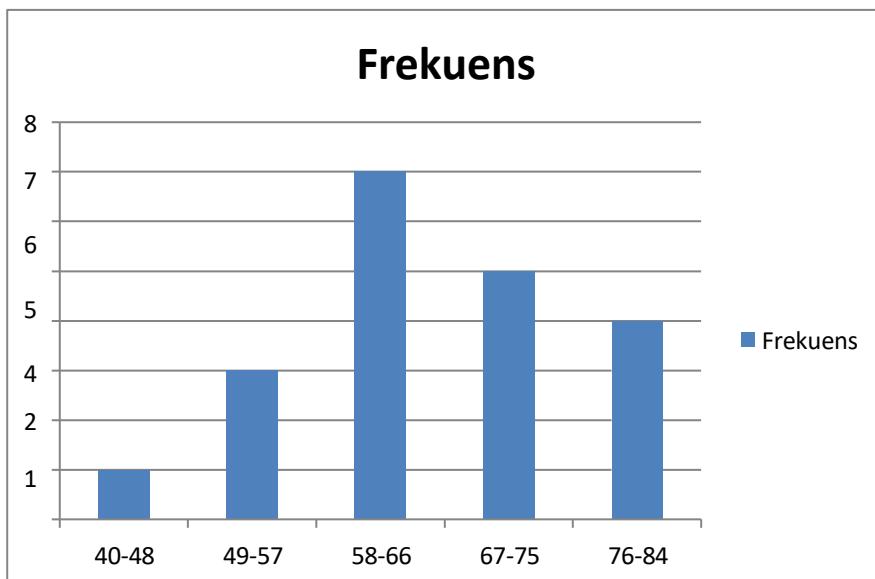


Figure: 4. Description data of students in control class (post-test)

From the histogram of students' score of control class in pre-test shown that the lowest interval 40-48 was 1 students and highest interval 58- 66 was 7 students. Histogram also shown

that the highest frequency in interval 58-66.

The researcher discussed the result of this research. Based on the result of the data analysis, the

researcher got the mean score of experimental in pre-test was 65.5, and in the post-test was 68.5. The proof was. Then the mean score of control class in pre-test was 57.25 and in post-test was 59.5. So, based on its comparing can be concluded that the

improvement of experimental class was higher than control class. Automatically, used brainstorming in

pre reading technique had the effect on reading ability.

SIMPULAN

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a effect of the students reading ability before and after treatment and the using of brainstorming technique. The students' reading ability at grade VIII SMP Negeri 2 Simangambat Satu Atap before using brainstorming in pre reading were still low. It can be seen from students' mean score of pre-test was 65.5 in experimental class and 57.25 in

control class. The students' reading ability in using brainstorming in pre reading higher. It can be seen from students' for post-test, the higher score of pos-test using brainstorming in pre reading (experimental class) is 90 and the lowest score is 55. It is found that t_{count} was higher than t_{table} $8.206 > 2.023$ which means H_a was accepted. Hence, there was significant effect of brainstorming in pre reading toward students' reading ability in english teaching.

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