THE USE OF BRAINSTORMING STRATEGY IN TEACHING READING

COMPREHENSION AT SENIOR HIGH SCHOOL (At the Tenth Grade

Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar

Muhammadiyah University in Partial Fulfilment of the Requirement for the

Degree of Education in English Departement

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APPROVAL SHEET

Tittle	:	The use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School (at the Tenth Grade of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)
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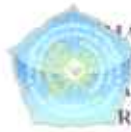**NBM. 860 934**   **NBM: 977 807**

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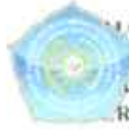**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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16/06/2020	1,2,3	See my correction in your proposal. 1. Revise research question 2. Do not write research methodology theoretically, just write down the scenario that you want to do example in research design. Just explain what kind of research method that you will to use in your project not stated definition of methodology 3. Consider to use online meeting in implementing your method (covid 19 situation)	
30/8/20		About lesson plan	
28/11/20		1. Revise all ungrammatical sentences in chapter 3 2. OK ACC	
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3/6/21		Revise abstract	
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6/6/21		Revise table of content	
		Provide Indonesian AbstrACT	
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14/6/21		tidak menggambarkan hasil dari effectiveness autonomous inquiry teaching model comprehension kelas... siswa kelas... tahun ... Marit... di Indonesia... tahun 2020/2021	
		See my correction on ur proposal	
20/6/21		Check my correction on your proposal, rubah semua kedalam bentuk past in chapter 3	
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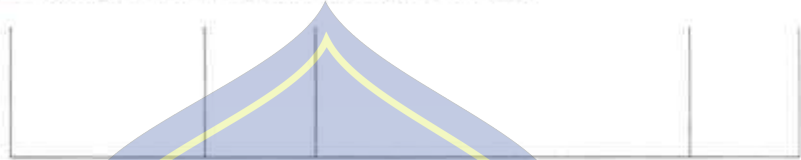
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10/05/2021	IV	1. Give a complete explanations of the findings 2. Pay attention on some rules of writing	
23/05/2021	IV	Need to be revise finding again	
26/05/2021		Revise your chapter IV and V	
07/06/2021	IV and V	Revise your abstract, complete your discussion and your chapter V	
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MOTTO AND DEDICATION

"Do the best and pray. God will take care of the rest"

This thesis dedicated to my belove parents, my brothers, my family

and my friends who always give me motivations, praying and love.

ABSTRACT

Wahida. 2021. The *Use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School (At the Tenth Grade Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)*. Thesis. English Education Department Faculty of Teacher and Training Muhammadiyah of Makassar. Ummi Khaerati Syam and Yassir Mallappiang.

This research aimed to find out how is the efefectiveness of brainstorming strategy can be effective in teaching reading comprehension to the tenth grade. This research was conducted at SMA Negeri 6 Maros.

The method used of this research was pre-experimental. The population of this research were 29 students at the tenth grade students of SMA Negeri 6 Maros and this research used random sampling technique to chosen the population. The instrument of this research was reading test consist of multiple choice.

The result of the analysis showed that the mean score of pre-test was 51.38, where none of students got "Very good" and "Good" criteria scores. The mean of post-test was 83.79, where there were 25 students passed the "Very good" criteria score it was 86.20%, it indicated that the use of brainstorming strategy can improve students' reading comprehension at the tenth grade students of SMA Negeri 6 Maros. It was strengthened by the results of observations which showed that most of students were in teaching process. They were actively in discussion and found the main idea of the text was given.

Keywords: *Brainstorming, Reading comprehension, and pre-experimental research.*

ABSTRAK

Wahida. 2021. *Penggunaan Strategi Brainstorming dalam Mengajar Pemahaman Membaca di Sekolah Menengah Atas (Siswa Kelas X SMA Negeri 6 Maros Tahun Ajaran 2020/2021).* Thesis. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Muhammadiyah Makassar. Ummi Khaerati Syam dan Yassir Mallappiang.

Penelitian ini bertujuan untuk mengetahui bagaimana keefektifan strategy brainstorming dalam mengajar pemahaman bacaan pada siswa kelas sepuluh. Penelitian ini dilakukan di SMA Negeri 6 Maros.

Metode yang digunakan dalam penelitian ini adalah pre-eksperimental. populasi penelitian in berjumlah 29 siswa kelas X di SMA Negeri 6 Maros dan dalam pemilihan penelitian in menggunakan random sampling. Instrumen penelitian ini adalah tes membaca yang terdiri dari pilihan ganda.

Hasil analisis menunjukkan bahwa nilai rata-rata pre-test adalah 51.38 dimana tidak ada siswa yang mendapatkan kriteria "Sangat baik" dan "baik". Rata-rata post-test adalah 83.79 dimana terdapat 25 siswa yang lulus dengan nilai kriteria "Sangat Baik" yaitu 86.20%. Hal ini menunjukkan bahwa penggunaan strategi brainstorming dapat meningkatkan pemahaman membaca siswa pada siswa kelas X SMA Negeri 6 Maros. Hal ini diperkuat dengan hasil observasi yang menunjukkan bahwa sebagian besar siswa dalam proses mengajar. Mereka aktif berdiskusi dan menemukan ide pokok dari teks yang diberikan.

Kata Kunci: Brainstorming, Pemahaman Membaca, dan Penelitian Pre-eksperimental.

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The researcher realized that many hands had given to their help and useful suggestions for the completion of this thesis. Without the assistance of these people, the researcher could complete this thesis. Therefore, the researcher would like to express her appreciation and sincere thanks to all of them particularly.

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Nothing is perfect but Allah SWT, the researcher realizes that this thesis is still not perfect. Therefore, construction and suggestion will be highly appreciated.

Makassar, April 2021

Wahida

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CHAPTER I

INTRODUCTION

A. Background

Reading is an essential activity that has many benefits which people can get. By reading people can get information and knowledge. For foreign language learners, reading in a foreign language, besides they can have information contained in a foreign language textbook, they also may assist to learn words or grammatical rules that improve them to express thoughts in the foreign language they learn.

Reading skills has several purposes. One of the purposes in reading process is understanding the reading that has been read, because reading comprehension is important in learning English. Reading comprehension is not one step or an easily acquired skill. It is complex process of obtaining good understanding. According to Parado and Plourde, (2005) reading comprehension can include the interaction between word identification, understanding strategy, prior knowledge, and engagement. It means that each student must understand what that they have read to understand the text. Therefore they will know what the content of the text is if they understand the text. Blachowicz and Olge (2008:27) argue that "Comprehension doesn't happen at one point; rather is a process that takes place over time". To be good readers they must have a collective effort in understanding the text.

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Nevertheless, having ability in understanding a foreign language text, for example English texts, is not simple thing, moreover, if the readers of the English texts are not equipped by the reading skill of that language. Even, when someone reads a text in his own native language, they still need to have reading skill to understand what is written. Beene and Kopple in Khisbulloh, (2012:15) said that ideas, information and issues is mostly communicated through writing. Therefore, people are required to have good reading skills.

The importance of having reading skills on English texts is in line with the importance of teaching it. Budiharso (2004:50) argues that reading is important, teaching reading allocates a lot of time in the context of the school and the demand for reading is prioritized. However, teachers still have problems on students' ability in reading English text. The problem in students' understanding English text is related to difficulty understand foreign vocabulary, understand terms, and reading structure in English as well as a lack of background knowledge and experience students have about the main idea of the English text they read. In this case, they do not understand how to decode the words. Put on a text, and they do not have prior knowledge of the text content.

To overcome those students' problems in understanding English text, a teacher needs to lead them to be aware of the English text they are reading. One of the strategies that a teacher is suggested to apply to help them to get that goal is using brainstorming strategy in reading teaching.

This is reason is acceptable because brainstorming strategy can give advantage in activating students' prior knowledge of the text they are reading. According to Feather (2004:82) "Brainstorming provides plenty of materials for making prediction". Other that that thorough this strategy that most likely, the reader becomes aware of what the reader know about a given text's topic before reader continue reading it. Besides, this strategy also will make the students understand the material and make their interested and not to be bored in studying English especially in reading comprehension.

Based on the above explanation, the researcher is going to specify teaching reading by applying brainstorming strategy to improving students reading comprehension. So the researcher determine the tittle this writing by "The Use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School" At the Tenth Grade Students of SMA Negeri 6 Maros in the Academic year 2020/2021.

B. Problem Statement

Regarding the background above, the researcher formulated research questions as, "How is the effectiveness of brainstorming strategy in teaching reading comprehension to the tenth grade students of SMA Negeri 6 Maros in the Academic year 2020/2021.?

C. The Objective of the Research

Based on the problem statement above, the objective of the research was to find out How is the effectiveness of brainstorming strategy in teaching reading comprehension to the tenth grade students of SMA Negeri 6 Maros in the Academic year 2020/2021.

D. Significance of the Research

In general, the result of this research expected to give benefits for teachers and students, particularly for those who have willingness to promote the quality of learning and teaching English. For the specific significances of this research are presented as follows:

1. Teachers

   The teachers of SMA Negeri 6 Maros can apply this strategy to be one of many alternatives provided in teaching reading skill for their students.

2. Students

   The students of SMA Negeri 6 Maros, they can promote their ability in understanding English text by this strategy.

E. Scope of the Research

This research focused on the effectiveness of Brainstorming strategy being implemented to the reading English teaching at the tenth grade students of SMA Negeri 6 Maros. In this case, the researcher limits the effectiveness of brainstorming strategy on the students' ability in understanding the main idea English text given.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some researcher relevant studies related to the use of the Brainstorming strategy, however the researcher only takes only two previous studies. The previous study are described as following. The first is written by Nurliani Selvita 2020, student University of Raden Intan Lampung. The aim of this research to see whether there was significant influence using brainstorming strategy towards students' reading comprehension on narrative text. The result of this study the researcher recommend using brainstorming strategy when studying reading comprehension.

The second is written by Yessi February 2014, student UMMY Solok (Universitas Mahaputra Muhammadiyah Yamin Solok Sumatera Barat). The aim of this research is to describe the use of brainstorming strategy in students writing skill. The result of this research his the proof of influence brainstorming in improving students' writing skill.

The two studies above are inspiration for researcher in conducting her research. The researcher wants her research to focus and aim at developing reading comprehension, as well as the first researcher. The first researcher used brainstorming while the second researcher used a brainstorming strategy in writing skill. So the reseacher is interesting in

making research tittle "The use of brainstorming strategy in teaching reading comprehension at the Tenth Grade Students of SMANegeri6 Maros in the academic year of 2020/2021.

B. Reading

1. Definition of Reading

Reading is one of the most important skills of English that shouldbe acquire. This skill is required to develop understandinbg about other idea or message through a book or writing form. Nuttal (2000:2) states reading is the result of interaction between the writer's mind and the reader's mind. Its the way the reader to get the message or the intended meaning from the writer. Futhermore, base on explanation from (Finochiaro & Bonomo, 1973:120) it can beconcludethatreading understand the symbol of language from the written illustration.

Charles in Tohir (2001:5) argue that reading is a transmite of information process where the author tells the reader about his idea or message. The author is assumed as the informants (sender) and the reader on another tells is receiver. During the raeding process the reader only grasp and decode information, meanwhile he can not ask question or comment to author directly.

From the definition above, the researcher can be conclude that reading is a process to understand idea or message and, to find information and knowledge by comprehend the text.

2. The Importance of Reading

Reading is one of the most important skills of English thatshould be acquire. Reading is a very helpful activity for developing knowledge. Ramelan (1990:1) states that reading is good activity for the learners. Through reading the students can get many information, knowledge and vocabulary. Most of the success of a study depends on the ability to read, therefore reading is something that very important and necessary. If our reading attachment is poor, it is possible that we will experience difficulties in achieving success. By reading we also can explore the world, works and ideas of great people in the past, countries that have never been visited before and many more things that we can explore.

From the explanation above, we know the importance of reading for learners.

3. The Purpose of Reading

The basics of the reading is to get knowledge. Through reading the reader can learn and get the information from the books or text. From reading, Bahri (2008:118) argues that reading without purpose will be the same as sailing without purpose. Therefore,the purpose has important meaning in reading because without purpose the reader will not be serious reading and will not understand the message or idea in the writing.

According to Resimini (2007) understanding a message of a writing and emphasizing the mastery of the content of the beautiful and

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fast writing part is the purpose of reading. Therefore, the students have to

understand the text to get a lot of information the books or written text.

Tarigan (2008:9) states that there are some important purposes of

reading are as follows:

a) Reading for understanding

The students read text in order to understand the idea from

written text.

b) Reading for detail of fact

Detail of fact means information in the text or written

language. The students read to get detailed information of the

text to know the interesting topic and the problem of the story.

c) Reading for enjoyment

Readers just want to get entertainment, for example reading

novel, poetry, poem, short story or etc.

d) Reading for main idea

The readers try to find the problem and interest topic. The

studentshave to know the main idea of every paragraph they

have read and should make a summary of the content of the

text.

e) Reading for sequences or organization

It is aimed at the reader know the structure of the text. The

students read a text to know what happens in each part of the

story, action, and to solve the problem of the story.

f) Reading for inference

The readers have to find out the conclusion from the ideas in the text.

g) Reading for classify

The students read a text and then try to classify the action of the writer or information on the text.

h) Reading to evaluation

The students conclude what they have read and take a value or message of the text.

Based on explenation above, it can be concluded that reading has important purpose for readers.

4. **Kinds of Reading**

There are some kinds of reading that the researcher tries to discuss, they are:

a) Skimming

Skimming is useful to look at section heading. Therefore, when the readers read quickly to get a general impression, the readers not necessary searching for a specific item and key words. Skimming is importan that the sudents understand that it does not need to read every word when reading a past, then so often the teacher tests this as a task tailored to push the speed.

b) Scanning

Scanning is technique to search for specific part of information in reading. In scanning the readers have to focus of part that the readers looking for. For example, sacanning the text in order to get the detail nformation, like name,date, place or etc.

c) Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read largequantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. (Bamford, Extensive Reading activities 1) state that "students who read more will not only become better and more convident readers, but they will also improve their reading writing, listening and speaking abilities and their vocaularies will get richer"

d) Intensive Reading

Intensive reading involves students reading in detail with specific learning aims and tasks. Intensive reading refers to "careful reading (or translation) of shorter, more difficult foreign language text with the goal of complete and detailed understanding" (Bamford an Wlsh 1).

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is reading with understanding and knowing what we read. By understanding and knowing meaning and information from the text, the rader will more easily understand. Understanding isthe process of absorbing information or meaning from text. (Wolley,2011:15) agrue that the purpose of reading comprehension is to gain an overall understanding of what describe in the text rather than to obtain meaning from isolated words or sentence.

Reading comprehension is a process that involves such as summarizing, determining ideas,meanings predicting with one's own understanding and reflection. According to (Weaver,1994 as cited in Ahmad,2013:3) said that "it is the integration of all there processes that account for comprehension.

Based on above, reading comprehension is reading with understanding or knowing thoroughly so that readers also get a thorough understandingof what has been read and implement information appropiate.

2. Component of Reading Comprehension

As we know component of reading is the most important thing that needs to be considered in comprehending the reading materials. (Hoover 2008:10) component of reading have five essential components, those are:

a) Phonemic awareness

Knowing phonemic awareness is one of needed as the foundation reading before the reader mastering reading skills. In general phonemic awareness is described as the ability to identify, hear, and manipulate individual vicess-phonems-in spoken words.

b) Phonics

Phonics is an ability to recognize the relationship between letters and sound in speaking language and how to apply that knowledge in reading words. In this case students must also have the ability to become a master of reading.

c) Fluency

Fluency in reading is one of the important things for Comprehension. fluency is the ability to read text quickly, accurately and with expression.

d) Vocabulary

Before the students can understand the meaning of the spoken or written, understanding the words is very necessary for students. In addition to communicating, students must have good vocabulary skills.

e) Comprehension

The main of the purpose of reading is understanding what they have read. In teaching reading, understanding is identified as the ability to understand a text, relate text, and build new knowledge and understanding.

Based on the explanation above, it can be concluded that the major components of reading comprehensioninfluence students in comprehending a text. Because Each student has different interpretations regarding the understanding of a text.

D. Teaching and Learning Process

1. Definition of Teaching

As we know that the ability to teach is a must for every teacher, because the ability to teach a teacher is to be said to be a must to face students who have the ability, desire and character is not the same or different. According to Brown (2007:8) "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition fo learning". Tyson in Mustofa (2015:195) states that teaching is a process of the interaction between the teacher and students both in the classroom and outside the classroom, meaning teacher do something to students and students do somethingin return. It's mean that teaching is way for helping the students to develop their knowledge and teach somebody something

According to Nasution Suryosobroto (2009:15) "Teaching is an activity to organize or regulate the environment as well as possible and to

connect it with the student, resulting in teaching and learning". Based definition above teaching is an activity carried out by the teacher to manage the students to create an organized learning atmosphere.

2. Definition of learning

The word "learning " derives from the word "learn". Learning is the process of getting kowledge of a subject or a skillby study, experience, or instruction.Learning is an actiivity that we do until we die. Kimble and Garmezy state in (Brown , 2007:7) " Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Learning is very important for us, because by learning we can get knowledge, experience, acquiring techniques, and methods in the world.

According to Brown (2007:8) composite of definition of learning as follow:

a) Learning is acquiring or getting.

b) Learning is retention of information or skill.

c) Learning requires focus, active and concious in acting up on events outside or inside the veganism.

d) Learning is permanent, but sometimes subject to forgetting.

e) Learning is a changes behavior.

According to Pritchhard (2009:1)learning is somethngwhere students must have understanding and students mst participate. The purpose of understanding and participation is in a very broad set, both

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formal and informal. Learnig is also a effort of teachers to make students learn, example using efforts that change rationally with new skills.

From the explanation above, learning is one form of the personal adaptation because it is learning is a process as permanent change based on behavior on the experience of individual interactions with their environment. learning is also the process of a person in understanding the things that can affect in attitudes, emotions and thinking.

3. **Teaching and Learning**

The learnig process occurs because of the teaching and learning process, therefore teaching and learning are related to one another. Teaching and learning process can not occur without an individual and the social environment. Teaching is helping someone to learn how to do something, guiding in the study of something or the process through transfer of knowledge of material from the teacher to the students. Learning is the process getting of kowledge of a subject or a skillby study, experience, or intruction. Based on the statement there is relationship and different between teaching and learning.

The following are the components of teaching and learning:

a) Student

Someone that acts as receiver and seekerof the lesson needed to achieve the goal.

b) Teacher

Someone that acts as play other roles that anables ongoing teaching and learning activities to be effective.

c) Objective

The statement of behaviour change (cognitive, affective and physichomotor) desired that occurs after joining the learning activities of students.

d) Lesson Contents

Information neeede to achieve the goal in the form of facts, participation and concepts.

e) Method

The way teacher do this is to give students the opportunity to get the information they need to achieve their goal.

f) Media

Effective tools or teaching materials used in the teaching and learning process to present information to students.

g) Evaluation

Ways used by theacher to asses the process and the results of students achievement during the learning process.

Based on the statement above, teaching learning process involves many activities in the sphere of education to teach the purpose of teaching.

E. Brainstorming Strategy

1. Definition of Brainstorming Strategy

Brainstorming strategy is strategy in a group designed to generate several new ideas for problem solution. The strategy was first popularized in the late 1930s by Alex Faickney Osborn in a book called Applied Imagination. According to Osborn quoted by Navaee and Asadi(2015:28) "mentioned particular process for creative problem solving including one strategy the named it brainstorming for creative collaboration of groups".

According to Crawford and Saul (2005:9) said that "Brainstorming is a method for generating many ideas about a topic". The rule of brainstormingis to think of many ideas, think of different ideas, and to suspend judgment until ideas. Brainstorming by indifidual, pairs, small, groups, or the whole class.

According to Lenski and Lewis (2008:334) said that brainstorming is ideas in small groups to develop innovative thinking from each group. From the expleantioan above, brainstorming is the activity in the small group used to produce ideas. The purpose is to generate as many ideas as possible within a specified timeperiod. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that we need lots of ideas to get good ideas. It is also enjoyable and productive to use. It taps the creativy of a team and alows team members to generate

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ideas and issues quickly (Sallis 2010:198). Based on the concept proposed by some experts above, it could be concluded that brainstorming strategy is method for generating many ideas. Brainstorming can be done by a group creativity strategy which is designed to generate a large number of ideas for the solution to a problem. Thus, it guides the reader to understand the whole story.

2. The Advantages of Brainstorming for Teaching Reading Comprehension

Geraldine (1966:17) mentions some advantages ofbrainstorming Strategy, they are as follow:

a) Brainstorming creates creative thinking.

b) Brainstorming makes variety and fun in the classroom.

According to Mukrima (2014:101) the advantages of brainstorming are as follows:

a) Students think about issuing their own opinions.

b) Students are trained to think quickly and logically.

c) Students are always ready to debate related the topic given by the teacher.

d) Can increase student pacticipation in receving lessons.

e) Making students who are less active become active.

f) There is fair competition between students.

g) Students feel happy and free.

h) A democratic atmosphere and discipline can be developed.

Osborn queted by Navaee and Asadi (2015:28) states that there are four guidelines for brainstorming:

a) No one criticizes. The assesment of ideas must be withheld until after the session.

b) Freewheeling is welcomed so members are interested in issuing their wild ideas.

c) Desired quantity. The more ideas a member issues, the better chances are they will have a good idea.

d) Improvements and combinations sought. Members must think about how the ideas of other participants can be combined into other ideas.

3. Teaching Reading Using Brainstorming

In teaching reading using Brainstorming strategy, there are some procedures the researcher should apply. Crawford and Saul (2005:29) states that the basic procedures by using Brainstorming strategy as follow:

(1) The teacher introducedBrainstorming first.

(2) Determine the topic or problem.

(3) Students are given a time limit to solve problems.

(4) The teacher encourages students to develop ideas, whatever is important is related to the problem. Don't forget to remind students not to criticize each other.

(5) Write their ideas as they convey it.

(6) The teacher ask the students to exchange thoughts.

Beside that, according to Barbara Allman (2000:22) there are some brainstorming procedures that can be implementation in teaching reading as follow:

 a. Explain the objective of brainstorming strategy.

 b. Set a short time (2 minutes).

 c. Tell the students to proceed as follows:

  1. Call out their immediate responses

  2. Steps that must be taken.

  3. Say whatever comes to mind.

  4. Say as many responses as possible.

  5. Avoid judging the quality of responses.

  6. Be creative.

 d. Remind students that there are no right or wrong responses.

 e. Tell the topic.

 f. Write down all responses on the whiteboard.

 g. Stop! When the time is up.

F. Descriptive Text

1. Definition of Descriptive Text.

Descriptive text is a text that tells us what a person or something looks like. Like describes the character of person, animal, place or object. The description in a board sense according to Kane (2000:352) said that description is about sensory experience how something looks, sounds, feels. Mostly about visual experiences, but description also deals with

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other types of perception. From Kane's explanation we can conclude, the descriptive text is a meaningful text that describes experience related to the senses, like shape, sounds and feels. Most of descriptive texts are about visual experiences, but in reality from the sense of sight, we can also use them to create descriptive texts.

2. **Generic structure of Descriptive Text**

   There are some generic structure when writing a descriptive text for our writing to be true. The arrangement as follows:

   a. Identification: Explain about the introduction of a place, animal, person or object will be describe.

   b. Description: explain about a description of something like place, animal, person, or object by describing its features, colors, forms or anything related to what the writer described.

3. **Purpose of Descriptive Text**

   a. To describe an animal, thing, person, place or object in specific.

   b. To describe a particular animal, thing, person, place or object.

4. **Language Feature of Descriptive text**

   a. Specific participant: Has a certain object, (only one) unique and not common. For example Kuta beach, Losari beach, Borobudur temple and etc.

   b. The use of the adjective: An adjective is to clarify the noun. For examples a beautiful women, a handsome man, the famous place in Maros, and etc.

c. The use of simple present tense: The sentence pattern uses the simple present tense because it tells the facts of the object being describe.

d. Action verb: Verbs are useful for denoting an activity. For examples walking, running, sleeping, studying and etc.

G. Conceptual Frameworks:

The conceptual of this research illustration as follows;

Chart 2.1 Conceptual Framework.

```
  ┌────────┐                    ┌──────────┐
  │ Input  │ ─────────────────▶ │ Reading  │
  └────────┘                    └──────────┘
      │                               │
      ▼                               ▼
  ┌────────┐                  ┌──────────────┐
  │ Process│ ───────────────▶ │ Brainstorming│
  └────────┘                  │   Strategy   │
      │                       └──────────────┘
      ▼                               │
  ┌────────┐                          ▼
  │ Output │ ───────────────▶ ┌──────────────┐
  └────────┘                  │ Main idea of │
                              │descriptive text│
                              └──────────────┘
                                      │
                                      ▼
                              ┌──────────────┐
                              │Students' reading│
                              │ comprehension │
                              └──────────────┘
```
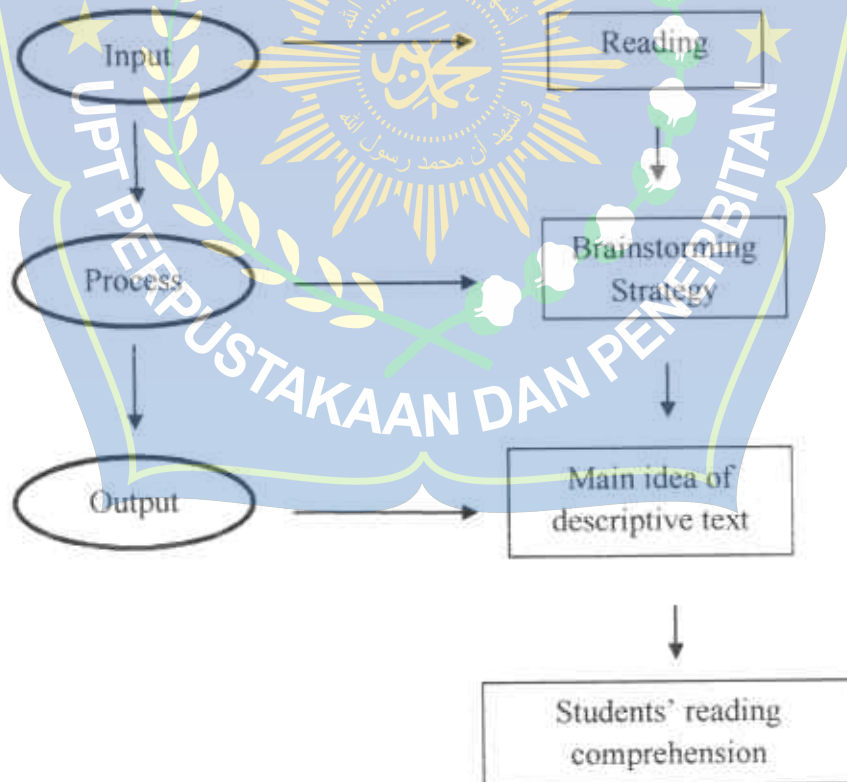
This research consisted of 3 phases, namely input, process and output. These three phases gradual and interconnected.

1. Input was implemented in the learning and teaching the students activities. Input refers to learning reading skill, in which in the material presentation, it related to various forms of descriptive text understanding which leads to the activities of understanding main idea of descriptive text. Besides, in input the researcher also attempts to find out the information about students' background regarding to their ability of understanding of main idea on a descriptive text. To support this attempt, the researcher provided a test which called pre-test. The pre-test distributed in the form of multiple choice test.

2. Process refers to the activities of students and researcher in teaching and learning reading skill, in which during this activity, the researcher applied brainstorming strategy and the class activities gave to the students during their learning were related to the implementation of brainstorming strategy. Especially it was related to understanding of the main ideas on the descriptive text given.

3. Output, this phase refers to the expected results from the implementation of brainstorming strategy in effecting students' reading skill, especially those related to the students' ability to understand the main idea descriptive text. In determining this output, the researcher gave post-test in the form of multiple choices. Afterwards, the results of this test was compared to the pre-test which has been given previously to answer if this brainstorming strategy effects or not the students' reading skill on descriptive text.

H. Hypothesis

This research formulated two the hypothesis as follows:

1. Null Hypothesis (H0): The use of Brainstorming strategy was not effective in teaching reading comprehension at the tenth grade students of SMA Negeri 6 Maros in the academic year of 2020/2021.

2. Alternative Hypothesis (H1): The use of Brainstorming strategy was effective in teaching reading comprehension at the tenth grade students of SMA Negeri 6Maros in the academic year of 2020/2021.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used on this research was pre-experimental research of quantitative approach with one group pre-test and post-test. The pre-test was given to students before the treatment, brainstorming strategy, to see their background skill of reading comprehension. The treatment applied to the students was the brainstorming strategy, in which the researcher divides the students into some groups, and the researcher distributed some topics of descriptive text by which the students think of and express their ideas related to the topic given. This treatment activity was last for 4 meetings. Afterward, the researcher gave the students a post-test to measure how the treatment affects the students' reading comprehension. In analyzing this effect, the researcher compares the results of the students' pre-test answers with their post-test ones. Either in the pre-test or post-test, the questions given was the form of multiple choices. The clearer explanation of this design was explained in the form chart as follows:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

B. Research Variable and indicators

In this research, the researcher applied two kinds of variables. The use of the brainstorming strategy is categorized as an independent variable, and while the students' reading comprehension was categorized as a dependent variable. The indicator that this strategy affects the students' reading comprehension successfully when the result of the students' post-test scores was larger than the result of the students in their pre-test. While, the indicator of the students' reading comprehension on the descriptive text was indicated by their ability to express the main idea of the descriptive texts given.

C. Population and Sample

1. Population

The population of this research was the tenth grade students in academic 2020/2021 of SMA Negeri 6 Maros. The number of students as the population were 181 students which divided into 6 classes, and they were obviously can be seen in the following table:

Table 3.2 The population of the research

Number	Class	Number of Student
1.	X. MIPA 1	30
2.	X. MIPA 2	29
3.	X. MIPA 3	30
4.	X. MIPA 4	30
5.	X. IPS 1	31
6.	X. IPS 2	31
	Total	181

(Source of TU SMA Negeri 6 Maros)

2. Sample

From the entire number of the population mentioned above, the researcher selected one of those classes randomly. After randomizing process, the researcher found that class X MIPA 2 was selected, in which the selected class randomly consisted of 29 students. Thus, the sample of

this research was class X MIPA 2in which the number of the sample was 29 students.

D. Research Instrument

In this research, the researcherused an objective test in the form of multiple choice test. The test distributed before and after the treatment or they are call pre-test and post-test. The items of the test were similar either in pre-test or in post-test. The pre-test was given to the sample to see its background skill of reading comprehension in terms of the main idea of descriptive text. While, the post-test was given after the application of the brainstorming strategy as the treatment of the research to find out the development of the reading comprehension skills of the sample as the result of the brainstorming strategy implementation.

The number of test items was 20 questions, where each question has five optional answers to be chosen one of them by the sample namely a, b, c, d, or e which is considered as the best answer for the sample.

Each correct answer given in each question was scored by 5, and each incorrect answer for each question was scored by 0. Therefore, if the sample can answer 20 questions correctly so the sample got 100 for the final score of the test. On the contrary, if the sample answer 20 questions incorrectly, so the sample got 0 for the final score of the test.

E. Procedure of Collecting Data

There were some procedures of collecting data in this research as follows:

a. Pre-test

In this part, the researcher distributed a pre-test before doing the treatment, brainstorming strategy to see their background skill of reading comprehension. In giving pre-test, the researcher distributed the test in multiple choice form with a number of the questions 20 items. The procedures of collecting data were as follows:

1. The researcher distributed the test papers to the students in multiple choice form with the number of choices to be selected one of them is 5 items, they are a, b, c, d, or e.

2. The students as a sample in answering each item of the questions given are required to select one of the 5 choices provided that they feel the best answer.

3. If the students as a sample answered or selected one of the choices provided on each question correctly, they would be scored by 5. On the contrary, if the students as sample answer or select one of the choices provided on each question that incorrectly, they would be scored by 0.

4. After the researcher collects the entire of the result of the students' answers to all questions, the researcher will check and score them according to the scores scale defined by the researcher.

5. If the students as a sample can answer all 20 questions correctly, they got 100 for their final score of the test. on the contrary, if the students as a sample answer all 20 questions incorrectly, they got 0 for their final score of the test.

6. The researcher classified the result of the entire students' final score of the test based on the level of reading ability of the descriptive text.

b. Treatment by used Brainstorming strategy to the class

After the pre-test, the researcher doing the treatment defined the use of the brainstorming strategy. The treatment was conducted for four meetings. Here the steps of the treatment by used brainstorming strategy during the teaching reading comprehension in the class as follows:

1. The researcher greeted the students and invited them to pray to start the class.

2. The researcher checked the student attendance according to the students' names on the attendance list.

3. The researcher explained the goal and benefits of learning reading English.

4. The researcher explained the outlines of the material learning; descriptive text.

5. The researcher explained the definition of descriptive text, and followed by some examples of descriptive texts.

6. The researcher explained the structure of descriptive texts. In this case, the researcher firstly asks the students their opinions about

what they may write when they want to describe an object. Afterward, the researcher asks the students to discuss and share their opinions by groups on their seats, no matter how strange their opinions are as long they are related to the topic discussed.

7. The researcher explained what suitable or proper English words should be used when describing or making descriptive text.

8. The researcher provided one certain topic of a descriptive text; Kuta Beach, for example. The researcher asks some questions that lead them to understand the main idea of each paragraph in a descriptive text, like: What is it...? How does it look like...?, and Where is the location of Kuta Beach?

9. In answering and discussing those questions, the researcher divided the students into some groups; 3-5 students for each group. After giving 45 minutes, the researcher asks each group to present the result of their discussion. On this activity, the researcher writes down all opinions come from the groups and then the researcher concludes those opinions to determine the form of descriptive text sentences/idea.

10. The researcher distributed the real text of Kuta Beach to the students ask them to read the text by which the students can check and identify if their opinions given in the group discussion are represented on the written text.

11. The researcher gavea test in the form of an essay about the text; Kuta Beach. The students answer some questions related to the text.

c. Post-test

In this part, the researcher distributed a post-test after doing the treatment, brainstorming strategy to see the effect of brainstorming strategy treatment toward the students' skill of reading comprehension on descriptive text. The researcher distributed the test in multiple choice form with the number of questions 20 items. The procedures of collecting data were as follows:

1. The researcher distributed the test papers to the students in multiple choice form with the number of choices to be selected one of them is 5 items, they are a, b, c, d, or e.

2. The students as a sample in answered each item of the questions given are required to select one of the 5 choices provided that they feel the best answer.

3. If the students as a sample answered or selected one of the choices provided on each question correctly, they would be scored by 5. On the contrary, if the students as a sample answered or selected one of the choices provided on each question that incorrectly, they would be scored by 0.

4. After the researcher collected the entirety of the result of the students' answers to all questions, the researcher was check and score them according to the scores scale defined by the researcher.

5. If the students as a sample can answer all 20 questions correctly, they got 100 for their final score of the test. on the contrary, if the students as a sample answer all 20 questions incorrectly, they got 0 for their final score of the test.

6. The researcher classified the result of the entire students' final score of the test based on the level of reading ability of the descriptive text.

F. **Technique of Data Analysis.**

In analyzing the data collection, the researcher used the technique as follow:

a. Score

The score of the students answered calculating by using the following formula:

$$Score = \frac{\text{Students' Correct Answer}}{\text{Maximum Score}} \times 100$$

b. After collecting the data of the students, the researcher classification the score of the students by using the following scale:

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Table 3.3 the Range and its category students' ability

Range	Category	Classification
80-100	A	Very Good
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
30-39	E	Low

The table of mastery in the table was defined based on the creation scales (Arikunto, 2010:281).

c. Computing the frequency and the percentage of the student's score

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = the total number of students

d. In finding the mean score and standard deviation researcher calculated it used the Statistical Package for Social Sciences (SPSS 16).

e. To know the significant difference between the score of pre-test and post-test with the value of the t-test using the following formula:

Where:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\overline{D}$ = the mean of the difference score

$\sum D$ = the sum of the total difference score

$\sum D^2$ = square of the sum of total score difference

N = the total number of score

t = test of significance (Gay, 2012:355)

f. The criteria for the hypothesis testing:

Table 3.4 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Acccepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay:2012)

Table 3.3 above explained that the t-test value was smaller than the t-table value, the null hypothesis was accepted while the alternative hypothesis was rejected and the t-test was greater than the t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter deals with three main sections, (1) The analysis of students' answer in pre-test, (2) The analysis of students' answer in post-test, (3) The analysis of students' reading comprehension of the different mean score and standard deviation in pre-test and post-test, and (4) Hypothesis Testing. these three main sections were the objectives to find out the effectiveness of the strategy. The result of data analysis was given below:

1. **The Analysis Students' Answer in Pre-test**

   The result of the students answers on 20 questions of multiple choice pre-test which were obtained from 29 samples of X MIPA 2 at SMA Negeri 6 Maros. It can be seen clearly in following explanation:

   (1) What is the main idea of the first paragraph...?

   The correct answer of the question above was option (d), the location of Bale Kambang. After checking the students' answer for this question, the researcher found that out of29 samples there were 6 or (20.68%) samples chosen the option (a), 3 or (10.34%) samples choose the option (b), 4 or (13.79%) sample chosen the option (c), 13 or (44.82 %) samples chosen the option (d), and 3 or (10.34%) samples chosen the option (e). From students' answer for

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the question number 1 it was clear that most of the samples answered the question correctly.

(2) What is the main idea of the second paragraph …?

The correct answer for this question was option (b), there are 3 rocky island in Bale Kambang. After checking the students answer for this question, the researcher found that out of 29 samples there were 2or (6.89%) samples chosen the option (a), 19or (65.51 %) samples chosen the option (b), 3or (10.34%) samples chosen the option (c), 2or (6.89%) samples chosen the option (d), and 3 or (10.34%) samples chosen the option (e). From students' answer for the question number 2 it was clear that most of the samples answered the question correctly.

(3) What makes Bale Kambang famous …?

The correct answer of the question above was (c) Long beautiful beach. After checking the students' answer for this question. The researcher found that out of 29 samples there were 2or (6.89%) samples chosen the option (a), 1or (3.44%) sample chosen the option (b), 21or (72.41 %) sample chosen the option (c), 4or (13.79%) samples chosen the option (d), and 1or (3.44%) sample chosen the option (e). From students' answer for the question number 3 it was clear that most of the samples answered the question correctly.

(4) What is the main idea of the first paragraph …?

The correct answer of the question above was (e), how to go to Wingo Island. After checking the students' answer for this question. The researcher found that out of 29 samples there were 4or (13.79%) samples chosen the option (a), 7or (24.13%) samples chosen the option (b), 2or (6.89%) sample chosen the option (c), 6or (20.68%) samples chosen the option (d), and 10or (34. 48%) samples chosen the option (e). From students' answer for the question number 2 it was clear that most of the samples answered the question correctly.

(5) What is the main idea of the second paragraph …?

The correct answer of the question above was (a) The description of Wing Island weather and environment. After checking the students' answer for this question. The researcher found that out of 29 samples there were 11or (37.93%) samples chosen the option (a), 5or (17.24%) samples chosen the option (b), 6or (20.68%) sample chosen the option (c), 4or (13.79%) samples chosen the option (d), and 3 or (10.71%) samples chosen the option (e). From students' answer for the question number 5 it was clear that most of the samples answered the question correctly.

(6) What is the main idea of the third paragraph …?

The correct answer of the question above was (d) Atmosphere of life in Wingo Island. After checking the students' answer for this question. The researcher found that out of 29 samples there were 1or (3.44%) sample chosen the option (a), 4or (13.79%) samples chosen the option (b), 7or (24.13%) sample choose the option (c), 10or (34.48%) samples chosen the option (d), and 7or (24.13%) samples chosen the option (e). From students' answer for the question number 6 it was clear that most of the samples answered the question correctly.

(7) Fruji is the name of …. In Wingo Island.

The correct answer of the question above was (a) A tree. After checking the students' answer for this question. The researcher found that out of 29 samples there were 18or (62.06 %) samples choose the option (a), 6or (20.68%) samples chosen the option (b), 3 (10.34%) sample chosen the option (c), 0or (0%) sample chosen the option (d), and 2or (6.89%) samples chosen the option (e). From students' answer for the question number 7 it was clear that most of the samples answered the question correctly.

(8) What is the main idea of the paragraph above …?

The correct answer of the question above was (d) The students of VII C in the classroom. After checking the students' answer for this question. The researcher found that out of 29 samples there were 0 or (0%) sample chosen the option (a), 4or (13.79%) samples chosen

the option (b), 0or (0%) sample chosen the option (c), 22or (75.86%) samples chosen the option (d), and 5 or (17.24%) samples chosen the option (e). From students' answer for the question number 8 it was clear that most of the samples answered the question correctly.

(9) What are the students studying? They are studying...?

The correct answer of the question above was (a) English. After checking the students' answer for this question. The researcher found that out of 29 samples there were 17or (58.62%) samples chosen the option (a), 0or (0%) sample chosen the option (b), 5or (17.24%) sample chosen the option (c), 2or (6.89%) samples chosen the option (d), and 5or (17.24%) samples chosen the option (e). From students' answer for the question number 9 it was clear that most of the samples answered the question correctly.

(10) What is the main idea of the first paragraph ...?

The correct answer of the question above was (a) Taj Mahal is the crown of palace. After checking the students' answer for this question. The researcher found that out of 29 samples there were 11 or (37.93 %) samples chosen the option (a), 8 samples chosen the option (b), 5or (17.24%) sample chosen the option (c), 5or (17.24%) samples chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question

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number 10 it was clear that most of the samples answered the question correctly.

(11) What is the main idea of the second paragraph...?

The correct answer of the question above was (d) Taj Mahal represents the finest architectural design and artistic achievement. After checking the students' answer for this question. The researcher found that out of 29 samples there were 4 samples chosen the option (a), 3 or (10.34%) samples chosen the option (b), 3or (10.34%) sample chosen the option (c), 19or (65.51 %) samples chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 11 it was clear that most of the samples answered the question correctly.

(12) What is the main idea of the third paragraph...?

The correct answer of the question above was (a) Taj Mahal shows shades of magnificent beauty a different time during the day. After checking the students' answer for this question. The researcher found that out of 29 samples there were 17or (58.68%) samples chosen the option (a), 6or (20.68%) samples chosen the option (b), 0 or (0%) sample chosen the option (c), 2 or (6.89%) samples chosen the option (d), and 4or (13.79%) samples chosen the option (e). From students' answer for the question number 12 it was clear that most of the samples answered the question correctly.

(13) What is the main idea of the second paragraph ...?

The correct answer of the question above was (e) A banker is a person who conducts banking. After checking the students' answer for this question. The researcher found that out of 29 samples there were 8or (27.58%) samples chosen the option (a), 3 or (10.34%) samples choose the option (b), 2or (6.89%) sample chosen the option (c), 2or (6.89%) samples chosen the option (d), and 14 or (48.27%) samples chosen the option (e). From students' answer for the question number 13 it was clear that most of the samples answered the question correctly.

(14) An accountant who works unprofessionally will...?

The correct answer of the question above was (b) Harm the financial management of the firm. After checking the students' answer for this question. The researcher found that out of 29 samples there were 6 or (20.68%) samples choose the option (a), 17or (58.62 %) samples choose the option (b), 4 or (13.79%) samples chosen the option (c), 1or (3.44%) sample chosen the option (d), and 1or (3.44%) sample chosen the option (e). From students' answer for the question number 14 it was clear that most of the samples answered the question correctly.

(15) What is the main idea of paragraph 4 ...?

The correct answer of the question above was (b) The office can hire two secretaries. After checking the students' answer for this question. The researcher found that out of 29 samples there were 9

or (31.03%) samples chosen the option (a), 8or (27.58 %) samples chosen the option (b), 10 or (34.48%) samples chosen the option (c), 2or (6.89%) samples chosen the option (d), and 1 or (3.44%) sample chosen the option (e). From students' answer for the question number 15 it was clear that out of 29 samples there were only 8samples answer the question correctly. Contrarily, most of the sample choose incorrect option8 or (27.58 %) comparing to the samples who had answered the correct one.

(16) Which the following statement is **not true** …?

The correct answer of the question above was (a), A manager should follow whatever his secretary says. After checking the students' answer for this question. The researcher found that out of 29 samples there were 19or (65%.51) samples chosen the option (a), 0 or (0%) samples chosen the option (b), 7 or (24.13%) samples chosen the option (c), 3 or (10.34%) samples chosen the option (d), and 0 or (0%) sample chosen the option (e). From students' answer for the question number 13 it was clear that most of the samples answered the question correctly.

(17) What is the main idea of the first paragraph …?

The correct answer of the question above was (a) The national monument is tower in the center of Merdeka Square. After checking the students' answer for this question. The researcher found that out of 29 samples there were 9or (31.03%) samples

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chosen the option (a), 7or (24.13%) samples chosen the option (b), 5or (17.24%) samples chosen the option (c), 3 or (10.34%) samples chosen the option (d), and 5or (17.24%) samples chosen the option (e). From students' answer for the question number 18 it was clear that most of the samples answered the question correctly.

(18) What is the main idea of the second paragraph ...?

The correct answer of the question above was (a), the monument and the museum are opened daily from 08.00- 15:00 Western indonesia time. After checking the students' answer for this question. The researcher found that out of 29 samples there were 19or (65.51%) samples chosen the option (a), 7or (24.13%) samples chosen the option (b), 5or (17.24%) sample chosen the option (c), 3 or (10.34%) samples chosen the option (d), and 5or (17.24%) samples chosen the option (e). From students' answer for the question number 18 it was clear that most of the samples answered the question correctly.

(19) From the text above, how high is the National Monument ...?

The correct answer of the question above was (c) 130 meters. After checking the students' answer for this question. The researcher found that out of 29 samples there were 6 or (20.68%) samples chosen the option (a), 9or (31.03%) samples chosen the option (b), 9 or (31.03%) samples chosen the option (c), 1 or (3.44%) sample chosen the option (d), and 4or (13.79%) samples chosen the option

(e). From students' answer for the question number 19 it was clear that most of the samples answered the question correctly.

(20) When as the National Monument can be visited by the visitor ...?

The correct answer of the question above was (e) 1975. After checking the students' answer for this question. The researcher found that out of 29 samples there were 5or (17.24%) samples chosen the option (a), 10or (34.48%) samples chosen the option (b), 6or (20.68%) samples choose the option (c), 0 or (0%) sample chosen the option (d), and 8or (27.58%) samples chosen the option (e). From students' answer for the question number 20 it was clear that out of 29 samples there were only 8 samples answer the question correctly. Contrarily, most of the sample choose incorrect option 10 or (34.48%) comparing to the samples who had answered the correct one.

From students' answer for the question number 20 it was clear that most of the samples answered the question correctly.

From the result above the researcher can determine that the students' capability in answering the questions correctly on the reading test at the pre-test still average. It was proved that from 20 questions distributed to the samples, there were ten questions could be answered by them correctly and ten others questions were answered incorrectly. It means that the number of samples in success and failure to understand reading comprehensions was average.

Furthermore, the researcher presents the frequency and rate percentage of the sample to determine the classifications of the samples capability in understanding reading comprehension on the pre-test.

Table 4.1

Frequency and Rate Percentage of the Students' Reading Comprehension in pre-test

No	Classification	Range	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	66-79	0	0%
3	Sufficient	56-65	9	31.03%
4	Fairly Sufficient	40-55	16	55.17%
5	Low	30-39	4	13.80%
	Total		29	100%

The data in table 4.1 above presented the frequency and percentage of students reading comprehension before implementation brainstorming strategy. From the table, it can be seen the result of pre-test that none of students got "Very good" and "Good". There were 9 students (31.03%) classified into "Sufficient", there were 16 students (55.17%) classified into "Fairly sufficient", and there were 4 students (13%) classified into "Low". Thus, by looking the data frequency and rate percentage above we can conclude that most of students classified into "Fairly sufficient".

2. The Analysis of Students' Answer in Post-test

The result of the students answers on 20 questions of multiple choice post-test which were obtained from 29 samples of X MIPA 2 at SMA Negeri 6 Maros. It can be seen clearly in following explanation:

(1) What is the main idea of the first paragraph ...?

The correct answer of the question above was (d), the location of Bale Kambang. After checking the students' answer for this question. The researcher found that out of 29 samples there were 5 or (17.24%) samples chosen the option (a), 3 or (10.34) samples chosen the option (b), 2or (6.89%) samples chosen the option (c), 18 or (62.06%) samples chosen the option (d), and 1or (3.44%) sample chosen the sample (e). From students' answer for the question number 1 it was clear that most of the samples answered the question correctly.

(2) What is the main idea of the second paragraph ...?

The correct answer of the question above was (b), there are 3 rocky island in Bale Kambang. After checking the students' answer for this question. The researcher found that out of 29 samples there were 0or (0%) sample choose the option (a), 25or (86.20%) samples chosen the option (b), 1or (3.44%) sample chosen the option (c), 2or (6.89%) samples chosen the option (d), and 1or (3.44%) sample chosen the option (e). From students' answer for

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the question number 2 it was clear that most of the samples answered the question correctly.

(3) What makes Bale Kambang famous ...?

The correct answer of the question above was (c), long beautiful beach. After checking the students' answer for this question. The researcher found that out of 29 samples there were 0or (0%) sample chosen the option (a), 0or (0%) sample chosen the option (b), 24 or (82.75 %) samples chosen the option (c), 5or (17.24%) samples chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 3 it was clear that most of the samples answered the question correctly.

(4) What is the main idea of the first paragraph ...?

The correct answer of the question above was (e), how to go to Wingo Island. After checking the students' answer for this question. The researcher found that out of 29 samples there were 1or (3.44%) sample chosen the option (a), 3 or (10.34%) samples chosen the option (b), 1or (3.44%) sample chosen the option (c), 2or (6.89%) samples chosen the option (d), and 22or (75.86 %) samples chosen the option (e). From students' answer for the question number 13 it was clear that most of the samples answered the question correctly.

(5) What is the main idea of the second paragraph ...?

The correct answer of the question above was (a), the description of Wing Island weather and environment. After checking the students' answer for this question. The researcher found that out of 29 samples there were 20 samples chosen the option (a), 5or (17.24%) samples chosen the option (b), 3or (10.34%) samples chosen the option (c), 0or (0%) sample chosen the option (d), and 1or (3.44%) sample chosen the option (e). From students' answer for the question number 5 it was clear that most of the samples answered the question correctly.

(6) What is the main idea of the third paragraph ....?

The correct answer of the question above was (d), atmosphere of life in Wingo Island. After checking the students' answer for this question. The researcher found that out of 29 samples there were 2 or (6.89%) samples choose the option (a), 1or (3.44%) sample chosen the option (b), 3 or (10.34%) sample chosen the option (c), 22 samples chosen the option (d), and 1or (3.44%) sample chosen the option (e). From students' answer for the question number 6 it was clear that most of the samples answered the question correctly.

(7) Fruji is the name of .... In Wingo Island.

The correct answer of the question above was (a), a tree. After checking the students' answer for this question. The researcher found that out of 29 samples there were 25or (86.20%) samples chosen the option (a), 1or (3.44%) sample chosen the option (b),

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3or (10.34%) samples chosen the option (c), 0or (0%) sample chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 7 it was clear that most of the samples answered the question correctly.

(8) What is the main idea of the paragraph above ...?

The correct answer of the question above was (d), the students of VII C in the classroom. After checking the students' answer for this question. The researcher found that out of 29 samples there were 0or (0%) sample chosen the option (a), 2or (6.89%) samples chosen the option (b), 0or (0%) sample chosen the option (c), 27or (93.10%) samples chosen the option (d), and 0or (0%) samples chosen the option (e). From students' answer for the question number 8 it was clear that most of the samples answered the question correctly.

(9) What are the students studying? They are studying...?

The correct answer of the question above was (a), English. After checking the students' answer for this question. The researcher found that out of 29 samples there were 24or (82.75%) samples chosen the option (a), 0or (0%) sample chosen the option (b), 3or (10.34%) samples chosen the option (c), 2or (6.89%) samples chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 9 it was clear that most of the samples answered the question correctly.

(10) What is the main idea of the first paragraph …?

The correct answer of the question above was (a), taj Mahal is the crown of palace. After checking the students' answer for this question. The researcher found that out of 29 samples there were 23or (79.31%) samples choose the option (a), 0 or (0%) sample chosen the option (b), 1or (3.44%) sample chosen the option (c), 3 or (10.34%) samples chosen the option (d), and 2or (6.89%) samples chosen the option (e). From students' answer for the question number 10 it was clear that most of the samples answered the question correctly.

(11) What is the main idea of the second paragraph… ?

The correct answer of the question above was (d), Taj Mahal represents the finest architectural design and artistic achievement. After checking the students' answer for this question. The researcher found that out of 29 samples there were 2or (6.89%) samples chosen the option (a), 2or (6.89%) samples chosen the option (b), 0 or (0%) sample chosen the option (c), 25or (86.20%) samples choose the option (d), and 0 or (0%) sample chosen the option (e). From students' answer for the question number 11 it was clear that most of the samples answered the question correctly.

(12) What is the main idea of the third paragraph …?

The correct answer of the question above was (a), taj Mahal shows shades of magnificent beauty a different time during the day. After

checking the students answer for this question. The researcher found that out of 29 samples there were 24 or (82.75%) samples chosen the option (a), 2or (6.89%) samples chosen the option (b), 1 or (3.44%) sample chosen the option (c), 2or (6.89%) samples chosen the option (d), and 0 or (0%) sample chosen the option (e). From students' answer for the question number 12 it was clear that most of the samples answered the question correctly.

(13) What is the main idea of the second paragraph…?

The correct answer of the question above was (e) A banker is a person who conducts banking. After checking the students answer for this question. The researcher found that out of 29 samples there were 4 or (13.79%) samples chosen the option (a), 0or (0%) sample choose the option (b), 3(10.34%) samples chosen the option (c), 0or (0%) sample chosen the option (d), and 22or (75.86%) samples chosen the option (e). From students' answer for the question number 13 it was clear that most of the samples answered the question correctly.

(14) An accountant who works unprofessionally will…?

The correct answer of the question above was (b), harm the financial management of the firm. After checking the students answer for this question. The researcher found that out of 29 or (93.10%) samples there were 0or (0%) samples choose the option (a), 27 samples choose the option (b), 0or (0%) sample choose the

option (c), 2or (6.89%) samples choose the option (d), and 0or (0%) sample choose the sample (e). From students' answer for the question number 14 it was clear that most of the samples answered the question correctly.

(15) What is the main idea of paragraph 4 …?

The correct answer of the question above was (b), the office can hire two secretaries. After checking the students answer for this question. The researcher found that out of 29 samples there were 6 or (20.68%)samples chosen the option (a), 20or (68.96%) samples chosen the option (b), 2or (6.89%) samples chosen the option (c), 1 or (3.44) sample chosen the option (d), and 0 or (0%) samples chosen the option (e). From students' answer for the question number 15 it was clear that most of the samples answered the question correctly.

(16) Which the following statement is **not true** …?

The correct answer of the question above was (a), a manager should follow whatever his secretary says. After checking the students answer for this question. The researcher found that out of 29 samples there were 27 or (93.10%) samples chosen the option (a), 1or (3.44) sample chosen the option (b), 0or (0%) sample choose the option (c), 1 or (3.44) sample chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for

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the question number 16 it was clear that most of the samples answered the question correctly.

(17) What is the main idea of the first paragraph …?

The correct answer of the question above was (a),the national monument is tower in the center of Merdeka Square. After checking the students answer for this question. The researcher found that out of 29 samples there were 26 or (89.65%) samples chosen the option (a), 3 or (10.34%) samples chosen the option (b), 0 or (0%) sample choose the option (c), 0or (0%) sample chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 17 it was clear that most of the samples answered the question correctly.

(18) What is the main idea of the second paragraph …?

The correct answer of the question above was (a), the monument and the museum are opened daily from 08:00- 15:00 Western Indonesia time. After checking the students answer for this question. The researcher found that out of 29 samples there were 28or (96.55%) samples chosen the option (a), 0or (0%) sample chosen the option (b), 0 or (0%) sample chosen the option (c), 0or (0%) sample chosen the option (d), and 1or (3.44) sample chosen the option (e). From students' answer for the question number 18 it was clear that most of the samples answered the question correctly.

(19) From the text above, how high is the National Monument …?

The correct answer of the question above was (c) 130 meters. After checking the students answer for this question. The researcher found that out of 29 samples there were 2 or (89%) samples chosen the option (a), 1or (3.44) sample chosen the option (b), 26or (89.65%) samples chosen the option (c), 0or (0%) sample chosen the option (d), and 0or (0%) sample chosen the option (e). From students' answer for the question number 19 it was clear that most of the samples answered the question correctly.

(20) When as the National Monument can be visited by the visitor ...?

The correct answer of the question above was (e) 1975. After checking the students' answer for this question. The researcher found that out of 29 samples there were 0 or (0%) sample chosen the option (a), 1or (3.44) sample chosen the option (b), 1 or (3.44) sample chosen the option (c), 0 or (0%) sample chosen the option (d), and 27 samples chosen the option (e). From students' answer for the question number 20 it was clear that most of the samples answered the question correctly.

From the result above the researcher can determine that the students' capability in answering the questions correctly on the reading test at the post-test got improved. It was proved that from 20 questions distributed to the samples, all those questions could be answered by them correctly. It means that the number of samples in success to understand reading comprehensions was improved as well.

Furthermore, the researcher presents the frequency and rate percentage of the sample to determine the classifications of the samples capability in understanding reading comprehension on the post-test.

Table 4.2

Frequency and Rate Percentage of the Samples Reading

Comprehension in post-test

No	Classification	Range	frequency	Percentage
1	Very Good	80-100	25	86.20%
2	Good	66-79	4	13.80%
3	Sufficient	56-65	0	0%
4	Fairly Sufficient	40-55	0	0%
5	Low	30-39	0	0%
	Total		29	100%

The data in table 4.2 above showed the frequency and percentage of students reading comprehension before implementation brainstorming strategy. From the table, it can be seen the result of post-test there were 25 students (86.20%) classified into "Very good", there were 4 students (13.80%) classified into "Good" and none of student got "Sufficient", "Fairly sufficient", and "Low".

Base on the explanation above the frequency and percentage of the students reading comprehension in term main idea of the post-test were better than pre-test, because in the rate percentage of post-test was higher than the percentage of the pre-test.

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3. **The Analysis of Students' Reading comprehension of the Different Mean and Standard Deviation Score in Pre-test and Post-test**

In this section the researcher presented the mean score and Standard deviation of the students' reading comprehension in post-test and post-test. The researcher presented the result in the table and calculated the score by computation of SPSS 16. The table descriptive statistic below showed the result of SPSS 16.

Table 4.2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	29	30	65	51.38	10.168
Post	29	70	90	83.79	6.073
Valid N (listwise)	29				

Base on the table above, it showed that the maximum score pre-test of students was 65 and the minimum score pre-test was 30. Beside that it also indicated the mean score of the students in pre-test was 51.38 and standard deviation was 10.168. Meanwhile the maximum score post-test of the students was 70 and the maximum score of pre-test was 90. Beside that it also indicated the mean score of the students in post-test was 83.79 and standard deviation was 6.073. It means there were improvement of students' reading comprehension after implementation brainstorming strategy.

4. Hypothesis Testing

To know whether the level of significance of pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with degree freedom (df)= N-1 (29-1), where N= Number of subject (28 students) then t-table value was 2.048.the t-test statistical analysis for independent sample was applied. The result of t-test showed in the following table.

Table 4.3

The t-test Value of students' Reading Comprehension

Variable	t-test	t-table	Comparison	classification
Reading comprehension	26.02	2.048	t-test > t-table	Significantly different

The table above showed that the t-test value was higher than the table value. It means that there was significance different between students' reading comprehension in term main idea before and after implemented brainstorming strategy. It can be concluded that the null hypothesis (H0) was rejected and hypothesis (H1) was accepted. In other words, the use of brainstorming strategy was effective to improve students' reading comprehension.

B. Discussions

In this section, the result of the research on the use of brainstorming strategy in teaching reading comprehension at the tenth grade, with reference the research objective was to find out how is the effectiveness of brainstorming strategy in teaching reading comprehension to the tenth grade students of SMA Negeri 6 Maros. To achieve the research objective, the researcher conducted several steps. The researcher used a test as the instrument of this research to get the data. The steps that the researcher used to collect the data there was pre-test, give the treatment, and post-test in the last meeting.

The description of the previous section showed that the students reading comprehension was effective and can improve, it was supported by the frequency, rate percentage, standard deviation, students' mean score before and after using brainstorming strategy. Based on the finding, students' reading comprehension in term of understanding the main idea of English text was significantly increase after getting the treatment by using brainstorming strategy.

After the test, the result of pre-test and post-test there were 20 questions in multiple choice test that given to the students. Table 4. 2 indicated that the mean score of the pre-test was 51.38 and the mean score of the post-test 83.79. The result of table 4.2 showed that the mean score of students of pre-test was higher than the mean score of the students of

post-test. it means that the use of brainstorming strategy was effective in teaching reading comprehension.

The result of this research was suitable with the previous theory that found brainstorming strategy in teaching reading. First, Heni Novianti (2016) researched the effectiveness of using brainstorming technique in teaching reading comprehension at the tenth grade students of SMK Ma'arif 6 Ayah Kebumen. Her research found the difference between the two classes in the mean score of the post-test which an experimental class got a higher score than control class. So, it can be concluded that the brainstorming strategy was moderately effective in teaching reading comprehension at the tenth grade students of SMK Ma'arif 6 Ayah Kebumen. Second, Nurliani Selvita (2020) researched the influence of using brainstorming strategy towards students' reading comprehension at the first semester of the tenth grade of SMA Negeri 1 Kedondong. This research used a pre-experimental with quantitative approach. Her research found using brainstorming strategy was effective in reading comprehension at the first semester of the tenth grade of SMA Negeri 1 Kedondong. So, it can be concluded that brainstorming strategy has a positive effect at the first semester of the tenth grade of SMA Negeri 1 Kedondong. Third, Crawford and Saul (2005:9) said that "Brainstorming is a method for generating many ideas about a topic". The rule of brainstormingis to think of many ideas, think of different ideas, and to suspend judgment until ideas. It can motivate students more active in

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teaching reading comprehension. Fourth, Lenski and Lewis (2008:334) said that brainstorming is ideas in small groups to develop innovative thinking from each group. It can make the students think creative and active in learning process.

From the discussion above it can be concluded that using the brainstorming strategy was effective in teaching reading comprehension at the tenth grade students of SMA Negeri 6 Maros increase significantly after implementation brainstorming strategy as the treatment in learning. So, the students' reading comprehension in terms main idea of the text after implementation brainstorming strategy was increased.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis data, research findings and discussion in the previous chapter, the researcher made conclusion that brainstorming strategy is effective in teaching reading comprehension at the tenth grade students of SMA Negeri 6 Maros in the academic (year) 2020/2021.

This statement was supported by the result of score of students, which mostly increase from the pre-test and post-test after doing the treatment. This can be proven by the increase the mean score of pre-test and post-test, the mean score before the treatment was 51.38 while the mean score after given the treatment was 83.79. In additions the t-test value was higher than t-table value (26.02 > 2.048). It can be concluded that brainstorming strategy is effective in teaching reading comprehension at the tenth grade students of SMA Negeri 6 Maros in the academic (year) 2020/2021.

B. Suggestions

Based on the conclusion above, the researcher tries to put some suggestions for English teachers, the next researchers, students and anyone who read this thesis as follows:

1. For the English teacher

   It is suggested to use brainstorming strategy as one of alternative

among other teaching that can be use in teaching reading comprehension.

2. For the next researcher

   a. It is suggested to the next researcher use this thesis as reference or further research with different discussions.

   b. It is suggested to the next researcher use this strategy in other skill, because this strategy.

3. For the students

   It is suggested that they can promote their ability in understanding English text by this strategy.
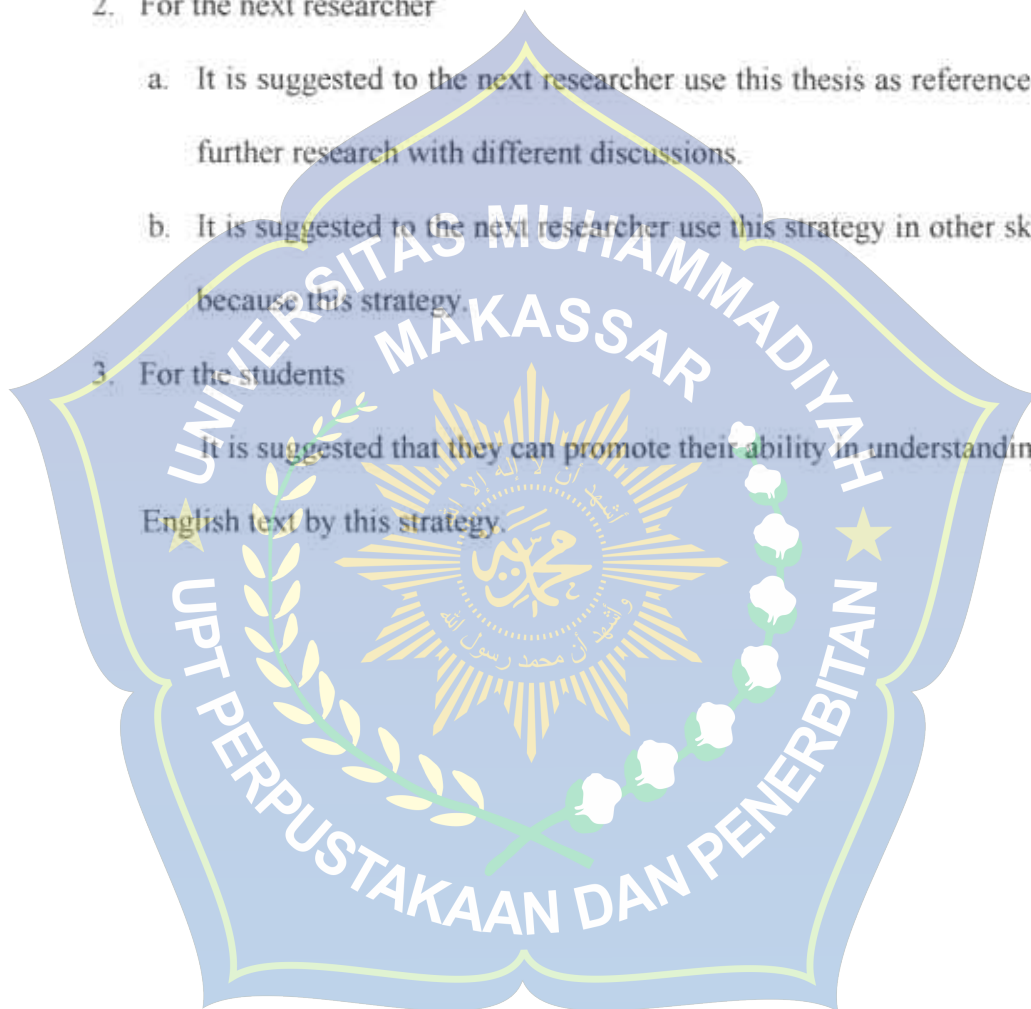
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Appendices

Pre-test and Post-test

Read the following text to answer questions no. 1-4

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, 70 kilometers from Malang town and 2 hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kembang, there are 3 small Rocky Island namely, Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

1. What is the main idea of the first paragraph....?

   a. All the names of the island are taken from wayang

   b. 70 kilometers from Malang town

   c. Bale Kambang is a large village

   d. The location of Bale Kambang

   e. Huge waves frighten most overseas cruisers.

2. What is the main idea of the second paragraph...?

   a. A small village in the Southern coast.

   b. There are 3 rocky islands in Bale Kambang.

   c. An island without inhabitants.

   d. Long beautiful white sandy beach.

e.   Rocky islands are in the middle of the sea.

3.   What makes Bale Kambang famous ....?

    a.   A small village in the Southern coast of East Java.

    b.   Most overseas cruisers.

    c.   Long beautiful beach.

    d.   A small rocky island.

    e.   Temple to the one of Tanah Lot in Bali.

Read the following text to answer questions no. 4-7

Wingo Island

Wingo Island is located not far from Singa Island. In the waters of Wingo Island, there are hundreds of sharks. The shark is so numerous that water bobbles look like whirlpools. When you want to visit Wingo Island, People can only get to Wingo Island by boat. The ship has a rocket on it. The rocket takes people across the shark and towards the island.

Wingo Island has no sand, only green moss. At night the moss looks sparkling like a star. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit on it. When the fruit falls, another tree grows in a minute. For the weather, the weather in Wingo Island is very hot, but at twelve o'clock, everyday always rains. Sometimes wind storm occur, that happens when too many animals fly together at the same time.

The people who stay in Wingo Island sleep in a big-gloo. It's like an igloo but it's on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, tables and chairs that are made of Fruji trees. In Wingo

Island there is no television, telephone and computer. Wingo Island is place to listen the leaves whispering. Wingo Island is place to lie on soft green moss and look at the clouds. It's a place the gives peace.

Adopted: detik-detik UN bahasa inggris; 2005/2006 Intan pariwara

4. What is the main idea of the first paragraph...?

   a. Wingo Island has no sand, only green moss

   b. The weather in Wingo Island is tropic everttime

   c. The people in Wingo Island live in the tree

   d. People can only get to Wingo Island by boat

   e. How to go to Wingo Island

5. What is the main idea of the second paragraph...?

   a. The description of Wingo Island weather and environment

   b. There are many sharks in Wingo Island

   c. Wingo Island is a very quiet place

   d. The weather in Wingo Island is hot

   e. The weather in Wingo Island is tropic

6. What is the main idea of the third paragraph...?

   a. People can only get to Wingo Island by boat

   b. In Wingo Island there is no television

   c. There are many tall buldings in Wingo Island

   d. Atmosohere of life in Wingo Island

   e. Wingo Island is place to lie on

2.

7. Fruji is the name of ……. In Wingo Island.

   a. A tree

   b. A moss

   c. A table

   d. A mountain

   e. A leaf

Read the following text to answer questions no.8-9

The students of VII C in the classroom. It is the second period. They are sitting quietly at their desks. The teacher is in front of the class. He is writing some new words on the board. The teacher asks the students to writer down the new words and find the meaning in their dictionaries. The students have to translate it. After that the students answer the questions and write the answers on their exercise books. They do it seriously.

8. What is the main idea of paragraph above…?

   a. It is the second period

   b. They do it seriously

   c. They are writing some new words on the board

   d. The students of VII C in the classroom

   e. They are have to translate

9. What are the students studying? They are studying….

   a. English

   b. Biology

   c. History

d. Mathematics

e. Physics

Read the following text to answer questions no.10-12

Taj Mahal

Taj Mahal, an epitome of love, is actually mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, Which means crown of places.

Taj Mahal represents the finest architectural design and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inland with semiprecious stones(including jade, crystal, lapis lazuli,amethyst and turquoise) that from the intricate designs. Its central dome reaches a high of 240 feet (73 meters). The dome is surrounded by four small domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semiprecious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty a different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the marble

and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the seven Wonders of the World.

10. What is the main idea of the first paragraph...?

   a. Taj Mahal is the crown of palace.

   b. The mausoleum is a part of a vast complex comprising of a main gateway.

   c. The Taj is at the farthest end of this complex.

   d. It was built by a Muslim Emperor Shas Jahan in the memory.

   e. The river Jamuna behind it.

11. What is the main idea of the second paragraph...?

   a. Taj Mahal seems to glow in the light of the full moon.

   b. Taj Mahal is built entirely of white marble

   c. Its stunning architectural beauty is beyond adequate description

   d. Taj Mahal represents the finest architectural design and artistic achievement.

   e. On a Foggy morning, the visitor experience

12. What is the main idea of the third paragraph...?

   a. Taj Mahal shows shades of magnificent beauty a different time during the day.

   b. Taj Mahal is not very beautiful place.

   c. The atmosphere in Taj Mahal is so-so

   d. Taj Mahal is central dome reaches a high of 240 feet (73 meters).

e. At daytime, when the sky is bright and clear, the Taj looks milky white.

Read the following text to answer questions no. 13-16

Have you ever seen how some people run a business office? There ae some

professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. Heis the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person, the assistant or private secretary is, therefore, concerned with any business the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making reservations for the manager, sending letters of congratulations or condolence, sending invitations

etc. secretary also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

13. What is the main idea of the second paragraph…?

    a. Why a banker gives credits

    b. The function of a banker

    c. The job description of a banker

    d. A banking business as a company

    e. A banker is a person who conducts banking

14. An accountant who works unprofessionally will…?

    a. Complete his work properly

    b. Harm the financial management of the firm

    c. Help the manager

    d. Keeping and bring the book of the business

    e. Bring profit for the company

15. What is the main idea of paragraph 4…?

    a. A secretary should prepare the manager's agenda

    b. The office can hire two secretaries

    c. English is not important to be a secretary

    d. Secretary often makes appointments with the manager

    e. The manager should help the secretary complete her job

16. Which of the following statement is **not true**…?

    a. A manager should follow whatever his secretary says

    b. An accountant must deal with the finance of firm

c. Most banks deal with receipt and transmission of money

d. A professional banker is needed to run money business.

e. A good secretary should master English

Read the following text to answer questions no.17-20

The National Monument

The national Monument (Indonesian Monument National (Monas)) has a height of 132 meters in the center of Merdeka Square, Central Jakarta, symbolizing the fight for Indonesian's independence. Construction began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is covered with gold foil.

The monument and the museum are opened daily from 08.00-15.00 Western Indonesia time (UTC+7), everyday throughout the week, except for the last Monday of each month, when the monument is closed. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka place. The 137 meters tall National Monument is obelisk shaped, and is topped with a 14,5 meters bronze flame coated with 32 kilograms gold leaf.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During the Dutch colonial days here was the center of government, known as King of Square. The North side is dominated by the Merdeka Place once the home of the Dutch Governor Generals.

To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building.

17. What is the main idea of the first paragraph…?

    a. The national monument is a tower in the center of Merdeka Square

    b. The national monument is the center of most important government building

    c. The national monument is symbol of fight for Independence

    d. The national monument is one of the history building in Indonesia

    e. The national monument is tallest building in Indonesia

18. What is the main idea of the second paragraph…?

    a. The monument and the museum are opened daily from 08.00-15.00 Western Indonesia time

    b. The national monument is opened only Sunday

    c. The national monument is opened only in weekend

    d. The national monument is opened only in holiday

    e. The national monument is opened only at the end of the month

19. From the text above, how high is the National Monument…?

    a. 135 meters

    b. 123 meters

    c. 132 meters

    d. 130 meters

    e. 145 meters

20. When as the National Monument can be visited by the visitor…?

a. 1965

b. 1945

c. 1961

d. 1955

e. 1975

APPENDIX B
ANSWERING KEY

1. D

2. B

3. C

4. E

5. A

6. D

7. A

8. D

9. A

10. A

11. D

12. A

13. E

14. B

15. B

16. A

17. A

18. A

19. C

20. E

APPENDIX C
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA 6 Maros
Mata Pelajaran	: Pendidikan Bahasa Inggris
Kelas/Semester	: X/Ganjil
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 4 Pekan x 3 Jam pelajaran @ 30 Menit

A. **Kompetensi Dasar**

3.4 Membedakan fungsi sosial, struktur teks, dan unsurkebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks

B. TujuanPembelajaran

Melalui proses pembelajaran daring, peserta didik dapat menganalisis dan memahami struktur teks dan unsur kebahasaan dari teks serta mampu membuat sebuah teks deskriptif terkait tempat wisata dan bangunan bersejarah disekitarnya.

C. Materi Pembelajaran :

Materi 1

Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Materi 2

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in

the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location, it makes them easier to change their money. But some of them like to bring credit cards and checks.

D. Metode Pembelajaran

- Brainstorming Strategy

The procedure of Brainstorming Strategy:

1. The researcher introduce Brainstorming Strategy and explain it to the students.

2. The researcher divide students into some groups

3. The researcher introduces the given topic or problem clearly.

4. The researcher give students a limit time to solve the problem.

5. The researcher asks the students to come up with any idea, no matter how strange it is related to the problem.

6. The researcher remind the students not to criticize each other's ideas.

7. The researcher asks the students to build on each other's ideas. Do not stay on one idea is taking too long.

8. The researcher write down their ideas as they present their ideas.

E.Media, Alat, dan Sumber Belajar

- Media : Worksheet (Lembar kerja siswa)

- Alat : Handphone, Laptop

- Sumber Belajar : https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html

  https://www.caramudahbelajarbahasainggris.net/contoh-descriptive-text-tentang-kuta-beach-dan-artinya/

- Method : Brainstorming strategy

F. Kegiatan Pembelajaran:

No	Tahap/ Waktu	Deskripsi Kegiatan
1	Pendahuluan (15 Menit)	1. Peneliti melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran melalui aplikasi *WhatsApp*.
		2. Peneliti mengecek kehadiran peserta didik dan memberi motivasi.
		3. Peneliti memberikan warm up kepada siswa.
		4. Peneliti menyampaikan tujuan dan manfaat pembelajaran topik yang akan dipelajari.
		5. Peneliti menjelaskan garis besar cakupan materi serta strategi belajar yang akan ditempuh.

2	Inti (60 Menit)	**Pertemuan pertama:**

1. Peneliti menjelaskan dan memberikan contoh yang jelas kepeda siswa tentang descriptive textyang berkaitan dengan strategi, sehingga siswa dapat mengetahui bagaimana dan kapan strategi tersebut di gunakan.

2. Peneliti meminta peserta didik untuk membentuk beberapa kelompok kecil (3-5 orang) lalu masing-masing kelompok mendiskusikan topik terkait dengan descriptive text agar siswa dapat mencoba brainstorming strategy sambil dibimbing oleh peneliti.

3. Peneliti meminta untuk setiap kelompok mempertanggung jawabkan hasil diskusinya. Setiap Kelompok dilarang untuk mengkritik pendapat kelompok lain.

4. Peserta didik bertanya tentang materi yang belum dipahami tentang teks deskriptif.

5. Peneliti memberikan kesempatan untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi.

6. Peneliti meminta beberapa siswa untuk menyimpulkan dari mater yang telah dipelajari

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sesuai dengan pemahaman masing-masing.

Pertemuan kedua :

1. Peneliti mereview materi yang telah dijelaskan pada pertemuan sebelumnya.

2. Peneliti memberikan penjelasan tentang main idea dalam descriptive text.

3. Peneliti meminta peserta didik untuk membentuk beberapa kelompok kecil (3-5 orang) lalu masing-masing kelompok mendiskusikan teks deskriptif (Borobudur Temple) dan menerapkan brainstorming strategy sambil dibimbing oleh peneliti.

4. Peneliti meminta untuk setiap kelompok mempertanggung jawabkan hasil diskusinya. Setiap Kelompok dilarang untuk mengkritik pendapat kelompok lain.

5. Peneliti memberikan kesempatan untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi.

6. Peneliti meminta siswa untuk menentukan main idea yang ada pada teks tersebut. Hasil kerja peserta didikdikumpulkan ke peneliti melalui

WhatsApp

Pertemuan ketiga:

1. Peneliti memberikan contoh topik teks deskriptif(Kuta Beach) ke grup *WhatsApp*dan mengajukan beberapa pertanyaan seperti: *what is it?How does it look like? Where is the location of the Kuta Beach?*

2. Peneliti meminta peserta didik untuk membentuk beberapa kelompok kecil (3-5 orang) lalu masing-masing kelompok mendiskusikan terkait topik yang telah diberikan.

3. Peneliti meminta masing-masing kelompok mempertanggung jawabkan hasil diskusinya. Kelompok lain dilarang untuk mengkritik pendapat kelompok lain.

4. Penliti memberikan teks Kuta Beach Setiap siswa membaca teks deskriptif yang telah di berikan kemudian menjawab pertanyaan denagn menentukan main idea terkait topik yang diberikan.

5. Hasil kerja peserta didikdikumpulkan melalui grup *WhatsApp*kelas.

Pertemuan ke empat

1. Peneliti meberikan toptik descriptive text(Borobudur Temple)ke group *WhatsApp*dan mengajukan beberapa pertanyaan seperti: *what is it?How does it look like? Where is the location of the Borobudur Temple*

2. Peneliti memina peserta didik untuk membentuk beberapa kelompok kecil (3-5 orang) lalu masing-masing kelompok mendiskusikan terkait topik yang telah diberikan.

3. Peneliti meminta setiap kelompok mempertanggung jawabka hasl diskusinya. Kelompok lain dilarang untuk mngkritik pendapat kelompok lain.

4. Penliti memberikan teks Borobudur temple dan setiap siswa membaca teks deskriptif yang telah di berikan kemudian menjawab pertanyaan dengan menentukan main idea terkait topik yang diberikan.

5. Hasil kerja peserta didik dikumpulkan ke grup *WhatsApp* Kelas .

3	Penutup (15 Menit)	1. Melakukan refleksi dengan Tanya jawab kepada pesertadidik.
		2. Menarik kesimpulan dan berdo'a sebelum mengakhiri pembelajaran.
		3. Berdoa dan memberi salam penutup.

E. Penilaian Pembelajaran :

- Sikap : Kehadiran dalam *WhatsApp* , displin, tanggung jawab dan jujur
- Pengetahuan : Pre-test dan post-test (20 multiple choice)
- Keterampilan : Diskusi pada *WhatsApp*

Mengtahui,   Maros,..........2021

Kepala Sekolah   Guru Mata Pelajaran

APPENDIX D

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	Afdal Ramadhan	Std-1
2	Agung Sijaya	Std-2
3	Ariswan	Std-3
4	Arjun Saputra	Std-4
5	Auliah Rahma Yulianti	Std-5
6	Husnul Khatimah	Std-6
7	Rahmat Hidayat	Std-7
8	Dewi Hasan	Std-8
9	Fardi	Std-9
10	Hamka	Std-10
11	Herlina	Std-11
12	Ina Nur Ilmi	Std-12
13	Khamila Aprilla	Std-13
14	Mahyudin	Std-14
15	Marhana	Std-15
16	Mirna	Std-16
17	M. Wildang	Std-17
18	Nur Inaya	Std-18
19	Nur Shafitri Rahman	Std-19

20	Nur Indah Aulia	Std-20
21	Nur Asia	Std21
22	Nur Aziza Syahrani p.	Std-22
23	Rahmat Hasan	Std-23
24	Rahmawati	Std-24
25	Risda	Std-25
26	Suriani	Std-26
27	Rifaldi	Std-27
28	Roswati	Std-28
29	Wahida	Std-29

APPENDIX E

The score of pre-test

The score of pre-test and post test in the term of main idea:

NO	Students Code	Pre-test	Classification	Post-test	Classification
1	Std-1	45	Fairly Sufficient	85	Very Good
2	Std-2	55	Fairly Sufficient	90	Very Good
3	Std-3	65	Sufficient	90	Very Good
4	Std-4	30	Low	80	Very Good
5	Std-5	60	Sufficient	90	Very Good
6	Std-6	30	Low	80	Very Good
7	Std-7	60	Sufficient	85	Very Good
8	Std-8	50	Fairly Sufficient	85	Very Good
9	Std-9	50	Fairly Sufficient	90	Very Good
10	Std-10	45	Fairly Sufficient	90	Very Good
11	Std-11	55	Fairly Sufficient	80	Very Good
12	Std-12	60	Sufficient	90	Very Good
13	Std-13	50	Fairly Sufficient	85	Very Good
14	Std-14	50	Fairly Sufficient	75	Good
15	Std-15	60	Sufficient	85	Very Good
16	Std-16	50	Fairly Sufficient	90	Very Good
17	Std-17	30	Low	70	Good
18	Std-18	65	Sufficient	90	Very Good

19	Std-19	55	Fairly Sufficient	80	Very Good
20	Std-20	60	Sufficient	85	Very Good
21	Std-21	55	Fairly Sufficient	85	Very Good
22	Std-22	50	Fairly Sufficient	75	Good
23	Std-23	30	Low	70	Good
24	Std-24	55	Fairly Sufficient	90	Very Good
25	Std-25	50	Fairly Sufficient	90	Very Good
26	Std- 26	55	Fairly Sufficient	80	Very Good
27	Std-27	60	Sufficient	80	Very Good
28	Std-28	60	Sufficient	80	Very Good
29	Std-29	50	Fairly Sufficient	85	Very Good

APPENDIX F

Rating score of the students' reading comprehension in term of main idea in

pre-test and post-test

SAMPLE	PRE-TEST		POST-TEST		GAIN	D²
	X_1	$(X_1)^2$	X_2	$(X_2)^2$	D(X2-X1)	D(X2-X1)²
1	45	2025	85	7225	40	1600
2	55	3025	90	8100	35	1225
3	65	4225	90	8100	25	625
4	30	900	80	6400	50	2500
5	60	3600	90	8100	30	900
6	30	900	80	6400	50	2500
7	60	3600	85	7225	25	625
8	50	2500	85	7225	35	1225
9	50	2500	90	8100	40	1600
10	45	2025	90	8100	45	2025
11	55	3025	80	6400	25	625
12	60	3600	90	8100	30	900
13	50	2500	85	7225	35	1225
14	50	2500	75	5625	25	625
15	60	3600	85	7225	25	625
16	50	2500	90	8100	40	1600

17	30	900	70	4900	40	1600
18	65	4225	90	8100	25	625
19	55	3025	80	6400	25	625
20	60	3600	85	7225	25	625
21	55	3025	85	7225	30	900
22	50	2500	75	5625	25	625
23	30	900	70	4900	40	1600
24	55	3025	90	8100	35	1225
25	50	2500	90	8100	40	1600
26	55	3025	80	6400	25	625
27	60	3600	80	6400	20	400
28	60	3600	80	6400	20	400
29	50	2500	85	7225	35	1225
Total	1490	79450	2430	204650	940	32500

APPENDIX G

Percentage of Students' Reading Comprehension in pre-test and Post-test

1. Percentage of students' reading Comprehension in Pre test

a. Very Good

$$P = \frac{F}{N} x 100$$

$$P = \frac{0}{29} x 100$$

$$P = 0\%$$

b. Good

$$P = \frac{F}{N} x 100$$

$$P = \frac{0}{29} x 100$$

$$P = 0\%$$

c. Sufficient

$$P = \frac{F}{N} x 100$$

$$P = \frac{9}{29} x 100$$

$$P = 31.03\%$$

d. Fairly Sufficient

$$P = \frac{F}{N} x 100$$

$$P = \frac{16}{29} x 100$$

$$P = 55.17\%$$

e. Low

$$P = \frac{F}{N} x 100$$

$$P = \frac{4}{29} x 100$$

$$P = 13.80\%$$

2. Percentage of students' reading Comprehension in Post-test

a. Very Good $P = \frac{F}{N} x100$

$P = \frac{25}{29} x100$

$P = 86.20\%$

b. Good $P = \frac{F}{N} x100$

$P = \frac{4}{29} x100$

$P = 13.80\%$

c. Sufficient $P = \frac{F}{N} x100$

$P = \frac{0}{29} x100$

$P = 0\%$

d. Fairly Sufficient $P = \frac{F}{N} x100$

$P = \frac{0}{29} x100$

$P = 0\%$

e. Low $P = \frac{F}{N} x100$

$P = \frac{0}{29} x100$

$P = 0\%$

APPENDIX H

Distribution of t-Table

For level of significance (D) = 0.05

Degree of Freedom (df) = N-1 = 29-1=28

t-Table = 2,048

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120

14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX I

The significance difference

T-test:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{33.57}{\sqrt{\frac{32500 - \frac{(940)^2}{29}}{29(29-1)}}}$$

$$= \frac{33.57}{\sqrt{\frac{32500 - \frac{883600}{29}}{29(28)}}}$$

$$= \frac{33.57}{\sqrt{\frac{32500 - 30400}{812}}}$$

$$= \frac{33.57}{\sqrt{2.58}}$$

$$= \frac{33.57}{1.29}$$

$$t = 26.02$$

Documentation

Bersama Guru Bahasa Inggris Sekaligus Kepala Sekolah SMA Negeri 6 Maros

Perkenalan kepada siswa pada saat pertemuan

Pertama melalui group WhatsApp

Proses   Belajar   Mengajar

Melalui Group WhatsApp

Proses Belajar Mengajar

Hasil Tugas Pre-test dan Post-test Salah satu Siswa X MIPA 2

APPENDIX K

Letters

Nomor : 4933/FKIP/A.4-II/IV/1442/2021
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Wahida
Stambuk : 10535110771
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Maros / 28-06-1997
Alamat : Maros kec. Bontoa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul THE USE OF BRAINSTORMING STRATEGY IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL (AT THE TENTH GRADE STUDENTS OF SMA NEGERI 6 MAROS IN THE ACADEMIC YEAR 2020/2021)

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh

Makassar, 5 Sya'ban 1442 H
            18 Maret 2021 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Nomor : 1422/05/C.4-VIII/III/40/2021   05 Sya'ban 1442 H
Lamp : 1 (satu) Rangkap Proposal   18 March 2021 M
Hal : Permohonan Izin Penelitian

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

     Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 4833/FKIP/A.4-II/III/1442/2021 tanggal 18 Maret 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **WAHIDA**
No. Stambuk   : **10535 1107716**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School (at the Tenth Grade Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)"

Yang akan dilaksanakan dari tanggal 22 Maret 2021 s/d 22 Mei 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

03-21

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 12417/S.01/PTSP/2021
Lampiran :
Perihal : Izin Penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1422/05/C.4-VIII/III/42/2021 tanggal 18 Maret 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

Nama : WAHIDA
Nomor Pokok : 105351102716
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul

" THE USE OF BRAINSTORMING STRATEGY IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL (At the Tenth Grade Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021) "

Yang akan dilaksanakan dari : Tgl. 22 Maret s/d 22 Mei 2021

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan barcode.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 19 Maret 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Nip : 19710501 199803 1 004

Tembusan Yth :
1. Ketua LP3M UNISMUH Makassar di Makassar
2. Pertinggal

SIMAP PTSP 19-03-2021

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : WAHIDA

NIM : 105351107716

Judul Penelitian : THE USE OF BRAINSTORMING STRATEGY IN TEACHING READING COMPREHENSION AT SENIOR HIGH SCHOOL (At the Tenth Grade Students of SMA Negeri 6 Maros in the Academic (Year) 2020/2021)

Tanggal Ujian Proposal : 23/02/2021

Tempat/Lokasi Penelitian : SMA Negeri 6 Maros

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	22/03/2021	Pengantaran Surat izin	Abdul Main, S.S.M.H	
2	23/03/2021	Pre-test	Abdul Main,S.S.M.H	
3	26/03/2021	Treatment	Abdul Main, S.S. M.H	
4	30/03/2021	Treatment	Abdul Main, S.S.M	
5	02/04/2021	Treatment	Abdul Main, S.S.M.H	
6	06/04/2021	Treatment	Abdul Main, S.S.M.H	
7	09/04/2021	Post-test	Abdul Main, S.S.M.H	
8				

Maros , 15 Juni 2021

Mengetahui,

Ketua Jurusan,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807

Pimpinan/Kepala sekolah,

ABDUL MAIN, S.S, M.H
NIP 197302012003121003

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 6 MAROS
Alamat: Jl. Pendidikan No. 20, Kel. Bontoa, Kecamatan Bontoa
Kabupaten Maros 90558 Sulawesi Selatan

SURAT PERNYATAAN

Nomor : 423.5/033/UPT SMAN 6/MRS/DISDIK
Perihal : Surat Keterangan Telah Melaksanakan Penelitian/Pengumpulan data

Yang bertanda tangan di bawah ini menerangkan bahwa Saudara:

- WAHIDA   No. STB : 105351107716
- Fakultas/Jurusan   Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris
- Perguruan Tinggi   Universitas Muhammadiyah Makassar

Telah melakukan penelitian/pengumpulan data yang dilaksanakan dari tanggal 22 Maret 2021 s/d 22 Mei 2021 dalam rangka penulisan skripsi dengan judul " The Use Brainstroming Strategy In Teaching Reading Comprehension at Senior High School (at the Twelfth Grade Students of SMA Negeri 6 Maros in the Academik (Year) 2020/2021

Demikianlah pernyataan ini kami sampaikan untuk dipergunakan sebagaimana mestinya.

Wassalamu alaikum Warahmatullahi Wabarakatuh

Maros, 25 Juni 2021
a.n. Kepala SMAN 6 Maros
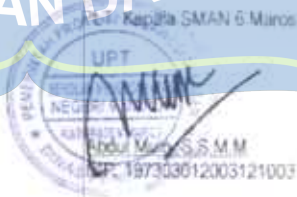
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SCHOOL (AT THE TENTH GRADE STUDENTS OF SMA NEGERI 6 MAROS IN THE ACADEMIC (YEAR) 2020/2021)

From author/researcher

WAHIDA

ID: 105351107716

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Universitas Muhammadiyah Makassar

Head of
English Education Department

Makassar,   6 Dzulhijjah   1442 H.
16 July 2021   M

Ismail Sangkala Syam, S.Pd., M.Pd.
NBM: 977 807

CURRICULUM VITAE

Wahida was born on June 28, 1997 in Maros, Sulawesi Selatan. She is the seventh child of the marriage of H. Japar and Hj. Masniah. She has three brothers and three sisters. In 2004, she started her education as an elementary school at SDN 6 Kassijala and graduated in 2010. In the same year she registered as a student at SMPN 13 Bontoa and graduated in 2013. She continued her education in senior high school at SMA Muhammadiyah Bintuni and graduated in 2016. Furthermore, the researcher continued her study at English Department of Muhammadiyah Makassar. And at the end of her study, she could finish her thesis entitle "**The Use of Brainstorming Strategy in Teaching Reading Comprehension at Senior High School (At the Tenth Grade Students of SMA Negeri 6 Maros in the Academic Year 2020/2021)**".