

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an international language and also language for science and technology. Many books and science are written in English. Indonesians should master English well so that they can absorb the science and technology.

In relation to this phenomenon, English is the first foreign language which is taught in Junior High School and Senior High School as a compulsory subject, and also in Elementary School as a local content subject. In Senior High School, students are hoped to develop their abilities to communicate in English involving the four communication competencies: reading, listening, speaking and writing. In order to fulfill the need of globalization and information era in the 21st century, these competencies are hoped to prepare the Senior High School students for the next study or working in sectors that use English as a means of communication.

The Senior High School students are the best language learners. Penny Ur in Harmer (2002: 38) suggests that teenage students are in fact overall the best language learners. Furthermore, the senior high school students have high curiosity and easy to be motivated. Harmer (2002: 39) said that teenagers have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

Reading activity is needed by students in their learning. Students difficulties in comprehending the reading text is one of class phenomenon, so the

method, approach and procedure must help the students comprehend the reading text. Harmer (2002: 79) said that methods, procedures, approaches (and models) which influence the current state of English language teaching. Because of reading comprehension is an important thing in English learning, so that the teacher must use methods, procedures and approaches appropriately to the students in teaching reading. Therefore, the teacher uses teaching media such as: video, tape recorder, picture, charts etc. The teaching media helps students comprehend the meaning and aim of the text.

Why does the writer take picture and brainstorming as a comparative study? Picture is important to help in comprehending the goal of the text, Alkhuli (1976: 119) states that a picture may be used as an aid in explaining the content of some reading materials. Brainstorming also important to help in comprehending the goal of the text. In this case, Brown said that brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write in a topic (Brown, 1996: 181). It means that picture and brainstorming help students to comprehend the content of the reading text. Based on these backgrounds, the writer takes a research which entitled: *A Comparative Study of The Students' Learning Achievement in Reading Comprehension by Using Picture and Brainstorming at The Third Year of SMA Negeri 1 Bangodua Indramayu.*

B. The Formulation of the Problem

From the explanation of the previous background of the problem, the writer would say that consists of:

1. The Identification of Problem

a. The Field of Research

The research field is concerning with reading comprehension.

b. The approach of research

The research approach in this thesis is quantitative descriptive research with the *t*-test formula.

c. The Kinds of Problem

The kinds of problem in this thesis are to compare between the students' learning achievement in reading comprehension by using picture and the students' learning achievement in reading comprehension by using brainstorming.

2. The Limitation of the Problem

In limiting the problem, the writer ties down the problem into three kinds:

- a. The students' learning achievement in reading comprehension by using brainstorming.
- b. The students' learning achievement in reading comprehension by using picture.
- c. The comparison of results between using picture and brainstorming

To clarify the main term in this research, the writer takes the definition of the title based on the Oxford Advanced Learner's Dictionary of Current English, Hornby 2000:

- 1) Comparative/kəm'pærətiv/(P.244) adj. 1. Connected with studying things to find out how similar or different they are; 2. Measured or judged by how similar or different it is to something else.

- 2) Study/stʌdi/(P.1292) The activity of learning or gaining knowledge, either from books or by examining things in the world; 2. A particular person's learning activities, for example at a college or university.
- 3) Picture/pɪkʃə(r)/(P.952) n. a painting or drawing, etc. that shows a scene, a person or a thing
- 4) Brainstorming/'breɪnstɔːmɪŋ/1.(U) a way of making group of people all think about something at the same time, often in order to solve a problem or to create good ideas.

The definition of reading comprehension based on Finochiaro and Sydney

Sako in Agung Mursidi (2003: 11):

Reading Comprehension is the ability depends on the accuracy and speed of graphemic perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition allusion.

3. The Questions of the Research

There are three questions below:

- a. How are the students' learning achievement in reading comprehension by using brainstorming?
- b. How are the students' learning achievement in reading comprehension by using picture?
- c. Are there any differences between the students' learning achievement in reading comprehension by using brainstorming and by using picture?

C. The Aims of the Research

1. To find out the data of the students' learning achievement in reading comprehension by using brainstorming (X_1 variable).
2. To find out the of the students' learning achievement in reading comprehension by using picture (X_2 variable).

3. To describe whether there are any significant differences or not between the results of the students learning achievement in reading comprehension by using brainstorming and by using picture.

D. The Frame of Thinking

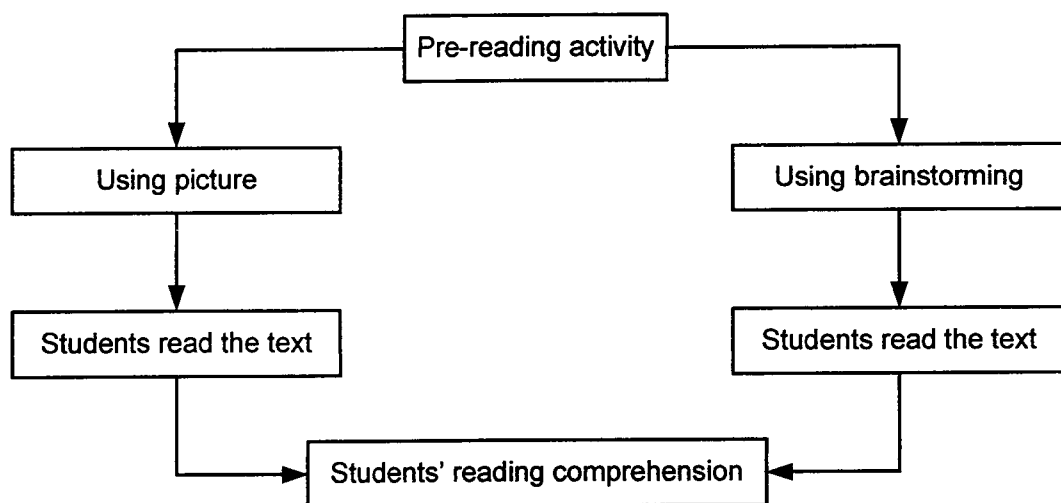
Picture is a drawing shows a scene, a person or a thing to make clear, effective and interest. Picture as another visual aids to give information to the students in the reading-text. Alkhuli (1976: 119) states that a picture may be used as an aid in explaining the content of some reading materials. Subana and Sunarti (2003: 322) explained that *gambar merupakan media visual dua dimensi di atas bidang yang tidak transparan* (Picture is a two dimension visual aids on the unstranparant object). Therefore, it is applied in the pre reading activity to explain the content of some reading materials for the students.

Roestiyah (1995: 73) said that *brainstorming adalah suatu teknik atau cara mengajar yang dilaksanakan oleh guru di dalam kelas* (Brainstorming is one of the techniques which is done in the classroom). Brainstorming is creative juices to make students think the material. Brown said that brainstorming is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write in a topic (Brown, 1994: 181). The goals both picture and brainstorming are the same to develop the students' vocabulary, to decode their experience which they can access the known word meaning represented in memory. In brief both of picture and brainstorming make clear and enable the students to comprehend the reading text.

Both picture and brainstorming are placed in the beginning session to introduce or to explain the reading text. They are placed in pre-reading activity to

make the students understand the goal of the text, conceptual background and to give motivation to the students. The pre-reading activity will provide students the vocabulary and conceptual background needed to comprehend and retain the information in the particle. (www.thursdayclassroom.com, 2000: 2)

Based on the statement, the writer would like to illustrate the frame of thinking of this research diagrammatically as follow:



Gambar 1.1
The Frame of Thinking

Recently, picture has supposed to be a best technique in students reading comprehension. The writer picks out the brainstorming technique as a comparative study.

E. The Step of the Research

In this research, the writer uses three ways, namely:

1. Population and Sample

Klausmeier and Ripple said that a sample is a subset or subgroup of an entire group, called population. Sampling is done in order to generalize from a sample to a population. (Klausmeier and Ripple, 1975: 725.)

The writer does the research at third year of *SMA Negeri 1 Bangodua Indramayu*. It has about 205 students, so it is population. Arikunto in Subana (2000: 24) says "*populasi adalah keseluruhan subjek penelitian* (Population is the entire research subject). The writer takes two classes of experiments as the sample namely: the class 3-IPA 2 using brainstorming (X_1 variable) and the class 3-IPA 1 using picture (X_2 variable). Each class contains 42 students, so the sample are 84 students. It is called cluster sampling. Sutrisno Hadi (2000: 229) said that:

"Jika populasi terdiri dari cluster-cluster atau rumpun-rumpun, seperti misalnya populasi SMA terdiri dari SMA-SMA Negeri, Swasta dan bersubsidi, dan pemilihan sample-sampel didasarkan atas cluster-cluster itu teknik ini disebut cluster sampling. Cluster sampling tidak memilih individu-individu melainkan cluster-cluster"

(The population which formulates clusters or groups for examples Senior High School formulated State Senior High School and private Senior High School, and the criteria of samples based on clusters, it is called cluster sampling. Cluster sampling does not take individual but clusters).

2. The Technique of Collecting Data

a. Observation

Observation is one way to collect data (Ranjit Kumar, 1999: 105)

Arikunto (2000: 30) adds that *observasi adalah suatu teknik yang dilakukan dengan cara mengadakan pengamatan secara teliti serta pencatatan secara sistematis* [Observation is a technique by monitoring accurately and write the result systematically].

The observation is done in the classroom where the objects of the research is being observed. The writer observes the process of students' learning, especially in their comprehension to the reading text by using picture and brainstorming.

b. Interview

Hornby states that interview is to talk to somebody and ask them questions at a formal meeting to find out for a particular job, or for a course of study at college, university, etc. (AS. Hornby, 2000: 681).

Arikunto (2000: 30) adds that *interview adalah suatu metode atau cara yang digunakan untuk mendapatkan jawaban dari responden dengan jalan tanya-jawab sepihak* [Interview is a method or way to obtain answer from the respondent by using question-answer from the interviewer to the respondent]..

The writer would like interview the English teachers, the headmaster, and the students.

c. Test

Test in examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out a good mark etc. in the test. (AS. Hornby, 2000: 1342).

The writer does a research to know the students' learning achievement. Subana (2000: 29) explains that *tes prestasi atau achievement test, adalah tes pencapaian yang digunakan untuk mengukur pencapaian seseorang setelah mempelajari sesuatu* [Achievement test is the test uses to measure one's achievement after she/he studies something]. Here the test would be given the post-test. The kinds of test are the listing paragraphs and enumerators.

3. The Technique of Analysis Data

a. Qualitative data analysis

The qualitative data analysis are obtained from library study, books, internet and from the teacher of *SMA Negeri 1 Bangodua Indramayu*.

b. Quantitative data analysis

To find out the quantitative data, the writer analyzes the data based on the result of the test on reading comprehension achieved by the students who are taught by using picture and brainstorming. These data are analyzed by using t-test formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\text{dsg} \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where:

t = t -value

X_1 = mean, score of the students' learning achievement in reading comprehension by using brainstorming.

X_2 = mean, score of the students' learning achievement in reading comprehension by using picture.

dsg = value of clustering deviation standard

n_1 = number of students of X_1 variable

n_2 = number of students of X_2 variable

df = degree of freedom $\{(N_1 + N_2) - 2\}$

(Subana and Sudrajat, 2001: 162)

Ho = Null hypothesis, there is no comparison between the students' learning achievement in reading comprehension by using picture and by using brainstorming.

Ha = Alternative hypothesis, there is comparison between the students' learning achievement in reading comprehension by using brainstorming and by using picture.

c. Qualitative category

Arikunto (2002: 245) explains there is qualitative category that can be used for grouping the students based on their achievement. It is taken from the instruction book of Academic Activity of IKIP Yogyakarta.

Angka 100	Angka 10	IKIP	Huruf	Keterangan
80 – 100	8,0 – 10,0	8,1 – 10	A	Baik sekali
66 – 79	6,6 – 7,9	6,6 – 8,0	B	Baik
56 – 65	5,6 – 6,5	5,6 – 6,5	C	Cukup
40 – 55	4,0 – 5,5	4,1 – 5,5	D	Kurang
30 – 39	3,0 – 3,9	0 – 4,0	E	Gagal

4. Validity and Reliability of Data

Subana and Sudrajat (2001: 127) said that *karakteristik instrumen yang baik sebagai alat evaluasi hendaklah menurut persyaratan validitas dan reliabilitas* (The good instruments characteristics as instruments of evaluation has to fulfill the requisite of validity and reliability).

a. Validity

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2)(N \cdot \sum Y^2 - (\sum Y)^2)}}$$

Where: N = amount of the students.

X = amount of score x .

$\sum Y$ = total score

r_{xy} = the correlation coefficient between variable x and y .

Guilford in Subana (2001: 130) determines the criteria of correlation as follows:

Les from 0.20 : there is no correlation

0.20 – 0.40 : low correlation

0.40 – 0.70 : middle correlation

0.70 – 0.90 : high correlation

0.90 – 1.00 : the correlation is very high

b. Reliability

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where: r_{11} = all of the test reliabilities

p = which one the subject proposal answer the items correctly.

q = which one the subject proposal answer the items correctly

$\sum pq$ = all of the test reliability

n = amount of the students which do the test

S = all of the varians.

Guilford in Suherman (1990: 177) determined the criteria of the reliability:

$r_{11} \leq 0,20$ the reliability is very low

$0,20 < r_{11} \leq 0,40$ the low reliability

$0,40 < r_{11} \leq 0,60$ the middle reliability

$0,60 < r_{11} \leq 0,80$ the high reliability

$0,80 < r_{11} \leq 1,00$ the reliability is very high

To calculate the varians of item using the formula

$$S_i^2 = \frac{\sum X^2 - \left[\left(\sum X \right)^2 : N \right]}{N-1}$$

Where: S_i^2 = total varians of total score

n = amount of the items

N = amount of sample

X = score for each item