

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is one of important thing for human beings in the world because it is a media communication which people can express their experience and their idea. With language someone as a person of society can convey his thought, feelings, and act to other. “Language is only one of many semiotic systems with which learner make sense of the world express in a different language.”<sup>1</sup> It means language is the characteristic form of human communication. It becomes apart of human existence. As an international language, English is the most widely uses in our social community, commercial, and educational activity today.

As an international language, English is very important and has many interrelationships with furious aspect of life owns by human being. In indonesia, english considers as the first foreign language and thought formally from elementary school up to the university level.

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<sup>1</sup> Nunan David, *Language and Culture*. (New York, Routledge, 2010), P.4

Mastering English is necessary and becomes a need for the students. When they learn English, they will learn about reading at the first time. In English there are four skills ; they are listening, reading, speaking, writing. The writer would like to focus on reading because it is the one of part language supports the learner to learn the skills of English language above.

It start from writers' experiences that learning English especialy is not only at school with books, but the learner can use some method to help learner in learning. Abc Brainstroming choosen by the writer as a method to be able to attract back students interest in reading, as well as to enable them to understand the reading is easy, is a strategy used to stimulate the student's basic knowledge about the topics that will be discussed and studied in the text.

Brainstroming combines relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by “jolting” them out of their normal ways of thinking.<sup>2</sup>

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<sup>2</sup> James Manktelow, *Generating Creative Ideas*, Brainstroming, [Http://www.mindtools.com.brainstm.html](http://www.mindtools.com.brainstm.html)

“Reading is useful for language acquisition.”<sup>3</sup> Reading is form non-verbal communication. Reading enables students to understand and comprehend language through form like text passage. But some students think that reading is perhaps the most difficult language skill to learn. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them reading comprehension.

In teaching reading, teacher sometimes finds problem in selecting or choosing appropriate reading materials for the students. According to the writer, teacher still lack of good English textbooks. Most of them are designed only for teaching English as foreign language. The materials is intended to gain students to master same abstract grammar points. This could be one of the reasons why students feel bored, unenthusiastic, when they get reading lessons.

Many teachers used old method in teaching reading comprehension. This method can used bored situation and it will kill student in teaching learning process, they know that there are many interesting method in teaching reading comprehension.

Based on the above argument, the writer is interested in discussing about The Effectiveness of Using ABC Brainstroming in

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<sup>3</sup> Harmer Jeremy, *How To Teach English*, (England, Associated Through the World, 2010), P. 99

Improving Students Reading Comprehension Ability (An Experimental Research at “SMAN 22 Kabupaten Tangerang) This school locates in Bumi Puspiptek Asri Pagedangan. She is sure that the improving students of reading by using ABC Brainstroming will help students feel enjoyable, interested and enthusiastic when they get reading lesson.

### **B. Statements of problem**

Based on disscussion of background of study above, the writer makes statements of problem as follows :

1. How is the students' reading comprehension at second grade of SMAN 22 Kab.Tangerang ?
2. How is the effectiveness of using ABC Brainstroming strategy in improving students reading comprehension at second grade of SMAN 22 Kab.Tangerang ?

### **C. Objectives of study**

Based on the statement of the problem, the writer would like to focus on some objectives as follows :

1. To find out the students' reading comprehension at second grade of SMAN 22 Kab.Tangerang.

2. To find out the effectiveness of using ABC Brainstorming strategy on students' reading comprehension at second grade of SMAN 22 Kab.Tangerang.

#### **D. Important of study**

The significance of this research conveys to ; *first*, to the english teacher, the finding of this research gives the alternative way or method in teaching english to increase the students at reading comprehension. *Second*, for the institution of SMAN 22 Kab.Tangerang it can be beneficial regarding to improve the education quality. *Third*, for further researcher, it provides them basic information about teaching reading comprehension.

#### **E. Previous of study**

The writer found many previouses of study dealing with improving students' reading comprehension. Those previous study as follows.

*Lailatul Musyarofah, 04432, 2010, Using drama in teaching reading comprehension (an experimental research at "SMP Terpadu*

*Bani Nur Baros-Serang*). The research explain how students fell enjoy, interest when they get reading lesson about using drama.

*Ida Rosida, 062300036, 2010, The effectiveness of comic in teaching reading comprehension skill on narrative text (an experimental research at second grade of SMAN 1 Ciruas)*. She interests researching the influence of using comic in teaching reading comprehension for second grade of senior high school students.

*Sayyidah AINU Hidayah, 1223013338, 2016, The effect of intensive reading strategy on students reading comprehension (an experimental research at second grade of SMPN 1 Curug-Tangerang)*. She thinks that student meet difficulties in comprehending the text given. Most of students sometimes cannot construct the meaning from text.

The difference between this research and previous above are ;  
*First*, this research only uses ABC brainstorming in giving treatments.  
*Second*, this research needs more quiet condition in learning process than research above. *Third*, this research does not like a game but need more concertration in learning process. And *fourth*, the special of this research gives more simple to students can develop their thinking

before reading so that students can understand the content reading in general before it as a whole.

## **F. Hypotesis**

“Ordinarily, when one talks about hypothesis, one simply means a mere assumption or some supposition to be prove or disprove. But for the writer hypotheses is a formal question that he intends to resolve.”<sup>4</sup>

Ha :  $t_o > t_t$  : There is a significant influence of using ABC Brainstroming as media, on increasing students’s reading comprehension.

Ho :  $t_o < t_t$  : There is no significant influence of using ABC Brainstroming as media, on increasing students’s reading comprehension.

## **G. Organizing of writing**

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<sup>4</sup> Kothari C.R., *Research Methodology: Methodes And Techniques*, (New Delhi, New Age International (P), 2004), P. 184

This research is organized into five chapters as follows :

Chapter one is introduction; it contains background of study, statement of problem, object of study, previous of study, important of study, hypotheses, and organization of writing.

Chapter two is theoretical framework; it contains the explanation about reading, types of reading, purpose of reading, reading comprehension, teaching reading, definition of abc brainstroming, purpose abc brainstroming, benefit abc brainstroming.

Chapter three is methode of the research; it contains about methode of study, place and time, population and sample, research instrument, technique of collecting data, and technique of data analysis.

Chapter four is research finding consist of description of data, normality test, t-test and interpretation of data.

Chapter five is conclusion and suggestion.



