

CHAPTER 1

INTRODUCTION

A. Background of Research

Reading is a process to understand the message available in the text. Alder as quoted by Gie (1995: 61) states that reading is the process of interpreting or understanding what presents of itself to the senses in the form or word or other sensible marks. Grellet in Simanjuntak (1998: 14) explains that reading is a constant process of guessing and what one begins to the text is often more important than one finds in it. According to Harris (1971: 239), reading comprehension is the label usually applied to acquiring meaning from reading. Zorn (1980: 70) states that reading comprehension is a simply understanding that received when students read something.

Reading is an important aspect in learning language. Learning without reading is meaningless. More reading is more knowledge. By reading, it can be developed our knowledge. In our study teacher always gives us suggestion to read more references in order to increase our reading mastery, it proves that students do not only depend on the teachers' explanation but also should read more references to explore the material more deeply.

Nowadays, comprehending the text is one of the problems that the students face in reading. The problem is the lack of vocabulary. In this case mastering English vocabulary will play a role with regard to reading. For example, sometimes when the students face the English reading materials, do not understand anything about the context of the text. It is the main problem that is faced in reading class.

The conditions above are still far from the real one. The pre interview with the English teacher showed that the students' had problems in reading comprehension. The students were still low in reading comprehension, it indicates students were difficult to understand and catch the information in the reading text, for example when the students did the exercise in the text. The students had difficulty to answer the questions because they didn't know the content of the text.

Based on the problems above, the English teacher needs a solution. One way that the teacher needs to do is conducting brainstorming activity with words guessing. Brainstorming is accumulating ideas warm-up activity in the beginning of the lesson. Brainstorming as a start in reading class is necessary to do since the students should be active in the main lesson. Brainstorming can be used warm-up (five or ten minutes activity at the start of the lesson) just to get the students in the mood and start them thinking about a topic.

There are some ways to teach brainstorming, one of them is words guessing. Words' guessing is to predict the meaning of the word or an event without sufficient information, a message expressing a belief about something. The teacher provides a game to the students. Before they start in reading activity teacher chooses difficult words then students guessing the word meaning.

If teacher uses words guessing, students will guess based on teacher's clue. The teacher can choose some unfamiliar keywords related to text or reading material in this technique. It will involve both the teacher and students. It means that, the teacher activated the students' background knowledge and supports the students' interpretation of the text. It can also promote interaction between the students and the text. Moreover it can motivate the students because they will be creative in guessing the word and understanding what teacher says. The students have challenges in reading and response the teacher's questions.

So brainstorming by using words guessing is a technique designed to generate a large number of ideas for the solution of a problem in given answer or make a judgment without knowing the facts.

From the description above, the writer is interested in knowing the Effectiveness of Brainstorming using Words Guessing in a research entitled "The Effectiveness of Brainstorming by Words Guessing in Reading Comprehension".

B. Reason for Choosing the Topic

The reason of choosing the topic is, based on the facts that some of the students have some problems in reading class. The problems are:

1. Reading is something crucial and indispensable for the students because for the success of their study depends on the greater part of their ability to read. They find it difficult to comprehend text and still had low reading comprehension, so the students were passive in reading class. Therefore, the teaching learning process was not effective.
2. Words guessing can increase the students' creativity in build their mind and it can be activated the students' background knowledge and the students' interpretation of the text. It will be easier for the students in comprehending the text.

C. Problem of Research

Based on the background of study above, the writer formulates the research problem as follow: Is brainstorming by words guessing effective for teaching reading?

D. Aim of Research

The aim of the research is to know whether or not brainstorming using words guessing game is effective for teaching reading.

E. Limitation of The Problem

In this study, the writer used Recount text to teach reading. The topics which would be taught were Going to Bali, Our Recreation to Solo and Trip to Yogyakarta.

F. Contribution of the Research

The findings of this research will give contribution to:

1. English teacher
 - a. This technique will help teacher to motivate students to learn reading and as alternative technique for teacher to apply in the classroom.
 - b. English teacher know their students achievement in reading, so they can make their students active.
2. English students

This research have experienced in using brainstorming by words guessing, so they can increase the reading comprehension.