

**THE EFFECT OF THE APPLICATION OF  
BRAINSTORMING TECHNIQUES ON STUDENTS'  
READING COMPREHENSION OF THE SEVENTH  
GRADE OF SMPN 2 BATURETNO**

**A Thesis**

**Presented as Partial Fulfilment of the Requirements for  
the Attainment of a *Sarjana Pendidikan* Degree  
in English Education**



**By  
Murthi Wibisana  
032224716**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2011**

**APPROVAL SHEET**

**THE EFFECT OF THE APPLICATION OF BRAINSTORMING  
TECHNIQUES ON STUDENTS' READING COMPREHENSION OF THE  
SEVENTH GRADE OF SMPN 2 BATURETNO**

**A THESIS**



**First Consultant,**

**Second Consultant,**

**Drs. Abdul Ghani Johan, M.Ed.**  
**NIP. 19480722 197603 1 001**

**Anita Triastuti, S.Pd., M.A.**  
**NIP. 19741205 200312 2 001**

**RATIFICATION**

**THE EFFECT OF THE APPLICATION OF BRAINSTORMING  
TECHNIQUES ON STUDENTS' READING COMPREHENSION OF THE  
SEVENTH GRADE OF SMPN 2 BATURETNO**

**A Thesis**

**By  
Murthi Wibisana  
032224716**

**Accepted by the Board of the Thesis Examiners of the Faculty of Languages  
and Arts of the Yogyakarta State University on 31<sup>st</sup> May 2011 and Declared  
to Have Fulfilled the Requirements for the Attainment of a *Sarjana*  
*Pendidikan* Degree in English Education**



Chair Person : Drs. Samsul Maarif, M. A. \_\_\_\_\_  
Secretary : Anita Triastuti, S.Pd., M. A. \_\_\_\_\_  
First Examiner : Drs. Margana, M.Hum.,M.A. \_\_\_\_\_  
Second Examiner : Drs. A. Ghani Johan, M.Ed. \_\_\_\_\_

**Yogyakarta, 10<sup>th</sup> June 2011  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,**

**Prof. Dr. Zamzani, M.Pd.  
NIP. 19550505 198011 1 001**

## PERNYATAAN

Yang bertandatangan di bawah ini saya:

Nama : Murthi Wibisana  
NIM : 032224716  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Karya Ilmiah : **The Effect of the Application of Brainstorming Techniques on Students' Reading Comprehension of the Seventh Grade of SMPN 2 Baturetno**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini, kecuali pada bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 12 Februari 2011  
Yang membuat pernyataan,

Murthi Wibisana  
NIM. 032224716

# MOTTO

Whatever will be ....

Let's try to enjoy your life.....

Life is an adventure

## DEDICATIONS

This thesis is dedicated by the researcher to:

My lord.... Allah SWT

My beloved mother and father, Bapak Siswanto and Ibu Sri Sayekti,

My beloved soulmate, Zesy Kurniawati,

My beloved sisters, Rose Santi and Clara Shinta,

My big family members in Klaten.

## ACKNOWLEDGEMENTS

Alhamdulillahirrabbi'l alamin,

Praise be to Allah SWT, the Almighty, the Merciful, and the Most Beneficent for His blessing, without which the writer would have never been able to finish this thesis.

The researcher would like to express his deepest gratitude to his first consultant Drs. A. Ghani Johan, M.Ed., and to his second consultant Anita Triastuti, S.Pd., M.A., who have advised him and given their invaluable ideas and suggestions to him in developing his ideas, and corrected any inaccurate and misplaced words in his thesis. The researcher would like to express his greatest gratitude and appreciation to all lecturers of the English Education Department from whom he has got and learnt much knowledge, to the Head of the English Education Department Drs. Samsul Maarif, M.A., for his invaluable time and directions.

The researcher's sincerest thanks are devoted to his beloved mother and father, beloved soulmate, and also to his sisters for their love, support, patience, and prayers. The researcher is also grateful to his big family members in Yogyakarta.

The researcher would also like to express many thanks to all his best friends in English Education Department for memorable time in Yogyakarta. The researcher's special thanks go to Palupi, Culis, Tyas, Srika, Marfy, Budi Lestari, Rita, Asih, Juju, Adi, Yeni, Wulan, Heni, Indah, Mayang, Rini and Ocha for having always been available when needed.

Finally, the researcher realizes that this thesis is far from being perfect. However, he expects that this thesis may give contributions to anyone who conducts the English teaching and learning process, particularly in the field of writing.

Yogyakarta, 12 April 2011

Murthi Wibisana  
NIM. 032224716

## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>PERNYATAAN.....</b>	<b>iv</b>
<b>MOTTOS.....</b>	<b>v</b>
<b>DEDICATIONS .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problem.....	2
C.Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Objectives of the Study .....	7
F. Significance of the Study.....	7
<b>CHAPTER II LITERATURE REVIEW, CONCEPTUAL FRAMEWORK .....</b>	<b>9</b>
A. Literature Review.....	9
1. Reading Comprehension.....	9
a. Definition of Reading Comprehension .....	9
b. The Level of Comprehension.....	10
2. Effective Material for Teaching Reading.....	11
3. Brainstorming Techniques .....	12
4. Currently Used Material.....	14
B. Conceptual Framework .....	14
C. Hypothesis.....	16



<b>CHAPTER III RESEARCH METHOD.....</b>	<b>17</b>
A. Type of the Research .....	17
B. Research Population.....	17
C. Research Variables and Design.....	17
D. Population and Sample.....	18
E. Research Instrument .....	18
G. Data Analysis Technique .....	22
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>26</b>
A. Research Findings .....	26
1. Data of Students' Reading Comprehension .....	26
a. Class VIIA.....	26
b. Class VIIC.....	28
2. The Result of Inferential Analysis.....	30
a. Normality Test .....	30
b. Homogeneity Test.....	30
3. The Result of Hypothesis Testing.....	31
B. Discussion.....	32
<b>CHAPTER V CONCLUSIONS IMPLICATIONS AND SUGGESTIONS.....</b>	<b>34</b>
A. Conclusions .....	34
B. Implications .....	35
C. Suggestions.....	35
<b>REFERENCES.....</b>	<b>37</b>
<b>APPENDIX .....</b>	<b>38</b>
A. APPENDIX 1	
Reading Comprehension, Answer Sheet and Blue Print Table of Reading Comprehension Test Before Try Out.....	39
B. APPENDIX 2	
Reading Comprehension, Answer Sheet and Blue Print Table of Reading Comprehension Test After Try Out.....	40
C. APPENDIX 3	
The Result of Data Analysis and Students Scores.....	41
D. APPENDIX 4	
Picture and License Letter When Gather the Data.....	42

## LIST OF TABLES

<b>Table 1. Blue Print of Reading Comprehension Test .....</b>	<b>20</b>
<b>Table 2. The Level of Reliability Coefficient .....</b>	<b>24</b>
<b>Table 3. The Formulation of Categorization .....</b>	<b>26</b>
<b>Table 4. The Central Tendency Measure and Variability of Students’ Reading Comprehension of Class VII A.....</b>	<b>31</b>
<b>Table 5. Frequency Distribution of Students’ Reading Comprehension Class VIIA.....</b>	<b>33</b>
<b>Table 6. The Central Tendency Measure and Variability of Students’ Reading Comprehension of Class VII C.....</b>	<b>34</b>
<b>Table 7. Frequency Distribution of Students’ Reading Comprehension Class VII C.....</b>	<b>35</b>
<b>Table 8. The Result of Normality Test .....</b>	<b>36</b>
<b>Table 9. The Result of Homogeneity Test .....</b>	<b>37</b>
<b>Table 10. The Result of t-test .....</b>	<b>42</b>

**THE EFFECT OF THE APPLICATION OF BRAINSTORMING  
TECHNIQUES ON STUDENTS' READING COMPREHENSION OF THE  
SEVENTH GRADE OF SMPN 2 BATURETNO**

By  
**Murthi Wibisana**  
**032224716**

**ABSTRACT**

This study is a quantitative study to find out the effect of brainstorming techniques to the reading comprehension.

The population of the research was the seventh grade students of SMPN 2 Baturetno in the academic year of 2010/2011. The population consisted of 62 students from five classes who participated in the study. The data were collected by using a reading comprehension test. The reading comprehension test was to obtain the level of students' reading comprehension.

The result of data analysis based on the reading comprehension test shows the reading comprehension of the student in each class. The mean score of Class VII A (taught using brainstorming techniques) was 20.6 and the standard deviation was 5.006. Meanwhile, the mean score of Class VII C (taught without using brainstorming techniques) was 15.55 and the standard deviation was 4.696. There is a significant difference in reading comprehension between the students taught using brainstorming techniques on the text book and those taught without using brainstorming techniques in the text book. It is shown by  $t$ -observed ( $t_o$ ) which is higher than  $t$ -table ( $t_t$ ). The value of  $t$ -observed is 6.007 and the value of  $t$ -table is 2.000 in the significance level of 5%. Thus, teaching reading by using brainstorming techniques is more effective than the one without using brainstorming techniques to the seventh grade students of SMPN 2 Baturetno in the academic year of 2010/ 2011.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In learning English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. The reading skill becomes very important in the education field. Students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their studies or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studies.

However, Minister of Education and Culture (2001: 4) states that English teaching in Indonesia has not achieved the goals. The graduates are not able to use the language in communication fluently and to read and comprehend English books well. In fact, the students of junior high school are still poor in their reading comprehension.

From the problem above, it is important to increase the students' reading comprehension especially in junior high school. So, this study tries to find out an alternative solution to improve the result of teaching reading.

## **B. Identification of the Problem**

There are two factors that influence the students' reading comprehension. They are internal factors and the external factors.

### **1. Internal Factors**

Internal factors mean the factors which come from the reader himself, or usually known as personal factors, because the factors have existed inside the reader. This factors deal with self-motivation and interest.

#### **a. Motivation**

Motivation plays an important role in comprehending a text. The students will be motivated to read when they feel that they need something to gain from a text. Brown (2001:75) divides the motivation theory into two kinds, intrinsic and extrinsic motivations.

Deci in Brown (2001:76) defined intrinsic motivation, as follows:

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination

Extrinsic motivation is defined as extrinsically motivated behaviors that are carried out in anticipation of a reward from outside and beyond one self, such as, money, prizes, grades, and even positive feedback.

#### b. Interests

Interest is an important factor in order to increase the students' comprehension in reading. If one has interest to read, he will get a good ability.

In line with the explanation of motivation and interest above, questioning strategies are used to build up students' motivation and interest and also to see the effect in relationship with students' reading comprehension. It is impossible for students to understand a text if they have no interest and motivation to read. Therefore, it can be concluded that good interest and motivation result in good reading comprehension of students.

## 2. External Factors

External factors have a close relationship with reading material and teachers of reading. They are related one to another.

#### a. Reading Material

Students' ability in reading depends on the level of the difficulty of a text. Thus, it can influence students' ability if the text given is not at the right level of the difficulty of the readers or the students.

## b. Teachers of Reading

Teachers of reading should be careful in choosing a text and giving a task because they are related to students' reading comprehension ability.

## c. Methods and Techniques

### 1) Brainstorming Techniques

The most important key to create an interactive learning is an initiation of interaction from a teacher by using question. According to Brown (2001:169), questioning can fulfill a number of different functions, such as:

- a) Teacher questions give students an opportunity to produce language comfortably without having to risk initiating language themselves. It is very frightening for students to have to initiate a conversation or topics for a discussion.
- b) Teacher questions can serve to initiate a chain of reaction of student's interaction among themselves.
- c) Teacher questions give immediate feedback about students' comprehension.
- d) Teacher questions provide students' opportunities to find out what they think. As they are nudged into responding to questions about, reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with displaying questions that attempt to elicit

information already known by a teacher and students. In this study, brainstorming techniques are used to make a general frame of knowledge.

## 2) Skimming

In skimming the text, a reader needs to practice in order to learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

## 3) Scanning

Scanning is quickly reading to find the specific information. Brown (2001:308) states that scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader means glancing rapidly through a text to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text.

In this year, reading comprehension is taught at all levels of English learning such as junior high school, senior high school and university. If the students get difficulties in comprehend the English text. As a result, many of the



students get low marks in their reading subject. This, of course, will influence the results of their studies.

### **C. Limitation of the Problem**

From the identification of the problem above, it can be stated that there are many factors that can be studied concerning the effects of those factors to students' reading comprehension. This study is limited only on reading materials on text books which have brainstorming techniques and those do not have brainstorming techniques.

This limitation is based on some reasons. The first is that brainstorming techniques are used to remind the background knowledge of the students. The second is that brainstorming techniques are recently added on new textbook for students.

The limitation is also done to the subject of the research. This study only takes some students of SMPN 2 Baturetno as the subjects, especially the students of Class VIIA and Class VIIC, with the reason that they never conduct the same research before.

### **D. Formulation of the Problem**

Based on the limitation above, the problem is formulated as follows: are there any significant differences in English reading comprehension between the seventh grade students of junior high school who use a textbook with

brainstorming techniques and those who use one without brainstorming techniques?

### **E. Objectives of the Study**

The purpose of this study is to describe the reading comprehension gained by the students who are taught by using brainstorming techniques and those who are taught without using brainstorming techniques.

Furthermore, the purpose of this research is to find out whether there is a significant difference in reading comprehension between the students taught by using brainstorming techniques and those taught without using them in the textbook.

### **F. Significance of the Study**

There are some expected advantages that can be obtained from the study. Generally the advantages of the study are to give information about the effect of brainstorming techniques in the text book to the reading comprehension of the junior high school students. The advantages of the study are as follows:

#### **1. Scientific Significance**

The result of this study will strengthen and support the knowledge of the theories about reading comprehension, brainstorming techniques, and the contribution of brainstorming techniques to reading comprehension.

#### **2. Practical Significance**

- a. For the students of junior high school, this study hopefully gives motivation to improve their reading comprehension with the new material.
- b. This study motivates the teacher in choosing a suitable textbook for their students to achieve reading comprehension.
- c. The school can develop students' reading comprehension by choosing a suitable textbook for Junior High School, especially in SMPN 2 Baturetno.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

#### **A. Theoretical Description**

In this chapter, the researcher discusses the definition of reading comprehension, the level of reading comprehension, brainstorming techniques, and the effective material for teaching reading.

#### **1. Reading Comprehension Ability**

##### **a. The Definition of reading comprehension**

Linse (2005:71) states that reading comprehension refers to reading for meaning, understanding, and entertainment. In addition Brown (2001:306) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Furthermore, Urquart and Weir (1998:2) define reading as a process of receiving and interpreting information encoded in language from via the medium of print. In line with those, it is also stated that the comprehension is the essence of reading. Taylor and Taylor (1983:275) also suggest that in reading larger units of a text (phrases, clauses, sentences, paragraph, discourse), the ultimate goal of a reader is to comprehend its ideas and to retain the ideas as a gist. In addition, Smith (1994:7) defines reading as making sense of the visual information that comes through a reader's eyes with the aid of

prior knowledge or non-visual information, while Dechant (1991:6) considers reading as an interpretation of graphic symbols, which means giving a significance intended by a writer to the graphic symbols by relating them to what the reader already knows.

From the discussion above, it can be concluded that reading comprehension is an active thinking process of comprehending a written text that depends on comprehension skills, background experience, and prior knowledge. Comprehension involves many sub-skills such as understanding vocabulary seeing the relationship among the words and sentences, organizing ideas, recognizing the author's purpose, making judgments and evaluation. However, Fyfe and Mitchell (1985:166) remind us that good readers are those who manage to keep the balance between the two sources of information: information within the text and that outside the text, i.e. background knowledge and experience needed to interpret the information found in a text. Similarly, Meyer and Keefe (1990:9) claim that good readers are those who manage to integrate what they have learned from a text and what they have already known.

#### **b. The Level of Comprehension**

Concerning the levels of comprehension, Dorn and Soffos (2005:14) classify the level of comprehension into two. They are surface comprehension and deep comprehension. The first, successful comprehension at surface level implies that readers understand what the author says and what is explicitly stated. They must be able to understand the meaning of individual word and phrase. The

recognition and interpretation of word indicate that readers understand sentences in the paragraph.

The second, at the deep comprehension level readers must be able to perceive relationship between cause and effect or sequential, part-whole, quantitative and analogue relationship. In addition, they must make generalization, draw conclusion, read between the lines, compare and contrast written information. Readers must take what the author says literally and interpret the information to determine what the author means by what he or she says. Furthermore, the readers must understand the implication of what they have read beyond the scope of context of the reading selection. They must be able to distinguish fact from opinions, detect and analyze propaganda, read and understand arguments about what have been written and react emotionally to literal techniques, form, styles, and culture. This is most applicable to comprehension of literature text book, as well as narrative materials that appears in advanced readers.

## **2. Effective Material for Teaching Reading**

Concerning the effective material for teaching reading, Julian and Richard (2004:5) say if extensive reading is introduced in a positive way, the reading material will be easy and attractive. Furthermore, Hutchinson and Waters (1987:107) explain that a good material will contain interesting texts, enjoyable activities that engage the learners thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners and the

teacher can cope with. According to theories which are presented before, reading materials should have a task which makes the students using their existing knowledge or background knowledge. A task which is able to recall students' background knowledge is building knowledge of the field.

Some experts explain building knowledge of the field. Feez (2001) in Hall and Hawings, (2001:223) states that the activities to build knowledge of the field stage which can be conducted are brainstorming; listening and talking to others (in the classroom); viewing real things (objects), picture or video; taking part of discussion about the topic of the learning; and cross-cultural comparisons. There are some activities which are similar to those of Harmond et al. (1992:19) and Feez (2001) in Hall and Hewings, (2001:223) stated previously. He says that activities for the *Building Knowledge of the Field* stage include using visuals (pictures or video), *recalling of the students' last experience*, vocabulary building task, role playing and listening to sample dialogues. So, building knowledge of the field is one of the strategy in reading to make the text easier for the students. When the students do a task in building knowledge of the field, it guides students to recall their existing knowledge or background knowledge in order to help them comprehend the text.

### **3. Brainstorming Techniques**

Reading a text book needs particular strategies to help the readers comprehend the text. One of the strategies is to provide the brainstorming techniques in the beginning of the text. Tracey and Morrow (2006:66) say that in

brainstorming teachers guide the students through activities in which they aim to get students, first, to activate any background information (schemas) they have on a topic, and second, to extend their already existing background knowledge on the topic.

Burden (2010:126) says most questions can be developed for each level of cognitive domain, knowledge, comprehension, application, analysis, synthesis, and evaluation. Furthermore, Burden (2010:126) says that questions are a critical instructional tool but there are many facets to successful questioning. On the other hand, when reading a text, we use our brain to recognize what the text tells about; brainstorming techniques help us more easily to recognize what the text tells about by recalling the reader's background knowledge and background experience. In reading, as in everything else, we have a brain in our head and we use it (Goodman, 1996:93). In Goodman's (1996:92) view, in order to make sense of text readers must go through four cycles: visual, perceptual, syntactic, and semantic. In addition, Hudson (1998:47) suggests that reading is an active process in which readers bring to bear not only knowledge of the language, but also past experiential background and general conceptual background.

When the readers already have background knowledge and use brainstorming techniques to recall it, they are easier to comprehend a text. According to Smith (1994:23), background knowledge or prior knowledge, non-visual information and long-term memory are alternative terms for describing cognitive structure, each individual's theory of the world.



#### **4. Currently Used Material**

When the researcher examined the reading material on SMPN 2 Baturetno, the researcher found that text books which were used on Class VIIC on SMPN 2 Baturetno have no Building Knowledge of the field activities. Those books only provide a text and questions. Some texts on those books are long text and new vocabulary. So, students were difficult to understand the meaning of the new word, even though they already had background knowledge. In those books, one unit consisted of more than 7 activities, each activity provided the pattern of sentences' structures in order to introduce the grammar students. Furthermore, those books did not provide a clue question or brainstorming techniques in building knowledge of the field activity. There was only picture accompanying the text.

#### **B. Conceptual Framework**

Referring to theories about effective reading material for teaching reading, and the theory of brainstorming techniques which has been presented before, the researcher constructs a conceptual framework that has a purpose to explain the researcher's view about these two materials according to the expert theories as mentioned before.

According to *Hutchinson and Waters* (1987) as presented before, the effective or good reading materials contain interesting texts, enjoyable activities that engage the learners thinking capacities, and opportunities for learners *to use their existing knowledge*. The aim of "learners to use their existing knowledge"

has the same purpose with brainstorming activities or building knowledge of the field activities. With these activities, the learners will be able to recall their last experience and background knowledge which they have already had. This opinion is related to Feez in Hall and Hawings theory which is mentioned before. The activities of building knowledge of the field are conducted in brainstorming.

*Brainstorming techniques* are one of the activities of *building knowledge of the field*. In reading comprehension, it is very important to help students or the learners understand a text with their last experience and background knowledge which they have already had. It is supported by Fyfe and Mitchell (1985), good readers are those who manage to keep balance between the two sources of information. The information can be categorized into two kinds of information, they are information within the text and that outside the text. The examples of information outside the text are background knowledge and experience.

Concerning some expert theories, the effective material for teaching reading should provide building knowledge of the field activities, which are brainstorming techniques. So, the material for teaching reading which have those activities must be more effective than the material without those activities.

On the other hand, in SMPN 2 Baturetno especially in Class VIIC, the English teacher of this class used a text book without brainstorming activity when teaching reading comprehension. This fact makes the material become ineffective. According to the expert theories, the effective materials for teaching reading must provide the building knowledge of the field activities. The activity of building knowledge of the field is brainstorming.

While, the materials without brainstorming techniques were conducted by the teacher for teaching reading in the class. As a result, students found difficulties in using their existing knowledge. It is in line with the Hutchinson and Waters' theories that good material must provide brainstorming or building knowledge of the field to engage the learners' thinking capacities, opportunities, and use their existing knowledge and skills.

### **C. Hypothesis**

There is a significant difference in reading comprehension between the students taught using brainstorming techniques on the textbook and those taught without using it in the textbook.

## **CHAPTER III RESEARCH METHODS**

### **A. Type of Research**

The study can be categorized as a quantitative research. There is no control over the selection and manipulation of the independent variable. What has already happened to the subjects of the study is neither manipulated nor manipulable. The main purpose of the study is to describe the effect of brainstorming techniques in reading comprehension of the seventh grade of junior high school.

### **B. Research Population**

This study was conducted in the seventh grade students of SMPN 2 Baturetno in the academic year of 2010/2011.

### **C. Research Variables and Design**

The variables involved in this research are two variables. They are independent variable and dependent variable. The independent variable is

brainstorming techniques, while the dependent variable is the reading comprehension.

The type of the data in the variable is interval since the numerical values can be manipulated mathematically. The data on the independent variable was operationalized into students' scores obtained from the result of a reading comprehension test, whereas the data on the dependent variable were in the form of students' scores on reading comprehension.

As it was stated in the previous chapter, the hypothesis says that the brainstorming techniques have an effect on reading comprehension ability. Therefore, the design of the research can be illustrated as follows:

<i>CLASS VIIA</i>	Pretest	Taught using brainstorming techniques	Post Test
<i>CLASS VIIC</i>	Pretest	Taught without using brainstorming techniques	Post Test

#### **D. Population and Sample**

The population and sample of this study were two groups of the second semester students of State Junior High School 2 Baturetno. One group was taught using brainstorming techniques and the other group was taught without using brainstorming techniques.

#### **E. The Research Instrument**

In this research, to gather the data, a reading comprehension test was used to determine the level of reading comprehension of students. This test was conducted in two classes. The first class was Class VIIA (taught with brainstorming techniques) and the second one was Class VIIC (taught without

brainstorming techniques). The test consisted of multiple choice. The scoring technique of those options was 1-0. Thus, the lowest score was 0 and the highest score was 1. The test was developed by considering the reading comprehension skills. The item number and reading comprehension skills are presented in Table 1.

**Table 1. Blue Print of Reading Comprehension Test**

NO	SKILLS	THE ITEM NUMBER	TOTAL
1.	Finding important pieces of information	1, 2, 17, 34, 35	5
2.	Finding the topic of the passage or of a paragraph	7, 12, 19	3
3.	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph	8, 9, 20, 31, 33	5
4.	Deducing the meaning of words as used in the passage	3, 11, 18, 25, 32	5
5.	Recognizing the writer's purpose and view-point	10, 13, 22	3
6.	Understanding references	4, 5, 21	3
7.	Understanding phrases in the passage	14, 16, 23	3
8.	Identifying the kind of text involved	6, 15, 24	3
9.	Reading charts and tables	26, 27, 29	3
10.	Making inferences	28, 30	2
<b>TOTAL</b>			<b>35</b>

#### 1) Validity of the instrument

Validity provides information on the extent to which the data collection procedure really measures what it is supposed to measure.

The instrument was assumed to cover the theories underlying the brainstorming techniques. It was developed on the basis of characteristic of

positive brainstorming techniques proposed by some experts as presented in chapter two, so that was considered as having a content, construct and item validity.

a) Content Validity

Content validity was used to measure the test that is appropriate with the materials taught to the students or is appropriate with the syllabus.

b) Construct Validity

Construct validity was used to examine whether or not the test has a consistent representation with theories underlying the presented materials. To fulfill the construct validity, the researcher constructs the instrument according to the reading comprehension consisting of some specific indicators.

c) Item Validity

The instrument was tried out on two classes that consisted of 30 students. The validity of each item was tested using an item analysis called Point-Biserial Correlation in SPSS statistic version 19.0.1 multilingual software. The formula of Point-Biserial Correlation can be illustrated below:

$$r_{pbi} = \frac{x_p - x_q}{SD} \sqrt{pq}$$

where:

$r_{pbi}$  = point biserial correlation,

$x_p$  = the mean score on the total test of students answering the item right,

$x_q$  = the mean score on the total test of students answering the item wrong,

SD = standard deviation of test scores,

P = the proportion of cases answering the item right,

Q = the proportion of cases answering the item wrong.

## 2) Reliability

Reliability provides information on the extent to which the data collection procedure is consistent and accurate. In this study, a Kuder-Richardson 20 formula in SPSS statistic version 19.0.1 multilingual software was used to find the reliability of the instrument. Kuder-Richardson 20 formula can be illustrated below:

$$r = \frac{k}{(k - 1)} \left\{ 1 - \frac{\Sigma pq}{SD^2} \right\}$$

where:

- r = reliability of the instrument,
- k = number of items on the test,
- SD<sup>2</sup> = the estimate of the variances of test scores, and
- Σpq = the sum of the variances of all items.

Meanwhile, to determine the level of the instrument reliability, the norm of categorizing the correlation coefficient is employed. The following table is the norm adopted from Suharto (2006:84). The table of the categories is as follows:

**Table 2. The Level of Reliability Coefficient**

No	Reliability Coefficient	Category
1.	0.800 - 1.000	Very High
2.	0.600 – 0.799	High
3.	0.400 – 0.599	Sufficient
4.	0.200 – 0.399	Low
5.	0.000 – 0.199	Very Low



## 6. Data Analysis Technique

To analyze the data obtained, descriptive and inferential analysis techniques were used. The descriptive analysis aims to provide the answer to research questions on the students' difficulties in achieving reading comprehension.

### a. Descriptive Analysis

The descriptive analysis was used to describe the brainstorming techniques and their reading comprehension. The statistic computations included were mean and standard deviation.

#### 1) Mean

The mean is the sum of all scores of all subjects in a group divided by the number of subjects. The formula of mean in SPSS statistic version 19.0.1 multilingual software can be illustrated below:

$$X_e = \frac{\sum x}{N}$$

where :

$X_e$  = mean of group of scores or empirical mean,  
 $\sum x$  = sum of the scores,  
 $N$  = size of the samples.

## 2) Standard Deviation

Standard deviation is the average variability of all the scores around mean. The formula of standard deviation in SPSS statistic version 19.0.1 multilingual software can be illustrated below:

$$SDe = \frac{\Sigma x^2}{N}$$

where:

SDe = standard Deviation,  
 $\Sigma x^2$  = sum of Squared deviation,  
 N = size of samples.

Then, the scores of students were categorized into five categories which can be seen in the following table:

**Table 3. The Formulation of Categorization**

No	Interval	Category
1.	$>X_i + 1.5 S_{di}$	Very Good
2	$X_i + 0.5 S_{di}$ ----- $X_i + 1.5 S_{di}$	Good
3	$X_i - 0.5 S_{di}$ ----- $X_i + 0.5 S_{di}$	Fair
4	$X_i - 1.5 S_{di}$ ----- $X_i - 0.5 S_{di}$	Poor
5	$<X_i - 1.5 S_{di}$	Very Poor

## b. Inferential Analysis

### 1) Normality Test

This test aims to see whether or not the distribution of the respondents of the test meets the normal distribution requirement. Kolmogorov-Smirnov formula in SPSS statistic version 19.0.1 multilingual software was used. The formula can be illustrated below:

$$\boxed{\text{[Empty box for Kolmogorov-Smirnov formula]}}$$

where :

D = the sampling distribution,

FO<sub>(xi)</sub> = completely specified relative frequency distribution,

SN<sub>(xi)</sub> = observed simulative relative frequency distribution.

### 2) Homogeneity Test

This test aims to see whether the variances of the respondents of the test meet the same distribution requirement or not. Levene's formula in SPSS statistic version 19.0.1 multilingual software was used. The formula is as follows:

$$\boxed{W = \frac{(N - k) \sum_{i=1}^k N_i (Z_{i.} - Z_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{N_i} (Z_{ij} - Z_{i.})^2}}$$

where :

W = the result of the test,

k = the number of different groups to which the samples belong,

N = the total number of samples,

N<sub>i</sub> = the number of samples in the *i*th group,

Y<sub>ij</sub> = the value of the *j*th sample from the *i*th group,

$Z_{ij} = \begin{cases} |Y_{ij} - \bar{Y}_i|, & \bar{Y}_i \text{ is a mean of } i\text{-th group} \\ |Y_{ij} - \tilde{Y}_i|, & \tilde{Y}_i \text{ is a median of } i\text{-th group} \end{cases}$

### 3) Hypothesis Testing

This test was used to see the significant differences in English reading comprehension between the seventh grade students of Junior High School who used the textbook with brainstorming techniques and those who used ones without brainstorming techniques. The formula of  $t$ -test in SPSS statistic version 19.0.1 multilingual software is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s^2_1 + (n_2 - 1)s^2_2}{n_1 + n_2 - 2} \left[ \frac{n_1 + n_2}{n_1 n_2} \right]}}$$

where:

$\bar{X}_1$  = the mean for Group 1,

$\bar{X}_2$  = the mean for Group 2,

$n_1$  = the number of people in Group 1,

$n_2$  = the number of people in Group 2,

$s^2_1$  = the variance for Group 1,

$s^2_2$  = the variance for Group 2.

## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

### **A. Research Findings**

This research aims at describing the effect of brainstorming techniques to reading comprehension. A reading comprehension test was used in gathering the data. After the data were collected, the ideal mean, ideal standard deviation and *t*-test were analyzed.

The highest possible students' score gained was 28 and the lowest score was 0. The ideal mean is 60% from the highest possible score and the ideal standard deviation is 25% from the ideal mean.

From the formula, it was found that the ideal mean was 16.8 and the ideal standard deviation was 4.2. The ideal mean and the ideal standard deviation values were used to categorize the students' scores. Those were classified into five categories: *very good*, *good*, *fair*, *poor* and *very poor*.

#### **1. Data of Students Reading Comprehension**

##### **a. Class VIIA**

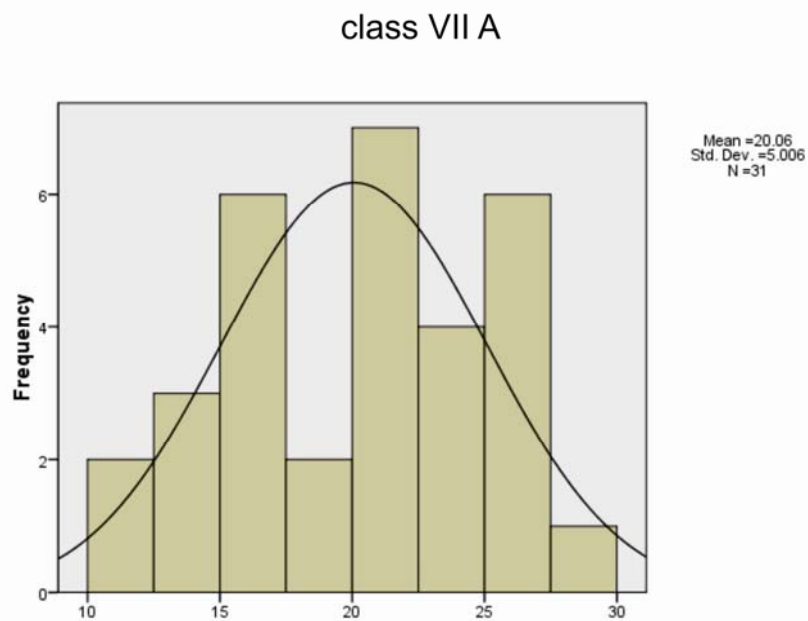
There were 28 test items used to collect the data on the reading comprehension test. Score 1 was given to the right answer and 0 was given to the wrong answer. From 28 items employed to collect the data on the students' reading comprehension, it was found that the highest score in Class VIIA was 28

and the lowest score was 10. The mean of the students' scores was 20.06 and the standard deviation was 5.006. It is presented in Table 4.

**Table 4. The Central Tendency Measure and Variability of Students' Reading Comprehension of Class VIIA**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Class VIIA	31	10	28	20.06	5.006

**Chart 1. The Central Tendency Measure and Variability of Students' Reading Comprehension of Class VIIA**



The frequency distribution of reading comprehension of the Class VIIA students is presented in Table 5.

**Table 5. Frequency Distribution of the Students' Reading Comprehension Class VIIA (Taught Using Brainstorming Techniques)**

NO	Interval	The Number of Students	Percentage	Category
1.	>23.1	8	25.8%	Very Good
2.	18.9 - 23.1	12	38.7%	Good
3.	14.7 - 18.9	6	19.4%	Fair
4.	10.5 - 14.7	5	16.1%	Poor
5.	<10.5	-	-	Very Poor
<b>TOTAL</b>		31	100	

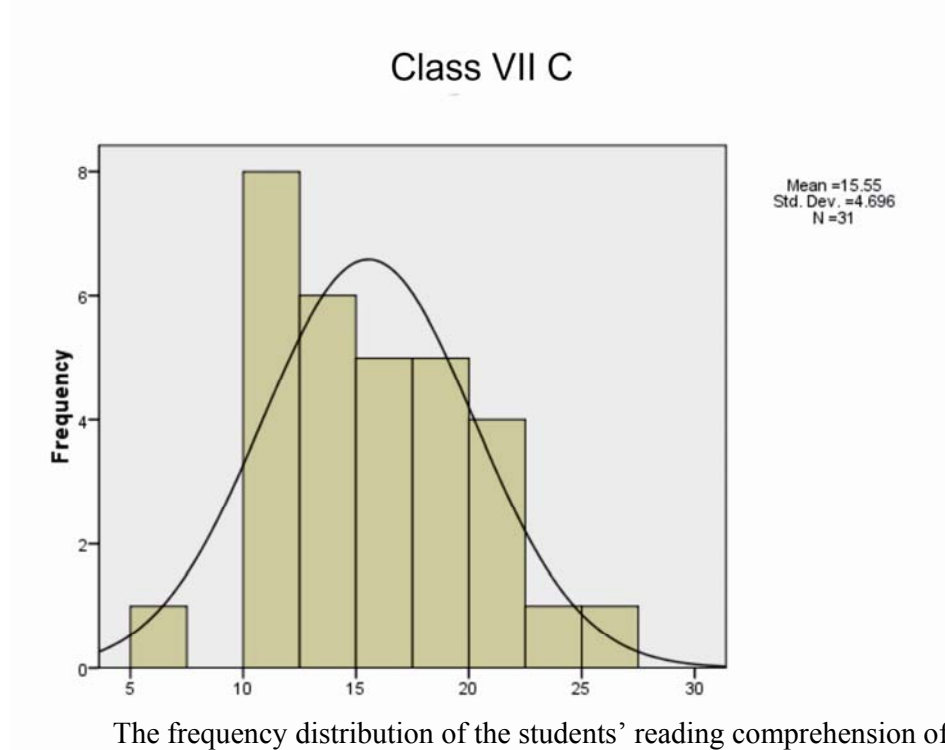
b. Class VIIC

From 28 items employed to collect the data on the students' reading comprehension ability, it was found that the highest score in Class VIIC was 25 and the lowest score was 5. The mean of the students' scores was 15.55 and the standard deviation was 4.696. It is presented in Table 6.

**Table 6. The Central Tendency Measure and Variability of the Students' Reading Comprehension of Class VIIC**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Class VIIC	31	5	25	15.55	4.696

**Chart 2. The Central Tendency Measure and Variability of the Students' Reading Comprehension of Class VIIC**



The frequency distribution of the students' reading comprehension of Class VIIC is presented in Table 7.

**Table 7. Frequency Distribution of the Students' Reading Comprehension Class VIIC (Taught without Using Brainstorming Techniques)**

NO	Interval	The Number of Students	Percentage	Category
1.	>23.1	5	16.1%	Very Good
2.	18.9 - 23.1	9	29.1%	Good
3.	14.7 - 18.9	5	16.1%	Fair
4.	10.5 - 14.7	7	22.6%	Poor
5.	<10.5	5	16.1%	Very Poor
<b>TOTAL</b>		31	100	



## 2. The Result of Inferential Analysis

### a. Normality Test

This test aims to see whether or not the distribution of the respondents of the test meets the normal distribution requirement or not. Kolmogorov-Smirnov formula in SPSS statistic version 19.0.1 multilingual software was used, and the result of the test is presented in Table 8.

**Table 8. The Result of Normality Test**

<b>Kolmogorov-Smirnov Test in SPSS</b>			
		Class VIIC	Class VIIA
N		31	31
Normal Parameters <sup>a</sup>	Mean	15.55	20.06
	Std. Deviation	4.696	5.006
Most Extreme Differences	Absolute	.113	.090
	Positive	.113	.085
	Negative	-.091	-.090
Kolmogorov-Smirnov Z		.629	.502
Asymp. Sig. (2-tailed)		.823	.962
<b>Test distribution is Normal</b>			

Table 8 shows that the test distribution on reading comprehension ability is *normal*.

### b. Homogeneity Test

This test aims to see whether or not the variances of the respondents of the test meet the same distribution requirement. Levene's test formula in SPSS

statistic version 19.0.1 multilingual software was used, and the result of this test is presented in Table 9.

**Table 9. The Result of Homogeneity Test**

<b>Test of Homogeneity of Variances</b>			
VIIA			
Levene Statistic	df1	df2	<b>Sig.</b>
1.638	6	15	<b>.205</b>

<b>ANOVA</b>					
VIIA					
	Sum of Squares	Df	Mean Square	F	<b>Sig.</b>
Between Groups	741.871	15	49.458	74.187	<b>.000</b>
Within Groups	10.000	15	.667		
Total	751.871	30			

Table 9 shows that the value in the test of Homogeneity of Variances is **0.205**, and the value in Anova Table is **0.00**. When the value in the test of Homogeneity of Variances is more than 0.05 and the value in Anova Table is less than 0.05, the result of the test is *Homogenous*.

### **3. The Result of Hypothesis Testing**

This test was used to see the significant difference in English reading comprehension between the seventh grade students of junior high school who used the textbook with brainstorming techniques and those who used the ones without brainstorming techniques. The analysis technique used *t*-test in SPSS statistic version 19.0.1 multilingual software, and the result of *t*-test is presented in Table 10.

**Table 10. The Result of t-test**

Paired Samples Test									
		Paired Differences					t	tt	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VIIA – VIIC	4.516	4.186	.752	2.981	6.052	<b>6.007</b>	<b>2.000</b>	<b>.000</b>

Table 10 shows that the  $t$ -observed is 6.007, and  $t$ -table is 2.000. When the value in column *sig.(2-tailed)* is less than 0.05, it is indicated that there is a significant difference in reading comprehension between the students taught by using brainstorming techniques on the textbook and those taught without using brainstorming techniques.

## B. Discussion

The purpose of this study was to describe the the effect of brainstorming techniques to reading comprehension among the students of SMPN 2 Baturetno.

It was found that the mean of the students' scores who were taught using brainstorming techniques (Class VIIA) was 20.06 and the standard deviation was 5.006. Therefore, the mean of the students' scores who were taught without using brainstorming techniques (Class VIIC) was 15.55 and the standard deviation was 4.696. After matching them with the formula, it was found that the ideal mean was 16.8 and the ideal standard deviation was 4.2. It can be concluded that the

students' achievement in reading comprehension which were taught using brainstorming techniques (Class VIIA) is higher than those who were taught without using brainstorming techniques (Class VIIC).

In addition, the students' scores in the reading comprehension test of these two classes were categorized and compared. The first category is the students who gained score more than 23.1. In Class VIIA (taught using brainstorming questions) there were 8 students who gained scores more than 23.1, and in Class VIIC (taught without using brainstorming techniques) there were only 5 students who gained scores more than 23.1. The second category is the students who gained scores between 18.9- 23.1. In Class VIIA there were 12 students and 9 students in Class VIIC. The third category is the students who gained scores between 14.7- 18.9. In Class VIIA there were 6 students and 5 students in Class VIIC. The fourth category is the students who gained scores between 10.54- 14.7. In Class VIIA there were only 5 students and 7 students in Class VIIC. And the last category is the students who gained scores less than 10.5. In Class VIIA there was no student who gained scores less than 10.5 and 5 students in Class VIIC.

According to the result of the mean, standard deviation and the scores of the students in each class, it can be seen that the reading comprehension of the students of Class VIIA is higher than that of Class VIIC.

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings in the previous chapter, the conclusion is presented in this chapter.

It was found that the students' scores who were taught by using brainstorming techniques (Class VIIA) are higher than the students' scores who were taught without using brainstorming techniques (Class VIIC). It can be seen the mean of Class VIIA was 20.06 and the mean of Class VIIC was 15.55. In addition, the standard deviation of Class VIIA was 5.006 and the standard deviation of Class VIIC was 4.69. Therefore, after matching them with the formula, it was found that ideal mean was 16.8 and the ideal standard deviation was 4.2.

According to the result of the reading comprehension test above, the students' reading comprehension of Class VIIA is higher than that of Class VIIC. It can be seen from the mean of Class VIIA (20.6) that is higher than the ideal mean (16.8) and the standard deviation of Class VIIA (5.006) is higher than the ideal standard deviation (4.2)

Based on the reading comprehension that was tested, it was found that the students' scores who were taught by using brainstorming techniques are higher

than the students' scores who were taught without using brainstorming techniques. According to the result of hypothesis testing which  $t$ -observed is higher than  $t$ -table, the conclusion is, brainstorming techniques give significant effects to the students on reading comprehension.

## **B. Implications**

Based on the research finding, it was found that brainstorming techniques help the students comprehend English text. Meanwhile, the brainstorming techniques give significant effect to the students' reading comprehension. It implies that the students' reading comprehension level is followed by the ability of the students to recall and remind their background knowledge by using brainstorming techniques.

This study also gives information to teachers and educators on how brainstorming techniques influence reading comprehension. They should be aware about the students' background knowledge. Realizing that brainstorming techniques influence reading comprehension, the students can increase their reading comprehension by maximizing their background knowledge.

## **C. Suggestions**

### **1. To the Students of SMPN 2 Baturetno**

From the research finding, it can be seen when the text is taught without brainstorming techniques, the students still have difficulties in the reading comprehension skills. All of the students of SMPN 2 Baturetno should develop

their abilities in activating background knowledge, using their past experimental background in order to help them comprehend the text more easily. Therefore, they do not have difficulties in the reading skills and they learn those skills effectively.

## **2. To the English Teacher of SMPN 2 Baturetno**

The finding of this study gives a contribution to the English teacher of SMPN 2 Baturetno. The English teacher of SMPN 2 Baturetno should provide textbook for their students which have brainstorming techniques in order to help the students improve their reading comprehension, and finally they do not get difficulties in activating background knowledge, using their past experimental background to help them comprehend the text.

## **3. To Other Researchers**

The result of the study has revealed the effect of brainstorming techniques on reading comprehension. In this study there were some aspects that are interesting for the other researchers who study or investigate reading comprehension to look into. Finally, the other researchers should be able to develop strategies to cope with the difficulties or problems of students' reading comprehension.

## REFERENCES

- Burden, Paul R. 2010. *Methods for Effective Teaching: Meeting the Needs of All Students* (5<sup>th</sup> Ed). Boston: Allyn and Bacon.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. 4<sup>th</sup> Edition. New York: Longman
- \_\_\_\_\_. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed). New York: Longman.
- \_\_\_\_\_. 2004. *Language Assessment Principles and Classroom Practices*. New York: Longman.
- Dechant, E. 1991. *Understanding and Teaching Reading: An Interactive Model*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Dorn, Linda J. and Soffos, Carla. 2005. *Teaching for Deep Comprehension: a Reading Workshop Approach*. Portland: Stenhouse Publishers.
- Depdiknas. 2001. *Kurikulum Berbasis Kompetensi: Mata Pelajaran Bahasa Inggris*. Jakarta: Depdiknas.
- Feez, Susan. 2001. *Curriculum Evolution in the Australian Adult Migrant English Program in Hall, David, R. and Hewings, Ann (Eds). 2001. Innovation in English Language Teaching A reader*. New York : Routledge.
- Fyfe, R. and Mitchell, E. 1985. *Reading Strategies and their Assessment*. Philadelphia: NFER-Nelson.
- Goodman K. S. 1996. *On Reading: A Common Sense Look at the Nature of Language and the Science of Reading*. Portsmouth, NH: Heinemann.
- Hammond, et al.1992. *English for Social Purposes*. Sydney: National Center for English Language.
- Hudson, T. 1998. *Theoretical Perspectives on Reading*. New York: Academic Press.
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes: a Learning-Centered Approach*. Cambridge: Cambridge University Press



- Julian, Bamford and Richard, R. Day. 2004. *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young learners*. New York: McGraw-Hill Companies, Inc.
- Meyer, V. and Keefe, D. 1990. *Reading for Meaning: Selected Teaching Strategies*. Illinois: Foresman and Company.
- Smith, F. 1994. *Understanding Reading* (5<sup>th</sup> Ed). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Taylor, I. And Taylor, M. M. 1983. *The Psychology of Reading*. New York: Academic Press.
- Tracey, D. H. and Morrow, L. M. 2006. *Lenses On Reading*. London: Guilford Press.
- Urquart A. H. and Weir C. J. 1998. *Reading in Second Language: Process, Product and Practice*. London and New York: Longman.

# **APPENDIX 1**

Reading Comprehension Test, Answer Sheet and Blue Print  
Table of Reading Comprehension Test Before Try Out

### Blue Print of Reading Comprehension Test

NO	SKILLS	THE ITEM NUMBER	TOTAL
1.	Finding important pieces of information	1, 2, 17, 34, 35	5
2.	Finding the topic of the passage or of a paragraph	7, 12, 19	3
3.	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph	8, 9, 20, 31, 33	5
4.	Deducing the meaning of words as used in the passage	3, 11, 18, 25, 32	5
5.	Recognizing the writer's purpose and view-point	10, 13, 22	3
6.	Understanding references	4, 5, 21	3
7.	Understanding phrases in the passage	14, 16, 23	3
8.	Identifying the kind of text involved	6, 15, 24	3
9.	Reading charts and tables	26, 27, 29	3
10.	Making inferences	28, 30	2
<b>TOTAL</b>			<b>35</b>

## BILL GATES

William Henry Gates III was born in 1955. Now he is a businessman. People call him Bill Gates. He is the chairman of Microsoft Corporation, a computer software company in the United States. Microsoft Windows and Microsoft Office are the product of the company. The products are very successful. Therefore, he is a very important person in the computer industry. He is also the richest person in the world.

1. When was Bill Gates born?
  - a. In 1960
  - b. In 1949
  - c. In 1955
  - d. In 1965
  
2. Where is the location of Microsoft Corporation Company?
  - a. In Japan
  - b. In United
  - c. In the United States
  - d. In Europe
  
3. What is the meaning of the *richest person* in the last sentence?
  - a. The person who does not have much money
  - b. The person who is famous in the world
  - c. The person who has a lot of money
  - d. The person who is very important in the world
  
4. Him in “People call him Bill Gates.” (line 1) refers to.....
  - a. a businessman
  - b. Bill Gates and his company
  - c. Microsoft Corporation
  - d. William Henry Gates III
  
5. The products in “The products are successful.” (line 3) refers to...
  - a. Microsoft Corporation
  - b. United States
  - c. Bill Gates
  - d. Microsoft Windows and Microsoft Office

### The Lion and the Mouse

One day a mouse went out to find something to eat. He ran carelessly through some tall grass. He ran into a fierce lion. The lion caught the mouse. He held him tightly and would not let him go.

“Please let me go, Mr.Lion,” said the mouse. “One day I will help you.” The lion laughed. “How could a little mouse help a big lion?” he thought. “Okay,” he said. “I let you go but you must walk carefully.”

The mouse very grateful. “Thank you,” he said. “You very kind.” The ext week the mouse was again looking for something to eat. He saw the lion under a tree. He was tied tightly in a net a strong ropes. He could not move. “I will help you,” said the mouse. He bit through one of ropes. His teeth were sharp. Then he bit through another rope, and then another. Soon the lion was free. He was grateful. “Thank you,” he said. “Thank you very much.”

6. What is the kind of the text above?
  - a. Descriptive.
  - b. Narrative.
  - c. Recount.
  - d. Procedure.
  
7. What is the topic of the text?
  - a. The sadness of the lion.
  - b. The kindness of the lion.
  - c. The promise of the mouse to the lion.
  - d. The efforts of the mouse to save the lion.
  
8. What is the main idea of the last paragraph?
  - a. The mouse was angry.
  - b. The lion was trapped in the ropes.
  - c. The lion was grateful.
  - d. The mouse saved the lion.

9. What is the main idea of the text above?
- Mr.Lion is very kind to the mouse.
  - The people who are kind to the other, someday the other people will help you.
  - Mr.Lion and the mouse are friendship.
  - Mr.Lion let the mouse go.
10. What is the writer's purpose about the text?
- To tell the reader not to look the people from the weakness side only
  - To tell the reader about the strength of the lion
  - To tell the reader how to help the other people
  - To tell the reader the weakness of the mouse
11. Carelessly in "He ran carelessly through some tall grass." means...
- Sadly
  - Quickly
  - Recklessly
  - Slowly

### The Three Little Pigs and the Big Bad Wolf

Three little pigs decided to go each their own way in search of their fortune. The first thing each of them did, as soon as they found a suitable place, was to start building a house. The first little pigs was very lazy, so he quickly built himself a house of straw.

But then the big bad wolf came along and with a puff he blew it clean away. The first little pig could only avoid being eaten by running away to the second little pig's house. This one was a bit wiser and had built house out of wood and twigs, but when the big bad wolf arrived, he blew it down also with just one puff.

The two little pigs fled as fast as they could to the third little pig's house. The third little pig was hard working and clever, and he had built his house out of bricks. Along came the wolf, and though he huffed and puffed he could not blow the house down. So the angry wolf climbed onto the roof so that he could come down the chimney.

But the three little pigs put a huge pot of water on the fire to boil; and when the wolf came down the chimney, he got so badly burnt that he ran straight back up and ran off as fast as his legs could carry him.

12. What is the topic of the text above?
- The kindness of the three little pigs
  - The big and bad wolf
  - The efforts of the three little pigs to avoid the wolf
  - The behavior of three little pigs
13. What is the writer purpose for the reader according to text above?
- To tell the reader to be careful with the enemy
  - To tell the reader to prepare the future
  - To tell the reader not to run away from the enemy
  - To tell the reader how to kill the enemy
14. "He ran straight back up and ran off as fast as his legs could carry him." The meaning of the underlined phrase is....
- run fast as he can
  - the wolf was afraid and run
  - run slowly
  - the wolf failed to run
15. What is kind of the text above?
- Procedure
  - Descriptive
  - Narrative
  - Recount

### Working in a Diner

Juan Finally got a job working in the kitchen at Bill's Diner on Kennedy Boulevard in Jersey City. It is a tough Job. Juan doesn't make a lot of money, but at least he has a job. He's making enough to pay his bills and save a little.

Juan's Life isn't all work and no play. On Sundays, he goes with his cousin and some friends to Liberty State Park. They have a picnic and play soccer, their favorite sport. After the game, they walk along the Hudson River Where there is a beautiful view of the Statue of Liberty and Ellis Island. The statue and the island remind Juan that he lives in a country of immigrants that this is his land too.

Juan phones Sonia every Sunday. Thee call is expensive, but he hates to write and he has to talk to her. He misses her so much. Juan and Sonia plan to marry a

year from now. She'll fly to the United States, and they'll get married here. He is saving every penny, so they can rent a nice apartment. And Sonia is studying English, so she can get a good job when she arrives.

16. “He is saving every penny.” The meaning of that clause is....
- Juan is saving his energy for his work
  - Juan is saving every cent
  - Juan is saving Sonia
  - Juan is saving Sonia's life
17. Where Juan is working?
- Working in United States
  - Working in the Sonia's House
  - Working in the kitchen
  - Working with the Sonia together in United States
18. “She will fly to the United States.” The underlined word means...
- Flying on the sky
  - Go to United States
  - Fly like butterfly
  - Fly like airplane
19. What is the topic of last paragraph?
- Juan and Sonia's work
  - Juan and Sonia's planning
  - Juan and Sonia's life
  - The call is expensive
20. What is the main idea of the second paragraph?
- Juan phones Sonia every Sunday
  - Juan has picnic and soccer every Sunday with his cousin
  - Juan and his cousin walk along the Hudson River
  - Juan working in the kitchen at Bill's Dinner



21. "He goes with his cousin and some friends to Liberty State Park." The underlined word refers to...
- Juan's Cousin
  - The friend of Juan and his cousin
  - Juan
  - Juan and his cousin

### Beauty and the Beast

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining very hard he came in the castle. When the beast saw him, he captured him.

Belle was so worried because her father did not come back. She began to look for him. She arrived in the castle and found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle did not like the beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the beast the spell was broken. The beast and his servant became human again. The beast and Belle got married. They lived happily ever after.

22. The purpose of the writer is....
- To tell the reader how to see the person from their performance
  - To tell the reader how to sent the ugly person away from our house
  - To tell the reader to kind with the ugly person
  - To tell the reader how to love our father

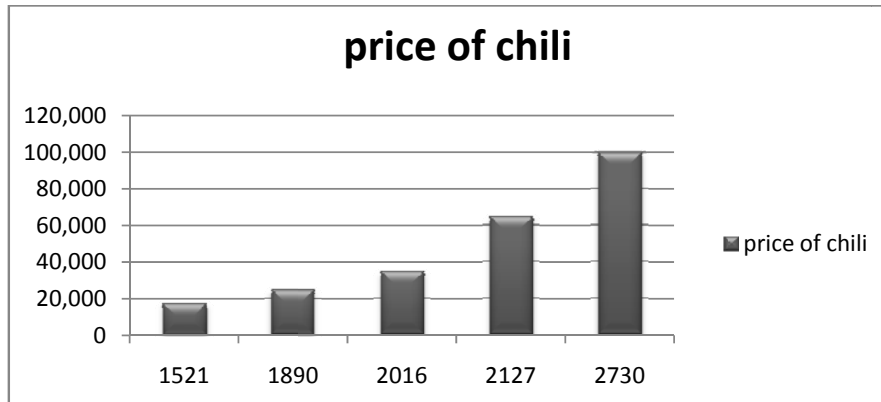
23. "Right after she declared her love to the beast the spell was broken." The meaning of the underlined clause is....
- the castle of the prince was broken
  - the furniture on the prince's castle was broken
  - the love was broken
  - the curse of the princes and his servant was disappear
24. What is the kind of the text above?
- Recount
  - Descriptive
  - Procedure
  - Narrative
25. "He was very ugly now." The meaning of the underlined word is...
- handsome
  - kind
  - beautiful
  - bad

#### The price and demand of chili in Indonesia

Recently the price of chili in Indonesia is not stabile. It is caused by the demands of the chilies, now look at the table of the demand and price of the chili in several months in 2010-2011.

No	Month	Demand (people who buy chili on Kramat Jati Market Jakarta in one month)	Price (on 1 kg)
1.	September 2010	2127	Rp 65.000,-
2.	October 2010	1890	Rp 25.000,-
3.	November 2010	1521	Rp 17.500,-
4.	December 2010	2016	Rp 35.000,-
5.	January 2011	2730	Rp 100.000,-

We can illustrate on chart as follows:



26. According to the table, the higher price of chili is on....
- December
  - January
  - September
  - October
27. According to the table, the lowest price of chili is on...
- November
  - January
  - September
  - October
28. If we read the table and chart above, we can conclude that....
- the price of chili is high when the demands is low
  - the price of chili is low when the demands is high
  - the price of chili is high when the demands is high
  - the price of chili is not change from month to month
29. The price of chili on September is...
- Rp 100.000,-
  - Rp 35.000,-
  - Rp 15.000,-
  - Rp 65.000,-

30. When we read the table and chart above we can conclude that...
- a. the price of chili grow up as same as the growth of the demands
  - b. the price of chili grow up contrast with the growth of demands
  - c. the price of chili go down contrast with the growth of demands
  - d. the price of chili grow up caused by the changes of year

### DO YOU PREFER WATCHING TV OR JOGGING?

People enjoy a lot of programs on TV. They watch films, music, news and many other things. They like watching TV, especially on Sundays. People can relax when they watch TV. It provides people with the latest information and entertainment. However, watching TV too much is not healthy because people do not move much. They become passive.

People believe that jogging has several advantages. Jogging can reduce weight and make the bones strong. Some studies also prove that jogging can improve social relationship. People can meet their friends and go jogging together. Jogging makes people's body and mind healthy. Some other people prefer jogging rather than watching TV

31. What is the main idea of the second paragraph?
- a. People can meet their friends and go jogging together
  - b. Some other people prefer jogging rather than watching TV
  - c. Jogging makes people's body and mind healthy
  - d. People believe that jogging has several advantages
32. "People can relax when they watch TV." The underlined words means....
- a. Enjoy
  - b. Sad
  - c. Angry
  - d. Afraid
33. What is the main idea of the first paragraph?
- a. People enjoy a lot of programs on TV
  - b. People like watching TV, especially on Sundays
  - c. They become passive.
  - d. It provides people with the latest information and entertainment

34. According to the text, TV provides a lot of programs as such as....

- a. story
- b. music
- c. drama
- d. opera

35. When do the people usually watching TV?

- a. On Friday
- b. On Saturday
- c. On Sunday
- d. On Monday