CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) Background of the Study, (2) Research Questions, (3) Objectives of the Study, (4) Scope and Limitation of the Study, (5) Significance of the Study, (6) Definition of Key Terms.

A. Background of the Study

Reading is an important skill that could be mastered. It gives language learners a chance to confirm expectation. Reading will create knowledge in more scientific ways rather than listening.[1] Someone can know everything scientifically better by reading because it can give detail information about particular issue rather than listening in which speaker's opinion influence the information too much.

In addition, different from listening which requires speakers to deliver particular message, reading can be done independently, everywhere and every time. So, nowadays there is no excuse for not getting the knowledge. This statement is also supported by Stephanova who says that reading also creates

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[1] Penny Ur, *A Course in Language Teaching (2nd edition)* (Cambridge University Press, April 2012), 25.

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the more space for learners to conduct independent learning, moreover in today's cyber era.[2] Thus, this current study focuses on reading.

The success of learning English, especially learning reading, cannot be separated from teaching process. Brown defines the concept of teaching which explains that teaching guides, facilitates, encourages, and also sets the condition for the effectiveness of learning.[3] Therefore, a teacher must have good strategies or ways to support the effectiveness of learning.

In line with the previous statement, every student is also expected to build knowledge by their own idea or mind. That statement is also explained by Kolb which says that one of four kinds of abilities to reach successful learning is by forming and re-forming and processing learner's ideas.[4] Meanwhile, the teachers need to facilitate students by giving a chance for them to find and apply their own ideas.

By means of those two things, mainly students are expected to have ability to think (encouraging idea) and to share the idea. Besides, teachers also have to find any solution to achieve the aim of teaching-learning process which can encourage students' idea and can provoke them to share their ideas. Surely, the strategy and activity which encourage student's idea is very

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[2] Helen Stephanova, "Receptive skill: Resourcess for Independent Learning". *English Language Teaching.* Oxford University Press, 21st May 2013, 1.

[3] Brown H.D, *Principles of Language Learning and Teaching (4th edition)* (NewYork: Addison Wesley Longman,Inc, 2000), 7.

[4] Heather Fry, - Steve Ketteridge, - Stephanie Marshall. "Understanding Student Learning". In Heather Fry, et al.(Ed). *A Handbook For Teaching and Learning in Higher Education* (New York and London: Routledge, 2009), 16.

needed as problem solving of that case.[5] Then, it is important to provide various activities in supporting the successful of teaching learning process, including the activities that can encourage students' ideas.

Dealing with the activities to encourage students' ideas, brainstorming can be chosen as one of any alternative options to apply. Orlich says that brainstorming activity must be used as an important rule of teaching-learning activity because brainstorming is the simple and effective skill-building technique for using.[6] Brainstorming is an activity that is useful to create a chance for students to encourage their own ideas.

Brainstorming will be one of the solutions to pursue students for sharing their ideas. It has been documented in Labiod's study stating that prior knowledge triggering through brainstorming increases learners' reading comprehension.[7] In some cases, high expectation of providing brainstorming in teaching learning often does not work properly. It is showed by phenomenon of student-teachers in 6th semester of English Teacher Education Department of State Islamic University Sunan Ampel in Surabaya who have not been maximum yet in providing the activities which can brainstorm students' thinking to produce ideas in Practice Teaching Class (PPL 1).[8] To

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[5] Deborah L. Ulrich and Kellie J. Glendon, *Interactive Group Learning: Strategies for Nurse Educators* (Springer Publishing Company, 2005), 10.

[6] Donald Orlich et al., *Teaching Strategies: A Guide to Effective Instruction* (Cengage Learning, 2012).

[7] Zargham Ghabanchi and Saeedah Behrooznia, "The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners". *Procedia - Social and Behavioral Sciences 98.* 2014. 513 – 521. (www.academia.edu, accessed on May 5th 2015).

[8] The case is found from classroom observation conducted on April – July 2015.

give a kind of follow up to the previous case, a preliminary research was conducted. It is important to prove that brainstorming had not run optimal in Practice Teaching Class (PPL 1).[9]

In providing the sufficient data for previous statement, a preliminary research and interview to the student-teachers in 6th semester of English teacher education department of State Islamic University Sunan Ampel in Surabaya had been conducted to prove that statement. The aim of the preliminary research was to know how many students used brainstorming as a strategy or activity in teaching-learning practice especially in Practice Teaching Class (PPL 1) to encourage student's idea.

The result is that from 59 participants who filled the sheet of preliminary research, only 18 students used brainstorming in teaching-learning practice. From that case, it was known that there was only 30% of students who conducted brainstorming in their teaching-learning process. Besides, those 18 students did brainstorming only in the first session. This case showed that there was 70% of participants who did not apply brainstorming in all the stages of their teaching.

Then, the secondary preliminary research was examining about students' perspective related to brainstorming was conducted as the follow up. The secondary research was a preliminary interview about students' understanding of brainstorming. The second result shows that from 11

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[9] The data is gotten from the preliminary research conducted in PPL 1 Class on May – June 2015.

interviewees; 3 interviewees did not know about brainstorming and 8 interviewees knew brainstorming as only warming up activity or just in the beginning of teaching-learning practice. Whereas, according to Mongeau and Claire, brainstorming is also often used in a generic sense in producing a list of ideas[10]. As brainstorming having its generic sense, it can be conducted in every session of teaching process.

In contrast, students of Practice Teaching (PPL 1) supposed that brainstorming can be conducted in the initiation only. Thus, it is clear that the students did not really catch the point of brainstorming. Considering this reason, brainstorming is taken as the object of the study to bridge between students' understanding and the theory of Mongeau and Claire.

Talking about English learning which becomes one of the subjects in Indonesian school curriculum, there is a case that happened in education, teaching-learning process still cannot be reached as expected. It is proven by the evidence that there are many students in vocational school (SMK) who cannot use English practically although they have learned it since elementary until high school.[11] This case however influences their ability to comprehend specific terms in their field, to communicate globally, and to compete with other people all over the world. Whereas, based on Directorate of Vocational

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[10] Paul A. Mongeau, and Mary Claire Morr, "Reconsidering Brainstorming". *Group Facilitation: A Research and Applications Journal.* Vol.1, No.1, Winter 1999. (http://69eisenhower.csub.edu/~rdaniels/Mongeua%20and%20Morr%201999.pdf, accessed on December 12th 2014).

[11] Herman Dwi Surjono and Heni Rita Susila, "Pengembangan Multimedia Pembelajaran Bahasa Inggris untuk SMK". *Jurnal Pendidikan Vokasi.* Vol. 3, No. 1, February 2013. 45-52.

School Development which stated that the procurement services for vocational school (SMK) aimed to establish vocational graduates are entrepreneurial, intelligent, competent, competitive, and nationalist in the local advantages development and the global market competition.[12]

In other words, the requirement to face global market is not only skill in job and knowledge, but also the ability to communicate especially by using English as the international language. It is also supported by the Minister of Education and Culture of Indonesian Republic which stated that the second main competence in curriculum 2013 of English also states that the purpose of teaching English in vocational school is to make students aware on the way how to behave in global interaction.[13] The term "behavior" is not only seen from the attitude but also from the way to communicate with other people.

Based on the statement above, the students of vocational school is prepared to work in certain field. Whereas, senior high school does not prepare students to work because it points to the scientific optimalization in order that students can continue to a higher education. Those things are explained explicitly in the academic manuscript about standard content in senior high school which mentioned that senior high school curriculum never

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[12]Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jendeal Pendidikan Menengah, dan Kementrian Pendidikan dan Kebudayaan Tahun 2014. Garis-garis Besar Program Pembinaan SMK.(http://www.ditpsmk.net/juknis/files/00_GarisGaris_Besar_Program_Pembinaan_SMK_2014.pdf, accessed on July 3rd 2015).

[13] Menteri Pendidikan dan Kebudayaan Republik Indonesia, Kemendikbud, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia no.70 tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan* (Jakarta: Kemendikbud, 2013), 6.

gives the certain experience or skill to work.[14] Instead, the certain experiences or skills to work in certain field are arranged in vocational school. Therefore, the teaching learning process in vocational school ought to provide appropriate material and teaching method for students based on their field.

Dealing with the way how vocational school students communicate using English, an interview to previous students-teacher at SMKN 1 Surabaya was conducted. That interview stated that the skill of English especially in reading and speaking of SMKN 1 students is not quite good. The reason is that because just few students could reach the goal of those subjects.

There are some studies related with this current study. The first study was done by a professor assistant of University of Jerash, Jordan, Walid Mahmoud Sdouh, in 2012-2013. The result of this research showed that there were significant differences in term of academic achievement and the development of creative thinking skills among the averages between the two observed groups; the group that used the strategy of brainstorming and the group that used the strategy of computer education. Besides, this research also shows that both groups of students have different attitudes towards learning the engineering unit in mathematics.[15] The differences between this previous study with the current study are the subject material used. The previous study

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[14] Departemen Pendidikan Nasional Badan Peneitian dan Pengembangan Pusat Kurikulum 2007, *Naskah Akademik Kajian Standar Isi Pendidikan Menengah*. Jakarta: Depdiknas, 2007, 12.

[15] Walid Mahmoud Sdouh, "The Effect of Using Strategies of Brainstorming and Computer Education in Academic Achievement and The Development of Creative Thinking Skills Among The Students of Sixth Grade and Their Attitudes towards Learning The Engineering Unit in Mathematics". *European Scientific Journal.* Vol. 9, No. 13, May 2013. 220-238.

is mathematics and this current study is English. Then, the previous study tried to compare between two strategies; brainstorming strategy and computer education and this current study tried to identify the types of brainstorming provided by student-teachers and their brainstorming skills to do it.

The next study was conducted by Bilal Adel Al-Khatib. This study was eager to analyze the effect of using brainstorming strategy in developing creative problem solving skills among female students in princess Alia University College.[16] This study showed that there are statistical significant differences at the level of ($α = 0.05$) between the experimental group and the control group. This difference indicates any effectiveness of using brainstorming strategy in developing creative thinking skill. Then, the difference of Al-Khatib's research with this current study is the design of method used. The previous research used quantitative method which employed experimental design. In contrast, this current research used qualitative design.

The last study was conducted by Mahdum which attempted to describe and test whether brainstorming can increase students' reading ability at English Department FKIP UR Pekanbaru.[17] This study showed that students' reading ability, students' interest, and students' motivation could be improved

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[16] Bilal Adel Al-khatib, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College," *American International Journal of Contemporary Research*. vol. 2, No.10, *29-38.*

[17] Mahdum, undergraduated thesis: *"Penggunaan Brainstorming dalam Meningkatkan Kemampuan Membaca Mahasiswa S1 Semester Satu Program Studi Bahasa Inggris FKIP UR Pekanbaru"* (Pekanbaru: FKIP UR Pekanbaru).

by using brainstorming technique. The similarity of this study and the previous one is that both of them used observation and interview as instruments, but previous study examined the effect of brainstorming in classroom research. In contrast, this current study elaborated more on the brainstorming activity employed by student-teacher.

Dealing with the previous studies which showed the effect of using brainstorming strategy in solving the problem and also in increasing students' reading ability, it is important to provide brainstorming activities in teaching learning process especially in teaching reading.

B. Research Questions

As a creative strategy to solve the problem in teaching-learning reading, brainstorming becomes the important activities to provoke the creative thinking of students. Considering that mentioned reason and the research background, this study was intended to answer the following questions:

1. What types of brainstorming activities are used by student-teachers of English Teacher Education Department at SMKN 1 Surabaya in teaching reading of Internship Program?

2. How are brainstormer skill of student-teachers of English Teacher Education Department in teaching reading?

C. **Objectives of the Study**

Considering the question arisen on this study, this study is intended to reach the following objectives:

1. To find what types of brainstorming activities used by student-teachers of English Teacher Education Department at SMKN 1 Surabaya in teaching reading of Internship Program.

2. To know how are brainstormer skill of student-teachers of English Teacher Education Department in teaching reading.

D. **Scope and Limitation of the Study**

This research had two scopes to examine. The first scope was to examine student-teachers' activities in providing brainstorming in teaching reading for specific purpose. In brief, this research examined the activities run by student teachers doing internship in SMKN 1 Surabaya to provide brainstorming in teaching reading. Then, as the second scope, this study intended to examine to what extent the brainstorming activities provided by students in teaching reading for specific purpose fulfill the qualifications of good brainstorming.

Dealing with the scopes stated above, it was also important to set some limitations in order that this research could reach its objectives. For that reason, in the first scope, the activities consisting of brainstorming were

limited to twelve activities adapted from some theories and experts. The activities are: *Stepladder Technique*, *Brainwriting*, *The Crawford's Slip Approach*, *Brain-netting*, *Round Robin Brainstorming*, *Mind Mapping*, *Reverse brainstorming*, *Starbusting*, *Charette Procedures*, *Random input*, *Free-Wheeling*, and *Group ideation*.

Furthermore, the second scope in which examining the extent of brainstorming skill provided was also limited as well. The limitation was on the qualifications of a good brainstorming adapted from Osborn and Hutchinson and Waters's theory. There are 9 qualifications chosen as the indicators, they are:[18]

a. Teacher creates the positive attitude towards reading material in which teacher behave not to be a teacher of the subject but an interested student of the subject matter.

b. Teacher demonstrates the proper background knowledge.

c. Teacher does not criticize or express negative evaluation of any idea presented, such as by saying "No" or "wrong" to correct students' ideas.

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[18] Olga Goldenberg and Jennifer Wiley. (2011). " Quality, Conformity, and Conflict: Questioning the Assumptions of Osborn's Brainstorming Technique". *The Journal of Problem Solving*. Vol. 3, No. 2, Winter 2011. 96-118.

d. Teacher provides brainstorming activity to encourage students' ideas (the more ideas generated by students, the better brainstorming activity provided).

e. Teacher records each idea from students.

f. Teacher sets a limit of time.

g. Teacher provides the atmosphere in which all students are involved to encourage idea freely, being active in discussion, or invention (finding the solution).

h. Teacher provides new ideas and situation for students, and gives them motivation to generate the new ones.

i. Teacher starts the activity with students' interest in, comments, questions, etc.[19]

Then, providing brainstorming activities in teaching reading for specific purpose by student-teachers in SMKN 1 Surabaya became the focus of the study.

E. Significance of the Study

This study attempted to give both theoretical and practical contribution. Thus, the following are the details on how this study implies any effect:

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[19] Mohammad Ahmed Manasrah, "The importance of Brainstorming In Improving ESP Reading Compehension". *International Journal of Arts and Commerse*. Vol.3 No. 1, January 2014, 22. (www.ijac.org.uk, accessed on May 5th 2015).

1. Theoretically, for teacher and student, this study is intended to contribute research on informing the types of brainstorming activities used.

2. Practically, this research gives some significances for teacher and students of English Teacher Education Department Faculty of Education and Teacher Training Sunan Ampel State Islamic University Surabaya. This is hoped that this study gives any understanding on how the student-teachers provided brainstorming activity creatively (relating with types of brainstorming activities) to provoke critical thinking of students and to build atmosphere of class.

   For students, this study attempted to show that brainstorming is not only the activity or strategy in the beginning of the teaching-learning process but also in the other sessions of it.

   For student-teachers of sixth semester who will face the real activity in the next teaching on internship program, because if brainstorming activities is applied by all of teachers; it will be an attractive activity in the teaching-learning practice.

   For students of SMKN 1 Surabaya, they will become creative, analytical, and critical person in thinking.

F. Definition of Key Terms

1. Brainstorming: based on statement from Mongeau and Morr claim that brainstorming is an activity which provoke students to produce a list of ideas and it often used in a generic sense.[20] From the theory of brainstorming above, the researcher considers that brainstorming is the kind of activities to produce large ideas which can be found not only in the beginning of the teaching-learning process but also in the other of it. Here are brainstorming steps: clearly define topic to be brainstormed, generating as many as ideas, dont changing, criticizing or evaluating any idea, encouraging each member to present the idea, and presenting the ideas.[21] In this study, selecting topic, encouraging much ideas then developing it are the main step in brainstorming activity.

2. Reading English for Specific Purpose: According Borg and Gall statement that reading for specific purpose is kind of reading which specifically conducted to fulfill students' need by providing particular reading comprehension material.[22] In this research, reading for specific purpose is defined as reading activity providing a specific material to meet students' speciality focus based on their field.

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[20] Paul A. Mongeau, and Mary Claire Morr. "Reconsidering Brainstoring.pdf.". *A Research and Applications Journal 1.* Vol. 1, No. 1, 1999. 13-20.

[21] Suzanne Murphy. "5 Steps to Effective Brainstorming" *2016 Work Systems Affiliates International, Inc,* (www.wsa-intl.com, accessed on January, 19th 2016).

[22] Femy Septiani and Busmin Gurning, "Developing Reading Text Materials For Vocational School". *Journal of English Language Teaching of FBS UNIMED.* Vol. 3, No. 3, 2014. 2-3.

3. Internship Program (PPL 2): As stated in the guideline of real classroom teaching 2015 which is published by faculty of education and teacher training of Islamic State University Sunan Ampel Surabaya, real classroom teaching is a sequence of activity to apply kinds of education theory manifested teaching learning process in school.[23] In this research, internship program (PPL 2) is the exercise practice in teaching which is faced to the real teaching performance in the certain school (this curent study is at SMKN 1 Surabaya).

4. Student-teacher: student who meet the requirements as student teacher in real classroom teaching.[24] One of the requirement is the student have passed practice teaching subject (PPL1). In other words, student-teacher is student who will teach in real classroom of Internship program with the certain school.

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[23] Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2015.* (Sidoarjo: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2015), 1.

[24] Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II ...* 8.