

## **INCREASING THE STUDENTS' READING SHORT STORY ABILITY THROUGH BRAINSTORM SHEET TECHNIQUE**

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### **Abstract**

The objective of this research was to improve the students' reading short story ability by English department students at University of Muhammadiyah Sumatera Utara. The subjects were the second semester students of English Department. The object of this research was the process of learning to read a short story by techniques brainstorm sheet. Classroom action research was used in this research. Data collection techniques used were (1) the testing technique which included the tests to identify the intrinsic elements of retelling and (2) note techniques which included observation, interviews, and questionnaires. Based on the results of data analysis, it can be concluded as follows: (1) Mechanical sheet brainstorm learning could enhance the learning skills of students to read short stories. Improvement seen in the quality of learning was liveliness and enthusiasm of students in the study, (2) enhancement of products was always increasing the average value obtained from each cycle. At this stage, the value of the class average was 58.20. In the first cycle, it increased to 70.91 and the second cycle rose to 85.60. So there was an increase of 14.69 viewed from the first until the second cycle.

**Keywords:** Reading, Short Story, Brainstorm Sheet Technique, Classroom Action Research

### **1. INTRODUCTION**

The ability to read greatly affects the breadth and depth views on various problems encountered. Reading with understanding the contents will be easier to capture the author's intent and purpose. Reading is a very important part in the study as well as in the expansion of knowledge possessed. According Nurgiyantoro (2011: 368), in education activities reading assignments cannot be bargained. It refers that the ability to read is the most important ability to be possessed by the students.

There are a lot of kind information obtained by reading, like newspapers, magazines, the Internet, billboards, short story, books, and so forth. Short story is a prose fiction work read shortly and it is evoking certain effects in the reader. In learning to read short stories, students are expected to understand the intrinsic elements that exist in the short story. Once students are able to understand the intrinsic elements, they are expected to retell the story.

In fact, students have difficulty in retelling the stories they read. This relates to the constraints in retelling stories read during the learning. Because they do not understand the contents of the story, where to begin to write and what they should write. Lecturers still use the conventional method in teaching and learning activities so that it is less varied. The lecturer should be able to do a variety of approaches, models, strategies, methods, techniques for learning to read. Election approaches, models, strategies, methods, tactics make them more active and in following the spirit of learning activities. However it doesn't happen yet. In this study, researchers used a brainstorm sheet technique. It can help students to prepare for what they will write and recall the main points (road) story so they can write short stories they have read.

Some problems could be indentified as follow : (1) Students' ability in reading short story is still low (2) They still find the difficulty in retelling the stories (3) The lecturer are still applying the conventional method in teaching learning process.

This present study sought to the effort to improve students' reading skills by using the brainstorm sheet technique at English department of University of Muhammadiyah Sumatera Utara. This study aimed to improve the skills of reading short stories by this technique. This study are expected to improve students' reading skills stories and become the benchmark band reference for learning strategies in improving students' reading skills stories.

A brainstorm sheet technique is a technique used before students do writing activities (prewriting strategies). It teaches them to think about what they will say before they write (Vaughn and Bos, 2009: 372). The sheet is filled by them and they jot down the ideas or parts in the story. This technique is expected to provide a stimulus to the students before they write. Graham and Haris (via Vaughn and Bos, 2009: 372) states that a lot of students are having problems in starting the process of writing. They think about the topic and without a lot of planning. Therefore, teachers need to teach prewriting ability to improve the ability of students. In learning prewriting, one of technique used is the brainstorming technique.

Lecturers find it helpful to teach the process of thinking by writing their ideas in a regular pattern (Thomkins via Vaughn and Bos, 2009: 370) and asks them to set goals, ideas considered, as well as the flow of their ideas when they write. Graph settings used assist in the writing referred to as sheet brainstorming or patterned arrangements. The brainstorm sheet technique tries to assist the students to overcome their difficulties in recalling the story content. It is helping them provide the stimuli so that it will make it easier to write short stories they have read.

## **2. RESEARCH METHOD**

This research was a classroom action research (Classroom Action Research). This research was collaborative, which involves students as researchers and teachers Indonesian as a collaborator. This action research was conducted in English Department of University of Muhammadiyah Sumatera Utara at Jalan Kapten Mukhtas Basri No. 3 Medan. Subjects were second semester students in the academic year 2015/2016 involved in the process of learning to read a short story by using the brainstorm sheet technique. There were 30 students. The researcher took one class as the subject of the study by using cluster random sampling.

The research process consisted of four stages: planning, action, observation / observation, and reflection. Techniques of collecting data applied were test and note. Note technique was through observation, questionnaire and interview. The criteria of success viewed from two aspects: the success of the process and product success. The success of process was seen from the process of learning to read a short story by techniques brainstorm sheet. If students show more positive attitudes towards reading short stories including their courage expression in giving opinions and having alive class the research was successful. The criteria for success of a product can be seen from the score. If the average score achieved more or equal to 75, this research is successful.

## **3. FINDINGS AND DISCUSSION**

The result indicated that there was improvement on the students' reading skill by using brainstorm sheet technique. In other word, it was effectively used to teach reading. After collecting the data, the mean of the pre-test was still low 58.20 and then was conducted cycle I. But then after doing the action by using brainstorm sheet technique as discussion method in cycle I, the result had increased from the pre-test score 70.91. Then, after giving action in cycle II, the result of the students showed that score had improved from cycle I to cycle II 85.60. It proved that brainstorm sheet technique as teaching technique was effective in improving students' reading skill, The improvement of students' reading skill by using brainstorm sheet technique as teaching strategy was shown from the mean of the students from the pre-test in cycle I and cycle II as follows:

Table 4.1  
The Score Result of the First Meeting until the Seventh Meeting

No	Students' initial	Pre-Test	Cycle I			Mean	Cycle II		
			1	2	3		1	2	3
1	AL	72.00	80.00	82.00	86.00	82.67	90.00	92.00	98.00
2	AS	46.00	50.00	60.00	64.00	58.00	74.00	80.00	90.00
3	AF	50.00	60.00	66.00	70.00	65.33	78.00	80.00	98.00
4	CR	60.00	62.00	66.00	70.00	66.00	80.00	90.00	90.00
5	DAK	64.00	68.00	70.00	72.00	70.00	80.00	84.00	90.00
6	FKS	70.00	76.00	80.00	82.00	79.33	90.00	94.00	96.00
7	IMP	50.00	60.00	68.00	74.00	67.33	78.00	80.00	84.00
8	LM	68.00	70.00	72.00	76.00	72.67	80.00	82.00	88.00
9	LCH	60.00	64.00	70.00	80.00	71.33	88.00	90.00	96.00
10	MAA	60.00	70.00	74.00	78.00	74.00	80.00	82.00	90.00
11	MIS	60.00	64.00	70.00	78.00	70.67	80.00	86.00	90.00
12	MM	68.00	70.00	72.00	80.00	74.00	88.00	90.00	94.00
13	MOS	50.00	60.00	76.00	80.00	72.00	84.00	84.00	88.00
14	NSH	60.00	64.00	68.00	70.00	67.33	74.00	78.00	80.00
15	RW	50.00	60.00	70.00	72.00	67.33	78.00	80.00	90.00
16	RIP	72.00	76.00	78.00	80.00	78.00	84.00	88.00	90.00
17	RFH	48.00	60.00	64.00	70.00	64.67	80.00	84.00	94.00
18	RI	46.00	60.00	64.00	70.00	64.67	76.00	78.00	84.00
19	RIO	68.00	70.00	74.00	78.00	74.00	80.00	90.00	94.00
20	RR	50.00	74.00	80.00	84.00	79.33	90.00	96.00	96.00
21	RP	52.00	60.00	66.00	76.00	67.33	80.00	82.00	84.00
22	RPA	70.00	78.00	80.00	86.00	81.33	90.00	92.00	98.00
23	SJS	44.00	70.00	74.00	84.00	76.00	86.00	90.00	92.00
24	TH	50.00	70.00	74.00	82.00	75.33	84.00	88.00	94.00
25	WRP	44.00	60.00	66.00	74.00	66.67	76.00	80.00	82.00
26	WWY	52.00	60.00	66.00	74.00	66.67	80.00	86.00	90.00
27	WYR	70.00	68.00	70.00	74.00	70.67	80.00	84.00	86.00
28	WJ	64.00	66.00	68.00	70.00	68.00	78.00	80.00	84.00
29	DHA	64.00	66.00	68.00	70.00	68.00	80.00	82.00	86.00
30	IDYS	64.00	64.00	70.00	74.00	69.33	80.00	82.00	88.00
	Total $\sum X$								
	Mean X	58.20	66.00	70.87	75.93	70.93	81.53	85.13	90.13

Table 4.2  
The Improvement of Students' Score

NO.	Students' initial	Pre-test	Cycle I (X1)	Cycle II (X2)	The Improvement of Students' Score
1	AL	72.00	82.67	93.33	10.66
2	AS	46.00	58.00	81.33	23.33
3	AF	50.00	65.33	85.33	20.00
4	CR	60.00	66.00	86.67	20.67
5	DAK	64.00	70.00	84.67	14.67
6	FKS	70.00	79.33	93.33	14.00
7	IMP	50.00	67.33	80.67	13.34
8	LM	68.00	72.67	83.33	10.66
9	LCH	60.00	71.33	91.33	20.00
10	MAA	60.00	74.00	84.00	10.00
11	MIS	60.00	70.67	85.33	14.66
12	MM	68.00	74.00	90.67	16.67
13	MOS	50.00	72.00	85.33	13.33
14	NSH	60.00	67.33	77.33	10.00
15	RW	50.00	67.33	82.67	15.34
16	RIP	72.00	78.00	87.33	9.33
17	RFH	48.00	64.67	86.00	21.33
18	RI	46.00	64.67	79.33	14.66
19	RIO	68.00	74.00	88.00	14.00
20	RR	50.00	79.33	94.00	14.67
21	RP	52.00	67.33	82.00	14.67
22	RPA	70.00	81.33	93.33	12.00
23	SJS	44.00	76.00	89.33	13.33
24	TH	50.00	75.33	88.67	13.34
25	WRP	44.00	66.67	79.33	12.66
26	WWY	52.00	66.67	85.33	18.66
27	WYR	70.00	70.67	83.33	12.66
28	WJ	64.00	68.00	80.67	12.67
29	DHA	64.00	68.00	82.67	14.67
30	IDYS	64.00	69.33	83.33	14.00
	Total	1746.00	2128.00	2568.00	
	Mean	58.20	70.93	85.60	

It was found the improvement of students' score in reading. The result showed the improvement or the effectiveness of the students' score from the pre-test to the second cycle. In the pre-test, there was 16.66% (5 students) who go 70-100 points. For the cycle I, there was 53.33% (16 students) who go 70-100 points that meant it was found improvement about 36.67%.

And for the cycle II, there was 100% (30 students) who go 70-100 points. It really indicated the improvement from the cycle I to cycle II by using brainstorm sheet technique that was 46.67% as it's drawn on the table below:

Table 4.3  
The Students Score for the First to the Last Meeting

	Test	Students' Score up to $\geq 70$ Points	Percentage
1	Pre-Test	5	16.66%
2	Cycle I	16	53.33%
3	Cycle II	30	100%

For the qualitative data was shown on the table below.

Table 4.4  
The Score of the Questionnaire Sheet

Questions	A	B	C	Number	Word
Before you know brainstorm sheet technique as reading technique, how do you think about reading?	0	8	22	30	Difficult
Before you know it as reading technique, how do you read?	0	7	23	30	Difficult
After you know it, how do you think of reading skill?	25	5	0	30	Very Easy
After you know it, how do you read?	27	3	0	30	Very Easy
What is your opinion on before you know it in teaching reading skill?	26	4	0	30	Very Easy

(A) Very Easy (B) Easy (C) Difficult

The qualitative data which were taken from questionnaire sheet also showed that the students' interest and motivation in reading were improved and increased as they could be actively retell the short story they have read. In short, students did not find it difficult to recall and retell the short story as reading technique during teaching and learning process. In fact they showed more positive attitudes towards reading short stories including their courage expression in giving opinions and having alive class

#### 4. CONCLUSION

It is concluded that there was an increase of students' reading skill taught by using brainstorm sheet technique. The use of this technique makes the reading and learning activity more enjoyable and interesting. Retelling a short story is not difficult as it used to be for the students. This technique was helpful much more than the conventional technique. In relation to the conclusions, suggestion

is aimed to the lecturers to deepen this brainstorm sheet technique and to be more creative and up-dated in finding the appropriate strategy in teaching reading. Furthermore, they need to make sure the reading taught enjoyable, relaxed and understandable.

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