

**THE READING COMPREHENSION
OF THE EIGHTH YEAR STUDENTS OF SMPN 1 WEDARIJAKSA PATI
TAUGHT BY USING BRAINSTORMING STRATEGY
IN THE ACADEMIC YEAR 2009/2010**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

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In Partial Fulfillment of the Requirements
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By:

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2012

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MOTTO AND DEDICATION

- Go away from difficulty that is defeat. (Anonim)
- You never too old to learn. (Anonim)
- No gain without pain. (Anonim)
- Dengan ilmu kehidupan menjadi mudah, dengan seni kehidupan menjadi indah, dan dengan agama hidup menjadi terarah dan bermakna. (Anonim)

This research is dedicated to:

1. The writer beloved parents father and mother who always cares and support me.
2. My beloved wives.
3. The writer beloved brother and sister.
4. The writer dearest person who always support him.
5. All of the writer's friends in English Education Department Muria Kudus University 2003

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The writer realizes that he would not be able to complete his thesis without support, advice and encouragement from many persons. Therefore he would like to express his sincerest gratitude, to those who are directly or indirectly involved in the completion of this research.

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9. All of writer's friends who give support and help the writer to complete this skripsi.

The writer hopes that this skripsi will be useful not only for the writer but also for the readers, especially for the students at English Department, Teacher Training and Education of Muria Kudus University.

Kudus, April 2012

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ABSTRACT

Dyan. 2012. *The Reading Comprehension of the Eighth Year Students of SMPN 1 Wedarijaksa Pati Taught by Using Brainstorming Strategy In The Academic Year 2009/2010*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Rismiyanto. SS, M.Pd (2) Titis Sulistyowati, SS, M.Pd

Students are expected to master reading skill to support their English skill. Reading skill is an ability to understand and to express of information, idea, feeling, and develop knowledge, technology, and culture in the written form. However, the main problem faced by many students, is that their English reading comprehension still low. As a teacher, it is necessary to find new teaching strategy to overcome the problem and to motivate the students, because the learning process will not work if the students do not have any motivation by themselves to learn.

The objectives of the study is to find out whether there is any significant difference between the English reading comprehension of the eighth year students of SMPN 1 Wedarijaksa Pati in academic year 2009/2010 before and after being taught by using Brainstorming Strategy.

This research is in the domain of experiment research. The result of the research shows the students' mean score is 66.2, standard deviation is 7.5 before being taught by using Brainstorming Strategy and the students' mean score is increasing into 80.1 and standard deviation 6.7 after being taught by using Brainstorming Strategy. After the t-test calculation, the writer found that the grade of t_0 (21.4) is higher than t_t (2.04), so the alternative hypothesis (H_a) is accepted. From the hypothesis test, we could say that there is a significant difference between the English reading comprehension of the eight year students of SMPN 1 Wedarijaksa Pati in academic year 2009/2010 before and after being taught by using Brainstorming Strategy.

Based on the conclusion writer will offer some suggestions as follow: The teacher could use the Brainstorming Strategy in their teaching reading to make their students more understand the lesson easier. Brainstorming can be an effective way to create lot of ideas on a specific problem. Brainstorming strategy gives self confident and good experience for students and teacher who does teaching learning activity.

ABSTRAKSI

Dyan. 2012. *Kemampuan Membaca Siswa Kelas Delapan SMPN 1 Wedarijaksa Pati yang Diajar Menggunakan Brainstorming Strategy Tahun Pelajaran 2009/2010*. Skripsi. Program Studi pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Rismiyanto. SS, M.Pd, (2) Titis Sulistyowati, SS, M.Pd

Siswa diharapkan untuk menguasai kemampuan membaca untuk mendukung kemampuan berbahasa Inggris mereka. Kemampuan menulis adalah kemampuan untuk memahami dan mengekspresikan informasi, ide, perasaan dan pengembangan pengetahuan, teknologi, dan budaya dalam bentuk tulisan. Bagaimanapun juga, permasalahan utama yang dihadapi oleh sebagian besar siswa, adalah kemampuan membaca mereka masih rendah. Sebagai seorang guru, sangatlah penting untuk menemukan cara baru dalam proses belajar mengajar untuk mengatasi permasalahan tersebut serta dapat memotivasi siswa, karena proses pembelajaran tidak akan dapat terjadi jika siswa tidak memiliki keinginan untuk belajar.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca pada siswa kelas delapan SMPN 1 Wedarijaksa Pati tahun pelajaran 2009/2010 antara sebelum dan setelah diajar menggunakan Brainstorming Strategy

Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Hasil penelitian menunjukkan bahwa nilai mean siswa sebesar 66.2 dan standar deviasi 7.5 sebelum siswa diajar menggunakan metode Brainstorming dan nilai mean siswa meningkat menjadi 80.1 dan standar deviasi 6.7 setelah diajar menggunakan Brainstorming. Setelah penghitungan t-test calculation, penulis menemukan nilai t_0 (21.4) lebih tinggi daripada nilai t_t (2.04) sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dari pengujian hipotesis tersebut dapat diambil kesimpulan bahwa ada perbedaan yang signifikan antara kemampuan membaca pada siswa kelas delapan SMPN 1 Wedarijaksa Pati tahun pelajaran 2009/2010 antara sebelum dan setelah diajar menggunakan Brainstorming Strategy.

Berdasarkan pada kesimpulan, penulis memberikan beberapa saran sebagai berikut: guru harus menggunakan Brainstorming Strategy dalam pengajaran membaca untuk membuat siswa lebih mudah memahami pelajaran. Brainstorming dapat menjadi cara yang efektif untuk menciptakan banyak ide kreatif dalam menyelesaikan permasalahan. Brainstorming strategy memberikan rasa percaya diri pada siswa serta pengalaman yang menarik bagi guru dan siswa dalam kegiatan pembelajaran.

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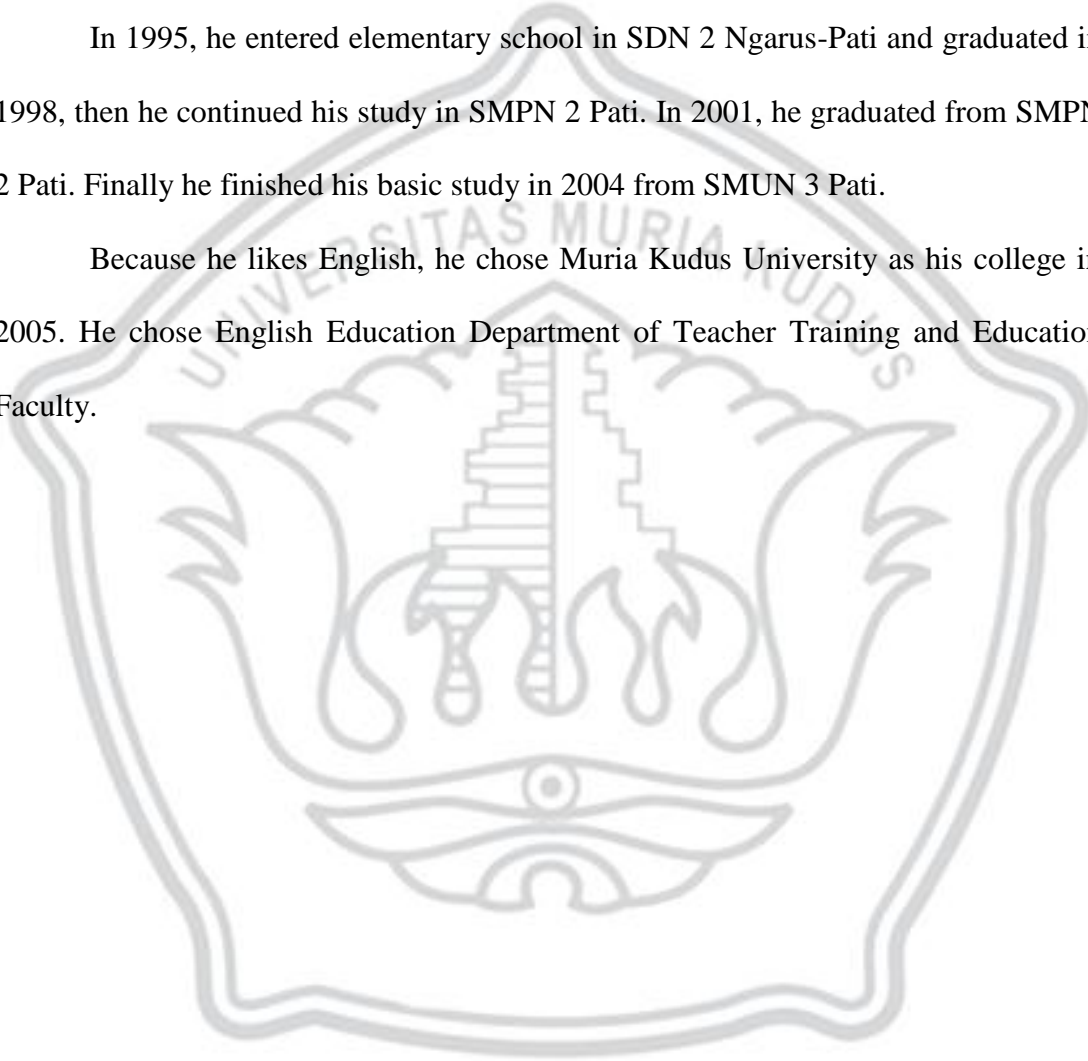
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CURRICULUM VITAE

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State that this skripsi represents result which the writer has done by herself and considered to her skripsi it does not contain items that have been published by other or have been used as requirement completion of study at the other college.

It fully becomes her responsibility.

Kudus, April 2012

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