

Development of Teaching Reading Comprehension Through Brainstorming

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Abstract

The purpose of this article is to develop the students' ability in mastering reading comprehension by expressing their ideas freely about the reading passage. In this study gives information about technique that can be implemented in teaching and learning process especially about teaching reading comprehension by applying the present study. Practically, brainstorming is expected to give good contribution to the researcher, teacher, and students. For the researcher, the result of the study hopefully can give a good experience in teaching reading skill by applied to improve the student' reading comprehension and find solutions to the problem by using brainstorming. Finally, for students, this study can help them to express their own ideas to improve their ability in reading comprehension. Therefore, in reading comprehension activities, students are able to comprehend the reading passage materials and enjoy studying in the class.

Keywords: Development; Teaching reading; Brainstorming

Introduction

Reading is a fluent process of reader combining information from the text and their own background knowledge to build a meaning, (Nunan, 2003:68). It means in reading activities, the reader should be able to concentrate while his or her eyes moved to the text that is read in order to look for details in addition to the main ideas and get the information based on their background knowledge.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading comprehension is one type of reading skills that should be mastered by students. In teaching reading, students could have ability in finding out main idea, specific information, and recognize word meaning of the text. The students can comprehend the text well if they have

those ability. Teaching reading comprehension should have arranged communicatively. It should be noted that completing a reading comprehension task, having enough prior knowledge is very significant as well as having a good understanding about the whole meaning of the text to be able to answer and express their idea about the topic based on the text. However, teaching reading comprehension is not an easy task. It needs hard to make the teaching process interesting.

The problems of reading comprehension are that the students were confused to identify main idea, general information, specific information, and recognize word meaning in the reading text. When the students were given question by the teacher to express their idea about the text, the students were still confused how to express their idea and answer the questions with correct grammatical forms. As a teacher, this is a big challenge to find or create some techniques that can make reading comprehension more interesting for students. Teachers also need to find the ways to motivate the students to improve their reading skill. One technique of reading that can overcome the problem called brainstorming. This technique gives enough opportunity for the students to express their ideas freely about the main topic of reading text given by the teacher. This technique also gives the students opportunity to discuss and share ideas with each other. (Novitasari, 2015)

In the application, brainstorming is a useful strategy in improving reading comprehension in relation to make and develop question related to the passage being discussed. By giving some questions to the students, they will be forced to express their idea about the main topic and try to find out the answer, they will directly know some word that they did not know before. Beside that the students can develop the ability to think, motivate pupil's learning and can be used to know the improvement of the interaction. By interacting with each other, the student will be able discover the content of the passage being discussed. It is believed that by using this technique the interaction and finally the comprehension of the student can be improved in reading skill.

Conception of Reading Comprehension

Welberg (2003:6) states that reading comprehension is about understanding written texts. Reading comprehension is to recognize the text and remember any information in the text. Furthermore, Cain and Oakhill (2007) state that as comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure. For example, during reading the ability to derive meaning is normally enhanced when there is a reduction in the cognitive load of a reader's working memory, and the reader can decode the words. Comprehension also means the basic elements of reading because understanding the content of the text is important in reading activity.

Wolley. G (2011) states that reading comprehension is a process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information students develop mental models, or representations of meaning of the text ideas during the

reading process. Thus, reading is important skill that enables readers to find some information for knowledge and it can share the information for everyone when they need it.

In reading comprehension, the readers are not only expected to read the word but also to interact with the text to gain meaning of the text or any type of written material. According to Brassell (2008:15) writes that reading comprehension refers to the ability to comprehend or make meaning from written text. To gain meaning and comprehension readers need ability to relate the text being read and their prior knowledge. The achievement of the students in reading comprehension is mainly measured through the scored obtained in the reading comprehension.

From basic point of views of reading comprehension above, it can be concluded that reading comprehension is not simply reading, but it is more than decoding word. Reading comprehension is an active process involves readers' integration of prior knowledge with information in the text in order to obtain meaning from the text. Thus, the achievement of the students in reading comprehension is mainly measured through the scored obtained in the reading comprehension.

Importance of Reading Comprehension

Bubpha Luinlex (1997) claims that reading is essential. It is a tool for life-long continuing process. 80 percent of learning activities and instruction in a higher educational level are related to reading. There are in conformity with the study conducted by Chuttima Sajjatham (1984) as mentioned that the people who read a great deal tend to be more successful in educational and occupational fields. Similarly, Sumalee Thanawutkhatiworakul (1998:13) pointed out that it is a key for knowledge seeking and help the people to be life-long learners.

In conclusion, reading comprehension is regarded as being very crucial because it is employed in every day's life of people. Moreover, it plays a vital role in the fields of education and occupation. That is to say, those who read more will benefit more.

Purpose of Reading Comprehension

According to the Office of Basic Education Commission reading purposes are discussed below.

1. To provide students with critical reading comprehension skill and make reading as more meaningful activities.
2. To provide the students with abilities to understand the text content and enable them to report what they have read as most clearly as they can.
3. To be able to read to follow any instructions or advice.
4. To practice using eye for reading.
5. To be able to conclude or summarize what the text is about (The students are to be able to tell the story although it is not in details.)
6. To be able to expect and predict what the next passage will be about and how the content of the text will end.
7. To be able to find out facts and comments and express their own comments.

In addition, Wannee Somprayoon (2001) proposed the reading purposes as follows. The readers should:

1. be able to read faster and comprehend better,
2. be able to enhance reading skills and concentrate on the text,
3. be able apply what they gain from reading in their life,
4. be able to read and employ what they obtain from reading to improve their life, and
5. be able to understand reading benefits and improve themselves to have reading habits.

It is also claimed in this study that children should be encouraged to use reference books or dictionaries to help them when facing some unknown words in the text. What is more, it is suggested that the children should be promoted to read daily in order to help them keep up with the fast-changing world.

The Model of Reading Comprehension

There are several models of reading as follows:

1. The Top-down model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

2. The bottom-up model

The bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other word, in bottom-up processing the reader must recognize of linguistics signal. (Vila Panton Smith, 2003)

3. The interactive model

The interactive model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models, it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.

Teaching Reading through Brainstorming

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge or in order to critique a writer's ideas or writing style. The purpose of learning to read in a language is to have access to the literature written in that language. In language instruction, reading materials have been chosen from literary texts that represent forms of culture. Reading is also certainly as an important activity for expanding knowledge of a language. Much of student's success in beginning reading is accounted for the instructional procedure found in the classroom. The ultimate the objective of teaching reading comprehension is to help the student promote and enhance their reading competence or reading skill in target language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Much of what we know about reading is based on studies conducted in English. Learning to read is an important educational goal. For students, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

In teaching reading comprehension, teachers need to design comprehension activities that correspond to the purpose of the reading. Ommagio (2001) states that reading comprehension activities should be designed in such a way so as to help the students to develop reading skill.

As a teacher, this is a big challenge to find or create some techniques that can make reading comprehension more interesting for students. Teachers also need to find the ways to motivate the students to improve their reading skill. One technique of reading that can overcome the problem called brainstorming technique. This technique gives enough opportunity for the students to express their ideas freely about the main topic and sense of reading text given by the teacher. This technique also gives the students opportunity to discuss and share ideas with each other.

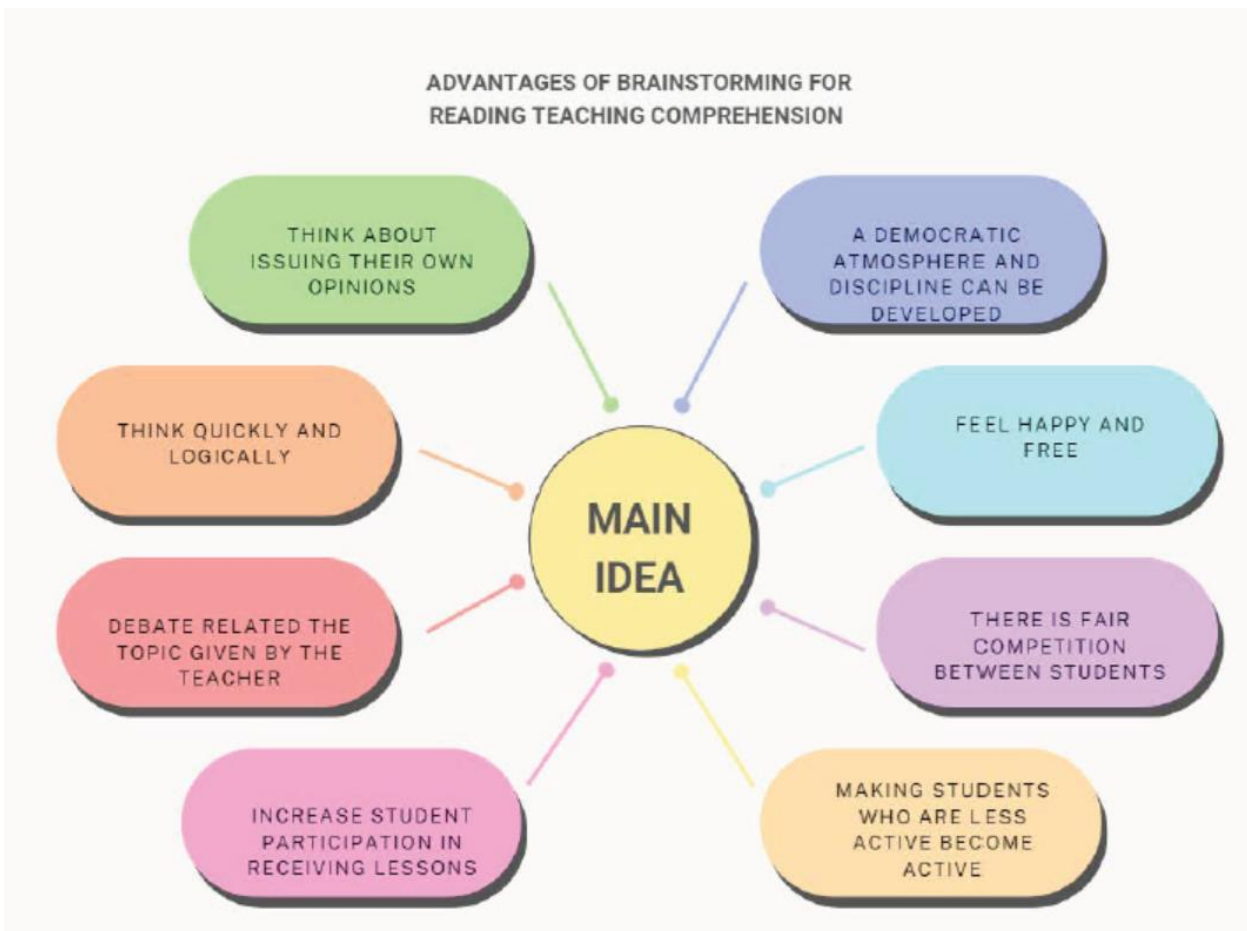
Brainstorming is a popular technique that helps the student generates creative solutions to a problem. It is particularly useful when they want to break out of stale, established patterns of thinking, so that they can develop new ways of looking at things. It also helps to overcome many of the issues that can make group problem solving a sterile and unsatisfactory process. Used with their team, it helps them bring the diverse experience of all team members into play during problem solving. This increases the richness of ideas explored, meaning that they can find better solutions. Besides, students can use to generate ideas for reading comprehension everything that they think. The goal is to pour our thoughts onto the text without worried in identify main idea, general information, specific information, and recognize word meaning in the reading text or how they fit together.

According to Sinagatullin (2009:98), brainstorming is the activity which depends on the active participation of the whole group, helps create a spirit of cooperation, and encourages students' creative thinking. Some learners know that they are not sharp-witted and clever enough to solve intricate problems and try to stay apart from group work. Teachers are required to use brainstorming techniques rationally, it is not to exceed the established mental and physical boundaries and norms.

Furthermore, Urquhart and McIver (2005:15) argue that the beauty of brainstorming is its nonjudgmental quality. If done properly, students do not censor their ideas on a brainstorming list. Rather, anything goes. When students use this strategy, they discover what they know about a given topic and can see what they may need to learn more about.

Knowledge from the Study

The rule of brainstorming is to think of many ideas, think of different ideas, and to suspend judgment until students have produced many different ideas. Brainstorming can help “open students” minds” so they can think of ideas that might not normally have occurred to them. Not all of the ideas they arrive at will be equally useful, but in thinking of many different ideas, they may discover some valuable ideas among the less important ones. Students who practice brainstorming often may become more prolific and less rigid thinkers.



The advantages of brainstorming for reading teaching comprehension are divided as following.

1. Brainstorming creates creative thinking.
2. Brainstorming makes variety and fun in the classroom.

According to Mukrima (2014:101) the advantages of brainstorming are as follows:

1. Students think about issuing their own opinions.
2. Students are trained to think quickly and logically.
3. Students are always ready to debate related the topic given by the teacher.
4. Can increase student participation in receiving lessons.

5. Making students who are less active become active.
6. There is fair competition between students.
7. Students feel happy and free.
8. A democratic atmosphere and discipline can be developed.

Conclusion

To conclude, the main goal of the current study was to determine the development of brainstorming techniques on learners' reading comprehension. The study has shown that training in brainstorming enhances readers' comprehension to a great extent. It was also found that learners who were given chances to use this technique before reading also gradually improved their reading comprehension level through the training time. These findings complement those of earlier studies and suggest that English language teachers should consider designing brainstorming activities for the pre-reading stage in order to boost their students' reading ability.

In future studies, the same procedure can be replicated with a larger sample size to increase the reliability of the results. Researchers can also look at the impact of brainstorming on the development of other language skills. It is possible that brainstorming techniques are a useful strategy in the planning stage of writing for the fact that they facilitate idea generation and creativity. Moreover, since brainstorming establishes a communicative mode of work in the classroom, it may also be that prior knowledge activation through brainstorming is a variable affecting speaking and listening skills.

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