

A THESIS

**IMPROVING THE STUDENTS` READING ABILITY BY USING
BRANSTORMING STRATEGIES AT
SMAN 5 PINRANG**



By

**FERAH ANGRENI
REG NUM. 19.1300.038**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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بَعْدُ أَمَّا أَجْمَعِينَ

Alhamdulillah Rabbil ‘Alamin. First of all, the researcher expressed her heartfelt gratitude to the almighty God, Allah SWT. for the guidance, mercy and good health so that the research can be completed. Sholawat and salam always be sent to the prophet Muhammad Saw, who has brought us from a pitch-dark realm to a bright realm. In this auspicious opportunity, the researcher would like to express gratitude and affection to Father and Mothers as the researcher's parents who have poured out my case be always encouraging, offering sincere prayers so that the researcher is given the convenience by the almighty God, Allah SWT. in completing this thesis.

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ABSTRACT

Ferah Angreni. Improving the Students` Reading Ability By Using Brainstorming Strategies at SMAN 5 Pinrang (Supervised by Hj. Nanning and Humaeroah)

Brainstorming strategies refer to structured techniques used to generate creative ideas and solutions through group discussion and collaboration. Brainstorming activities actively involve students in the learning process, fostering engagement and motivation. By allowing students to generate and discuss ideas related to reading materials, they become more invested in the content and are more likely to comprehend and retain information. The purpose of this research is to examine the effect of Brainstorming Strategies to improve Students` Reading Ability at SMAN 5 Pinrang.

This research used experimental design with pre experimental, the total sample was XI 1 which total students of 35 students` by purposive sampling and treatment was sixth meetings including pre and posttest. Instrument used for this research was reading test.

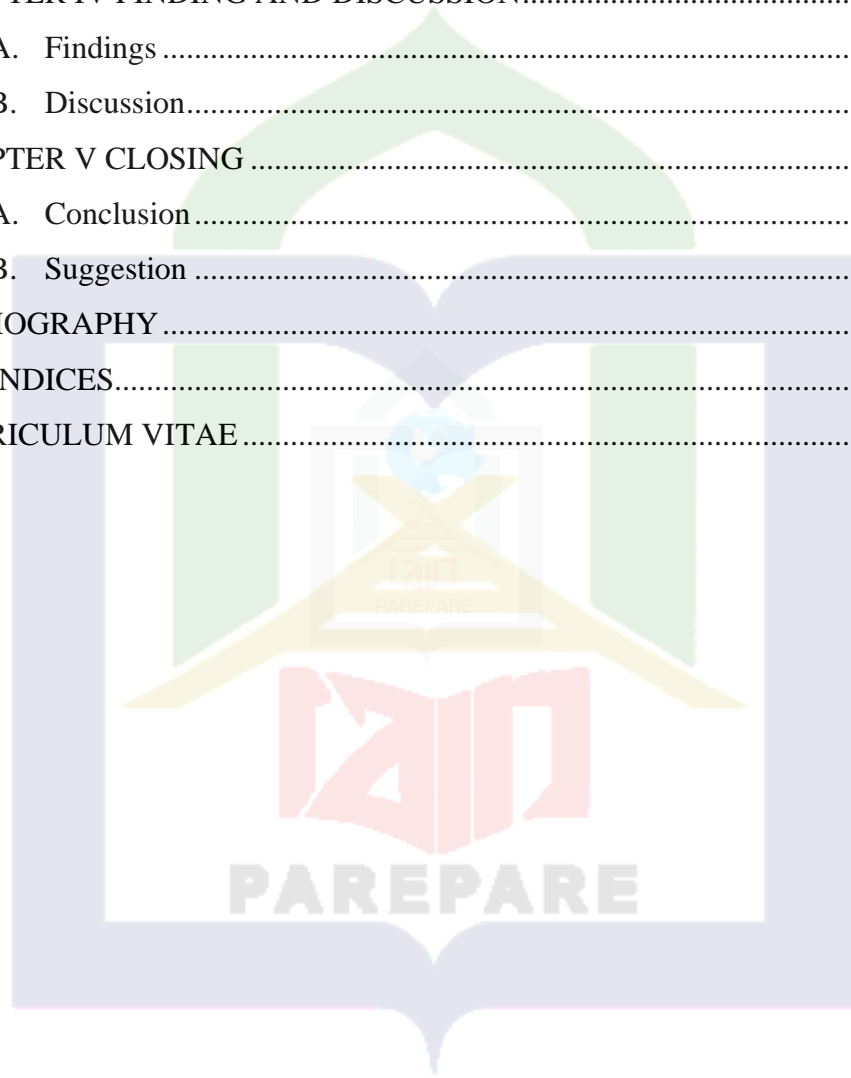
The result of the research showed that the Using Brainstorming Strategies able to improve Students` Reading Ability at SMAN 5 Pinrang which proved by treatment for 4th meeting which conducted pretest score was 47,43 categorized as poor and posttest scored was 78,57 categorized as Good reading ability and $T_{hitung} > T_{tabel}$ ($2.765 > 1.691$) the null hypothesis was rejected and the H_a hypothesis was accepted. So, there is an Improvement of the students` reading ability Using Brainstorming Strategies at SMAN 5 Pinrang.

Keyword: Students` Reading Ability, Brainstorming Strategies, SMAN 5 Pinrang

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a very important communication tool for humans in all activities, both verbal and written communication. This communication is very closely related because they are interrelated in language. According to Tarigan that skills in Language has four components, namely: listening skills, speaking skills, reading skills and writing skills (writing skills)¹. According to the theory that language skills are interconnected and mutually reinforcing. For example, strong reading skills can enhance writing skills by providing exposure to different writing styles and vocabulary, while effective listening skills are essential for comprehending spoken instructions or conversations. Likewise, proficiency in speaking can improve listening comprehension through active engagement in conversations, and writing skills can be honed through practice and feedback.

There are still many students who make mistakes in pronouncing words when reading English texts. This is known when students are given a reading text for them to read and it turns out that their reading ability is still lacking or still low. Reading ability will greatly influence students' success in learning activities, because reading is not only for reading subjects, but for all other subjects as stated by Buker. The more you read, the better you will write².

Based on the researcher's experience in developing reading skills courses, there are still many student weaknesses in understanding a text. These weaknesses include

¹ Tarigan Henry Guntur, *Menulis Sebagai Suatu Keterampilan Berbahasa*, Edisi Revisi. (Angkasa: Bandung, 2019).

² Robert Weissberg and Suzanne Buker, *Teacher's Manual [to] Writing Up Research: Experimental Research Report Writing for Students of ESL/EFL* (Prentice Hall, 2021).

aspects of understanding the main idea, understanding supporting ideas, how to interpret words according to Indonesian language style, determining genti for both people and objects, understanding conclusions, and retelling the contents of the text they read. Based on the results of the researcher's reflection, these weaknesses are caused by: (1) Lack of reading practice carried out by students; (2) low student interest and motivation to read; (3) Inadequate learning materials; (4) Learning Media is not satisfactory; and (5) The assessment process carried out by lecturers is less transparent. Apart from that, students' difficulties in understanding texts are also caused by several factors, including limited vocabulary, lack of time to practice reading skills given by the lecturer and also because the students' reading speed is still low, or perhaps because the lecturer's teaching techniques are still inadequate.

The low grades obtained are influenced by the learning method used which is not appropriate to the students' conditions and abilities. According to Nurdyansyah learning is essentially a process of interaction with all situations that exist around individual students. Maybe it's because teachers predominantly use the lecture method, which makes students bored, play around and pay less attention to what the teacher explains³.

Efforts to improve the quality of students' reading skills need to be carried out by applying brainstorming techniques. This technique will work well if students are able to motivate themselves to learn and are engaged in effective learning activities. According to Mahdum brainstorming is a technique for getting creative ideas⁴. Meanwhile, according to Karim a learning method that increases student activity is

³ Nurdyansyah Nurdyansyah and Eni Fariyatul Fahyuni, "Inovasi Model Pembelajaran Sesuai Kurikulum 2013" (Nizamia Learning Center, 2021).

⁴ Mahdum, "Penggunaan Brainstorming Dalam Meningkatkan Kemampuan Membaca Mahasiswa S1 Semester Satu Program Studi Bahasa Inggris Fkip Ur Pekanbaru," n.d., 13.

the brainstorming model of learning, which is a form of discussion in order to gather ideas, opinions, information, knowledge and experience from all participants⁵. To gain better competence, this step is taken to generate new ideas when students write descriptive text.

Brainstorming is a term proposed by Dr. Alex Osborn in 1953. Osborn defined this new technique as: “An organized way of allowing the mind to generate ideas without getting stuck trying to judge the value of those ideas at the same time”⁶. Where brainstorming is a method used to generate ideas quickly. Osborn lists the following four central guidelines for brainstorming: 1. Criticism is set aside. 2. Freewheeling is welcomed. 3. Quantity desired. 4. Combinations and upgrades sought.⁷ Brainstorming is commonly used in discussions. Where the brainstorming strategy is a method used by a team to generate ideas so that problems can be solved. Where the brainstorming strategy is easier to generate ideas in the form of groups than individual ideas.

Brainstorming is optimally used in determining the solution to a problem at one time and creating new ideas at the same time. Brainstorming means using the brain for active problem solving and the purpose of brainstorming sessions is to develop creative solutions to problems.⁸

Where generating ideas in a group is more effective and can produce more creative ideas than generating ideas individually. Therefore, with problems in reading

⁵ muhammad lukman Khakim, “Penerapan Metode Pembelajaran Brainstorming Terhadap Pemahaman Konsep Siswa Smp Kelas Vii Pada Materi Aljabar,” Jurnal Pembelajaran 1 (2023).

⁶ Stephen J Kirk, *Enhancing Value in Design Decisions*, 2019.

⁷ Osborn and ALEX F, *Applied Imagination: Principles and Procedures of Creative Thinking*. (NY: Charles Scribner’s Sons., 2020).

⁸ Fathi Jarwan, “Teaching Thinking: Definition and Applications,” Amman: Dar Al-Fkir. Jordan, 2005.

an English text, researchers are interested in researching reading ability with the research title *Improving The Student's Reading Ability By Using Brainstorming Strategies At SmaN 5 Pinrang*. by developing a brainstorming strategy where a problem can be resolved through discussion by a group and producing creative ideas that can provide a solution to a problem. Then the problem will be resolved quickly because you get ideas from several people's thoughts by relying on discussions, not just ideas from one person.

Reasons why researchers use brainstorming strategies in this research. So the brainstorming strategy has already been used at the school. The researcher want to know whether these strategies can be understood by students and can improve their reading ability or whether they just know the strategies and don't improve their reading ability at all. Where I will research it using qualitative methods by conducting observations, interviews and documentation.

B. Research Question

Based on the research background, the researcher has a research question that : Is the Using Brainstorming Strategies able to improve Students` Reading Ability at SMAN 5 Pinrang?

C. Objective of the Research

In accordance with the research question, the purpose of this study can be stated that: to examine the effect of Brainstorming Strategies to improve Students` Reading Ability at SMAN 5 Pinrang.

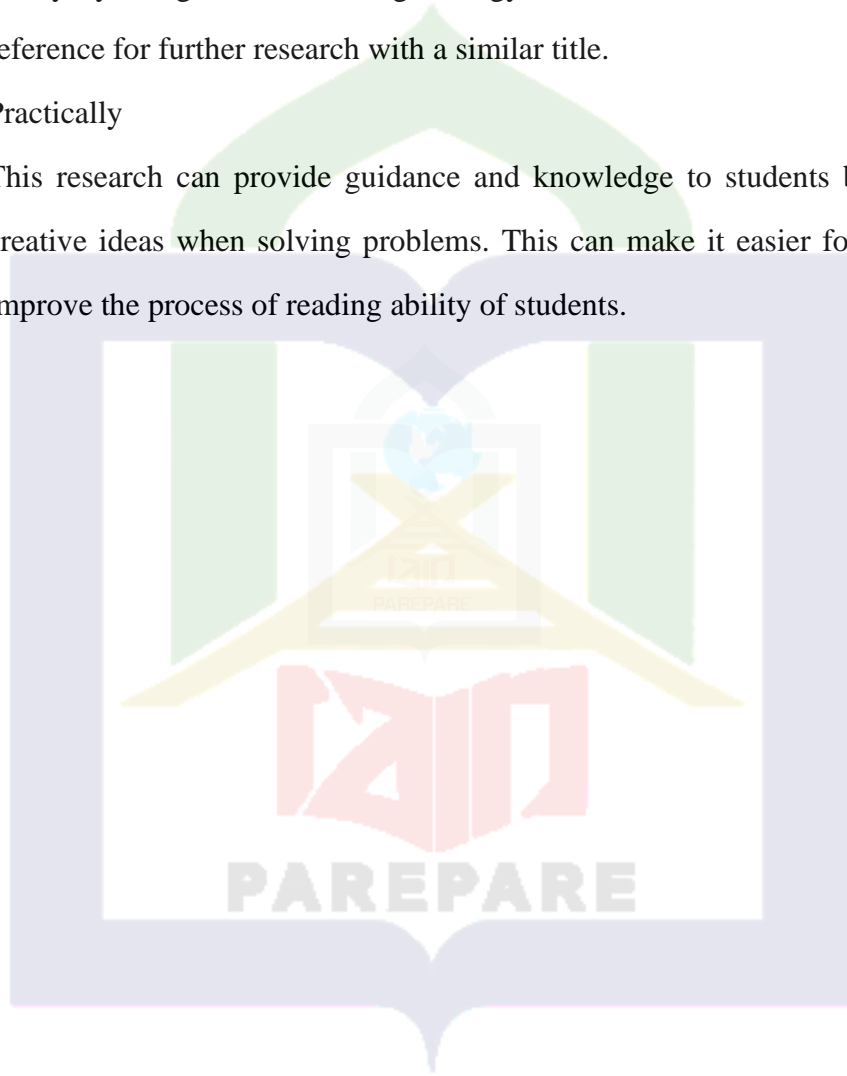
D. Significance of the Research

1. Theoretically

Theoretically, the results of this study are expected to support students' reading ability by using a brainstorming strategy. This research can also be used as a reference for further research with a similar title.

2. Practically

This research can provide guidance and knowledge to students by providing creative ideas when solving problems. This can make it easier for teachers to improve the process of reading ability of students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are several relevant previous studies used to support the research, namely:

1. Zargham Ghabanchi a, Saeedeh Behrooznia. In his research, The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners. Thus, this study used an experimental design with 29 participants in the control group and 25 participants in the experimental group. The pre test results confirmed the homogeneity of the participants in both groups in terms of reading comprehension ability as well as critical thinking ability. The results of the post test showed that the brainstorming strategy had a significant positive effect on the CT's ability and the participants' reading comprehension ability.⁹
2. Maryam Sharafi Nejad, Shaik Abdul Malik Mohemed Ismail, Shohreh Raftari, Lin Siew Eng. In his research, Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners' Reading Comprehension Teachers Strategies in Teaching Reading Comprehension. This study used an experimental design with fifty students aged between 12 to 18 years at the intermediate level considered homogeneous. In order to make language proficiency test participants uniform, it was run. It was

⁹ Zargham Ghabanchi and Saeedeh Behrooznia, "The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners," *Procedia-Social and Behavioral Sciences* 98 (2014): 513–21.

awarded to 70 students at the Asian EFL Academy Language Institute in Pinang, Malaysia. The results of the proficiency test confirmed the homogeneity of the participants regarding their reading comprehension ability.¹⁰

3. Mahdum in his research, *The Use of Brainstorming in Improving the Reading Skills of First Semester Undergraduate Students of the English study Program FKIP UR Pekanbaru*. In this study, the participants were 25 students from the first semester of the undergraduate program, Class A in the 2009-2010 academic year. Data collection techniques used consisted of observation, interviews, and tests. Before the research was conducted, the average score of students' reading ability was only 60.8. After doing research for cycle 1 it increased to 64.1 and in cycle 2 it increased to 76.4. Second, students' interest and motivation were also improved. This can be seen from the increasing awareness of students in understanding text material¹¹.
4. Nana Suyana in her research "Improving Reading Comprehension Ability Through the Preview, Question, Read, State, and Test (Pqrst) Method". The research results show that the PQRST method can improve reading ability. This method can be applied in learning processes where the dominant learning is reading, such as Indonesian or English lessons. By applying the

¹⁰ Shohreh Zargham Ghabanchi a, Saeedeh Behrooznia Raftari et al., "Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners' Reading Comprehension," no. February 2019 (2016), <https://doi.org/10.5296/ijl.v8i2.9397>.

¹¹ Mahdum, "penggunaan brainstorming dalam meningkatkan kemampuan membaca mahasiswa s1 semester satu program studi bahasa inggris fkip ur pekanbaru," n.d., 13.

PQRST method, it can increase student activity both individually and in groups, so that students' understanding of reading increases¹².

5. Khiromah, Nurul (2016) *Improving Speaking Skill Through Round Robin Brainstorming Strategy For The Eleventh Grade Students At Ma Darut Taqwa Suci*. undergraduate thesis, Muhammadiyah University of Gresik. Research findings show that the Round Robin Brainstorming strategy is effective for teaching speaking to eleventh grade students at MA Darut Taqwa Suci. This is shown by the average posttest score of students. The students' average score on the pretest was 65.66 and the score increased on the posttest. The students' average score on the posttest was 74.95. This improvement can also be seen in students' performance in class. At the first meeting, some students were unable to participate in class activities properly. At the second meeting it decreased. Until the fourth meeting, students performed well during the teaching and learning process. They show their motivation and participation well. Finally, it can be concluded that the Round Robin Brainstorming strategy can improve students' speaking skills¹³.

In conclusion, many similar studies have been carried out to test reading ability using brainstorming strategies. Therefore, the research described above serves as a reference for ongoing researchers. The current study has the same objective as the previous one: to determine students' reading ability using brainstorming strategies. The current assessment is different because previous researchers focused

¹² Nana Suyana, "Meningkatkan Kemampuan Membaca Pemahaman Melalui Metode Preview, Question, Read, State, Dan Test (Pqrst)," *Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 28, no. 2 (2019): 18–24.

¹³ Nurul Khiromah, "Improving Speaking Skill Through Round Robin Brainstorming Strategy For The Eleventh Grade Students At Ma Darut Taqwa Suci" (Universitas Muhammadiyah Gresik, 2016).

more or discussed reading comprehension while this research only focused on brainstorming strategies to improve students' reading ability, using qualitative methods.

B. Some Patient Ideas

1. The concept of reading

a. Definition of Reading

Reading is part of the educational process, as explained by the Minister of Education in the Regulation of the Minister of Education Number 68 of 2013 concerning Basic Curriculum Framework and Structure which states that education is a process that provides opportunities for students to develop students' potential. The statement explains that reading is part of the educational process of self-potential development. Reading is getting meaning from what he reads.

Explains that reading is a process carried out by reader to get the message. states that reading is a complex activity that involves not only reading text, but also visual activity. explain reading as a complicated activity and show that the ability to read is a certain ability. Reading has similarities with speaking in terms of information processing. In this case, reading also requires rules such as the cooperative maxim which requires prior knowledge of the topic to be discussed.

Reading is extracting information from the text. According to Suyana reading is an activity that exerts several actions including physical or cognitive actions. As a visual process, reading is the process of translating written symbols into spoken words. According to, reading is a skill that everyone has different abilities.¹⁴

¹⁴ Suyana, "Meningkatkan Kemampuan Membaca Pemahaman Melalui Metode Preview, Question, Read, State, Dan Test (Pqrst)."

According to Plocher reading is a vital tool for studying and creating awareness for future career and recreation¹⁵. This means that every student needs to master reading ability and to read efficiently because reading provides access to every subject in the school curriculum and vocation. This also demonstrates that reading is a tool with which every student can forge ahead in his chosen career. Comprehension of text is the primary aim of reading is, which is concurrently extracting and making meaning through discussion and involvement with written languages¹⁶.

As a term, reading is used to connote an interaction where meaning encoded in visible stimuli by a writer creates meaning in the heart and mind of the reader. It entails identifying written or printed icons or symbols that provide stimuli for the recall or interpretation through intelligent manipulation of concepts already owned or have by the reader¹⁷. The resulting connotations or meanings are put into the thought process in line with the purpose utilised by the reader, and the organisation successively brings about a modified thought or attitude that either takes its place in personal or social development.

Reading is described as the vocalisation or formulation of words in assigning meaning and importance to materials from another perception. Mangen, Walgermo and Brønnick described reading as an activity whereby one looks at, evaluates, and understands written words¹⁸. Almutairi described reading as a means or mode of

¹⁵ Michael D Plocher, "The Effect of Three Reading Comprehension Strategies on Reading Comprehension When Reading Digital Informational Texts" (Martin Luther College, 2016).

¹⁶ A A Istri Ngurah Marhaeni, "Rosenblatt's Transactional Theory and Its Implementation in the Teaching of Integrated Reading," *Jurnal Ilmu Pendidikan* 5, no. 4 (2016).

¹⁷ Yesenia Ruiz, "Improving Reading Comprehension through the Use of Interactive Reading Strategies: A Quantitative Study" (University of Phoenix, 2019).

¹⁸ Anne Mangen, Bente R Walgermo, and Kolbjørn Brønnick, "Reading Linear Texts on Paper versus Computer Screen: Effects on Reading Comprehension," *International Journal of Educational Research* 58 (2018): 61–68.

language and vocabulary acquisition and development of communication and of giving out ideas and information. For anyone to have the reading ability, there is a necessity to encourage and cheer up the reader while reading because it is a mental action or process that requires other skills to be joined with aptitudes like writing (composition), speaking, hearing or listening. This is supported by Almutairi where she opined that perusing or reading as a communicative and informative skill goes along with listening, speaking, writing and thinking¹⁹.

Learning English, especially in reading, can start from the lowest level to the highest level. The skills needed to become a good reader cannot be mastered in a short time. Chitravelu states “learning to read is a developmental process.” At each learning step, students are given the focus of different learning experiences. Chitravelu further stated that there are 4 stages in teaching English, namely:

- 1) Reading for Readings: At this stage students who want to read in English need the following things
 - a) Explain their knowledge of English so that they can understand what they read;
 - b) Motivation to learn to read English;
 - c) Ability to recognize letters and words when he starts learning to read; and
 - d) Be aware that writing has the same meaning as speech;
- 2) Initial Reading: This stage includes:
 - a) Motivation. Students must have the motivation to read because it is impossible to teach someone to read if he is not interested in that activity;

¹⁹ Nouf Rashdan Almutairi, “Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities,” 2018.

- b) Developing Language and Understanding Skills. Mentions skills in reading ability; and
 - c) Word Recognition Skills. Ability to recognize words;
- 3) Development Reading: At this stage it can be developed ability to read silently and read aloud. In Silent Reading students learn
- a) Recognize structures, words, etc.
 - b) Predicting results, guessing the meaning of words
 - c) Applying reading strategies to the text, for example whether he should use skimming strategies or read the entire text carefully
 - d) Making connections in the text
 - e) Thinking while reading
 - f) Having affective reactions towards the text, and
 - g) Build familiarity with various words in the text; And
- 4) Mature Reading: This stage can be interpreted as reading to learn. At this stage students can use reading skills to study other subjects.²⁰
- b. Types Of Reading
- 1) Extensive Reading: Extensive (broad) reading has to do with much reading and for pleasure. It is reading done at a comfortable and relaxed, easy intensity. The main aim/objective is to read without using a dictionary after every sentence or paragraph. It is a reading aimed to build/create eloquence, pleasure and fluency in the reading process. Some benefits derived from extensive reading include language learning in areas like spelling, vocabulary, grammar/ syntax and text structure, enriched writing

²⁰ Nasamalar Chitravelu, "ELT Methodology and Practicetion" (Selangor: Penerbit Fajar Bakti Sdn. Bhd, 2019).

and reading skills; the higher pleasure of reading, different positive attitude to reading and higher possibility of creating a reading behaviour or habit²¹.

- 2) Intensive Reading: Intensive reading predominantly has to do with the learning of those features of language-syntactical and lexical, which the reader draws on in order to have the capacity to decode or decipher messages. An intensive reading emphasises skills for identification alternatively than for the development of vocabulary features. Reading intensively means learners reading at length and in-depth with the aim and task that consist of learners reading texts for satisfaction and improve overall reading skills. It then means that motivation towards intensive reading is for academic improvement and academic success. Academic reading is an intensive and thorough process where students essential read and study their designated readings to transform them developmentally.
- 3) Oral Reading: Understandably, skilful reading's most essential or main characteristics are the speed at which text or what is read is reproduced into a spoken language²². The key to oral reading articulation or fluency is the oral translation or conversion of text with swiftness and accuracy. Oral reading is a direct measure of phonological segmentation and recording skill and speedy word identification and acknowledgement.
- 4) Silent Reading: Silent reading also aid skills improvement of reading and analysing for a purpose (Educational purpose) as the emphasis is on

²¹ Nnenna Ngozi Benwari and Ebi-Bulami Bridget Nemine, "Intensive Reading as a Study Habit and Students' Academic Achievement in Economics in Selected Secondary Schools in Bayelsa State, Nigeria.," *Journal of Curriculum and Teaching* 3, no. 2 (2014): 94–99.

²² Marilyn Jager Adams et al., "Beginning to Read: A Critique by Literacy Professionals and a Response by Marilyn Jager Adams," *The Reading Teacher* 44, no. 6 (2021): 370–95.

understanding and grasping the content without the extra load of having to centre on pronunciation. When students silently read, they can develop mental and conceptual pictures or connotation of the issue at hand being read or discussed. Silent reading help and support students to develop the plans required for reading fast and with better comprehension and subsequently success in academic work.

2. Reading ability

Reading ability (reading ability) is an ability that essential to support capabilities communicate in English. Based on Graduate Competency Standards on English subjects in elementary schools listed in Regulation of the Minister of National Education number 23 of 2006, it can be concluded that reading competence is shared into 2 main components; read loud (reading aloud) and reading comprehension (reading comprehension).

Reading ability is the potential or the capability to read, and it implies that a student has the skill and capacity to decode or make meaning out of a written material. Reading ability is thus a skill needed by individuals to perform and be successful academically. The capability to read is indeed a vital skill for students to grasp for the reason that facts are presented and made available in the text world over²³. Ability or ability on The basis is the ability to do something. Hasan in Sharafuddin suggests that ability can defined as knowledge, expertise or intelligence that can be expressed through certain measurements.²⁴.

²³ Ines Kudo and Jorge Bazan, "Measuring Beginner Reading Skills: An Empirical Evaluation of Alternative Instruments and Their Potential Use for Policymaking and Accountability in Peru," World Bank Policy Research Working Paper, no. 4812 (2019).

²⁴ M Pd Syafaruddin, Pendidikan Dan Pemberdayaan Masyarakat (Perdana Publishing, 2019).

Reading ability in simple terms it can be interpreted as skills that a person has in read. This ability is certainly not based solely on skill someone in pronouncing the equivalent words but also describes understanding of what is read. Oakhill, Cain, and Elbro describe reading ability as stated by Gough as “The Simple View of

Reading” ...reading ability depends on the product of two components: Reading = Word Reading x Language Comprehension ($R = WR \times LC$), not just on the sum of two. This means that if one of the components (either word reading or language comprehension) is zero, overall reading ability is zero. Thus, if a child cannot read any words or if a child does not have any language comprehension skills, s/he cannot read. Based on existing theory described above, then you can concluded that reading ability is a skill or a person's abilities to identify language symbols, pronounce it well and understand what you have read²⁵.

3. The Concept of brainstorming strategy

a. Brainstorming strategy

Brainstorming comes from the word brain which means brain and Storming which means ability, but broadly Brainstorming is a method or way of teaching that is carried out by the teacher in the classroom by throwing a problem into class by the teacher, then students answer or express opinions or comments so that maybe the problem develops into a new problem.

Brainstorming is a structured process for generating opinions or in other words, brainstorming is a process for generating ideas for a particular object. And is composed of several procedures that aim to produce opinions or ideas. These ideas can be opinions, feelings, goals, or thoughts. According to Claxton cited in Novasa

²⁵ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension: A Handbook* (Routledge, 2019).

adiyani state that brainstorming is a process of listing as many ideas that an individual or group can think of on a topic. Then, she adds that brainstorming is a quick respond-and-record exercise without judgment or discussion.²⁶

According to Roestiyah brainstorming is usually called by sharing opinions. Brainstorming is a kind of discussion in order to accumulate ideas, opinions, information, knowledge, experiences from all the members of discussion. In contrast to discussion, in which ideas from someone can be perceived or commented (supported, completed, reduced or rejected) by other participants, while in brainstorming method, someone's opinion is not to perceive or comment. The purpose of brainstorming is to make compilation of opinions, information, experiences of the all participants which are similar or different. The result is finally as information- map, experience- map, or mind- map to be learning together.²⁷

The brainstorming strategy is one of the most important strategies in sparking creativity and solving problems in companies in the fields of education, commerce, industry and politics. The brainstorming strategy was introduced by Alex Osborn, an American advertising company manager in 1938 as a result of his discomfort with traditional business meetings. Brainstorming means using the brain for active problem solving and the purpose of brainstorming sessions is to develop creative solutions to problems.²⁸

²⁶ nurul Khiromah, "Improving Speaking Skill Through Round Robin Brainstorming Strategy For The Eleventh Grade Students At Ma Darut Taqwa Suci" (Universitas Muhammadiyah Gresik, 2019).

²⁷ Ni Putu Yuli Armini, Desak Made Sri Mardani, and Gede Satya Hermawan, "Profil Strategi Pembelajaran Bahasa Jepang Di Kelas 4 SD Saraswati Tabanan," *Jurnal Pendidikan Bahasa Jepang Undiksha* 4, no. 2 (2019): 166–74.

²⁸ Jarwan, "Teaching Thinking: Definition and Applications."

On the other hand, creative thinking is known as a multiple mental activity that aims to direct a strong desire to find solutions or achieve original solutions that were not known before.²⁹

Brainstorming strategy is an innovative conference with special properties to produce a list of ideas that can be used as a guide directing students to problem development while giving each student the opportunity to express his ideas and share these ideas with others and encourage new ideas.³⁰

With regard to creative problem solving based on cognitive theory which adopts the concept of cognitive structure. It is a mental process of creating a solution to a problem. This is a special form of problem solving in which the solution is created independently rather than learned with assistance. Problem solving is always creative involving creativity.³¹

- 1) Brainstorming has long been known as a technique for generating as many creative ideas as possible in a group. For those who are not familiar with brainstorming, this technique is based on four conditions. Groups participating in brainstorming must: Generate as many ideas as possible;
- 2) Generate the craziest ideas possible;
- 3) Building ideas from previous ideas; and
- 4) Avoid judging the ideas produced. It seems that this method can actually produce more ideas than having to generate ideas alone. In the famous book, *Applied Imagination* by Alex Osborn, the brainstorming technique is

²⁹ F Jarwan, "Giftedness and Talents," Amman: Dar Al-Fkir. Jordan, 2018.

³⁰ Q Al-Bwli, "The Effectiveness of Using Brainstorming Strategy in Developing Creative Thinking in Islamic Education among Third Secondary Students in Tabouk City," Unpublished M. Ed. Thesis, Mu'a University, Krak Jordan, 2021.

³¹ Nasser Qattami, "Method of Teaching Giftedand Talented," Amman: Dar Al-Maseera, 2022.

said to be able to make individuals produce twice as many ideas as if they worked alone.³²

Brainstorming is an instrument that can be used to activate students' way of thinking, as stated by Alex Osborn, that brainstorming is a tool to help students generate ideas, and can also help students solve problems before taking the next lesson. Brainstorming in reading reading consists of: (1) Determining key words, phrases, images from a text, all of which can stimulate students for group discussions. Then they were asked to make connections between words, phrases and pictures. Next, the lecturer records student responses on the blackboard. Carnine; (2) Students are asked to tell the relationship and interaction between words, phrases and images so that they can connect the ideas contained in the story. Schultz; (3) Next, students are asked to provide other ideas related to words, phrases and images, then write them on the whiteboard to be discussed with other students.

There are four main guidelines for applying brainstorming in learning to read as stated by Isaksen:

- 1) Criticism is ruled out;
- 2) Freewheeling is allowed;
- 3) Amount desired; And
- 4) Combinations and improvements sought.³³

³² Mahdum, "Penggunaan Brainstorming Dalam Meningkatkan Kemampuan Membaca Mahasiswa S1 Semester Satu Program Studi Bahasa Inggris Fkip Ur Pekanbaru."

³³ Mahdum.

b. Understanding brainstorming according to experts

1) Reni Akbar Hawadi

Brainstorming is a development broadly refers to the entire process of change of potential owned by individuals and appear in the quality of abilities, traits and new features.³⁴

2) FJ.Monks

The notion of brain development refers to "A process towards a more perfect and not just get repeat."³⁵

c. How to Use the Tool (Brainstorming)

Step 1: Prepare the Group

First, set up a comfortable meeting environment for the session. Make sure that the room is well-lit and that you have the tools, resources, and refreshments that you need. How much information or preparation does your team need in order to brainstorm solutions to your problem? Remember that prep is important, but too much can limit – or even destroy – the freewheeling nature of a brainstorming session.

Consider who will attend the meeting. A room full of like-minded people won't generate as many creative ideas as a diverse group, so try to include people from a wide range of disciplines, and include people who have a variety of different thinking styles.

When everyone is gathered, appoint one person to record the ideas that come from the session. This person shouldn't necessarily be the team manager – it's hard to record and contribute at the same time. Post notes where

³⁴ Reni Akbar Hawadi, "Proses Perkembangan Otak.Bandung : Putra Buku," 2011.

³⁵ FJ.Monks, "Www.Http//Pengertian Brainstorming.Geoogle.Com," 2011.

everyone can see them, such as on flip charts or whiteboards; or use a computer with a data projector. If people aren't used to working together, consider using an appropriate warm-up exercise, or an icebreaker.

Step 2: Present the Problem

Clearly define the problem that you want to solve, and lay out any criteria that you must meet. Make it clear that the meeting's objective is to generate as many ideas as possible.

Give people plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, ask them to share their ideas, while giving everyone a fair opportunity to contribute.

Step 3: Guide the Discussion

Once everyone has shared their ideas, start a group discussion to develop other people's ideas, and use them to create new ideas. Building on others' ideas is one of the most valuable aspects of group brainstorming.

Encourage everyone to contribute and to develop ideas, including the quietest people, and discourage anyone from criticizing ideas. As the group facilitator, you should share ideas if you have them, but spend your time and energy supporting your team and guiding the discussion. Stick to one conversation at a time, and refocus the group if people become sidetracked. Although you're guiding the discussion, remember to let everyone have fun while brainstorming. Welcome creativity, and encourage your team to come up with as many ideas as possible, regardless of whether they're practical or impractical. Use thought experiments such as Provocation or Random Input to generate some unexpected ideas.

Don't follow one train of thought for too long. Make sure that you generate a good number of different ideas, and explore individual ideas in detail. If a team member needs to "tune out" to explore an idea alone, allow them the freedom to do this. Also, if the brainstorming session is lengthy, take plenty of breaks so that people can continue to concentrate.³⁶

d. Problem solving in brainstorming session

Blow mentioned for stages that must be followed in problem solving within the brainstorming session,³⁷ those are:

- 1) Phrasing the Problem: The teacher who is responsible on the sessions offers a problem and discusses its various dimensions for students to ensure understanding.
- 2) Framing the problem: in this stage the teachers determines the problem accurately by reframing the problem in certain questions. This may offer acceptable solutions without the need for further brainstorming.
- 3) Practicing brainstorming for one or more than one statement in problem. This step is very important as many ideas are generated. It mentioned that this step needs:
 - a) Conducting warming up session
 - b) Receiving ideas even if they were nonsense.
 - c) Offering the four principles of brainstorming on the board in order to be seen by students.

³⁶ Abdullahi Naser Mohammad AlMutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City.," *Journal of Education and Practice* 6, no. 3 (2015): 136–45.

³⁷ Al-Bwli, "The Effectiveness of Using Brainstorming Strategy in Developing Creative Thinking in Islamic Education among Third Secondary Students in Tabouk City."

- d) Writing and presenting all ideas (Proposed solutions).
 - e) Frustration and boring must be avoided.³⁸
- e. The advantages and disadvantages of brainstorming strategies
- 1) The advantages of the Brainstorming method are:
 - a) Children actively think to express opinions.
 - b) Train students to think quickly and logically.
 - c) Students to always be ready to argue related to the problems given by the teacher.
 - d) Increase student participation in receiving lessons.
 - e) Students who are less active get help from smart friends or from the teacher.
 - f) There is healthy competition.
 - g) Children feel free and happy.
 - h) An atmosphere of democracy and discipline can be fostered.
 - 2) The Disadvantages of brainstorming
The weaknesses of the Brainstorming method are:
 - a) The teacher doesn't give students enough time to think well.
 - b) Less children are always behind.
 - c) Sometimes the talk is only monopolized by smart kids.
 - d) The teacher only accommodates opinions, never formulates conclusions.

³⁸ F Al-Qarni, "Measuring the Effectiveness of Using Brainstorming Strategy in Developing Creative Thinking in Science among Third Intermediate Students in Qurayyat City," Unpublished Master Thesis. Al-Balqa Applied University. Salt. Jordan, 2011.

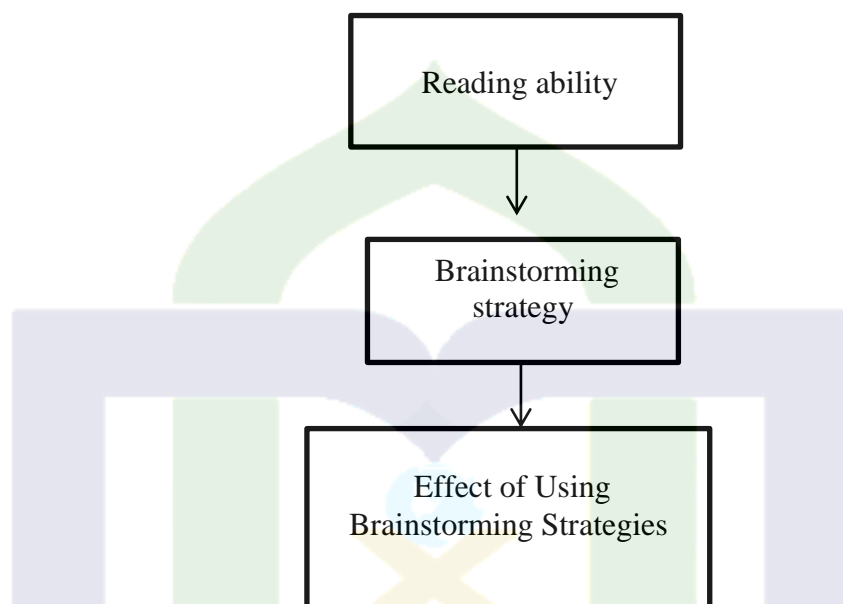
- e) Students do not immediately know whether their opinion is right or wrong.
- f) Does not guarantee the results of troubleshooting.
- g) Problems cannot develop in unexpected directions.³⁹



³⁹ Ridwan Nuryanto, "Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar,"Repository.Umsu.Ac.Id 7, no. 1 (2018): 1–15,

C. Conceptual Framework

The researcher design the conceptual framework of this research by showing diagram below.



The main focus of this study is the brainstorming strategy in improving students' reading ability

Brainstorming strategies are strategies that are used to generate innovate and creative ideas and share these idea with others so that they become new ideas. The brainstorming technique involves oral and pre-writing exercises where the technique in question is a discussion technique. This strategies helps students benefit from ideas developed by others and broadens the teacher's horizons from student's ideas and the developed by others and broadens the teacher's horizons from students' ideas and the solutions they put forward.

D. Hypothesis

The hypothesis in this research can be explained below:

H_0 = There is improvement of the students' reading ability Using Brainstorming Strategies at SMAN 5 Pinrang.

H_1 = There is not improvement of the students' reading ability Using Brainstorming Strategies at SMAN 5 Pinrang.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre experimental research design by using pretest and posttest with quantitative approach, because the researcher established possible cause and effect between dependent and independent variable. The researcher was intended to know the students` reading ability Using Brainstorming Strategies at SMAN 5 Pinrang

B. Location and duration of the research

The location of the research were at SMAN 5 Pinrang. It place in Jl Sipatuo, Kec. Patampanua, Kabupaten Pinrang, Sulawesi Selatan 91252. This location chosen because the observation firstly did in this research. South Sulawesi, and the research plan about a month including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research was be Second Grade of SMAN 5 Pinrang, The total of the students as shows in table below:

Table 3.1 Population Research

No	Class	Total
1	XI 1	35
2	XI 2	36
3	XI 3	36
Total		107

Sources: Staff at SMAN 5 Pinrang

2. Sample

The sample of this research took class XI 1 which total students of 35 students' by *purposive sampling* because the researcher conducted the class which all effective to be sample and the sample already proper to become sample.⁴⁰

D. Procedure of Collecting Data

1. Data Collection

First procedure data was data collection was activity which referred to the first step in research, because the data collected used to identify the result of test that have been formulated in this study. In general, there were several methods of data collection techniques, namely:

a) Giving Test

The test as a data collection instrument would a series of questions or exercises used to measure the knowledge and students reading ability. The test used in this research test of reading materials become the main materials.

- 1) **Pretest** was an activity to test the level of students' knowledge of the material to be delivered, the pre-test was carried out before teaching brainstorming activities begin. Before researcher giving the treatment on the first meeting researcher were do pretest to students' to identify the students reading ability.

⁴⁰ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2019), p.245

Step of pretest namely:

1. Researcher provided the test form.
2. Researcher identified the condition of the students.
3. Researcher spreaded the test to the students
4. Researcher explained the test form
5. The students answered the test
6. The researcher collected the test result

2) *The posttest* was the test that the researcher after the treatments. Posttest was the final evaluation of their reading ability which also teach has been gives a posttest in other words whether he understand the material given. The smilar test given from pretest.

b) Treatment

This step basically put between the pretest and posttest. The researcher gave the treatment to students ‘and give some materials about reading materials from the Teaching plan. The treatment using brainstorming.

E. Instrument of the Research

Instrument was a tool to collect data. The instrument were a tool or facilities that are used by the researcher to collect the data completely and systematically.⁴¹ Then in this study the instrument used was reading test with multiple choice. The total question was 10 questions. The researcher used test in

⁴¹ Eri Kusumawati, “Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung In Academic 2019”.

this study as an instrument for collecting data, the test do pretest and posttest. The purpose of giving was to find out the students reading ability after using brainstorming.

The observation conducted by using some step:

- 1) The first step was researcher asked the students to answer the pretest
- 2) The second step was researcher conducted the treatment using brainstorming
- 3) The third step was researcher conducted treatment to the students by teaching brainstorming for the first as example and making group to the students.
- 4) Students asked to read the text and make brainstorming from the text
- 5) Students explained the text they have note as brainstorming shape.

F. Technique of Data Analysis

Data analysis techniques was the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

- a) Scoring the students reading ability in pretest and posttest by followed the pattern below:

Item	Score	Percent
Correct	10	100%
Incorrect	0	0%

Sources: Brown, *Language Assesment*, 2018

b) Calculated Students Score

After scoring students' speaking ability, the data analysis explained about descriptive data calculated in SPSS Version 26.

c) Automatic Calculated by Windows SPSS 24

The step of used SPSS 24 below:

- 1) Open the Windows SPSS 24 Version
- 2) Input the data Pre and Post test into Column
- 3) Click Analyze > Compare Mean > Independent T Test

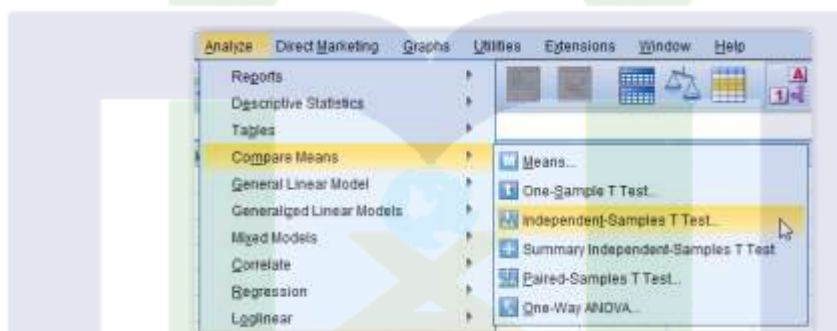


Figure 3.2 Analysis SPSS

- 4) Choose option Variable
- 5) Choose Grouping Variable
- 6) Define Group of Post and Pretest
- 7) Click OK, and the Result Appear on "Output"

The interpretation be T test become very essential test for comparing the two result data which has different category of sample and average result. The interpretation of the data if the T test > T table, it sums that, the hypothesis H_0 is accepted. ⁴²

⁴² Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research conducted at SMAN 5 Pinrang which located at Jl Sipatuo, Kec. Patampanua, Kabupaten Pinrang, Sulawesi Selatan. This research conducted at class XI 1 which total students of 35 students' by purposive sampling. According to the methodology which was research conducted by using pre-experimental design for 6 meetings. The explanation can be explained below:

1. The Using of Brainstorming Strategies in teaching Reading

There were several items conducted by the researcher regarding to the Using of Brainstorming Strategies in teaching Reading. Here the explanation below:

a. Opening Class

- 1) Teacher opens the lesson with a greeting and prayer.
- 2) Teacher checks students' attendance.
- 3) Teacher explains the learning objectives and motivates students about the importance of reading descriptive texts.
- 4) Teacher asks introductory questions related to students' experiences in describing something.
- 5) Teacher explain the purpose of the learning activities that are:
 - a) Identify the main information in a descriptive text.
 - b) Explain the structure and language features of a descriptive text.

- c) Use brainstorming to gather ideas related to the topic of the descriptive text.
 - d) Compose a simple descriptive text based on the brainstorming session
- 6) The class divide into several group or discussion

b. Main Class

1) Activity 1: Introduction to Brainstorming (15 minutes)

- a) Teacher explains what brainstorming is and how to do it.

The teacher begins by clearly defining the learning objectives for the reading activity. Students are informed about the goals and how brainstorming will aid their understanding. The teacher connects the topic to students' interests or prior knowledge, making the material relevant

- b) The teacher introduces the main theme or subject of the reading material through pictures to capture students' interest.
- c) The teacher asked open-ended questions related to the topic, such as “What do you know about this subject?” or “What do you think will be discussed in this text?”
- d) Teacher divides students into small groups.

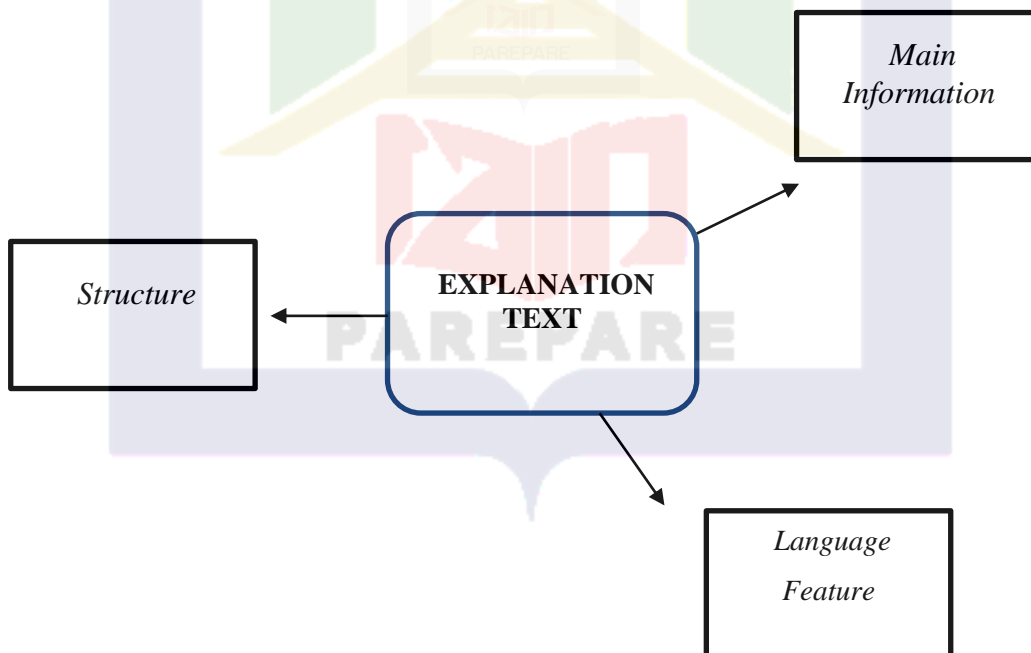
2) Activity 2: Brainstorming (20 Minutes)

- a) The teacher explains the concept of brainstorming, emphasizing its purpose and benefits. Students learn that brainstorming is a method to generate as many ideas as possible without judgment or criticism.
- b) Each group is given a topic to describe
- c) Groups brainstorm by writing all ideas related to the topic on chart paper.

- d) Each group is assigned a specific topic related to the upcoming reading. Topics include themes, characters, settings, or issues relevant to the text.

3) Activity 3: Reading Descriptive Text (25 minutes)

- a) Teacher distributes descriptive texts relevant to the brainstorming topics.
- b) After reading, students reconvene in their groups to discuss the text. They identify main information, text structure (such as introduction and details), and language features (such as adjectives and verb tenses). The brainstorming ideas are used as a reference point to compare and contrast with the text content.
- c) Students read the text individually and then discuss in groups to identify main information, structure, and language features.



Teks 1

Wonderfull Home

Home is a special place where you live and feel safe. It's more than just a building; it's where you make memories with family and friends. It has rooms for different activities, like a kitchen for cooking, a living room for relaxing, and bedrooms for sleeping. A home often has personal touches, like pictures on the walls and favorite furniture. It's where you can be yourself and feel comfortable.

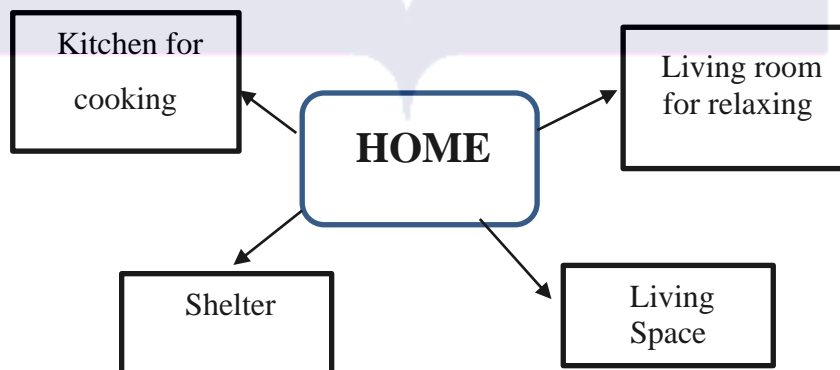
The function of a house is to provide shelter, security, and a space for daily living. It protects inhabitants from the weather, offers privacy, and supports various activities such as cooking, sleeping, and relaxing.

Functions of a House:

Shelter: Provides protection from the elements like rain, wind, and heat.

Safety and Security: Offers a secure environment from external threats.

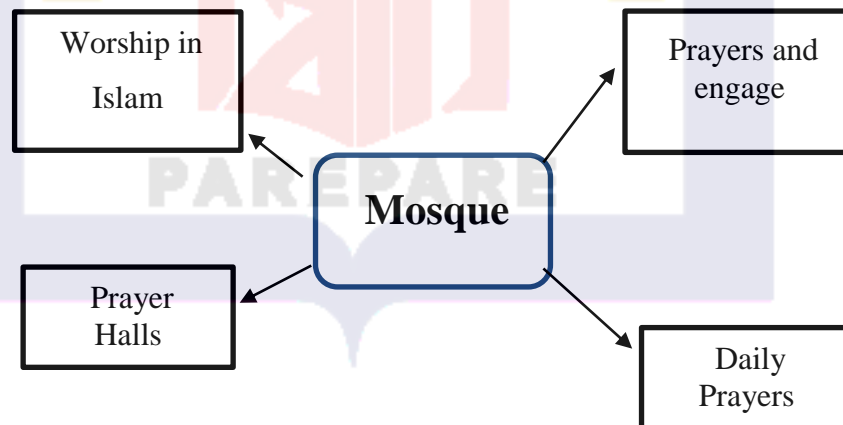
Living Space: Contains areas for daily activities such as cooking, eating, and sleeping. Each model serves different needs and preferences, providing various levels of space, privacy, and amenities.



Teks 2

Muslim Mosque

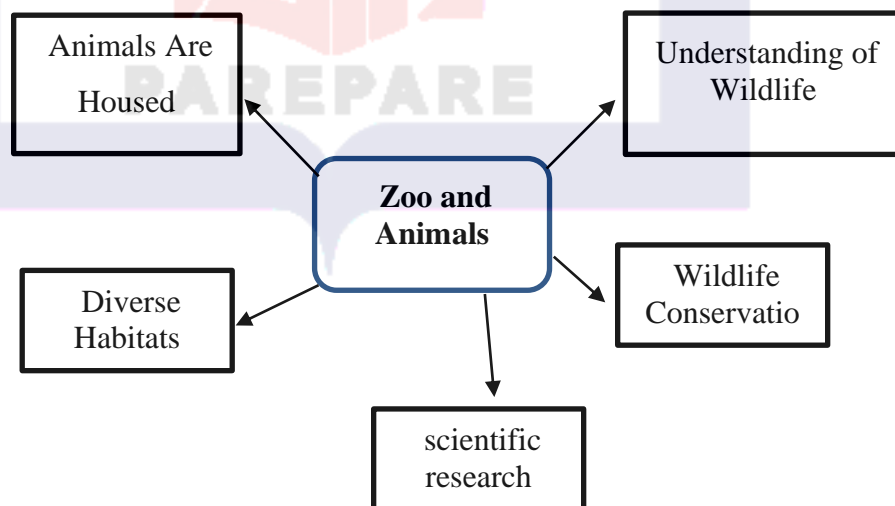
mosque is a place of worship in Islam, where Muslims gather to perform prayers and engage in communal activities. It is not just a building but a sacred space designed for spiritual reflection and community cohesion. The primary function of a mosque is to provide a dedicated area for Muslims to observe their daily prayers, especially the Friday congregational prayer, which holds significant importance. Additionally, mosques serve as centers for learning, where religious education is imparted, and as venues for social gatherings, community events, and charitable activities. They often include facilities such as prayer halls, minarets for calling to prayer, and sometimes even schools or libraries to support the educational needs of the community. The mosque plays a crucial role in fostering a sense of unity and belonging among Muslims while facilitating their religious practices and communal life



Teks 3

Zoo and Animals

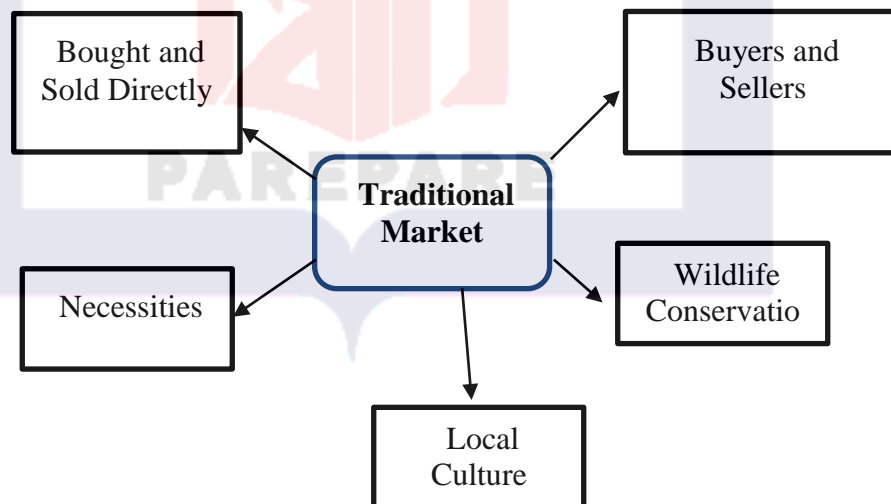
A zoo is a facility where animals are housed and displayed for public viewing and education. It provides a controlled environment that aims to replicate natural habitats as closely as possible to support the well-being of the animals. The primary function of a zoo is to offer visitors an opportunity to observe a variety of animal species up close, which fosters appreciation and understanding of wildlife. Zoos also play an educational role by providing information about animal behavior, conservation efforts, and environmental issues. Additionally, many zoos are involved in breeding programs for endangered species and contribute to scientific research. They often include exhibits with diverse habitats, educational centers, and interactive displays to engage visitors and promote conservation awareness. Through these functions, a zoo helps raise awareness about wildlife conservation and encourages the protection of endangered species.



Teks 4

Traditional Market

Traditional market is a marketplace where goods and services are bought and sold directly, often in an open-air or semi-enclosed setting. It typically features a variety of vendors selling fresh produce, meats, fish, and other local products. The primary function of a traditional market is to provide a space for people to purchase everyday necessities and specialty items while fostering direct interaction between buyers and sellers. These markets are important for local economies as they support small-scale businesses and farmers. They also serve as social hubs where people can gather, exchange news, and experience local culture. Traditional markets often offer a vibrant, bustling atmosphere with a wide range of goods, and they play a key role in preserving local culinary traditions and supporting community connections.



c. Closing Class

- 1) Teacher and students review the brainstorming results and information from the text together.
- 2) Students are given the opportunity to ask questions and provide feedback.

The use of brainstorming strategies in teaching reading provides a dynamic and engaging method to enhance students' comprehension and critical thinking skills. This approach begins with setting clear learning objectives and motivating students by connecting the reading material to their interests and prior knowledge. During the lesson, students are divided into small groups to collaboratively brainstorm ideas related to the reading topic. This activity fosters creativity and encourages the generation of a wide range of ideas without judgment, making the material more relevant and engaging. Following the brainstorming session, students read the assigned text individually and then discuss it in their groups, comparing their brainstormed ideas with the text content.

The research sum the improvement of the brainstorming can improve students reading:

Aspect of Brainstorming	Students Reading Improvement
Students asked to make group	Students get improve because of Grouping students encourages collaboration. By working in groups, students can share ideas and perspectives, enhancing their understanding of the reading material.
Students write the Main topic Reading	Students get improved because asking

students to identify and write the main topic of the reading material helps them to focus on the theme and understand the overall purpose of the text.

Improving their ability to summarize and distill information, which is crucial for effective reading comprehension

Students identify main ideas, text structure, and language features

Students get improve because they identifying the main ideas, text structure (such as introduction, body, and conclusion), and language features (such as adjectives, verbs, and tenses), students develop a better understanding of how texts are constructed and the techniques used by authors

Students pictures the text while read

Students get improve because this technique improves memory retention and makes the reading material more engaging and easier to understand. Visualization also helps students to connect with the text on a deeper level, enhancing their overall reading experience

2. The Improvement of Students` Reading Ability by Using Brainstorming Strategies.

Brainstorming strategies significantly contribute to the improvement of students' reading abilities. By engaging students in a collaborative and interactive learning process, brainstorming helps activate prior knowledge, generate interest, and foster a deeper understanding of reading materials.

The second result data which focused on Students` Reading Ability by Using Brainstorming Strategies, the test given by using pre and post test. The data can be explained below:

a) Result of Pre Test

Table 4.1 Result of Pre Test Reading Ability

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	4	11,43
2	(Good) 66-79	3	8,57
3	(Fair) 56-65	5	14,29
4	(Poor) 40-55	16	45,71
5	(Very Poor) <39	8	22,86
Total		35	100.00

Sources: Output Excel 2023

The table above displays the results of a pretest, categorized into five performance levels: Very Good, Good, Fair, Poor, and Very Poor. Out of a

total of 35 participants, 4 individuals (11.43%) achieved scores in the Very Good range (80-100), while 3 participants (8.57%) fell into the Good category (66-79). The Fair category (56-65) included 5 participants, representing 14.29% of the total. The majority of the participants, 16 in total (45.71%), scored in the Poor category (40-55). Lastly, 8 participants (22.86%) were classified as Very Poor with scores below 39. These results indicate a significant proportion of participants scoring at the lower end of the performance of reading ability.

Table 4.2 Descriptive of Pre Test

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	35	20,00	90,00	47,43	25,416
Valid N (listwise)	35				

Sources: *Output SPSS 2024*

According to the data above, the minimum score showed in 20,00. The maximum score showed 90,00, the mean score showed 47,43 which may category of **Poor Reading Ability**.

Table 4.1 Result of Post Test

N0	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	25	71,43
2	(Good) 66-79	5	14,29
3	(Fair) 56-65	3	8,57
4	(Poor) 40-55	2	5,71

5	(Very Poor) <39	0	0.00
Total		35	100.00

Sources: Output Excel 2023

The table above presents the results of a post-test, categorized into five performance levels: Very Good, Good, Fair, Poor, and Very Poor. Out of a total of 35 participants, a significant dominant of 25 individuals (71.43%) scored in the Very Good range (80-100). This indicates a substantial improvement compared to the pre-test results. Additionally, 5 participants (14.29%) achieved scores in the Good category (66-79). The Fair category (56-65) included 3 participants for 8.57% of the total. Only 2 participants (5.71%) scored in the Poor category (40-55) and no participants scored in the Very Poor category (below 39).

Table 4.3 Descriptive of Pre Test Reading Ability

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	35	50,00	100,00	78,57	34,416
Valid N (listwise)	35				

Sources: Output SPSS 2023

According to the data above, the minimum score showed in 50,00. The maximum score showed 100,00, the mean score showed 78,57 which may category of **Good Reading Ability**.

Accumulation of Students Reading Ability.

No	Test Result	Score	Category
1	Pre Test	47,43	Poor
2	Post Test	78,57	Good

Sources: Data of SPSS 25

According to the result above, it is evident that there has been a significant improvement in the students' reading abilities. Initially, the average score in the pre-test was 47.43, placing it in the Poor category. After intervention or a period of study, the average score in the post-test increased to 78.57, which falls into the Good category

3. Hypothesis Test

Following are the results of the data description:

Paired Samples Test									
		Paired Differences					t	f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test Post_test	63,00	11,120	2.334	21,4564	8,65546	2.765	35	,000

Based on the results of the analysis, it is obtained that the t_{hitung} value is 2.765 where to find out whether the t_{hitung} value is significant with a 95%

or 0.05 confidence interval, it must be compared with the value in the t_{table} . And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is $n-1$, in this case it means $35-1 = 34$. It refer to the t_{table} value of 1.691.

If the calculated t_{hitung} was 2.765 and the t value from t_{table} (t distribution table) was 1.691., then the researcher concluded that there is a significant difference between the two test of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted. The results of the analysis obtained $t_{hitung} 2.765 > 1.691.$, then the null hypothesis was rejected and the h_a hypothesis was accepted. So, there is an Improvement of the students` reading ability Using Brainstorming Strategies at SMAN 5 Pinrang.

B. Discussion

The Using Brainstorming Strategies able to improve Students` Reading Ability at SMAN 5 Pinrang, Brainstorming strategies significantly enhance students' reading abilities by engaging them in collaborative and interactive learning processes. These strategies help activate prior knowledge, generate interest, and foster a deeper understanding of reading materials. This improvement is evidenced by comparing pre-test and post-test results.

Using brainstorming strategies has significantly improved students' reading abilities at SMAN 5 Pinrang. Initially, many students scored poorly, as evidenced by the pre-test results, where the majority fell into the Poor and Very Poor categories.

After employing brainstorming techniques, which involve interactive and collaborative learning, there was a remarkable increase in their reading scores. The post-test results demonstrated that most students moved into the Very Good and Good categories, showcasing a substantial improvement. This research related to the theory that the statistical analysis further confirmed this positive change, highlighting that the brainstorming approach effectively enhanced their comprehension and overall reading skills. This improvement indicates that engaging students through brainstorming not only made the learning process more dynamic but also significantly boosted their academic performance in reading.⁴³

According to FJ.Monks that the research explanation that the use of brainstorming strategies in teaching reading outlines a structured approach aimed at enhancing students' comprehension and critical thinking skills through active engagement and collaborative learning improved students' reading abilities.⁴⁴ This supported with Nasser that comprehensive opening phase where the teacher establishes rapport and sets the tone by outlining the learning objectives and underscoring the importance of descriptive text comprehension.⁴⁵ This initial phase also includes eliciting students' prior experiences with descriptive which primes them for the subsequent activities especially for improved students' reading abilities at SMAN 5 Pinrang.

Moving into the main class session, the researcher delineates three distinct activities designed to sequentially build understanding and skills. The first activity

⁴³Kelly, "Productive Brainstorms Take the Right Mix of Elements", The Wall Street Journal. Access on February 01, 2020.

⁴⁴ FJ.Monks, "Www.Http//Pengertian Brainstorming.Geoogle.Com," 2011.

⁴⁵Nasser Qattami, "Method of Teaching Giftedand Talented," Amman: Dar Al-Maseera, 2022.

introduces students to the concept of brainstorming, emphasizing its purpose in generating ideas without judgment. By connecting the topic to students' interests and prior knowledge, typically through visual aids or open-ended questions, the teacher ensures relevance and engagement from the outset.

According to Syawir that small group division enables focused brainstorming, where each group synthesizes ideas related to specific aspects of the forthcoming reading material.⁴⁶ This supported the research that brainstorming strategy may improve students reading skill.

Penny stated that the activity explained to actual brainstorming, allows students to apply the concept practically. Groups collaboratively generate ideas on chart paper, focusing on themes, characters, settings, or relevant issues tied to the text. This phase not only fosters creativity but also encourages students to explore multiple perspectives and potential interpretations of the material.⁴⁷

Students engage directly with the descriptive text assigned, applying their brainstormed ideas to analyze and understand the text's main information, structure, and language features. This integrative approach ensures that the brainstorming session serves as a foundational reference point for deeper comprehension and critical analysis of the reading material.

The lesson involves reviewing the outcomes of both the brainstorming exercise and the reading comprehension activity. This allows for consolidation of learning and provides students with an opportunity to ask questions, offer feedback, and further reinforce their understanding collaboratively among students' reading abilities at

⁴⁶ Syawir. The Effectiveness of Using Brainstorming Strategy in Developing Creative Thinking in Islamic Education among Third Secondary Students in Tabouk City," (*Unpublished M. Ed. Thesis, Mu'a University, Krak Jordan, 2021*)

⁴⁷ Penny. *A Course in Language Teaching Practice*. (New York: Cambridge University. 2021)

SMAN 5 Pinrang. According to the Abdullah that the structured use of brainstorming strategies in this teaching approach not only enriches students' learning experiences but also cultivates essential skills such as collaboration, critical thinking, and textual analysis. By integrating brainstorming into the reading instruction process, educators can effectively promote active engagement and deeper understanding among students, thereby fostering a more dynamic and interactive learning environment.⁴⁸

According to the Suyana that reading is an activity that exerts several actions including physical or cognitive actions. As a visual process, reading is the process of translating written symbols into spoken words. According to, reading is a skill that everyone has different abilities.⁴⁹ This aligns with the approach outlined in the teaching strategy, where reading comprehension is a primary objective achieved through structured activities at SMAN 5 Pinrang.

The complexity of reading, as described by various scholars such as Anne Mangen, involves both physical and cognitive actions. It emphasizes that reading goes beyond simple decoding of text but involves active engagement to derive meaning and understanding.⁵⁰ This complexity is mirrored in the teaching strategy's emphasis on active participation through brainstorming, where students collaboratively engage in generating ideas related to the text, thereby enhancing their comprehension and critical thinking skills.

⁴⁸ Abdullahi Mutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City.," *Journal of Education and Practice* 6, no. 3 (2015): 136–45.

⁴⁹ Suyana, "Meningkatkan Kemampuan Membaca Pemahaman Melalui Metode Preview, Question, Read, State, Dan Test (Pqrst)."

⁵⁰ Anne Mangen, Bente R Walgermo, and Kolbjørn Brønnick, "Reading Linear Texts on Paper versus Computer Screen: Effects on Reading Comprehension," *International Journal of Educational Research* 58 (2018): 61–68.

The discussion on reading as a process akin to speaking in terms of information processing highlights the interconnectedness of language skills. Just as speaking requires rules like the cooperative maxim for effective communication, reading also involves understanding textual context and applying prior knowledge.⁵¹ This is evident in how the teaching strategy encourages students to connect their prior knowledge and ideas during the brainstorming phase, fostering a deeper understanding of the text.

Al Bawli stated that reading as a tool for acquiring knowledge, fostering awareness, and advancing in one's career resonates with the strategy's goal of using reading comprehension to enhance educational outcomes.⁵² By enabling students to efficiently extract information and comprehend texts, the strategy supports the broader educational goals outlined by the Minister of Education's framework.

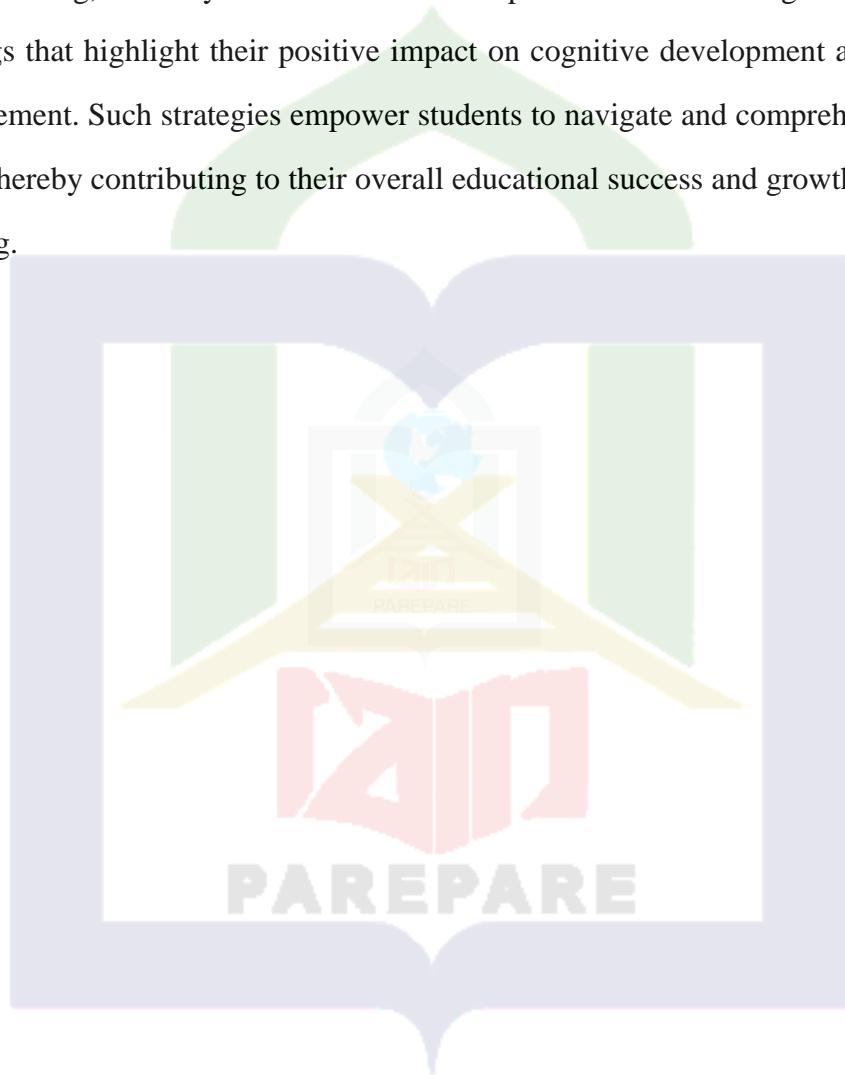
This research relevant to the previous research about Zargham Ghabanchi a, Saeedeh Behrooznia. In his research, *The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners*. Thus, this study used an experimental design with 29 participants in the control group and 25 participants in the experimental group. The pre test results confirmed the homogeneity of the participants in both groups in terms of reading comprehension ability as well as critical thinking ability. The results of the post test showed that the brainstorming

⁵¹ A A Istri Ngurah Marhaeni, "Rosenblatt's Transactional Theory and Its Implementation in the Teaching of Integrated Reading," *Jurnal Ilmu Pendidikan* 5, no. 4 (2016).

⁵² Al-Bwli, "The Effectiveness of Using Brainstorming Strategy in Developing Creative Thinking in Islamic Education among Third Secondary Students in Tabouk City."

strategy had a significant positive effect on the CT's ability and the participants' reading comprehension ability.⁵³

The integration of effective reading strategies, such as those involving brainstorming, not only enriches educational practices but also aligns with research findings that highlight their positive impact on cognitive development and academic achievement. Such strategies empower students to navigate and comprehend complex texts, thereby contributing to their overall educational success and growth at SMAN 5 Pinrang.



⁵³ Zargham Ghabanchi and Saeedeh Behrooznia, "The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners," *Procedia-Social and Behavioral Sciences* 98 (2014): 513–21.

CHAPTER V

CLOSING

A. Conclusion

According to the research findings that the Using Brainstorming Strategies able to improve Students` Reading Ability at SMAN 5 Pinrang which proved by treatment for 4th meeting which conducted pretest score was 47,43 categorized as poor and posttest scored was 78,57 categorized as Good reading ability and $T_{hitung} > T_{tabel}$ ($2.765 > 1.691$) the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of the students` reading ability Using Brainstorming Strategies at SMAN 5 Pinrang.

B. Suggestion

1. For SMAN 5 Pinrang, it suggest to develop more Brainstorming Strategies in the teaching of reading across various subjects and grade levels and Encourage collaboration among teachers to share best practices and successful strategies for improving reading comprehension among students.
2. For Next Researcher, it suggest to do more comparative studies to assess the effectiveness of Brainstorming Strategies against other active learning approaches in improving reading abilities

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**VALIDASI INSTRUMEN PENELITIAN
PENULISAN SKRIPSI**

NAMA MAHASISWA : Ferah angreni
NIM/PRODI : 19.1300.038 / English Education Program
FAKULTAS : Tarbiyah
JUDUL : Improving The Students` Reading Ability By Using
Brainstorming Strategies At SMAN 5 Pinrang

PRETEST

DESCRIPTIVE TEXT

Borobudur Temple



Borobudur Temple is an ancient marvel nestled in the heart of Central Java, Indonesia, boasting a rich history and spiritual significance. This UNESCO World Heritage Site stands as the largest Buddhist temple in the world and is a testament to the architectural brilliance of ancient Java. Constructed in the 9th century during the Sailendra dynasty, Borobudur is an awe-inspiring structure built from two million

stone blocks without the use of mortar. The temple is set on a hilltop, offering breathtaking panoramic views of lush landscapes and distant mountains. Its design is a magnificent fusion of Indonesian indigenous artistry and Indian Gupta architecture. Borobudur is comprised of three tiers representing the Buddhist cosmology: Kamadhatu (the world of desire), Rupadhatu (the world of forms), and Arupadhatu (the world of formlessness). Visitors ascend through intricately carved terraces adorned with over 2,600 relief panels depicting scenes from Buddhist teachings and Javanese life. At the summit, 72 stupas house statues of the Buddha, each concealed behind lattice-work panels, creating an ethereal atmosphere of spiritual enlightenment. The temple's layout symbolizes the path to Nirvana, guiding pilgrims through a journey of self-discovery and enlightenment. Borobudur remains a sacred pilgrimage site and a source of cultural pride for Indonesians. It stands as a testament to the enduring legacy of Buddhism in Southeast Asia and continues to captivate visitors with its profound beauty and spiritual significance.

PLEASE ANSWER THE QUESTION BELOW:

1. In which country is Borobudur Temple located?
 - a) Thailand
 - b) Indonesia
 - c) Cambodia
 - d) Myanmar

2. Borobudur Temple was built during which dynasty?
 - a) Majapahit
 - b) Srivijaya
 - c) Sailendra
 - d) Mataram

3. How many stone blocks were used in the construction of Borobudur Temple?

- a) One million
- b) Two million
- c) Three million
- d) Four million

4. Borobudur Temple is primarily dedicated to which religion?

- a) Hinduism
- b) Buddhism
- c) Islam
- d) Christianity

5. What does the first tier of Borobudur Temple, Kamadhatu, represent?

- a) The world of desire
- b) The world of forms
- c) The world of formlessness
- d) The world of enlightenment

6. How many relief panels adorn Borobudur Temple?

- a) Over 1,000
- b) Over 2,000
- c) Over 3,000
- d) Over 4,000

7. What is housed inside the stupas at the summit of Borobudur Temple?

- a) Ancient manuscripts
- b) Buddhist scriptures
- c) Statues of the Buddha
- d) Offerings from pilgrims

8. Borobudur Temple is a UNESCO World Heritage Site due to its:

- a) Architectural significance
- b) Cultural importance
- c) Spiritual significance
- d) All of the above

9. Which mountain range can be seen from Borobudur Temple?

- a) The Alps
- b) The Andes
- c) The Himalayas
- d) The Menoreh Hills

10. What does Borobudur Temple symbolize?

- a) The path to Nirvana
- b) The cycle of rebirth
- c) The four noble truths
- d) The five aggregates

POST TEST

PRAMBANAN TEMPLE



Prambanan Temple, also known as Candi Prambanan, is a breathtaking Hindu temple complex located in Central Java, Indonesia. Built in the 9th century during the Mataram Kingdom's rule, this UNESCO World Heritage Site is renowned for its remarkable architecture and rich cultural significance. The temple complex comprises a total of 240 individual temples, the majority of which are dedicated to the Hindu deities Shiva, Vishnu, and Brahma. The main temple, towering at 47 meters high, is dedicated to Lord Shiva and is adorned with intricate carvings depicting scenes from Hindu epics such as the Ramayana and Mahabharata.

The architecture of Prambanan Temple reflects a blend of Hindu and Javanese architectural styles, characterized by towering spires (shikharas), intricately carved reliefs, and ornate stone sculptures. The temple's design symbolizes the cosmic Mount Meru, home of the Hindu gods, and is laid out in a mandala-like pattern representing the universe. Visitors to Prambanan Temple are mesmerized by its sheer grandeur and spiritual ambiance. As the sun sets, the temple complex is bathed in a golden hue, creating a surreal and enchanting atmosphere for worshipers and tourists alike. Throughout the year, cultural events and performances are held within the temple grounds, adding to the site's allure and providing insight into Indonesia's rich cultural heritage.

Prambanan Temple stands as a testament to Indonesia's ancient past and serves as a poignant reminder of the region's vibrant Hindu legacy. Its unparalleled beauty and historical significance continue to captivate visitors from around the world, making it a must-visit destination for anyone seeking to explore the wonders of Southeast Asia.

PLEASE ANSWER THE QUESTION BELOW

1. In which country is Prambanan Temple located?
 - a) Thailand
 - b) Indonesia
 - c) India
 - d) Cambodia

2. During which century was Prambanan Temple built?
 - a) 7th century
 - b) 8th century
 - c) 9th century
 - d) 10th century

3. How many individual temples make up the Prambanan Temple complex?
 - a) 100
 - b) 150
 - c) 200
 - d) 240

4. Which Hindu deities are primarily worshiped at Prambanan Temple?
 - a) Shiva, Vishnu, Brahma
 - b) Ganesha, Lakshmi, Saraswati
 - c) Rama, Sita, Hanuman
 - d) Krishna, Radha, Rukmini

5. What architectural style is Prambanan Temple known for?

- a) Gothic
- b) Byzantine
- c) Hindu-Javanese
- d) Baroque

6. What is the height of the main temple dedicated to Lord Shiva at Prambanan?

- a) 30 meters
- b) 40 meters
- c) 47 meters
- d) 50 meters

7. Which Hindu epics are depicted in the carvings at Prambanan Temple?

- a) Ramayana and Mahabharata
- b) Bhagavad Gita and Puranas
- c) Upanishads and Vedas
- d) Bhagavata Purana and Ramcharitmanas

8. What does the design of Prambanan Temple symbolize?

- a) Cosmic Mount Everest
- b) Cosmic Mount Kilimanjaro
- c) Cosmic Mount Meru
- d) Cosmic Mount Fuji

9. What creates a surreal atmosphere at Prambanan Temple during sunset?

- a) Neon lights

- b) Golden hue
- c) Fog
- d) Rain

10. What UNESCO status does Prambanan Temple hold?

- a) World Natural Heritage Site
- b) Intangible Cultural Heritage
- c) World Heritage Site
- d) Biosphere Reserve

Mengetahui,

Dosen Pembimbing I

Dosen Pembimbing II

Dra. Hj. Nanning, M.Pd
NIP. 196805232000032005

Humaeroah M.Pd
NIP. 2021089101

PAREPARE

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Ananda Pratiwi R	10	0	0	10	10	0	0	10	0	0	40,00
2	Selviyani	0	0	0	0	0	10	10	10	10	0	40,00
3	Lili Angriani	10	10	10	0	0	0	10	0	10	10	60,00
4	Nur Azisah Aziz	10	0	0	0	10	10	0	0	10	0	40,00
5	melinda	0	0	10	0	0	0	10	10	0	10	40,00
6	Risma tajuddin	10	10	10	10	10	10	10	10	10	0	90,00
7	Nur aprilia putri	0	10	10	0	0	0	10	10	0	0	40,00
8	Rika arsyalindah	10	0	0	10	10	10	0	10	10	0	60,00
9	Lucretia Ilham	0	0	10	0	0	10	10	0	10	10	50,00
10	Nurhikmah	0	0	10	0	0	0	10	0	0	10	30,00
11	Alfiah muthmainnh	10	10	0	0	10	10	0	10	10	0	60,00
12	Rezky anjani	0	10	10	0	0	10	10	0	10	0	50,00
13	Maharani	0	0	10	10	10	10	10	0	0	10	60,00
14	Rezky anjani	10	10	10	10	10	0	10	10	10	0	80,00
15	Dahlia	0	10	0	0	0	0	0	0	10	0	20,00
16	Melsa putri	0	0	10	0	0	0	10	0	0	0	20,00
17	MILLATUL SADDIA	0	0	0	0	10	10	0	10	10	0	40,00
18	Dewi Salsabila	10	10	10	0	10	10	10	10	10	10	90,00
19	Andriani	0	0	0	0	0	10	0	0	10	0	20,00
20	Mirna	0	0	10	0	0	0	10	0	0	0	20,00
21	Moudy Aprilia	0	10	0	0	0	10	0	0	10	0	30,00
22	Zalikha Akhlakul Karimah	10	0	10	10	10	0	10	10	0	10	70,00
23	Fitri Ramadhani4	0	0	10	10	10	10	0	0	10	0	50,00
24	Nur Ainun Rusli	0	10	10	0	0	0	10	0	10	0	40,00
25	Aryansya Putra	0	0	0	0	10	10	10	0	10	0	40,00
26	Ahmad	0	10	0	0	0	10	0	0	10	0	30,00
27	Irsyad	10	0	10	10	10	0	10	10	10	10	80,00
28	Fatimah	0	10	0	0	10	0	0	10	10	0	40,00
29	Azzahra	0	0	0	0	0	10	0	0	10	0	20,00
30	Nurlina	10	0	10	10	10	0	10	10	0	10	70,00
31	Wana	10	0	0	10	10	0	0	10	10	0	50,00
32	Zubair	0	0	10	10	10	0	0	10	10	0	50,00
33	Irwana	0	0	0	0	0	10	10	0	10	10	40,00
34	Yusran	10	0	0	10	10	0	0	10	0	0	40,00
35	Zaibah	10	0	0	10	0	0	10	10	10	10	60,00

No	Nama	Jawaban										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Ananda Pratiwi R	10	10	10	10	0	0	10	10	10	10	80,00
2	Selviyani	10	10	10	0	10	0	10	10	10	10	80,00
3	Lili Angriani	10	10	10	10	10	10	10	10	0	10	90,00
4	Nur Azisah Aziz	10	10	10	10	10	10	10	10	10	10	100,00
5	melinda	10	10	10	10	10	10	10	10	10	0	90,00
6	Risma tajuddin	10	10	10	10	10	10	0	10	0	10	80,00
7	Nur aprilia putri	10	10	10	10	0	10	10	10	10	10	90,00
8	Rika arsyalindah	10	10	10	10	10	10	0	10	0	10	80,00
9	Lucretia Ilham	10	10	10	10	10	10	10	10	10	10	100,00
10	Nurhikmah	10	10	10	10	10	10	10	10	10	0	90,00
11	Alfiah muthmainnh	10	0	0	10	10	0	10	10	10	10	70,00
12	Rezky anjani	0	10	10	0	10	10	10	10	10	0	70,00
13	Maharani	10	10	10	10	10	10	0	10	10	0	80,00
14	Rezky anjani	10	0	10	10	0	10	10	10	10	10	80,00
15	Dahlia	10	10	10	10	10	10	10	0	10	10	90,00
16	Melsa putri	10	10	10	10	10	10	10	10	0	0	80,00
17	MILLATUL SADDIA	0	10	10	0	10	10	10	10	10	0	70,00
18	Dewi Salsabila	10	10	0	10	10	10	10	10	10	10	90,00
19	Andriani	10	0	10	10	10	0	10	0	10	10	70,00
20	Mirna	10	10	10	10	10	10	0	0	10	10	80,00
21	Moudy Aprilia	0	10	10	0	10	10	0	0	10	10	60,00
22	Zalikha Akhlakul Karimah	0	10	10	10	10	10	0	10	0	0	60,00
23	Fitri Ramadhani4	0	0	10	10	10	0	10	0	0	10	50,00
24	Nur Ainun Rusli	10	0	10	10	10	0	10	10	10	10	80,00
25	Aryansya Putra	0	0	10	0	10	0	0	10	10	10	50,00
26	Ahmad	0	10	10	10	10	10	10	10	0	10	80,00
27	Irsyad	10	0	10	10	10	10	0	10	10	10	80,00
28	Fatimah	0	10	10	10	10	10	10	10	0	10	80,00
29	Azzahra	10	0	10	10	10	10	0	10	0	10	70,00
30	Nurlina	10	10	10	10	10	0	10	10	10	0	80,00
31	Wana	10	10	0	10	10	10	0	10	10	10	80,00
32	Zubair	10	10	10	0	10	10	10	10	10	0	80,00
33	Irwana	10	10	10	10	10	0	0	10	0	0	60,00
34	Yusran	10	10	10	10	0	10	10	10	10	10	90,00
35	Zaibah	10	10	0	10	10	10	10	10	10	10	90,00

Ttabel

LAMPIRAN 8, T Tabel Untuk Alpha α 5% t

df	0,05	0,025	df	0,05	0,025	df	0,05	0,025	df	0,05	0,025
1	6.314	12.706	53	1.674	2.006	105	1.659	1.983	157	1.655	1.975
2	2.920	4.303	54	1.674	2.005	106	1.659	1.983	158	1.655	1.975
3	2.353	3.182	55	1.673	2.004	107	1.659	1.982	159	1.654	1.975
4	2.132	2.776	56	1.673	2.003	108	1.659	1.982	160	1.654	1.975
5	2.015	2.571	57	1.672	2.002	109	1.659	1.982	161	1.654	1.975
6	1.943	2.447	58	1.672	2.002	110	1.659	1.982	162	1.654	1.975
7	1.895	2.365	59	1.671	2.001	111	1.659	1.982	163	1.654	1.975
8	1.860	2.306	60	1.671	2.000	112	1.659	1.981	164	1.654	1.975
9	1.833	2.262	61	1.670	2.000	113	1.658	1.981	165	1.654	1.974
10	1.812	2.228	62	1.670	1.999	114	1.658	1.981	166	1.654	1.974
11	1.796	2.201	63	1.669	1.998	115	1.658	1.981	167	1.654	1.974
12	1.782	2.179	64	1.669	1.998	116	1.658	1.981	168	1.654	1.974
13	1.771	2.160	65	1.669	1.997	117	1.658	1.980	169	1.654	1.974
14	1.761	2.145	66	1.668	1.997	118	1.658	1.980	170	1.654	1.974
15	1.753	2.131	67	1.668	1.996	119	1.658	1.980	171	1.654	1.974
16	1.746	2.120	68	1.668	1.995	120	1.658	1.980	172	1.654	1.974
17	1.740	2.110	69	1.667	1.995	121	1.658	1.980	173	1.654	1.974
18	1.734	2.101	70	1.667	1.994	122	1.657	1.980	174	1.654	1.974
19	1.729	2.093	71	1.667	1.995	123	1.657	1.979	175	1.654	1.974
20	1.725	2.086	72	1.666	1.993	124	1.657	1.979	176	1.654	1.974
21	1.721	2.080	73	1.666	1.993	125	1.657	1.979	177	1.654	1.973
22	1.717	2.074	74	1.666	1.993	126	1.657	1.979	178	1.653	1.973
23	1.714	2.069	75	1.665	1.992	127	1.657	1.979	179	1.653	1.973
24	1.711	2.064	76	1.665	1.992	128	1.657	1.979	180	1.653	1.973
25	1.708	2.060	77	1.665	1.991	129	1.657	1.979	181	1.653	1.973
26	1.706	2.056	78	1.665	1.991	130	1.657	1.978	182	1.653	1.973
27	1.703	2.052	79	1.664	1.990	131	1.657	1.978	183	1.654	1.973
28	1.701	2.048	80	1.664	1.990	132	1.656	1.978	184	1.653	1.973
29	1.699	2.045	81	1.664	1.990	133	1.656	1.978	185	1.653	1.973
30	1.697	2.042	82	1.664	1.989	134	1.656	1.978	186	1.653	1.973
31	1.696	2.040	83	1.663	1.989	135	1.656	1.978	187	1.653	1.973
32	1.694	2.037	84	1.663	1.989	136	1.656	1.978	188	1.653	1.973
33	1.692	2.035	85	1.663	1.988	137	1.656	1.977	189	1.654	1.973
34	1.691	2.032	86	1.663	1.988	138	1.656	1.977	190	1.653	1.973
35	1.690	2.030	87	1.663	1.988	139	1.656	1.977	191	1.653	1.972
36	1.688	2.028	88	1.662	1.987	140	1.656	1.977	192	1.653	1.972
37	1.687	2.026	89	1.662	1.987	141	1.656	1.977	193	1.653	1.972
38	1.686	2.024	90	1.662	1.987	142	1.656	1.977	194	1.653	1.972
39	1.685	2.023	91	1.662	1.986	143	1.656	1.977	195	1.654	1.972
40	1.684	2.021	92	1.662	1.986	144	1.656	1.977	196	1.653	1.972
41	1.683	2.020	93	1.661	1.986	145	1.655	1.976	197	1.653	1.972
42	1.682	2.018	94	1.661	1.986	146	1.655	1.976	198	1.653	1.972
43	1.681	2.017	95	1.661	1.985	147	1.655	1.976	199	1.653	1.972
44	1.680	2.015	96	1.661	1.985	148	1.655	1.976	200	1.653	1.972
45	1.679	2.014	97	1.661	1.985	149	1.655	1.976			
46	1.679	2.014	98	1.661	1.984	150	1.655	1.976			
47	1.678	2.013	99	1.660	1.984	151	1.655	1.976			
48	1.677	2.012	100	1.660	1.984	152	1.655	1.976			
49	1.677	2.011	101	1.660	1.984	153	1.655	1.976			
50	1.676	2.010	102	1.660	1.983	154	1.655	1.975			
51	1.675	2.008	103	1.660	1.983	155	1.655	1.975			
52	1.675	2.007	104	1.660	1.983	156	1.655	1.975			

DOCUMENTATION









KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3501 TAHUN 2022
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Pelikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
- Kesatu : Menunjuk saudara: 1. Dra. Hj. Nanning, M.Pd.
2. Humaeroah, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Ferah Angreni
NIM : 19.1300.038
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving The Students Reading Comprehension By Using Brainstorming Strategies at SMA Negeri 5 Pinrang
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 September 2022





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-2091/ln.39/FTAR.01/PP.00.9/06/2024

06 Juni 2024

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : FERAH ANGRENI
Tempat/Tgl. Lahir : TAKKALALLA TIMUR, 21 Pebruari 2000
NIM : 19.1300.038
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : TAKKALALLA TIMUR KELURAHAN MACCIRINNA KABUPATEN
PINRANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan skripsi yang berjudul :

IMPROVING THE STUDENTS' READING ABILITY BY USING BRANSTORMING STRATEGIES AT SMAN 5 PINRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 06 Juni 2024 sampai dengan tanggal 22 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

Tembusan :



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**

Nomor : 503/0367/PENELITIAN/DPMP/PTSP/06/2024

Tentang

SURAT KETERANGAN PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 14-06-2024 atas nama FERAH ANGRENI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.
- Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1999;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** : 1. Rekomendasi Tim Teknis PTSP : 0702/R/T.Teknis/DPMP/PTSP/06/2024, Tanggal : 14-06-2024
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0367/BAP/PENELITIAN/DPMP/PTSP/06/2024, Tanggal : 19-06-2024

MEMUTUSKAN

- Menetapkan** :
KESATU : Memberikan Surat Keterangan Penelitian kepada :
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
 3. Nama Peneliti : FERAH ANGRENI
 4. Judul Penelitian : IMPROVING THE STUDENTS READING ABILITY BY USING BRANSTORMING STRATEGIES AT SMAN 5 PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : SISWA SMAN 5 PINRANG KELAS XII
 7. Lokasi Penelitian : Kecamatan Patampama
- KEDUA** : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 14-12-2024.
- KETIGA** : Peneliti wajib menaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Ditandatangani di Pinrang Pada Tanggal 20 Juni 2024



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.SI
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 5 PINRANG

Jalan Porek Maimbung Urung Desa Sigatua Kec. Patampuan Kab Pinrang 51252
Email : sman5pinrang@gmail.com Website : sman5pinrang.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/016.UPT.SMAN.05 / PRG / DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMAN Negeri 5 Pinrang Kabupaten Pinrang menerangkan bahwa :

N a m a : FERAH ANGRENI
NIM : 19.1300.038
Program Studi : TARBIYAH / PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE PARE


Telah melakukan penelitian dengan judul:

"IMPROVING THE STUDENTS READING ABILITY BY USING BRANSTORMING STRATEGIES AT SMAN 5 PINRANG"

Yang pelaksanaannya pada tanggal 01 Maret 2024 s/d 30 Maret 2024 di UPT SMAN 5 Pinrang.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Urung, 08 Juni 2024
Kepala UPT SMAN 5 Pinrang,


Muhammad Dahlan, S.Pd, M.Pd
NIP. 19710801 199802 1 003

PAREPARE

CURRICULUM VITAE



FERAH ANGRENI Born in Takkalalla Timur, February 21, 2000. The second child of four siblings born to Mr. M. Adzim and Mrs. Herawati. The author's educational journey includes MI DDI Takkalalla Timur, graduating in 2012; SMPN 2 Patampanua from 2012 to 2015; continuing to SMAN 5 Pinrang, graduating in 2018. Furthering studies to the undergraduate level at the State Islamic Institute (IAIN) Parepare, choosing the English Language Education program. The author conducted Field Experience Practice (PPL) at Madrasah Tsanawiyah DDI Taqwa Parepare in 2022, followed by a Community Service Program in Buttusawe Village, Duampanua District, Pinrang Regency in the same year. The author completed their final project titled "Improving the students' reading ability by using brainstorming strategies at SMAN 5 Pinrang."

