IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH CAROUSEL BRAINSTORM STRATEGY

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ABSTRACT

This research aimed to explain about how is the Improving the Students' Reading Comprehension Through Carousel Brainstorm Strategy At The Second Students Of MA (Madrasah Aliyah) Al-Hikma Kab. Mamuju Utara. The problem statement of the research were how is the improvement of the students' literal comprehension through Carousel Brainstorm Strategy. The researcher used a Classroom Action Research (CAR). The researcher conducted two cycles, where each cycle consisted of four meetings. It employed descriptive test as instrument. A number of subjects of the research were 47 students in the second class of MA (Madrasah Aliyah) Al-Hikma. The researcher took real data from the school to know the students' reading comprehension. In term of collecting data the researcher used category proposed by Gay (1981) to grade students' achievement in reading comprehension during the research sessions. The research findings indicated that Carousel Brainstorm Strategy can improve of the students' reading comprehension where the means score of D-Test (51.1%) and after evaluation in cycles I and II, the means scores improvement from (68.1%) in the first cycle and (78.2%) in the second cycle. Thus, the improvement of the student's reading comprehension from D-Test to cycle I (33.26%) and cycle I to cycle II (14.83%) and from D-Test to cycle II (53.03%) While the standard target achievement KKM 75. Based on the score in cycle II the score categorized as Good. It can be stated that the students' reading comprehension at the second grade students of MA (Madrasah Aliyah) Al-Hikma was a low level before the test in the first cycle and the position of reading comprehension moved into a high level after the test in the second cycle.

Keywords: *Reading Comprehension, Carousel Brainstorm Strategy*

INTRODUCTION

English is one of the compulsory subjects, which is taught in Indonesia schools from elementary school up to university. The students are expected to be able to get skills in reading, speaking, listening, and writing. Therefore they can communicate with other people from English speaking countries.

English teaching is focused on English language skills are taught integrated but stressing in the teaching on reading. We can say that reading is a key to get information from the books, magazines, newspaper and to study science and technology. Reading does not only read word by word in a sentence, but to comprehend the whole ideas composed by the writers through written text (Goodman, Goodman and Burke, 1978).

Reading comprehension is a term used to understand and apply information contained within written materials. Smith in Pranata (1999) states that, "Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials".

Reading is one aspect of the language skills that is very useful activity for everyone, especially for the students, because by reading students can extend the concept of knowledge can improve their language skill and enlarge their insight from the information they get from reading material. In this way, the students not only read but they also able to comprehend the written text or reading material that they read.

Realizing of the importance of the reading comprehension, the writer introduces of a strategy to get a student successful in reading namely Carousel Brainstorm Strategy. Jones (2006) said that this strategy gives contribution for the student in processing information, communicating, developing thinking review of material and checking prior knowledge.

CONCEPT OF CAROUSEL BRAINSTORM

There are many tools which can be used to develop creative ideas for program, project, plans and activities. These brainstorm techniques are particularly useful when working in group, whether it's a class of students of a team of colleagues. Each learner has a different store of existing knowledge organize in a unique way. A textbook or teacher presentation can never use this knowledge to its best potential. In many warming up activities, teachers and students can be frustrated because the organization in the learners minds. This match is a block to good learning.

Carousel Brainstorm is created for examining both individual and group beliefs about mathematics and science and learning. It provides a background for creating A collaborative "vision" related to systemic reform. (Rosenberg, 2005)

To activate students' prior knowledge of a topic or topics through movement and conversation. The description while carousel brainstorming, students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read. Through movement and conversation, prior knowledge will be activated, providing scaffolding for new information to be learned in the proceeding lesson activity. (Lipton & Wellman ,1998)

Brainstorm not only will help the students to come up with new ideas but they will do so with surprisingly little effort. Brainstorm makes the new ideas easy and it is a tested process. Brainstorm is a very useful activity that can be easily introduced into language classes. It can be used to help defining what projector problem come up with possible resistant to propose solution. The research study previously discussed shows that it helps students to become better learner. In addition, it is a fun activity in which students enjoy and well work trying activity.

Brainstorm invites learners to organize existing knowledge in their own mind. Many learners have difficulties to expand their ideas and cannot understand what a reading is talking about. Brainstorm can help to solve it. It work to mobilize the resources of the student by creating a series of connecting ideas. Brainstorm had a strong effect on the atmosphere of the classroom and behavior of students. Students in the study got involved in the Brainstorm immediately.

3. The Procedure of Carousel Brainstorm Strategy

According to Rubel (2006), the procedure of carousel brainstorm strategy begin are by putting students' in-group of three or four. Start each group with a sheet of chart paper that is posted on the wall. Each group sheet has a different sub topic written on it.

a. Explaining that the students will have a short time (30 seconds) to write down on the chart paper all the term they can think of that they associate with the topic.

b. Explaining up front that they will have and the other groups move over to the next sheet, and a new topic will be presented to them.

c. All the end of the 30 seconds, tell them to cap their marker, reminds them to keep their marker, but have them move to the next sheet according to the predetermined path of passing.

d. After three or four passing, they will probably want to extent within time to a minute, because all thee easy ideas will have been taken by previous groups, and the students will need more time to talk about and think of terms to be added to the brainstorm list.

e. Let them move the final time to the group who had each sheep first

RESEARCH METHODOLOGY

The research applied classroom action research (CAR) method. It explained the students' reading comprehension in literal comprehension through Carousel Brainstorm Strategy. In this research the writer conducted in four stages, they are: planning, action, observation, and reflection.

This research was held around two cycles were the series of activity which close relation, where the realization of the second cycle continue and re-correcting from the first cycle. The research subjects of this research were at the second grade students of MA Al Hikmah, Kabupaten Mamuju Utara. The class consisted of 47 students.

There were two instruments used:

1. Observation checklist sheet
Observation checklist sheet aimed to finding out the students' data about their presence and activeness in teaching learning process.

2. Reading test
Reading test aimed to finding out the students' respond toward teaching learning through carousel brainstorm Strategy.

Data techniques of data used in this research were, as follows:
1. Observation checklist, it aimed to finding out participation during teaching and learning process. The students' active participation which described as follow:

No	The students' active participation	Indicator
1	Very active	Students respond the material very actively
2	Active	Students respond the material actively
3	Fairly active	Students respond the material just one or twice
4	Not active	Students just sit down during the activity without do something

(Sudiyono, 2005:43).

The assessment of students' reading competence
a. Rubric of main idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer includes minimal or no understanding of main idea	1

b. Rubric of supporting details

Criteria	Score
Students response includes at least 2 key details from the passage that support the main idea of the passage	4
Students response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage	3
Student response includes 2 details which does not support the correct main idea	2

Students response includes one detail that does not support the main idea	1

<div align="right">Pollard (2007: 25)</div>

2. Test, it aimed to finding out the students' improvement reading comprehension by using Carousel Brainstorm Strategy in teaching reading in the classroom. In gaining the data of literal comprehension, each correct answer is given a one score if the correct answer over 50%, less correct answer is given a half score (the correct answer under 50%) and definitely incorrect answer is given 0 score.

FINDINGS AND DISCUSSION

A. Findings
1. The improvement of the students' literal comprehension.

The improvement of the students' literal comprehension at second grade students' of MA Al-Hikmah, Kabupaten Mamuju Utara through Carousel Brainstorm Strategy can be seen clearly in the following table:

Table 1: The improvement of the students' literal comprehension

NO	Indicators	D – T	Cycle I	Cycle II	Cycle II Increase (%)		
		Score	Score	Score	DT– CI	CI-CII	DT-CII
1	Main ideas	5.29	6.74	7.84	27.41	16.32	48.20
2	Supporting Ideas	4.94	6.88	7.81	39.27	13.51	58.09
	∑X	**10.23**	**13.62**	**15.64**	**66.68**	**29.83**	**106.2**
	$\overline{X}$	**5.11**	**6.81**	**7.82**	**33.26**	**14.83**	**53.03**

The table above indicates that the improvement of the students' main idea and supporting idea in literal comprehension before application of Carousel Brainstorm Strategy indicates that the diagnostic-test assessment (51.1%), and after application in cycle I, the assessment of the students' literal comprehension become higher (68.1%) and the students' assessment in cycle II (78.2%). The assessment of cycle II is greater than cycle I (78.2% > 68.1%) and classified as good which there is improvement (14.83%) of the students' reading comprehension. And then, the improvement from D – Test to cycle I is greater than D – test to cycle II (53.03% > 14.83%) and classified as fairly good to good.

2. The Improvement of the Students' Reading comprehension

The application of Carousel Brainstorm Strategy in improving of the students' reading comprehension that deals with literal comprehension. The improvement of

students' reading comprehension that dealing with literal can be seen clearly in the following table:

Table 2: The improvement of the students' reading comprehension

Indicators	D – T	Cycle I	Cycle II	Improvement (%)		
	Score	Score	Score	DT – CI	CI-CII	DT-CII
Literal Comprehension	5.11	6.81	7.82	33.26	14.83	53.03

The table above indicates that there is an improvement of the students' reading comprehension from D-Test to cycle I and cycle II, which in D-Test the students' mean score (5.11%) and categorized as poor achievement. After evaluation in cycle I the students' reading comprehension becomes (6.81%) and categorized as fair and cycle II (7.82%) which categorized as good. The improvement of students' reading comprehension achievement from D-Test to cycle I (33.26%). There is also significant improvement of the students' reading comprehension from cycle I to cycle II (14.83%) and in D-test to cycle II (53.03%).

The table above proved that the use of Carousel Brainstorm Strategy in teaching and learning process is able to improve of students' reading comprehension after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II>cycle I>Diagnostic-Test).

3. Description of Implementation the Carousel Brainstorm Strategy

The implementation of Carousel Brainstorm Strategy significantly influenced the students' involvement in reading test. This means that a good applicable strategy in teaching reading comprehension is now available. In other word, students are guided through the learning process with clear statement about the purpose and rationale for learning in new skill, demonstrations of the instructional target and supported practice with feedback until independent mastery has been achieved, checking for students understanding until what the students need in the learning process. Sometimes this strategy has a weakness in the classroom because it is focus a lesson about reading comprehension which the teacher always give the students explanation that can make the students bored in learning process.

In gaining the students' motivation in teaching and learning process, the teacher chooses the interesting topic to give them like a reading text about the scientist. During learning process, the students show that their motivation and interest because they have anxiety to get information from the text.

The result of students' activeness after doing the observation is presented in the following table:

Table 3: The Result of the Students' Activeness in Process of Teaching and Learning

Cycle	Meetings				percentage Score
	I	II	III	IV	
I	51.59%	63.29%	70.74%	72.34%	64.49%
II	71.27%	77.12%	78.72%	79.78%	76.72%

The table above shows that the activeness teaching and learning process in cycle I and cycle II . The first session the teacher contributed the same topic to all group and asked to read the first paragraph. After they read, the teacher explains how to find the main idea in first. During learning process there were 3 students actively participating in respond the material, 9 students correct answer of the question, 4 students incorrect answer and 6 students giving conclusion out of 47 students. It showed the students activeness in first meeting is 51.59%

The second meeting. The second group read the first paragraph and then the teacher explains the material where the students give feedback in learning process. During the discussion there were 7 students actively participating in giving question, 11 students answering the question and 15 students are giving conclusion, out of 47 students. The students' activeness in second meeting is 63.29%

The third meeting. The teacher contribute the same topic to all group. The students read and comprehend the content of the text. The teacher gives clear explanation and ask the students after read their text. During the discussion there were 11 students actively participating in response the material, 12 students answering the question and 16 students giving conclusion. So the students' activeness becomes 70.74%.

The fourth meeting session. The teacher is giving chance to all groups to discuss their text. The teacher ask the all group about the content of the text. In teaching and learning process, there were 12 students actively participating in respondse material, students answering the question, 18 students giving conclusion and 3 students incorrect answering the question and the students' activeenest becomes 72.34%.

The fifth meeting. The teacher contribute the same topic to all group. The students read and comprehend the content of the text. The teacher gives clear explanation and asked the students after read their text. During the discussion there were 13 students actively participating in respond the material, 12 students answer ring the question and 16 students giving conclusion. So the students' activeness becomes 71.27%. The sixth meeting until eighth meeting, the students' reading comprehension and activeness get significant improvement up to 79.78%.

To describe the improvement clearly, the following chart is presented:

Figure 3: The Chart of the Students' Activeness in Process of Teaching and Learning
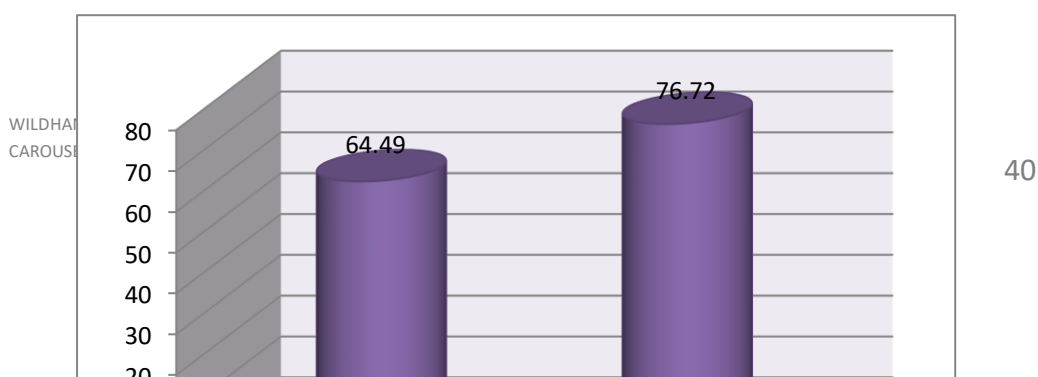
The chart above shows that the activeness learning and teaching process in cycle I and cycle II. The improvement activeness of the students in first meeting until eight meeting is 12.23% although the researcher found that the students' mistakes in reading comprehension were caused by the lack of English vocabulary. In this observation, the researcher found that the students usually asked their friends or their researcher when they got stuck to use the English words. They also used the dictionary to help them finding the meaning or using the words.

B. Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of statistical analysis and researcher's notes during the research to depict the students' reading comprehension improvement in the teaching and learning through Carousel Brainstorm Strategy, focusing on literal comprehension that deals main idea and supporting idea

1. The improvement of the students' reading comprehension dealing with main idea and supporting idea.

a. Main idea

The application of Carousel Brainstorm Strategy in improvement of the students' reading literal comprehension in terms of main idea can be see the difference by considering the result of the students' diagnostic-test and the students' achievement after taking action in cycle I and cycle II through the application of Carousel Brainstorm Strategy in teaching and learning process. The score of diagnostic-test was **52.9%** and the cycle I was **67.4%**. In cycle II, the score is improvement. The score was **78.4%.**

b. Supporting idea

The application of Carousel Brainstorm Strategy in improvement of the students' literal comprehension in terms of supporting idea can be seen the difference by considering the result of the students' literal Diagnostic –test and the students' achievement after taking action in cycle I and cycle II through the

application of Carousel Brainstorm Strategy in teaching and learning process. The score of diagnostic-test was **49.4%**. After taking score in cycle I, the result was **68.8%** and in cycle II was improvement result, it was **78.1%.**

2. The improvement of the students' Reading Comprehension

According to the research findings, the students' reading comprehension also meets the improvement by implementing Carousel Brainstorm Strategy in the teaching and learning. Diagnostic test, cycle I and cycle II was always improve. The improvement in diagnostic test was **51.1%,** in cycle I was **68.1%,** and in cycle II was **78.2%.** Based on the result, it can be seen that the students' reading comprehension was always improve.

3. The Students' Activeness In Learning Teaching Process

The observation result of the students' participation in learning reading comprehension was significant. Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students from the first meeting till fourth meetings are **51.59%, 63.29 %, 70.74%,** and **72.34%** with mean score of four meetings as cycle I was **64.49%.** Percentage of the first till the fourth meeting of the cycle II are **71.27%, 77.12%, 78.72%,** and **7978%** with the mean score **76.72%.**

4. The implementation of Carousel Brainstorm Strategy

After teaching reading comprehension at MA (Madrasah Aliyah) AL HIKMAH Kab. Mamuju Utara through Carousel Brainstorm Strategy, the researcher found some advantages, for instance:

1) The students became more active in the classroom because the materials related more closely to the students' needs.
2) By using Carousel Brainstorm Strategy, students feel more appreciated because they come asking opinion about the learning to be implemented.
3) Teaching by Carousel Brainstorm Strategy can support at students to be able to formulate their own hypothesis.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher inferential in the following conclusion.

1. The use of Carousel Brainstorm Strategy can improve the students' literal comprehension at the second grade of MA Al-Hikmah, Kabupaten Mamuju Utara. The result of D-Test until cycle II (D-Test-Cycle I-cycle II) is (53.03%).

2. The use of Carousel Brainstorm Strategy can make the students' active in teaching and learning process (12.23%)

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