**THE EFFECTIVENESS OF CAROUSEL BRAINSTORMING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION
(An Experimental Study at the Twelfth Grade Students
of SMA Muhammadiyah Sepa)**

A THESIS

Proposed as the Fulfillment to Accomplish Sarjana Degree
at faculty of Teacher Training and Education
Muhammadiyah University of Makassar

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Students' Reading Comprehension (An Experimental Study at the Third Grade

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MOTTO

" GOD always has something for you, a key for every problem, a light for every shadow, a relief for every sorrow and a plan for every tomorrow"

" We will never know the real answer, before we try"

" Man Jadda wa jada, siapa yang bersungguh- sungguh pasti dia akan berhasil"

ABSTRACT

ASRIANI TIHURUA, 2016. *"The Effectiveness of Carousel Brainstorming Strategy in Improving Students' Reading Comprehension (An Experimental Study at the Twelfth Grade Students' of SMA Muhammadiyah Sepa)"*. A thesis of English Education Department the Faculty of Techers Training and Education, Makassar Muhammadiyah University. Guide by St. Asriati and M. Astrianto Setiadi.

These researches aimed at finding out the effectiveness of Carousel Brainstorming Strategy in improving students' reading comprehension dealing Literal in term of main idea and Inferential in term of supporting details.

This research employed pre- experimental research which was conducted in pre- test and post- test. The population of this research was taken at the twelfth grade students of SMA Muhammadiyah Sepa, which consisted of 60 students from 3classes. The researcher took one class as the sample with a number of subject were 20 students.

The research findings indicated that the application of Carousel Brainstorming Strategy was significant in improving the students' reading comprehension in terms literal comprehension and inferential comprehension. It was proved by the mean score of pre- test in literal reading comprehension was 6.24 has improved was7.12 in posttest. While in inferential which consist of supporting details in pretest was 6.19 has improved was 7.3 in posttest.

It can be conclude that Carousel Brainstorming Strategy was one of reading comprehension strategy that effective in improve the students' reading comprehension which deals in literal comprehension and inferential at the twelfth grade students' of class XII- IPA at SMA Muhammadiyah Sepa.

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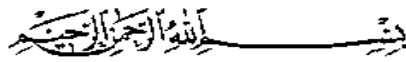
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Eventually, the writer realized that this thesis is still far from perfection and still needs suggestion and critics.

Makassar,   June 2016

ASRIANI TIHURUA

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CHAPTER I

INTRODUCTION

This chapter is consist of background, problem statement, objective of the study, significance of the study and scope of the study.

A.   BACKGROUND

Language has defined by many linguists. Pei and Gaynor (1954: 119) states that language is a system of communication by sound through the organs of speech and hearing, among human beings of a certain group or community using vocal symbol processing arbitrary conventional meanings. While Noam Chomsky (1957: 13) has defined that language as a set (finite or infinite) of sentences, each finite in length and constructed of a finite set of elements. Every country in this world has their own language. All languages are different in nature. Nowadays in this globalization era, English is the first foreign language which makes people easy to communicate with the other people from the other country.

In Indonesia, English is one of the compulsory subjects which has teaches for every stage of schools from elementary school until university by formal or informal education. In this case students are expected to be has good achievement in reading, speaking, listening, writing skill.

Harmer (1998:16) said that there are four basic of language skills, they are speaking, writing, listening, and reading. Speaking and writing involve language production so the name is productive skills. Listening and reading involve receiving massages and the name is receptive skills. Being successful in teaching

English is a dominant factor that the English teacher should pay attention to, especially in teaching reading because by reading, people can improve their idea and their knowledge.

Reading is one of the important skills which have to be learned by the students in order to master their English well. Reading is included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001: 199). To achieve the purpose of reading, which is to get general or detail information from the text, the students must to comprehend the text in order to understand the information effectively.

Because the importance of reading, the national department of education includes reading as compulsory sub- subject of English subject in educational curriculum. Furthermore reading skill is the key of the student success in national examination so they must to good in comprehend the text.

Most of the students in Moluccas find difficulties in comprehending English text. The problem came from students' side and from teacher's side. For example the causes from the students' are they were difficult to activate their prior knowledge or previous experience while they reading, the students' were confused to improve their vocabulary mastery, and they did not know how to read well. Furthermore, the cause from the teacher's side is the strategy that used by the teacher. Usually the teacher only use one strategy in teaching reading and that strategy is assumed not fulfil the students' needs in comprehending reading text.

Carousel brainstorming is considered a best practice ideation strategy that informally assesses the knowledge of the participants and frames the learning

around a particular focus, by thinking about subtopics within a larger topic. This strategy is also known as Rotating Review, as Marcia Tate (2004), state that the real value here is that all members of the group contribute to the discussion. When group members are given the opportunity to brainstorm ideas without criticism, to discuss opinions, to debate controversial issues, and to answer questions these are wonderful things can happen naturally to improve comprehension and higher order thinking.

By consider all of problems above, the researcher has interested to introduce a strategy to get students' successful in reading, namely Carousel brainstorming strategy and the title of this research is **"The Effectiveness of Carousel Brainstorming Strategy in Improving Students' Reading Comprehension".**

B. Problem Statement.

Based on the background above, the researcher formulates the problems statement's questions as follows:

1. How is the improvement of students' achievement in literal comprehension through carousel brainstorming strategy at the twelfth grade students of SMA Muhammadiyah Sepa?

2. How is the improvement of students' achievement in inferential comprehension through carousel brainstorming strategy at the twelfth grade students of SMA Muhammadiyah Sepa?

C. Objectives of the Study.

Based on the the problem statements above, Objective of the study in this research is :

1. To find out the improvement of students' achievement in literal comprehension through carousel brainstorming strategy at the twelfth grade students of SMA Muhammadiyah Sepa.

2. To find out the improvement of students' achievement in inferential comprehension through carousel brainstorming strategy at the twelfth grade students of SMA Muhammadiyah Sepa.

D. Significance of the Study

Significance of the study from the findings of this research as follow:

1. Theoretically; the outcomes of this research can be useful to improve the students' ability in reading comprehension actually in identify main idea and supporting details through carousel brainstorming strategy.

2. Practically; the findings of this research will be a reference for English teachers in teaching reading actually by using carousel brainstorming strategy. For Teaching and Learning Process; this research can give more useful informations in teaching and learning process, because it is gives the teacher a new strategy to improve the students' comprehension in reading. Giving information to the next researchers who are going to make the same research as an indication for the purpose of result comparison of the research.

E. Scope of the Study

Based on Barret taxonomy (Clymer, 1968:58), the scope of this research was focused to improve the students' literal reading comprehension, and was limited in term identification main idea and inferential that deals with supporting details in narrative text at the Twelfth Grade Students of SMA Muhammadiyah Sepa in 2015- 2016 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of some previous related research findings, some pertinent ideas, conceptual framework and hypothesis.

A. Previous Related Research Findings

Kasmawati (2013) in her thesis entitled "Improving the students' reading Comprehension Through Carousel Brainstorming strategy", who conducted her research in Classroom Action Research at the Second Grade Students' of MTs. Muhammadiyah Tallo concluded in her findings that the use of carousel brainstorming strategy showed the improvement of the of the students' literal reading comprehension dealing with main idea and details. The students' improvement in using carousel brainstorming strategy have improved significantly from cycle I to cycle II, the mean score improve from 67.05 to 78. 75.

Yuli Tiarina and Rika Fidda Yuli (2013) in their journal entitled " Teaching reading comprehension by using carousel brainstorming strategy at senior high school" states that the main concept of carousel brainstorming strategy is students' work within the group that requires each students should be active and produce their own ideas to the other members.

Ardelia Dika Sari (2014) in her thesis entittted " The use of Carousel Brainstorming strategy to Increase The students' Reading Comprehension" who has conducted her research in A Classrom Action Research at the eighth grade

students' of SMP GUPPI Samata Gowa Regency. She had conclude in the findings of her research that the improvement of the students' achievement in reading literal comprehension in cycle 1 is 19. 34 and in cycle II is 34. 96, so the improvement from cycle I to cycle II is 13. 1.

From all of the research findings above, we can see that Kasmawati (2013) in her thesis focused on students' literal reading comprehension dealing with main idea and details, and Adelia Dika Sari (2014) in her thesis focus on students' literal reading comprehension also but dealing with main idea and sequence of details. While Rika Fidda Yuli and Yuli Tiarina (2012) conclude their journal that by using this strategy the students' will be more active and produce their own ideas so the students' also can improve their oral communicative because they will share about their ideas to the other members. Same as the findings above, the researcher will use Carousel Brainstorming Strategy to improve students' literal reading comprehension but focus on identify main idea and inferential comprehension which focus on supporting details. Because all of the researchers above use this strategy in Classroom action research method, so the researcher will conduct this strategy in pre- experimental Research method in the Twelfth grade students' of SMA Muhammadiyah Sepa.

B. Some Pertinent Ideas

1. Concept of Carousel Brainstorming

    a. Definition of Carousel Brainstorming

Nowadays there are many strategies to improve the students' reading skill. One of them is by using carousel brainstorming strategy. This strategy is used to activate the students' prior knowledge about a topic. According to Susan Rubel (2001), carousel brainstorming provides an opportunity to generate lots of ideas in response to different prompts as well as to the thinking of others in the group. She is point out that carousel brainstorming allows a teacher to have students pull out and think about what they know about subtopic within a large topic. This strategy is also can activate students' background knowledge and to check understanding after studying a general topic, so it helps the students' to more active in their learning process.

Carousel brainstorming strategy was first published in Brooklyn on April 22, 1997 at Manhattan University by an academician named Mr. Sylvor Carousel, 68. Mr. Carousel success to introducing his new strategy in teaching English Reading Comprehension not only in America but also many regions as La Paz, Bolivia; São Paulo, Brazil; Hong Kong; Macao; Auckland, New Zealand; Riyadh, Saudi Arabia; and Singapore. The word of brainstorm contains two roots of word, brain: organ in the body that control though, feeling, mind, and intelligence.

Jones (2006) said that Carousel Brainstorming Strategy can gives contribution for the student in processing information, communicating, developing thinking review of material and checking prior knowledge. Whether

activating background knowledge or checking understanding after studying a topic carousel allows students to have pull out and think about what they know about subtopics within a larger topic.

Carousel Brainstorming also known as Rotating Review. Lipton & Wellman (1998) states that through movement and conversation, prior knowledge will be activated, providing scaffolding for new information to be learned in the proceeding lesson activity. It means that in carousel brainstorming strategy, the students will be active in teaching and learning process because they will study through movement and conversation, so it's easy to activate their background knowledge while they study.

b. The Adventages of Using Carousel Brainstorming strategy

According to Rika and Yuli (2013: 423) Carousel Brainstorming strategy has some advantages which useful to reading comprehension activity; they are:

1) Activates Students' prior knowledge.

2) Allows students to work in groups.

3) Allows students to move around the classroom.

4) It promotes discussion within the groups.

5) It promotes collaboration.

6) It's fun, so the students not feel bored but they are really interested m reading or doing the activities.

7) It can increase student's motivation, concentration, and participation.

8) Students with low reading skill proficiency will get aid from the others in the group.

c. The Procedure of Carousel Brainstorming Strategy

According to Opcit (1999:10) the procedure of Carousel Strategy classified into nine steps, as following below:

a. The students are divided into small groups.

b. Each group is given a flip chart sheet or an A3 sized piece of paper with a question relevant to a particular topic at the top. Each piece of paper might have a different question.

c. The students work in their groups within a time limit to write down their responses, thoughts and ideas which stem from the initial question.

d. Each group might be given a different colour of pen to allow for easy identification of responses afterwards.

e. After the allocated time the students rotate to another sheet with a different question.

f. They read the responses of the previous group and discuss whether they agree or disagree. If they agree, they tick. If they disagree, they could justify this by writing an explanation.

g. The students then write down their own thoughts on the issue. If their ideas have stemmed from the previous groups' written responses, they could connect the ideas with an arrow.

h. The carousel could be continued, if time permits, until each group has had the opportunity to see and respond to each question.

i. A debrief afterwards is beneficial.

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Van Dijk and Kintsch (1983) said that Reading comprehension is the process of making meaning from the text. While Hornby in Muhammad Ales (2014: 11) states that reading comprehension is not only reading by loudly voice but also reading is established to understand the meaning of words, sentences, and paragraph senses relationship among the ideas. If the students just read and cannot understand the content of the text, it means that the failure in comprehensions.

Reading comprehension is an ability to read a text, it is a process to understand the meaning of a text. If word recognition is difficult, students will use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is they read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies

Comprehension takes the learner to a new level of active understanding and insight. It will be improve the students' language and vocabulary knowledge. Good learners use a variety of comprehension strategies simultaneously, according to Pressley (2002), they know how to deliberately apply specific strategies to aid their comprehension, particularly with regard to challenging texts/information.

Reading comprehension is not easy, as Thinker in Warni M. R (2011: 14) states that reading comprehension is not just reading with loud voice words, sentences, and paragraph sense relationship among the idea and the students just reads loudly but cannot understand the content of the passage means he/she fails in comprehending the passages. According to Nation et al., (2005) Students with poor comprehension generally are poor also in making inferences and integrating text information. They tend to read superficially, are less likely to participate in constructive processes and are unsure of when to apply their prior knowledge during reading (Cain and Oakhill, 1999). Research has shown that there are sources of comprehension problems that are independent of decoding (Williams, 2005).

Learners who struggle with comprehension possess in efficient strategies and use them inflexibly. They are usually unaware of what good comprehenders do and need to be shown how and when to apply a small repertoire of comprehension strategies. Providing students with explicit instruction in comprehension strategies can be an effective way to help them overcome difficulties in understanding texts (Graham & Bellert, 2004).

In Indonesia, based on the curriculum 2006 standard competency that the students at the Twelfth grade of Senior High School must to find in reading english is responding meaning in monologue text with many various of oral language with fluency in their daily activity. KKM of English language in SMA Muhammadiyah Sepa actually for the Twelfth grade students' is 73.

b. Kinds of Reading

Maggio in Khumairah (2014: 11), states that there are three kinds of reading, they are :

1) Reading aloud

   According to Trelease (2001), Read aloud is a strategy whereby either the student or the teacher reads a passage. As they listen, students read along. This helps them learn about the pronunciation of words, the pauses, and the emphases on the words in the piece, providing a receptive model of academic language and register. Read aloud can be used to introduce lessons, and demonstrate the critical thinking process.

2) Silent Reading

   Cranken (2011:2) state that try extending silent reading (a few instead of few paragraph, or a short chapter or book for advanced students) and may be surprise at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extend texts, work with materials at or slightly below you students level; a long text fill with new vocabulary and the students will get caught up in language details rather than comprehending the text as a whole

3) Speed Reading

   Speed reading is a reading faster to get the ideas answering some specific question. Speed reading need speed eyes (eyes speed) that help to find the ideas very quickly. If someone's eye speed is normal will give help in doing reading speed. If the eye speed getting trouble, it means that

a reader will get trouble in speed reading, in apply speed reading, teacher should evaluate the students about how far they are finding out some certain idea s regarded to give questions his students' competence in reading comprehension (Smith, 1978:339).

c. Strategies of Good Reader

According to Smith (1999:71) that good readers understanding the process involve in reading and consciously control them. This awareness and control of reading process is called metacognition, which means "knowing about knowing". Some students don't know when they say don't know. They continue to read even though they do not comprehend the text. Poor reader tolerate such confusion because they either don't realize that it exists or don't know what to do about it. Poor reader focus on facts, where as good readers try to assimilate details into a larger cognitive pattern.

d. The Importance of Teaching Reading

Hedge in Khumairah (2014:16) states that any reading component of an English language course may include a set of learning goals for:

1) The ability to read a wide range of texts in English. This is the long – range goal most teachers seek to develop through independent readers outside EFL/ESL

2) Building a knowledge of language which will facilitate reading ability

3) Building schematic knowledge

4) The ability to adapt the reading style according to reading purpose (i.e skimming, scanning)

5) Developing an awareness of the structure of written text in English

6) Taking a critical stance to the contents of the text in English

7) Taking a critical stance to the content of the text.

e. The Strategies in Teaching Reading Comprehension

In teaching reading, the teacher usually uses some questions as their technique in helping students to comprehend a text. In his book, Burns (1984) classifies seven types of questions that will be useful for guiding comprehension in a text, they are:

1. Main Idea : ask the children to identify the central theme of the selection

2. Detail: ask for bits of information conveyed by the material. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, cause-and-effect relationships, inferences, and so on are built.

3. Vocabulary: ask for the meanings of words used in the selection

4. Sequence: require knowledge of events in order of occurrence

5. Inference: ask for information that is implied but not directly stated in the material.

6. Evaluation: ask for judgment about the material

7. Creative Response: ask the children to go beyond the material and create new ideas based on the ideas they have read.

f. Factors Influencing Reading Comprehension

There are some factors in reading comprehension. All of which share the success in reading comprehension, they are:

a. Motivation

Motivation is very important, the success and failure in reading depends on motivation to read, when the students have high motivation to read they will work hard to ever come the difficulty material. One's motivation could be influenced by internal and external factors, such as the material used by the teacher and prior knowledge.

b. Concentration

Concentration means to focus our attention clearly on a purpose. Concentration is very easy to do if we are interested in what the text we read.

c. Teacher's Guidance

Teacher's guidance influences how the students understand particular assignment because lack of sufficient guidance may also he major factor in low reading comprehension.

d. The length and the difficulty of materials influence readers for reading

e. Vocabulary acquisition and the ability to form concepts are essential for reading.

3. Concept of Main Idea and Suporting details

a. Main Idea

A main idea is often stated in the first sentence of a paragraph. Main idea is the most important idea of a paragraph because it is contain of what the paragraph is all about. Paragraph is a group of sentences which related to a particular topic, or central theme. The main idea also known as key concept, it is the most important information which the author wants' the reader to know about concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is specially as authors compose paragraphs.

An author will stated his or her main idea explicitly somewhere in the paragraph. According to Baiz (1998:10-12),that the main idea is one of the basic skill that a reader has to develop is he is going to understand and enjoy reading essay. Commonly we can found main idea at the beginning and it is followed by supporting sentences, the writer begins with supporting evidence and places the main idea in the last sentences. So, the main idea may be stated at the beginning, in the middle, or in the end of the paragraph.

b. Suporting details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author…; according to the passage…; who, what, when, where, why, how, which.* According to Djiwandono (2002: 99) here are some examples of questions to ask about supporting details:

1) Which of the following question does the passage answer?

2) According to the passage, which statement is true?

3) When did 'something' happen?

4) Who did 'something'?

4. Concept of Narrative Text

The students are learning many texts. One of texts is narrative text. It is related to the experience or story of past time. Oshima and Hogue (1997:27) explain that narrative is story writing. Keraf in Azis (1991:136) states that narrative as a story that tells or describes an action in the past time. Narrative as a story, so it is should have the element that can make the story more interesting to the reader such as a conflict and conclusion of the story.

According to Mayers (2005:52) narrative is one of the most powerful ways of communicating with others. Przbyla (2009:1) states narration texts are most distinctively used in fiction. As such, Narration contains all necessary components of action development protagonist, setting, goal, obstacle, climax, and resolution. A good written story lets your reader response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. Narrative also is an account of a sequence of events, usually in chronological order.

Based on the explanation above, we can define that narrative is a story that tell us about event that happened in the past time.

Anderson (1997:14) states that a good narrative uses word to paint a picture in our mind of :

1) What characters look like (their experience)

2) Where the action is taking place (the setting)

3) How things are happening (the action)

a. The Generic Structure of Narrative Text

According to Milan (2009 :34) narrative text is built up by generic structure. A narrative text will consists of the following structure:

1. Orientation

The introduction of what is inside the text, introducing the participants and informing the time and place or on the other hand, what text is talk in general, who involves in the text, when and where it happens.

2. Complication

Describing the rising crises which the participant have to do with. What happens with the participants? It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not a narrative. The conflict can be shown as natural, social or psychological conflict.

3. Resolution

Showing the way of participant to solve the crises, better or worse. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

C. Conceptual Framework

The researcher underlying the research is given in the following conceptual framework diagram:

```
                    ┌────────────────────────┐
                    │        INPUT           │
                    │  (Reading Material)    │
                    └───────────┬────────────┘
                                │
                                ▼
                    ┌────────────────────────────────────┐
                    │            PROCESS                  │
                    │ (Carousel Brainstorming Strategy)   │
                    └───────────┬─────────────────────────┘
                       ┌────────┴────────┐
                       ▼                 ▼
         ┌──────────────────────┐  ┌──────────────────────┐
         │ Literal Comprehension│  │     Inferential      │
         │     (Main idea)      │  │ (Supporting details) │
         └──────────┬───────────┘  └──────────┬───────────┘
                    └────────┬────────────────┘
                             ▼
                 ┌────────────────────────────┐
                 │          OUTPUT            │
                 │ (Improving the students'   │
                 │   reading comprehension)   │
                 └────────────────────────────┘
```
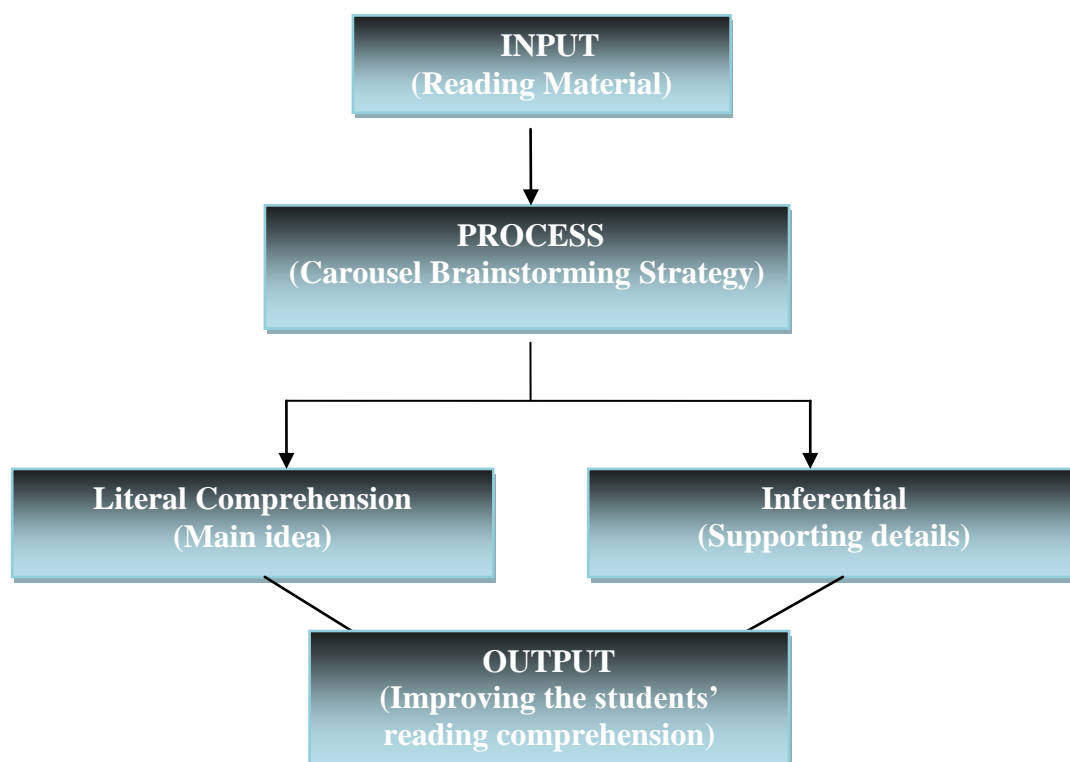
(*Diagram of the theoretical frame work*)

In this research the researcher used reading material in term of reading text which consist of narative text by using Carousel brainstorming strategy to get the

data. The researcher used a pre-experimental research to test the hypothesis of research. This research have measure literal comprehension in terms of main idea and inferential comprehension in term supporting details to improve the students reading comprehension.

D. Hypothesis

The researcher formulates the hypothesis of this research as follows:

H0 (null hypothesis): There is no any significant difference between the test result of the pre-test and post-test of the students' reading comprehension through carousel brainstorming strategy.

H$_1$ (alternative hypothesis): There is a significant difference between the test result of the pre-test and post-test of the students' reading comprehension through carousel brainstorming strategy.

CHAPTER III

RESEARCH METHOD

This chapter consisted of research design, variable and indicator, population and sample, research instrument and technique of data analysis.

A. Research Design

According to Burn (1994:125) " research design is essentially a plan or strategy aimed at enabling and searches to be option to research questions ". There were many designs that could be utilizied in educational research. Hatch and farhady (1982:19) mention five major classes of research design pre experiment, quasi experiment, ex post facto, and factorial facto and factorial design.This research was applied in a pre experimental research, which consist of one group pretest – posttest design. The design is:

OI	X	O2
Pre test	Treatment	Post test

(Table: 1.1. The table of research design)

(Gay,1981:225).

The tabel above means that this research had involved in one class, and the process was:

1) Pre- test

According to Nurgiyantoro (2001: 65), pre-test was a kind of test done before the students learn the material in teaching learning process.

Pre-test was aimed to know or to measured students' competency or ability about the material that given in the teaching learning process. A pretest has used to know students prior knowledge before gave treatment.

2) Treatment

After the pretest, the students was received the treatment for 6 meetings. In each meeting the researcher gave materials by using Carousel brainstorming Strategy. The material was about narrative text. The researcher has conducted this research in following procedure:

1. At the second meeting the researcher conducted the treatment in following procedure:

   a) The researcher has asked the students to made small group and distributed the reading text, in this case the researcher has used narrative text and each group got text in different topic.

   b) The researcher has introduced the topic and explain how to find main idea in the text.

   c) The students would read the text and try to comprehend through find main idea.

   d) The students would discuss their answer with their group members, and then they shared about their ideas about main idea of the text to the other group.

   e) The researcher would check the students answer.

2. At the third meeting, the researcher would conducted these following procedures in teaching and learning process:

a) The researcher said the students to made small group and give the reading text, in this case the researcher would used narrative text and each group would got text in different topic.

b) The researcher would introduce the topic of the text and explain how to find supporting details from the text.

c) The students would read the text and try to comprehend through find supporting details.

d) The students would discuss their answer with their group members, and then they shared about their ideas about supporting details of the text to the other group.

e) The researcher would check the students answer.

3. At the fourth meeting, the researcher would conducted these following procedures in teaching and learning process:

a) The researcher would ask the students to make small group and distributed the reading text, in this case the researcher would use narrative text and each group got text in different topic.

b) The teacher introduced the topic and explain how to find the main idea in the text.

c) The students would read the text and try to comprehend through find the main idea.

d) The students would discuss their answer with their group members, and then they share about their idea about main idea of the text to the other group.

e) The researcher would check the students answer.

4. At the fifth meeting, the researcher would conducted these following procedures in teaching and learning process:

a) The researcher said the students to made small group and give the reading text, in this case the researcher would used narrative text and each group would got text in different topic.

b) The researcher would introduce the topic of the text and explain how to find supporting details from the text.

c) The students would read the text and try to comprehend through find supporting details.

d) The students would discuss their answer with their group members, and then they shared about their ideas about supporting details of the text to the other group.

e) The researcher would check the students answer

3). Post- test

The post- test would given to the students after giving treatment. Posttest is distributed to find out the students' achievement. In the last meeting, the researcher has distributed some several reading text to the students and order the students to identify the main ideas and supporting details. The pre- test has administered as the basic information.

B. **Variables and Indicators**

1. Variable

The variables of this research were consisted of Independent variable and dependent variable. In this research Carousel Brainstorming Strategy as the independent variable and Reading comprehension as dependent variable.

2. Indicators

The main indicators of this research were students' literal comprehension (main idea) and inferential comprehension (supporting details).

C. **Population and Sample**

1. Population

The population of this research was the twelfth grade student of SMA Muhammadiyah Sepa. There were consisted of three classes namely: XII IPA, XII IPS1, and XII IPS2, and the total number of students were 60 students.

2. Sample.

The researcher would take one class of the twelfth grade students' in SMA Muhammadiyah Sepa, academic year of 2015/2016, namely XII IPA. This class consisted of 20 students. The sampling that the researcher would use in this research was purposive sampling technique.

D. **Research Instrument**

In collecting data, the instrument of this research was essay test in term reading narrative text. The questions were given in pretest and posttest. The instrument contained 8 questions. Each student would gave a narrative text with 8 questions on it. The Questions in pretest would used to measure the

basic knowledge of the students in Reading, while the questions in posttest would gave to measure the students' improvement of the students achievement after getting the treatment.

E. Procedure of Collecting Data

The researcher conducted the collecting data for 6 meetings. There were consist of 2 meetings to give pre-test and post-test and 4 meetings for treatment. There were procedures in collecting data, as follows:

1. In the first meeting, the researcher gave pre-test to measure how far students' background knowledge in comprehending text, the pretest has conducted about 40 minutes.

2. In the sixth meeting, the researcher gave Post- test. Post-test has conducted to find out the students' achievement after treatment. As the last meeting, the researcher gave reading text to the students and order the students to identify the main idea and supporting details. The mean score of pre-test and post test would compared in order to find out whether there are different significantly or not.

F. Technique of Data Analysis

To analyze the data, the researcher were employe the formula as follows:

1. Scoring of the students' correct answer in reading comprehension in pre-test and post- test:

$$Scoring = \frac{Students'\ Correct\ Answer}{Total\ number\ of\ items} x\ 10$$

Depdikbud (1985 : 5)

a) Rubric of Main idea

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

Pollard in Khumairah (2014: 28)

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

Pollard in Khumairah (2014: 28)

2. The mean score of the students is classified into seven levels as follows:

No.	Rate of Scores	Categories
1	9.6 – 10.0	Excellent
2	8.6 – 9.5	Very Good
3	7.6 – 8.5	Good
4	6.6 – 7.5	Fairly Good
5	5.6 – 6.5	Fair
6	3.6 – 5.5	Poor
7	0.0 – 3.5	Very Poor

(Heaton in Khumairah,2014:30).

Calculating the mean score of the students' answer in pretest and posttest by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where $\bar{X}$ = mean score

X = the sum of all scores

N = the total number of subject

(Gay, 1981: 298).

3. Finding the development of the reading comprehension, by using the percentage technique as follow:

$$P = \frac{X_2 - X_1}{X} \times 100\%$$

(Gay, 1981:320).

4. Calculating the score difference of pre-test and post-test :

$$\overline{D} = \frac{\sum D}{N}$$

Where: $\overline{D}$: The mean of the differences score

$\sum D$: The sum of the differences score

N : The total number of students

(Gay,1981:332)

5. Testing the hypothesis to find out the difference between the pre test and pos test, the researcher will calculating with the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = test of significant

$\overline{D}$ = the mean of the different score

$\sum D$ = the sum of different score

N = the total number of samples

(Gay, 1981:331)

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and discussion of the research. This chapter explained about the students' improvement in reading comprehension of narrative text the twelfth grade students of SMA Muhammadiyah Sepa in Academic Year 2015/ 2016 before and after being taught by Carousel Brainstorming Strategy.

A. FINDINGS

1. The Improvement of the Students' Reading Comprehension in Term Literal

Before giving treatment, the researcher gave the students reading pre- test to measure the reading comprehension of narrative text of the third grade students of SMA Muhammadiyah Sepa before being taught by using Carousel Brainstorming Strategy. The students' mean score in reading comprehension in term literal reading comprehension can be seen in the table below:

Table 4.2: The Improvement of Students' Literal Comprehension

Indicator	Student's score		Improvement
	Pre- test	Post-test	
Literal	6.24	7.12	0.88

The table shows that there is improvement on the students' reading comprehension in term literal from the pre- test to post- test which in pre- test of the students mean score achievement in literal is 6.24 and after giving a treatment, the students' reading comprehension in term literal become 7.12, so the improvement of the students' reading comprehension in term literal from pre- test

to post- test is 0.88. The table above explained that using Carousel brainstorming strategy in teaching reading comprehension was able to improve the students' reading comprehension in term Literal.

2. **The Improvement of the Students' Reading Comprehension in Term Inferential**

The mean score and improvement of students' reading comprehension in term Inferential through Carousel brainstorming strategy could see in the table below:

Table 4.3: The Improvement of students' Inferential Comprehension.

Indicator	Student's score		Improvement
	Pre- test	Post-test	
Inferential	6.19	7.3	1.125

The table shows that there is improvement of the students' reading comprehension in term Inferential from the pre- test to pos- test which in pre- test the mean score of the students' reading comprehension in term Inferential is 6.19, after giving treatment, the mean score of the students' reading comprehension in term Inferential becomes 7.3, so the improvement from pre- test to post- test is 1.125. From the data above proves that the using of Carousel Brainstorming Strategy was effective to improve students' reading comprehension.

3. **The Improvement of Students' Reading Comprehension**

The improvement of the students' Reading Comprehension at the twelfth grade students of SMA Muhammadiyah Sepa can be seen clearly in the following table:

Table 4.4: The Final Score of the Improvement of students' Reading Comprehension.

Indicator	Mean Score		The Improvement
	Pre- test	Post- test	
Literal Inferential	6.14	7.23	1.09

The table indicates that there is improvement on Final score reading comprehension through students' Literal comprehension and Inferential comprehension which in pre- test of the students' mean score achievement is 6.14. After giving a treatment, the students' reading comprehension becomes 7.23 in post- test so the improvement of Final score of the students reading comprehension by using Carousel Brainstorming Strategy is 1.09.

Table 4.5: The Students' score classification Reading comprehension in term Literal by using Carousel Brainstorming Strategy

No.	Classification	Rate of Score	Pre-test		Post-test	
			Freq	%	Freq	%
1.	Excellent	9.6- 10.0	0	0	0	0
2.	Very good	8.6- 9.5	0	0	3	15
3.	Good	7.6- 8.5	0	0	0	0
4.	Fairly good	6.6- 7.5	2	10	9	45
5.	Fair	5.6- 6.5	15	75	7	35
6.	Poor	3.6- 5.5	3	15	1	5
7.	Very Poor	0.0- 3.5	0	0	0	0

	Total		20	100	20	100

From the table shows that frequency and percentage of the students' reading comprehension in term Literal Reading Comprehension are different between pre- test and post- test, where in the pre- test 2 students (10%) got Fairly Good, 15 students (75%) got Fair, and 3 (15%) students got Poor . After the researcher giving a treatment by using Carousel Brainstorming Strategy in teaching reading comprehension, percentage of the students' reading comprehension increase becomes, where 3 (15%) got Very good, 9 students (45%) got Fairly Good,7 students (35%) got Fair, and 1 students (5%) got Poor.

Table 4.6: The Students' score Classification Reading Comprehension in term Inferential by using Carousel Brainstorming Strategy

No.	Classification	Rate of Score	Pre-test		Post-test	
			Freq	%	Freq	%
1.	Excellent	9.6- 10.0	0	0	0	0
2.	Very good	8.6- 9.5	0	0	4	20
3.	Good	7.6- 8.5	0	0	0	0
4.	Fairly good	6.6- 7.5	2	10	10	50
5.	Fair	5.6- 6.5	15	75	5	25
6.	Poor	3.6- 5.5	3	15	1	2
7.	Very Poor	1.0- 3.5	0	0	0	0
	Total		20	100	20	100

From that table shows that frequency and percentage of the students' reading comprehension in term Inferential are different between pre- test and post- test, where in the pre- test 2student (10%) got Fairly Good, 15 students (75%) got

Fair, and 3 students (15%) got Poor. In the post- test after the researcher giving a treatment by using Carousel Brainstorming Strategy in teaching reading comprehension, percentage of the students' reading comprehension in term Inferential become increase where 4 students (20%) got Very good, 10 students (50%) got Fairly Good, 5 students (25%) got Fair, and 1 (5%)students' students Poor.

4. **The Significant Difference of Reading Comprehension of Narrative Text Before and After Being Taught By Carousel Brainstorming Strategy.**

Hypothesis testing is needed to find out whether the hypothesis is accepted or rejected. If the result of t-test is lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test is higher than the t-table' value, the alternative hypothesis (H1) will be accepted. In order to find out the degree of freedom (df), the researcher used the following formula:

df = n-1

df = 20-1

df = 19

Table . 4.7:The T- test of the students' improvement in Literal and Inferential

Variables	t-test value	t-table value
Literal	2.75	2.093
Inferential	4.68	2.093

For the level significance (α) = 0.05 and the degree of freedom (df) = 20-1= 19. The table 6 above showed that t-test value for Literal Reading Comprehension

form is higher than t-table (2.75 > 2.093), t-test value of Inferential Comprehension form is higher than t-table (4.68> 2.093). It means that there is significant difference between the students' Reading Comprehension in the class before and after implementing the use of Carousel Brainstorming Strategy at the third grade students of SMA Muhammadiyah Sepa is Effective to improve students' Reading Comprehension in term Literal and Inferential.

Table 4.8: The t-test of the students' improvement in final score Students' Reading Comprehension.

Components	T-test	t-table value
Final Score	6.055	2.093

The table shows that the result of t-test is 6.055. It is greater than the value of t-table (2.093). It's mean that the Null Hypothesis (H0) is rejected and alternative Hypothesis (H1) is accepted. It means that there is a significant difference between the students' Reading Comprehension in the class before and after implementing Carousel Brainstorming Strategy at the third grade students of SMA Muhammadiyah Sepa is Effective to improve students' Reading Comprehension.

B. DISCUSSION

In this part, the discussion dealing with the interpretation of findings derived fro

m the result of finding about observation result of the students' reading comprehension in terms Literal reading comprehension and inferential reading comprehension

1. **The Improvement of the Students' Achievement in Reading Comprehension in term Literal and Inferential**

   Based on the finding, the result of score in post-test is greater than pre-test in terms of literal and inferential of reading comprehension. Before giving treatment, the students' literal reading comprehension is low. The condition might because teaching method, so that the students cannot improve their reading comprehension achievement. In pre-test the students' achievement in reading comprehension was 6.14, after the researcher giving treatment the students' achievement was 7.23. It's mean that after giving the treatment by using carousel brainstorming strategy, the students' ability in reading comprehension is significance improved.

   The data described the most of them success to improve their achievement in reading comprehension in terms literal and inferential by using carousel brainstorming strategy. This improvement is also following by the significance. The t- test value (6.055) is greater than t- table (2.093) for the degree of freedom (0.05). It means that the alternative hypothesis (H1) was accepted.

2. **The Effectiveness of Carousel Brainstorming Strategy to Students' Reading Comprehension**

   McKnight (2010: 1) said that Carousel Brainstorming is a graphic organizer that can be useful for brainstorming a topic. This strategy used to get everyone involved in the generation of ideas. Jones (2006) said that Carousel Brainstorming Strategy can gives contribution for the student in processing

information, communicating, developing thinking review of material and checking prior knowledge. Whether activating background knowledge or checking understanding after studying a topic carousel allows students to have pull out and think about what they know about subtopics within a larger topic.

In improving the students' achievement in reading comprehension with literal and inferential used Carousel Brainstorming Strategy in teaching reading comprehension. The using Carousel Brainstorming Strategy can help students' to improve their ability in comprehending reading text actually in reading narrative text. Based on the result, the researcher concludes that the third grade students of SMA Muhammadiyah Sepa has good ability in reading comprehension after having treatment through using carousel brainstorming strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the findings and discussions of data analysis.

A. CONCLUSION

Based on the finding and discussion, the researcher concluded that using Carousel Brainstorming Strategy as a teaching strategy in teaching reading text effective to improve the student's reading comprehension in term Literal and inferential of the third grade students of MA Muhammadiyah Sepa, Moluccas.. It is proved by the t-test of students' test that is 6.055, which is greater than the t–table value that is 2.093. The mean score of students' pre-test was 6.14 and post-test was 7.23.

B. SUGGESTIONS

As the end of the chapter, based on the conclusion above the researcher suggest to use Carousel Brainstorming Strategy as one of strategy to stimulate the students learning in teaching process actually in teaching reading text because it makes students more active and interest in teaching learning process.The students should be more creative and confident in gather and sharing their idea about information to their own group and the other group, so they can more easy to understand about the material in narrative text.

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Appendices

APPENDIX A

The List of Students at Class XII- IPA SMA Muhammadiyah Sepa.

NO	RESPONDENT	CODE
1	Abd. W. S. Sopalatu	1
2	Abdul Munif W	2
3	Aryani. L	3
4	Ade Marwa S	4
5	Fitri Indah Yani H	5
6	Firman. S. S	6
7	Hasan Basri Mahua	7
8	Latifa Siwan- Siwan	8
9	M. Raiyyan Wasolo	9
10	Maimuna Kuniyo	10
11	Nur Afni Sopalatu	11
12	Nailat Mahua	12
13	Natuema Leipary	13
14	Rasid Wasolo	14
15	Rukia Marasabessy	15
16	Rosalia Bedda	16
17	Septian. D. C.	17
18	Saiyya Murry	18
19	Saira Sopalatu	19
20	Yuni Sari Namma	20

Appendix B

The Students' Classification Score in Pre- test

1. **Literal**

No	Respondent	The Students' Reading Result	
		Main Idea	**Classification**
1	Abd. W. S. Sopalatu	6.25	Fair
2	Abdul Munif W	6.25	Fair
3	Aryani. L	6.25	Fair
4	Ade Marwa S	6.25	Fair
5	Fitri Indah Yani H	7.5	Fairly good
6	Firman. S. S	6.25	Fair
7	Hasan Basri Mahua	5	Poor
8	Latifa Siwan- Siwan	7.5	Fairly good
9	M. Raiyyan Wasolo	6.25	Fair
10	Maimuna Kuniyo	6.25	Fair
11	Nur Afni Sopalatu	6.25	Fair
12	Nailat Mahua	5	Poor
13	Natuema Leipary	6.25	Fair
14	Rasid Wasolo	6.25	Fair
15	Rukia Marasabessy	6.25	Fair
16	Rosalia Bedda	6.25	Fair
17	Septian. D. C.	6.25	Fair
18	Saiyya Murry	5	Poor

19	Saira Sopalatu	6.25	Fair
20	Yuni Sari Namma	6.25	Fair
	∑XTotal Score	**124.75**	
	X Mean Score	**6.24**	**Fair**

2. **Inferential**

No	Respondent	The Students' Reading Result	
		Supporting Details	**Classification**
1	Abd. W. S. Sopalatu	6.25	Fair
2	Abdul Munif W	6.25	Fair
3	Aryani. L	6.25	Fair
4	Ade Marwa S	6.25	Fair
5	Fitri Indah Yani H	7.5	Fairly good
6	Firman. S. S	6.25	Fair
7	Hasan Basri Mahua	5	Poor
8	Latifa Siwan- Siwan	7.5	Fairly good
9	M. Raiyyan Wasolo	6.25	Fair
10	Maimuna Kuniyo	6.25	Fair
11	Nur Afni Sopalatu	6.25	Fair
12	Nailat Mahua	5	Poor
13	Natuema Leipary	6.25	Fair
14	Rasid Wasolo	6.25	Fair
15	Rukia Marasabessy	6.25	Fair
16	Rosalia Bedda	6.25	Fair
17	Septian. D. C.	6.25	Fair

18	Saiyya Murry	5	Poor
19	Saira Sopalatu	6.25	Fair
20	Yuni Sari Namma	6.25	Fair
	∑XTotal Score	**123.75**	
	X Mean Score	**6.18**	**Fair**

APPENDIX C

The students' score in Post- test

1. Literal

No	Respondent	The Students' Reading Result	
		Main Idea	**Classification**
1	Abd. W. S. Sopalatu	8.75	Very good
2	Abdul Munif W	7.5	Fairly good
3	Aryani.L	7.5	Fairly good
4	Ade Marwa S	6.25	Fair
5	Fitri Indah Yani H	5	Poor
6	Firman. S. S	6.25	Fair
7	Hasan Basri Mahua	7.5	Fairly good
8	Latifa Siwan- Siwan	8.75	Very good
9	M. Raiyyan Wasolo	6.25	Fair
10	Maimuna Kuniyo	6.25	Fair
11	Nur Afni Sopalatu	7.5	Fairly good

12	Nailat Mahua	7.5	Fairly good
13	Natuema Leipary	7.5	Fairly good
14	Rasid Wasolo	7.5	Fairly good
15	Rukia Marasabessy	7.5	Fairly good
16	Rosalia Bedda	6.25	Fair
17	Septian. D. C.	6.25	Fair
18	Saiyya Murry	7.5	Fairly good
19	Saira Sopalatu	8.75	Very good
20	Yuni Sari Namma	6.25	Fair
	$\sum$XTotal Score	142.5	
	X Mean Score	7.12	Fairly good

2. **Inferential**

No	Respondent	The Students' Reading Result	
		Supporting Details	Classification
1	Abd. W. S. Sopalatu	7.5	Fairly good
2	Abdul Munif W	7.5	Fairly good
3	Aryani . L	7.5	Fairly good
4	Ade Marwa S	7.5	Fairly good
5	Fitri Indah Yani H	8.75	Very good
6	Firman. S. S	7.5	Fairly good
7	Hasan Basri Mahua	7.5	Fairly good
8	Latifa Siwan- Siwan	6.25	Fair

9	M. Raiyyan Wasolo	7.5	Fairly good
10	Maimuna Kuniyo	8.75	Very good
11	Nur Afni Sopalatu	7.5	Fairly good
12	Nailat Mahua	6.25	Fair
13	Natuema Leipary	6.25	Fair
14	Rasid Wasolo	6.25	Fair
15	Rukia Marasabessy	8.75	Very good
16	Rosalia Bedda	7.5	Fairly good
17	Septian. D. C.	5	Poor
18	Saiyya Murry	6.25	Fair
19	Saira Sopalatu	8.75	Very good
20	Yuni Sari Namma	7.5	Fairly good
	∑XTotal Score	**146.25**	
	X Mean Score	**7.3**	**Fairly good**

Appendix D

The Students' T- test of Reading Comprehension in pre test and post test

1. **Literal**

Respondents	Tests		D (X2-X1)	D^2
	Pre test	Post Test		
1	6.25	8.75	2.5	6.25
2	6.25	7.5	1.25	1.6
3	6.25	7.5	1.25	1.6
4	6.25	6.25	0	0
5	7.5	5	-3.5	12.25
6	6.25	6.25	0	0
7	5	7.5	2.5	6.25
8	7.5	8.75	1.25	1.6
9	6.25	6.25	0	0
10	6.25	6.25	0	0
11	6.25	7.5	1.25	1.6
12	5	7.5	2.5	6.25
13	6.25	7.5	1.25	1.6
14	6.25	7.5	1.25	1.6
15	6.25	7.5	1.25	1.6
16	6.25	6.25	0	0
17	6.25	6.25	0	0
18	5	7.5	2.5	6.25
19	6.25	8.75	2.5	6.25
20	6.25	6.25	0	0
N=20				
Total	$\sum$X1=124.75= 6.24	$\sum$X2=142.5= 7.12	$\sum$D= 17.6= 0.88	$\sum D^2 =$ 54.7= 2.8

2. Inferential

Respondents	Tests		D (X2-X1)	D²
	Pre test	Post Test		
1	6.25	7.5	1.25	1.6
2	6.25	7.5	1.25	1.6
3	6.25	7.5	1.25	1.6
4	6.25	7.5	1.25	1.6
5	7.5	8.75	1.25	1.6
6	6.25	7.5	1.25	1.6
7	5	7.5	2.5	6.25
8	7.5	6.25	-1.25	1.6
9	6.25	7.5	1.25	1.6
10	6.25	8.75	2.5	6.25
11	6.25	7.5	1.25	1.6
12	5	6.25	1.25	1.6
13	6.25	6.25	0	0
14	6.25	6.25	0	0
15	6.25	8.75	2.5	6.25
16	6.25	7.5	1.25	1.6
17	6.25	5	-1.25	1.6
18	5	6.25	1.25	1.6
19	6.25	8.75	2.5	6.25
20	6.25	7.5	1.25	1.6
N=20				
Total	$\sum$X1=123.75= 6.19	$\sum$X2=146.25= 7.3	$\sum$D=22.5= 1.125	$\sum$D² = 47.4= 2.37

Appendix E

Students' Reading Comprehension (Final Score) in Pre test and Post test

Respondents	Tests		D (X2-X1)	D^2
	Pre-test	Post-test		
1	6.25	8.1	1.85	3.42
2	6.25	7.5	1.25	1.6
3	6.25	7.5	1.25	1.6
4	5.7	6.9	1.2	1.44
5	6.9	6.9	0	0
6	5.7	6.9	1.2	1.44
7	5.6	7.5	1.9	3.61
8	7.5	7.5	0	0
9	5.6	6.9	1.3	1.69
10	6.25	7.5	1.25	1.6
11	6.9	7.5	0.6	0.36
12	5	6.9	1.9	3.61
13	5.7	6.9	1.2	1.44
14	6.25	6.9	0.61	0.38
15	6.25	8.1	1.9	3.61
16	5.7	6.9	1.2	1.44
17	6.9	5.7	-1.2	1.44
18	5.7	6.9	1.2	1.44
19	6.25	8.75	2.5	6.25
20	6.25	6.9	0.65	0.42
N=20				
Total	$\sum$X1 =122.9= 6.14	$\sum$X2 =144.65= 7.23	$\sum$D=21.76= 1.09	$\sum$D^2=36.19= 1.9

Appendix G

The Classification of the students' pre-test and post test in final score of

Reading skill

Respondent	Pre- test	Classification	Post- test	Classification
1	6.25	Fair	8.1	Good
2	6.25	Fair	7.5	Fairly good
3	6.25	Fair	7.5	Fairly good
4	5.7	Fair	6.9	Fairly good
5	6.9	Fairly good	6.9	Fairly good
6	5.7	Fair	6.9	Fairly good
7	5.6	Fair	7.5	Fairly good
8	7.5	Fairly good	7.5	Fairly good
9	5.6	Fair	6.9	Fairly good
10	6.25	Fair	7.5	Fairly good
11	6.9	Fairly good	7.5	Fairly good
12	5	Poor	6.9	Fairly good
13	5.7	Fair	6.9	Fairly good
14	6.25	Fair	6.9	Fairly good
15	6.25	Fair	8.1	Good
16	5.7	Fair	6.9	Fairly good
17	6.9	Fairly good	5.7	Fair
18	5.7	Fair	6.9	Fairly good
19	6.25	Fair	8.75	Very good
20	6.25	Fair	6.9	Fairly good
N=20				
Total	$\sum X1 = 122.9 = 6.14$	**Fair**	$\sum X2 = 144.65 = 7.23$	**Fairly good**

Appendix H

DATA ANALYSIS

Data analysis of Students' Literal Comprehension Form

1. **Mean score of the students' Literal Reading Comprehension:**

    a. **in pretest**

    $$\overline{X} = \frac{\Sigma X}{N}$$

    $$\overline{X} = \frac{124.75}{20} = 6.24$$

    b. **Mean score of the students' posttest**

    $$\overline{X} = \frac{\Sigma X}{N}$$

    $$\overline{X} = \frac{142.5}{20} = 7.12$$

2. **The percentage of students' improvement in Literal reading comprehension**

    $$P = \frac{x2 - x1}{x1} \, 100\%$$

    $$= \frac{142.5 - 124.75}{124.75} \times 100\%$$

    $$= \frac{17.75}{124.75} \times 100\%$$

    $$= 0.142 \times 100$$

    $$= 14.2$$

3. **Calculating of t-test value**

$$D = \frac{\sum D}{N} = \frac{6.31}{20} = 0.32$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{0.88}{\sqrt{\dfrac{54.7 - \dfrac{(17.6)^2}{20}}{20(20-1)}}}$$

$$t = \frac{0.88}{\sqrt{\dfrac{54.7 - \dfrac{309.76}{20}}{20(19)}}}$$

$$t = \frac{0.88}{\sqrt{\dfrac{54.7 - 15.448}{380}}}$$

$$t = \frac{0.88}{\sqrt{\dfrac{39.212}{380}}}$$

$$t = \frac{0.88}{\sqrt{0.1031895}}$$

$$t = \frac{0.88}{0.32}$$

$$t = 2.75$$

Data Analysis of Students' Inferential Comprehension Form

1. **Mean score of the students' in Pre-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{123.75}{20} = 6.2$$

2. **Mean score of the students' Post-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{146.25}{20} = 7.3$$

3. **The percentage of Students' Improvement in Interpretative Reading Comprehension**

$$P = \frac{x2 - x1}{x1} \ 100\%$$

$$= \frac{146.25 - 123.75}{123.75} \ x \ 100\%$$

$$= \frac{22.5}{123.75} \ x \ 100\%$$

$$= 0.18 \ x \ 100$$

$$= 18\%$$

4. Calculating of T- test value

$$D = \frac{\sum D}{N} = \frac{22.5}{20} = 1.125$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{1.125}{\sqrt{\dfrac{47.4 - \dfrac{(22.5)^2}{20}}{20(20-1)}}}$$

$$t = \frac{1,125}{\sqrt{\dfrac{47.4 - \dfrac{506.25}{20}}{20(19)}}}$$

5. $t = \dfrac{1.125}{\sqrt{\dfrac{47.4 - 25.3}{380}}}$

6. $t = \dfrac{1.125}{\sqrt{\dfrac{22.1}{380}}}$

7. $t = \dfrac{1.125}{\sqrt{0.0581579}}$

8. $t = \dfrac{1.125}{0.24}$

9. $t = 4.68$

Data Analysis of Students' Final Score Comprehension Form

1. **Mean score of the students' in Pre-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{122.9}{20} = 6.14$$

2. **Mean score of the students' Post-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{144.65}{20} = 7.23$$

3. **The percentage of Students' Improvement in Interpretative Reading Comprehension**

$$P = \frac{x2 - x1}{x1} \, 100\%$$

$$= \frac{144.65 - 122.9}{122.9} \times 100\%$$

$$= \frac{21.75}{122.9} \times 100\%$$

$$= 0.18 \times 100$$

$$= 18\ \%$$

4. Calculating of t- test value

$$D = \frac{\sum D}{N} = \frac{21.76}{20} = 1.09$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{1.09}{\sqrt{\dfrac{36.19 - \dfrac{(21.76)^2}{20}}{20(20-1)}}}$$

$$t = \frac{1.09}{\sqrt{\dfrac{36.19 - \dfrac{473.5}{20}}{20(19)}}}$$

$$t = \frac{1.09}{\sqrt{\dfrac{36.19 - 23.67}{380}}}$$

$$t = \frac{1.09}{\sqrt{\dfrac{12.52}{380}}}$$

$$t = \frac{1.09}{\sqrt{0.0329474}}$$

$$t = \frac{1.09}{0.18}$$

$$t = 6.055$$

The Distribution of T-table

Df	α (level of significant)			
	.10	.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	**1.729**	**2.093**	2.845	3.850
20	1.725	2.086	2.831	3.819
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

INSTRUMENT OF PRE-TEST

READING COMPREHENSION TEST

The Rabbit's Revenge

Long time ago a rabbit and a lion were neghbors. The lion was very proud, and was fond of boasting about his strength. Although they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her. Finally the rabbit could stand it no longer and wanted to get her own back.

One day she wanted to the lion and said, "Good day, respected elder brother, image it. I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me! If there is no one, all of you have to submit to my rule and be my servants.`

"Oh, he was an intolerable braggart!! He is so puffed up with pride that his eyes can't even light on anyone!" added the rabbit.

"Oho, "the lion said, "Didn't you mention me to him?"

"yes, indeed," the rabbit replied."But it wouldn't have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even so far as say that he wouldn't take you for his attendant!"

The lion flew into a rage and roar, "Where is he? Where is he?"

So the rabbit took a lion behind a hill and, not going to near herself, pointed to a deep well from a distance, and said, "He is down there, in the well".

The lion hastened to the well and glared agrily into it. Yes, there was his rival who even glared back at him angrily. The lion roared, and his enemy roared

back. The lion became so furious that his hair stood on end. So did his enemy's in the well, the lion showed his teeth and lased out with his paws to scare his rival – and his enemy's in the well retaliated! In a fit of anger the lion sprang into the air with all his might and he flung himself at the enemy in the well. The result was that the ptoud lion was instantly drowned.

❖ *Answer the following questions based on the text above!*

1. What is the main idea of the first paragraph?

2. What is the supporting details in the first paragraph?

3. What do you think about the lion's character?

4. Which supporting details explain about the lion's character?

5. What happened when the lion knows that he has a rival?

6. Where is the background of the story?

7. What is the moral value of the story?

8. What is the main idea of the last paragraph?

INSTRUMENT OF POST-TEST

READING COMPREHENSION TEST

The Necessity of Salt

Once upon a time there was a king who had three daughters.Because they were good and beautiful he loved them all sincerely .He did not know which one he should appoint as queen. As his birthday approached he summoned his daughters and said to them ,'My dear children ,I Love all there of your sincerely,and for a long time have not known which one of you i should name to be the heir to my throne.But i have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life.Go and make your plans accordingly and with utmost diligence.

The old king's birthday arrived,and the two oldest daughters brought him present that were very necessary,but at the same time extremely expensive. However ,the youngest daugter brought him nothing more than a little pile of salt in a decorated container.When the king saw her present ,he become very angry ,and he drove his daughter out of the castle ,forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world,comported only by her faith in her own good sense.After walking a good while she come to an inn.There she found a female innkeeper who thoroughly understood cooking.She entered an apprenticeship with her and soon exceeded even the innkeeper in the of art of cooking.

News spread far and wide of the excellent cook in this inn,and everyone who came this way and who still had a few kreutzers left in his pocket stopped to be served a roast or something even more elegant. The king heard of the cook 's reputation,and hired her as court cook.Now it come to pass that oldest princess was getting merried,and the famous cook was assigned the preparation of the wedding feast,with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared,and everyone praised the cook.Finally the king's favorite dish arrrived . Quickly taking a spoon he tasted it.''This has not been salted''he cried out angrily.

''Have the cook brought before me!''

They quickly ran for the cook ,who entered the hall undaunted.

''Why did you forget to salt my favorite dish,you careless girl?''snapped the king at her.

The cook answered,''You drove away your youngest daughter because she thought that salt was so neccesary.Perhaps you can now see that your child was not so wrong.

When the king heard these words he recognized his daughter ,begged her for forgiveness, asked her to be seated at his side ,and accepted her once agains as his dear child .Then the wedding become doubly joyful. The king lived happily with his children for many years thereafter.

❖ *Answer the following question based on the text above.*

1. What is the main idea of the first paragraph?

2. What is the supporting details in the first paragraph?

3. What do you think about the king's character?

4. Which supporting details that explain about the lion's character?

5. What happened when the king knows that his younger daughter is not so wrong?

6. Where is the background of the story?

7. What is the moral value of the story?

8. What is the main idea of the fifth paragraph?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: **SMA Muhammadiyah Sepa**
Mata Pelajaran	: **Bhs. Inggris**
Kelas/ Semester	: **3 Ipa**
Aspek Skill	: **Reading**
Alokasi Waktu	: **2 x 45 menit**
Pertemuan	: **1, 2, 3, & 4.**

A. STANDAR KOMPETENSI

Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative*, *explanation*, dan *discussion* dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

Merespons makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative.*

C. INDIKATOR

a. Menemukan main idea dalam teks fungsional pendek berbentuk narrative.

b. Menemukan ide pendukung dalam teks fungsional pendek berbentuk narrative.

c. Membuat kesimpulan dengan kata- kata sendiri tentang berbagai informasi dalam teks fungsional pendek berbentuk narrative.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi ide pokok dalam teks fungsional pendek berbentuk narrative.

2. Siswa dapat mengidentifikasi ide pendukung dalam teks fungsional pendek berbentuk narrative.

3. Siswa dapat menyimpulkan dengan kata- kata sendiri tentang berbagai informasi dalam teks fungsional pendek berbentuk narrative.

E. METODE PEMBELAJARAN

Carousel Brainstorming Strategy

F. LANGKAH- LANGKAH PEMBELAJARAN

1. Kegiatan Awal(10 menit)

   a. Menyapa siswa

   b. Mengabsen

   c. Mengarahkan siswa pada materi yang akan diajarkan

2. Kegiatan Inti (70 menit).

   • *Pertemuan pertama*

   a. Guru membagi siswa dalam beberapa kelompok.

   b. Guru membagikan teks bacaan kepada siswa dan menjelaskan Materi dengan menggunakan media berupa gambar serta menjelaskan bagaimana

menemukan ide pokok dan ide pendukung dalam teks melalui demonstrasi.

c. Siswa membaca dan mencoba memahami teks dengan menemukan ide pokok dan ide pendukung yang terdapat pada teks.

d. Siswa mendiskusikan hasil pemahamannya kepada temen-temannya.

- *Pertemuan Kedua*

a. Guru membagi siswa dalam beberapa kelompok.

b. Guru membagikan teks bacaan kepada siswa dan menjelaskan materi dengan mengunakan media serta menjelaskan bagaimana menentukan kesimpulan dari sebuah teks melalui demonstrasi.

c. Siswa membaca teks dan berlatih untuk mencoba membuat sebuah kesimpulan.

d. Siswa mendiskusikan hasil ringkasannya kepada siswa yang lainnya.

- *Pertemuan Ketiga*

a. Guru membagi siswa dalam beberapa kelompok.

b. Guru membagikan teks bacaan kepada siswa dan menjelaskan Materi dengan menggunakan media berupa teks bergambar serta menjelaskan bagaimana menemukan ide pokok dan ide pendukung dalam teks melalui demonstrasi.

c. Siswa membaca dan mencoba memahami teks dengan menemukan ide pokok ide pendukung dalam teks.

d. Siswa mendiskusikan hasil pemahamannya kepada temen-temannya.

- *Pertemuan Keempat*

a. Guru membagi siswa dalam beberapa kelompok.

b. Guru membagikan teks bacaan kepada siswa dan menjelaskan materi dengan mengunakan media serta menjelaskan bagaimana membuat kesimpulan dari sebuah teks melalui demonstrasi.

c. Siswa membaca teks dan berlatih untuk mencoba membuat kesimpulan.

d. Siswa mendiskusikan hasil ringkasannya kepada siswa yang lainnya.

4. Kegiatan Akhir (10 menit)

a. Guru memberikan feedback kepada siswa terkait dengan ide pokok dan ringkasan.

b. Guru & siswa bersama- sama menyimpulkan materi.

c. Guru Memberi tugas kepada siswa.

H. ALAT DAN SUMBER BELAJAR

1. Alat   : Spidol, papan tulis dan penghapus.

2. Sumber : Internet dan buku pelajaran yang relevan.

I. PENILAIAN

1. Teknik   : Tes membaca

2. Instrumen   : Narrative text

3. Bentuk   : Isian singkat

J. RUBRIK PENILAIAN

$$Scoring = \frac{Students'\ Correct\ Answer}{Total\ number\ of\ items} x\ 10$$

DOCUMENTATION

CURRICULUM VITAE

Asriani Tihurua, was born on January 1, 1992 in Sepa, Moluccas. She is the sixth child from seven siblings from the marriage of her parents Ajid Tihurua and Saripa Selano.

In 1998 the writer registered as student elementary school of SDN 258 Teddaopu in Sengkang, Wajo regency, South Sulawesi and she graduated in 2004. The next in the same year the writer registered as a student in MTS Muhammadiyah Sengkang and graduated in 2007. Then, the writer registered in Junior high school, SMA Muhammadiyah Sepa in Moluccas and graduated in 2010. In 2011, she was accepted as English Department student of Faculty of Teacher Training and Education, at Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2016 entitled "The Effectiveness of Carousel Brainstorming Strategy to Improve Students' Reading Comprehension".