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**THE IMPLEMENTATION OF CAROUSEL BRAINSTORMING IN TEACHING
READING COMPREHENSION: A CASE STUDY OF THE FIRST GRADE
STUDENTS OF MAN 3 KOTA CIREBON**

A THESIS

**Submitted to The English Education Department *Tarbiyah* Faculty of *Syekh Nurjati*
The State Institute for Islamic Studies in Partial Fulfillment of Requirements for
the Islamic Scholar in English Education or S.Pd.I**



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2012



ABSTRACT

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**THE IMPLEMENTATION OF CAROUSEL
BRAINSTORMING IN TEACHING READING
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GRADE STUDENTS OF MAN 3 KOTA CIREBON**

In learning to read, the foreign language learners naturally have a big challenge for comprehending written text. They do not use any strategies to help them understand the text as they are unable to connect their background knowledge with the text. They read it just because the teacher ordered so and they also consider reading only as sounding out words. This difficulty can be erased by giving them activity that is able to engage them before reading.

Reading is a complex activity including both perception and thought. It is also consisting two related processes: word recognition and comprehension. Readers naturally use background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Carousel brainstorming is a strategy that requires students to access background knowledge by thinking about subtopics within a broader topic. The purpose of this activity is to activate students' prior knowledge of a topic or topics through movement and conversation.

This research was conducted through qualitative methodology. This approach is used in order to gain deeper insight to the implementation of Carousel Brainstorming as pre-reading activity in teaching reading comprehension. The aims of this research is to know the implementation of Carousel Brainstorming in teaching reading comprehension, to identify the contribution of the technique to students' reading comprehension, and also to find out the advantages and disadvantages of using the technique. All the finding data are compared with the literature of Carousel Brainstorming and teaching reading comprehension.

The finding of this research shows that the technique was implemented appropriately as the students were so excited with this activity. This finding is also strength by the students' expression towards the activity. The students feel burnt up and engaged to the text and they are able to connect their background knowledge with the text although some of the brainstorming answers develop to other points.

As result of this research, Carousel Brainstorming is an easy technique that used to activate background knowledge of the students before reading the text. It gives contributions for students in activating and connecting their background knowledge with the text. The advantages of using this technique are that students can actively think and connecting their background knowledge with the text. The disadvantages of using this technique include some results of Carousel Brainstorming that may develop to other point.



PREFACE

The very first thing I want to say is *Alhamdulillahirabbil'alamin*. All the gratefulness I send to The Creator of life and The Almighty, Allah *Subhanahu wa Ta'ala*, for all his blessings and mercies that I can keep steady finishing my thesis. *Shalawat* and *Salam* are always blessed upon The Messenger, Prophet Muhammad *Shallallahu 'alaihi wassalam*, his family and his companions till the end of the time.

With all of my heart, I proudly present, my thesis entitled "*The Implementation of Carousel Brainstorming in Teaching Reading Comprehension: A Case Study of the First Grade Students of MAN 3 Kota Cirebon*" to the English Education Department of *Tarbiyah* Faculty in partial fulfillment the requirements for the Islamic Scholar in English Education (S.Pd.I).

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Cirebon, August 2012

The writer,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Written text is around us in every occasion. It is seen, being thought in our brain and soon creates sense of meaning. When we walk on the boulevard, staring at the title of new movie releasing, in a very short time we would understand the title of the movie, the actors who played in it, and to what kind of movie may it belongs. The process of making sense of the written text in that illustration sounds simple, but actually creating meaning from written text is a complex process that includes all the aspects in understanding text: background knowledge, perception, word recognition and comprehension.

Reading, derives from word “read” that based on Oxford Advanced Learner’s Dictionary means to look and understand the meaning of written or printed words or symbol is a complex process of recognizing and comprehending words that involves both perception and thought. Reading can really make a sense when reader had already have background knowledge, vocabulary, grammatical knowledge and experience about what he/she reads (Pang, et al.: 6).

Readers will use their background knowledge to engage their previous understanding to the text they are going to read. It allows connection between written ideas to what students already know. According to Hadfield, readers use a variety of sub-skills to help them read proficiently. They use their background



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knowledge of a topic to help them predict the kind of information a text might contain. When people read, they also make prediction about what will come next. When unknown word comes, they guess its meaning from the context. They use their knowledge of how different texts are constructed to help them understand: knowing that a story will contain a series of event, or that a newspaper editorial will have arguments for, arguments against and a conclusion (2008: 91). The theory of reading is also applied in foreign language learners in which reading has been a big part of teaching learning process as it is in Indonesian schools.

Technically, based on the syllabus in school based curriculum, the first graders of senior high school have got this reading lesson in the form of types of reading called genre of text. In this level, the students are expected to be able to know and understand some types of texts. They are including narrative, descriptive, recount and news item in the context of daily life.

This study investigated the implementation of Carousel Brainstorming in teaching reading comprehension in the area of activating background knowledge. Since background knowledge holds prominent role in reading comprehension, the topic was chosen because it has been assumed that Carousel Brainstorming is an important and effective pedagogical tool, when it is integrated into classroom experiences, to make students are better able to understand new material. Creating a strong visual picture, Carousel Brainstorming supports students by enabling them to accurately see connections and relationships between facts, information, and terms (McKnight, 2010: 1).



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Carousel Brainstorming is a graphic organizer that allows students to generate a lot of ideas and note their thoughts visually. Pang said that having background knowledge generally aids comprehension. There are many aspects to background knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader's knowledge of the world depends on lived experience. This is different in different countries, regions, and cultures. Reading tasks and reading instruction should be sensitive to the types of background knowledge that are needed for the reader to comprehend the text (2003: 13).

The connection between background knowledge and reading comprehension relies on top-down processing in which readers draw on their own intelligence and experience to understand a text (Brown 2000: 298-299). Besides that, according to Tovani (2000: 64), good readers rely on background knowledge to help them make sense of text. Ignoring existing background knowledge will put readers at a great disadvantage. It is vital that the students make connections when they read because calling on existing knowledge and experiences is crucial if readers are to assimilate new information.

In *MAN 3 Kota Cirebon* case, the researcher finds that students have a disability in understanding text because they are unable to connect they background knowledge and their background experience with the text. They read just because the teacher ordered so. Some of them mostly surrender when they face a text where the words seem so strange to them. They finally take a shortcut,

cheating to other classmates when a task, for example comprehension questions are given. Consequently, a big desperation among them occurred and there is no motivation to learn English better.

This phenomenon was found when the researcher doing her teaching practice (*PPL II*) in the school on October 15 to November 24, 2011. From this experience, the researcher is interested to know the implementation of Carousel Brainstorming in teaching reading because in this strategy, students are engaged to the text and are demanded to be active in generating the ideas of their background knowledge about the topic of the text.

B. Identification of the Problem

The following are identification of problems toward the implementation of Carousel Brainstorming in teaching reading comprehension. The identification of the problem is involved in order to give a clear explanation about what will be investigated in this research, those are:

1. The Field of Research

The field of the research centers on reading comprehension. Readers naturally use background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Since background knowledge holds prominent role in constructing meaning, it has been assumed that Carousel Brainstorming can be useful technique in



accessing the students' background knowledge to help them understand the reading text.

2. The Kinds of Problem

There are several problems that appear in teaching English as a foreign language, especially in teaching reading comprehension. The researcher lists some problems that usually appear in teaching reading comprehension, they are unknown words, the students' difficulties in comprehending written text, lack of strategy used in teaching-learning process, lack of motivation, and unclear purpose of reading.

3. The Main Problem of Research

The main problem of the research is that the students have difficulties in reading comprehension because they are unable to connect their background knowledge with the text. This research investigated Carousel Brainstorming because in this strategy, students are demanded to active in generating a lot of ideas related to the topic of the text.

C. Limitation of the Problem

In the discussion and analysis of the thesis, the problem is limited on the aspects of the implementation of Carousel Brainstorming in teaching reading comprehension, the contribution of Carousel Brainstorming in the students'



reading comprehension, and the advantages and disadvantages in implementing this technique in the students' reading comprehension.

D. Research Questions

The research will explore the implementation of Carousel Brainstorming in teaching reading comprehension at the first grade students of *MAN 3 Kota Cirebon*. The inquiry is guided by the following general questions:

1. How Carousel Brainstorming is implemented at the first grade students of *MAN 3 Kota Cirebon*?
2. How does it contribute to the reading comprehension of the first grade students of *MAN 3 Kota Cirebon*?
3. What are the advantages and disadvantages of implementing the technique at the first grade students of *MAN 3 Kota Cirebon*?

E. Research Aims

Regarding the research questions above, the aims of the research are:

1. To know the implementation of Carousel Brainstorming in teaching reading at the first grade students of *MAN 3 Kota Cirebon*.
2. To identify the contribution of Carousel Brainstorming in reading comprehension of the first grade students of *MAN 3 Kota Cirebon*.
3. To find out the advantages and disadvantages of implementing the technique at the first grade students of *MAN 3 Kota Cirebon*.





F. The Use of the Research

This research is intended to contribute both in theoritic and practical. Theoretically, the thesis is expected to increase the understanding of teaching learning strategy. Practically, the thesis is addressed to academic world about the importance of teaching learning strategies especially on how to teach reading in appropriate way, so that the students will be more interest in their reading activity. Besides that, the result of this research will be able to contribute to the students of *MAN 3 Kota Cirebon* in order to make them more aware about the importance of using their background knowledge in their reading activity.

G. The Definition of Key Terms

The following definitions are provided for clarity of meaning throughout the thesis.

1. Carousel Brainstorming

Carousel Brainstorming strategy was first published in Brooklyn on April 22, 1997 at Manhattan University by its academician, Mr. Sylvor Carousel. This strategy involves everyone in generating a lot of ideas related to a topic. It provides an opportunity to make sure that everyone is aware of all the ideas that are generated because it relies on group. Carousel brainstorming is a strategy that requires students to access background knowledge or review what they have learned by thinking about subtopics

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within a broader topic. The purpose of this activity is to activate students' prior knowledge of a topic or topics through movement and conversation.

2. Background knowledge

Background knowledge or prior knowledge or existing knowledge or schemata is all information a reader has in her head. It is more than memory. It is a storehouse of knowledge that provides the reader with an assortment of information. Background knowledge is a repository of memories, experiences and facts.

3. Brainstorming

Brainstorming means thinking quickly about anything related to a topic. It is a useful technique to activate background knowledge by discussing the topic of the reading text before the students read the text.

4. Reading Comprehension

Reading is a complex activity including both perception and thought, it is also consisting two related processes: word recognition and comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.





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