

**TEACHING READING COMPREHENSION BY USING  
CAROUSEL BRAINSTORMING STRATEGY AT SENIOR HIGH  
SCHOOL**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One  
(S<sub>1</sub>) Degree*



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2013**

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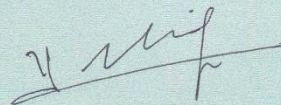
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Makalah Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni  
Universitas Negeri Padang

Teaching Reading Comprehension By Using Carousel Brainstorming  
Strategy at Senior High School

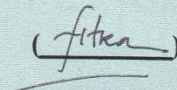
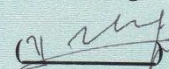
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## ABSTRAK

**Yuli, Rika Fidda. 2013. “*Teaching Reading Comprehension by Using Carousel Brainstorming Strategy at Senior High School*”. Paper. Padang. Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Membaca merupakan salah satu bagian terpenting dalam pengajaran Bahasa Inggris. Keterampilan membaca perlu dikembangkan pada berbagai jenis pendidikan agar siswa mampu memahami isi bacaan dengan baik. Namun kenyataannya masih banyak siswa yang mengalami kesulitan dalam memahami isi bacaan. Hal ini disebabkan oleh beberapa faktor seperti jaranganya siswa mengaktifkan pengetahuan dasar mereka ketika membaca, keterbatasan kosa kata yang mereka kuasai, serta kesulitan siswa dalam memahami isi bacaan dengan baik. Untuk mengatasi hal tersebut, penulis menggunakan strategi pembelajaran *Carousel Brainstorming*. *Carousel brainstorming* menggunakan ‘*chart paper*’ dan ‘*particular color of magic marker*’ sebagai media. *Carousel brainstorming* juga menerapkan ‘*Think-Pairs-Share*’. Strategi ini memberikan kesempatan kepada setiap siswa untuk ikut serta memberikan ide yang mereka punyai.



## ACKNOWLEDGEMENT



"*Alhamdulillahirabbil'alamin*," praise to Allah the almighty, the most merciful and the most worthy of praise who has given the writer knowledge, time, health, strength, and inspiration in completing this paper entitled "*Teaching Reading Comprehension by Using Carousel Brainstorming Strategy at Senior High School*" as one of the requirements of achieving the Strata One (S1) degree at English Department of Languages and Arts Faculty of State University of Padang. She also sends Shalawat and salam to Prophet Muhammad SAW, who has lightened the life of human beings.

The writer would like to dedicate her deepest gratitude to her advisor, Yuli Tiarina, M. Pd, who has patiently given the writer a great deal of time, considerable help, great willingness, and suggestions towards the completion of this paper. She also expresses her gratitude to Drs. Zainuddin Amir, M. Pd and Fitrawati, S.S., M. Pd who have contributed their suggestions and comments to this paper. She would like to thanks for their time, contribution of thoughtful and ideas toward the development of this paper. Then, her sincere thanks and appreciation also goes to her academic advisor, Drs. Saunir Saun, M. Pd for his support and attention during her study in State University of Padang (UNP).

She also expresses her thanks to the chairperson and secretary of the English Department of State University of Padang Dr. Kurnia Ningsih, M.A and Dra. An Fauzia R. Syafei, M.A for their kindness and helps. Moreover, collective and individual acknowledgments are also aimed to all lecturers who had taught her during her study in English Department and had shared their inspirational experience to her. A lot of thanks to all of administration staffs of the English Department of State University of Padang, who have given much contribution.

In accomplishing this paper, the writer would like to express her deep appreciation and also thanks for her beloved parents, M. Dahrul (Alm) and Nursiah, who has given the great love, prayers, support, care, and encouragement over time. Her gratitude is also presented to her dearest sisters and brother (Dilva Gusmi Yanti, Dilva Nofrison, and Dilva syafri Beni) for their boundless love, supports and prays. In addition, special thanks to all of her friends in English Department 2008 of UNP especially for KP-2 08 for the friendship and time for sharing ideas in any discussion. She would also like to thank everybody who was important to the success in the realization of this paper and to express her apology that she could not mention personally one by one. May Allah bless you all!

Padang, 11 Februari 2013

The Writer

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>CHAPTER I. INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Limitation of the Problem .....	4
C. Formulation of the Problem .....	4
D. The Purpose of the Paper .....	4
<b>CHAPTER II. REVIEW OF THE RELATED LITERATURE</b>	
A. The Concept of Reading.....	5
B. The Nature of Reading comprehension.....	7
C. Teaching Reading Comprehension at Senior High School.....	9
D. The Concept of Carousel Brainstorming.....	14
<b>CHAPTER III. TEACHING READING COMPREHENSION BY USING CAROUSEL BRAINSTORMING STRATEGY AT SENIOR HIGH SCHOOL</b>	
A. Using Carousel Brainstorming Strategy in Teaching Reading Comprehension .....	18
B. Classroom Implementation.....	19
Hortatory Exposition Text .....	19
a. Pre – Teaching Activity .....	19
b. Whilst – Teaching Activity .....	20
1). Exploration.....	20
2). Elaboration.....	21
3). Confirmation.....	25
c. Post – Teaching Activity.....	25
C. Advantages of Using Carousel Brainstorming.....	25

#### **CHAPTER IV. CONCLUSION AND SUGGESTION**

A. Conclusion .....	27
B. Suggestion .....	27

#### **BIBLIOGRAPHY**

#### **APPENDICES**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Nowadays, English, as an international language, has become an important language in the world. It is indicated by the phenomena that many countries use English in their country life, whether as the first language, the second language, or as the foreign language. It is used in every aspect of life, educational, governmental and business sides.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses, English becomes one of the prior subject at school that used in every level of education to have a good interaction in the international world.

There are four skills to learn in English; namely speaking, reading, writing, and listening skill. Reading is one of the four skills that have to be mastered by students since it has an important role in human's life. According to Linse (2005: 69), reading is a set of skills that involves making sense a deriving meaning from printed word. In order to understand reading text, the students must be able to decode (sound out) the printed words and also comprehend what they read. For second language learners there are three different elements which impact



reading: the learner's background knowledge, the learner's linguistic of the target language, and the strategies or technique the learner's uses to understand the text.

Basically, the purpose of reading comprehension is what is read. It means that by reading a reader will set some information or knowledge. The students who like reading a lot will have more knowledge than the one who does not. Reading will provide the students with lot of information about the world that will give contribution for their success in study and in their life.

Because of 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 success of National Examination. Ideally, the target of reading comprehension has been stated in curriculum of Junior and Senior High School.

In reading process, the students had problems. One of them is the students' ability in comprehend the text is still low. The problem can be came from students' side and teacher's side. The causes from the students' side are: the first, the students were rare to active their prior knowledge or previous experience while reading. The second problems also emerge from the vocabulary mastery. The third problem is the students did not know how to read well. Furthermore, the cause from the teacher's side is the strategy that used by the teacher. Sometimes, the strategy that used is not appropriate with the students level, it does not arise the students' interest and give awareness for them in reading comprehension. Moreover, the teacher that less creative still often apply the boring and less interactive model in process of teaching reading. It seems that the students are not

interested in learning reading since the strategy used by the teacher is attractive for the students. Teacher only uses one strategy in teaching reading. However, the strategy used by teacher is assumed not fulfil the students' needs yet in comprehending a text.

In order to solve the problem above, a teacher needs to find an effective and innovative strategy in teaching reading comprehension. There many ways and strategy to increase students' reading skill. One of them is by using carousel brainstorming. Carousel brainstorming is a graphic organizer that can be used to brainstorm the topic. Carousel brainstorming uses a chart paper with some questions that are related to the topic on the top of paper and some magic marker. Carousel brainstorming is one of the strategies through group work. Carousel brainstorming is a strategy used to get everyone involved in generating ideas. This strategy provides an opportunity to make sure that everyone is aware all the ideas that are generated because it relies on group. This strategy also applies Think-Pair-Share.

Think-Pair-Share has three steps. In 'Think' step the students are given time to think individually about a topic that is going to be discussed. After that the students come to the next step that is 'Pair' step. In this step, the students discuss about what they have thought in the thinking step with their partner in the group. They discuss it and decide which one is the appropriate answer. Then they came to 'Sharing' step. In this step, the teacher asks the students in each group to share their ideas to the whole class and then discuss it together with their teacher. After the three steps, the teacher draws a conclusion in carousel brainstorming from the

chart paper. And then from the chart paper the students have some vocabularies about the topic that they discussed and it make they easy to comprehend the text.

In conclusion, carousel brainstorming strategy is aproprite strategy in teaching reading comprehension. It requires students to accsess background knowledge or review what they have learned by thinking about subtopics within a boarder topic. This strategy also increase students' reading skill.

#### **B. Limitation of the Problem**

From the problem explained above, this paper will be limited to the teaching reading comprehension by using carousel brainstorming strategy at Senior High School.

#### **C. Formulation of the Problem**

The problem is formulated into following question: How is the use of carousel brainstorming strategy to teach reading comprehension at Senior High School?

#### **D. Purpose of the Paper**

The purpose of the paper is to explain or describe the use of carousel brainstorming strategy to reduce students' problem in reading comprehension by generating their idea to read. Through this strategy, students are hoped to experience the learning in reading comprehension by following reading process. Furthermore, it is hoped to improve students' reading skill and develop students' fluency in reading.