

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Teaching English requires everyone to have a reading ability. Reading is a process that involves perception. Walker (1996: 12) mentions that reading is an active process which readers shift between source of information and they can elaborate what they know and what they explain and use strategies, then they check their interpretation, and use the social context to focus their response. Therefore, when a person reads a text, he or she could discover the meanings of the texts about. If a person reads a text for the purpose of understanding the meaning of a text, that activity done by him or her is called reading comprehension. This kind of reading has become one of materials in teaching English.

Indonesian government has tried some kinds of efforts to make Indonesian students master English. Moreover, English taught since the elementary school, even some of them were taught in kindergarten or pre-school. Indonesia has also changed over times of education to make a dream come true that the students are be able to be good in English. However, the result is still not satisfying since the ability in spoken and written English was not developed properly.

In addition, the curriculum requires communication skill in complete definition as discourse skill that is the ability to understand and create text. Reading can be referred to the product of communication of the language either written or spoken that has unity of meaning. In this case, the students find kinds of

written texts such as short stories, novel, research report, recipe of foods, etc. However, the teacher should give the appropriate materials and suitable learning strategies in reading, in order to make their students achieve the goal in reading. The goal of teaching reading is stated in syllabus of competency based curriculum at the eighth grade of junior high school are to make the students have a good comprehension through written information and the students should be able to comprehend the various texts such as: procedure, descriptive, recount and narrative.

In accordance with the researcher's experience when the researcher conducted teaching practice at school, namely Ma Ar-Rosyidiyah Bandung, the researcher found that there were many students who got the problems in comprehending the texts especially about the narrative text. The common problems were because most of the students lacked of vocabulary. In fact, most the students could not comprehend the text well. The problem that was also faced by the students, they were lacked of motivation in reading and the students were not interested in reading, they must choose an appropriate reading strategies in order to make the students develop the ability in reading comprehension.

Moreover, the researcher also found that the average score of students' reading narrative text is minimum achievement criteria. The score is actually still far from being perfect and from the target of school, it is above 75 and the average of students' score is 65. It means the score indicates the students still have low achievement in understanding reading narrative text at the second grade of Ma Ar-Rosyidiyah Bandung.

Further, reading narrative text has become one of the indicators enrichment in reading. Therefore, the students' junior high school should be able to comprehend the reading Djoehana (2003: 23).

Narrative is a story describing a sequence of situations and characters, stated in terms of text. Reading narrative text using Carousel brainstorming is one of the techniques that can be used to teach kind of narrative texts that can be used as an alternative material for students in reading activity.

Dealing with the explanation above, the researcher is interested in conducting the research about Enhancing Students' Narrative Text by Using Carousel Brainstorming by using quasi experimental. Goldman and Hirsch (1986: 38) state that brainstorming is another type of unstructured prewriting that requires greater concentration on the topic. The reason is the researcher believes that students in junior high school enjoy brainstorming and the situation of learning reading.

Moreover, Aebersold (1997: 71) mentions that brainstorming is a technique or a way, generally used in a group setting to quickly generate a large number of ideas about specific problems. It means that the elements involved in this brainstorming can stimulate the students who never do the activities seriously and they will be motivated to explore and get the ideas of someone else.

The researcher assumes that Carousel brainstorming can be used to improve and to build the students: understanding on narrative texts. The advantages of Carousel Brainstorming are each person has an equal chance to participate, regardless of rank or personality the participants can build off each

other ideas individuals from making disruptive, analysis and brainstorming session provides confidentiality. It can help to prevent a group from being unduly influenced by a single participant or common flow of ideas.

Thus, the researcher is interested in investigating the research paper on the **Enhancing Students' Reading Narrative Text by Using Carousel Brainstorming (A Quasi Experimental at the Second Grade of MA AR-ROSYIDIYAH Bandung)**

## **1.2. The Research Questions**

Based on the research background, this study formulates three problems of research as follows:

- 1.2.1. What is the students' ability in reading Narrative text before using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung?
- 1.2.2. What is the students' ability in reading Narrative text after using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung?
- 1.2.3. How significant is the difference between the students' ability in reading Narrative text before and after using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung?

### **1.3. The Purposes of Research**

Based on the questions formulated above, the purposes of the study are:

1. To find out the students' ability in reading Narrative text before using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung.
2. To find out the students' ability in reading Narrative text after using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung.
3. To find out significant difference between the students' ability in reading Narrative text before and after using the Carousel Brainstorming at the Second Grade of MA Ar-Rosyidiyah Bandung.

### **1.4. Significances of Research**

The result of the research can be used as a tool for teaching reading narrative using the Carousel Brainstorming, the result of the resume can be used as one of that a feedback as a foreign language, conduct a research. For the teacher, the researching expected is to give the information to use this technique in teaching reading in the classroom. For the students is to help them in learning reading especially reading narrative text.

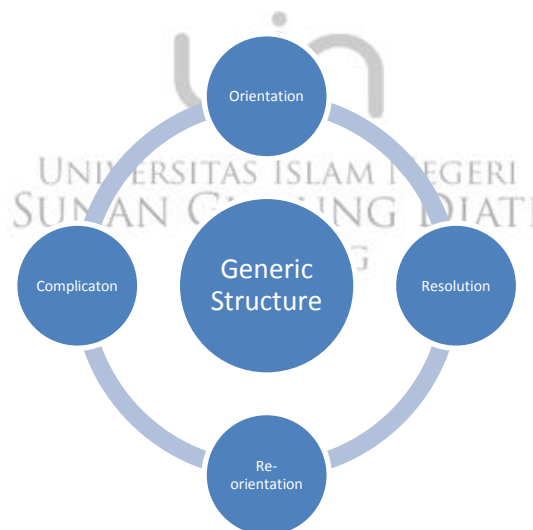
### **1.5. Rationale**

According to Walker (1996: 4), reading is an active process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response.

The explanation above, it can be concluded that reading is the ability understand information from the text accurately. It involves the process in constructing meaning of the information, variety of strategies in reading based on the purpose of reading, and the interaction between the text and the reader.

Based on Suryana (2008:19), narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways, problematic events which lead to a crisis, orientation, evaluation, complication, resolution, and re-orientation. In addition, Meyers (2005:52) states that narrative text is one of the most powerful ways of communicating with others. Furthermore, Anderson (1997:8) states that narrative is a piece of text discussing a story and entertaining or informing the readers or listeners. Narratives event leads to a crisis or point of some a resolution.

The following generic structure of narrative text supported by Anderson (1997: 8)



***Picture 1.1 Generic Structures of Narrative Text  
Anderson (1997: 8)***

### 1. Orientation

Set the scene tell where and when the story happened and introduces the participants of the story: who and what is involved in the story.

### 2. Complication

Tell the beginning of the problems which leads to the crisis (climax) of the main participants.

### 3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

### 4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

From the explanation above, that narrative is ways of communicating, a piece of text amuse entertain and amuse of reader, using narrative text as a tell story or event when something tell to the people. It can be concluded that using carousel brainstorming can be done.

According to Goldman and Hirsch (1986: 38), brainstorming is another type of unstructured prewriting requires greater concentration on the topic. Alderson (2000: 69), brainstorming lets students work together in the classroom in small groups to say as much as they can about topic. The Carousel Brainstorming strategy was first published in Brooklyn on April 22, 1997 at Manhattan University. Carousel succeeded in introducing his new strategy in teaching English Reading Comprehension not only in America but also in many regions as

La Paz, Bolivia; Sao Paulo, Brazil; Hong Kong; Macao; Auckland, New Zealand; Riyadh, Saudi Arabia; and Singapore (accessed from [nytimes.com](http://nytimes.com). Thursday, January 20, 2014). Carousel Brainstorming is a strategy that requires students to access background knowledge or review what they have learned by thinking about subtopics within a broader topic.

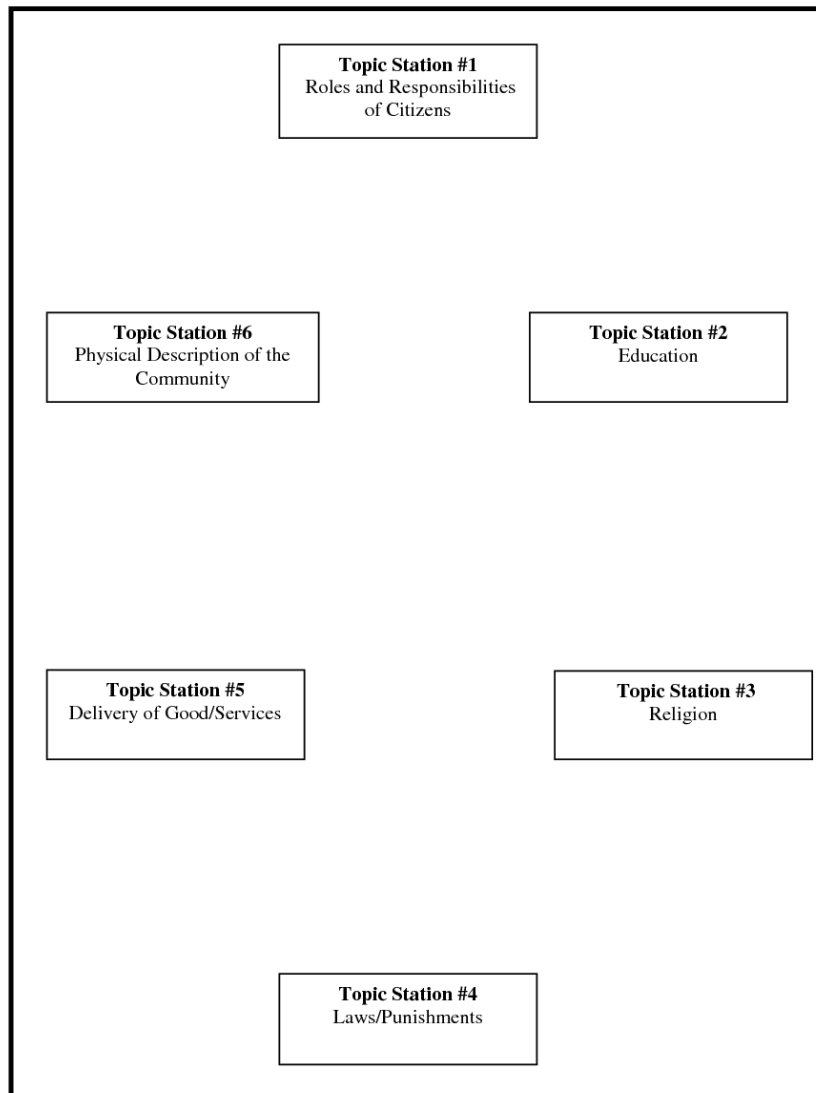
The procedures of Carousel Brainstorming in teaching reading comprehension include three phases:

1. Pre-teaching
  - a) Activate prior knowledge
  - b) Prepare the brain for new incoming information
  - c) Help students know why they are taught by the material Introduce new vocabulary
2. During teaching
  - a) Give full attention to the material
  - b) Organize the information
  - c) Increase understanding of the text
3. Post teaching

Summarize what students has learned

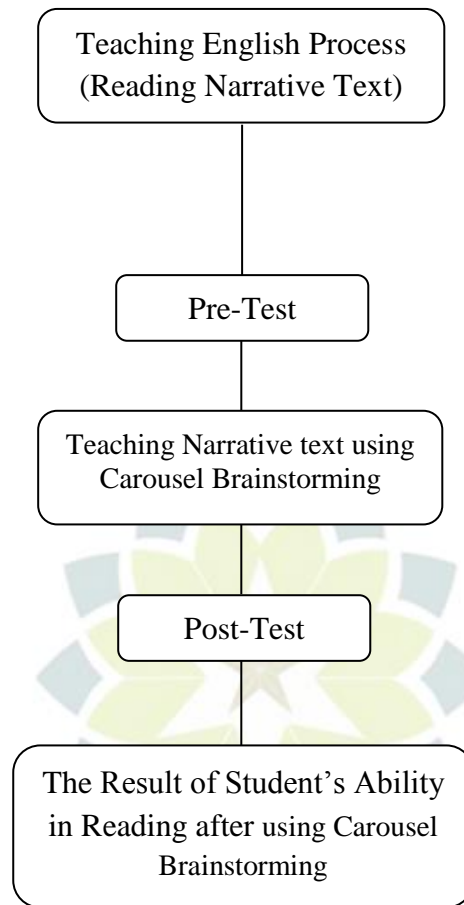
Based on the explanation above, the researcher concludes that brainstorming is appropriate technique in reading process for developing creative solutions to the problems, makes the students easy to write the sentences, generate their idea by using this technique.





*Picture 1.2 Sample Room Layouts for Carousel Brainstorming*

In teaching English process especially in reading narrative text, the groups are given pre-test before the teaching process begins (treatments). Then the group is taught before and after using Carousel Brainstorming. Moreover, this research is given post-test to know the results of the treatments.



*Figure 1.1 The process of teaching English narrative text before using Carousel Brainstorming and after using Carousel Brainstorming*

### 1.6. Hypothesis

According to Sujana (2005: 219) hypothesis is a parameter that answers the research question. A hypothesis is a prediction about the outcome of a research in terms of the variables being investigated (Crowl, 1996: 68). It has procedure as a control to make research direction.

Based on the statement above, the writer takes the hypotheses as follows:

1. Alternative hypothesis ( $H_a$ ): there is significant difference of student's reading ability before and after using Carousel Brainstorming.

2. Null hypothesis (Ho); there is no significant difference of student's reading ability before and after using Carousel Brainstorming.

## 1.7. Research Methodology

### 1.7.1. Design of Research

According to Cresswell (1994: 59), research design is the specific procedures involved in the last three process: data collections, data analysis and report writing. This research is quasi experimental design. "Experimental design is a research that try to find the influence of a particular variable to another variable in strictly controlled conditions" (Sugiyono, 2012). Stouffer (1950) and Campbell (1957) states that quasi experiment is a research design that has treatment measure effect of experiment unit, but unused random technique to make a conclusion. To account the data the researcher uses the quantitative type. For this research, the researcher uses one-group pre-test and post-test design. This research design covers one group that is observed in the pre-test and then given the treatments and the post-test. The researcher decides to use this reserch design because the number of the sample is limited to fill both a group randomly. The researcher compares students' performance (score) before and after the treatment. The ilustration is shown in the figure below:

Class  $O_1$  ————— X —————  $O_2$

*Figure 1.1. Quasi-Experimental (Pre-test & Post-test Design)*

(Creswell, 2010: 14)

Explanation:

$O_1$ : Pre-test (Test before learning using Carousel Brainstorming technique)

X : Treatment by using Carousel Brainstorming technique

O<sub>2</sub>: Pos-test (Test after learning using Carousel Brainstorming technique)

### **1.7.2. Research Location**

This research is conducted at Second grades of MA Ar-Rosyidiyah Bandung. Based on the previous research, the school has some problems in teaching English.

### **1.7.3. Research Subject**

#### **1.7.3.1 Population**

According to Gay (1976:102) "Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable". Population is a whole of research subject. In this research the population is a total number of second grades at Second grades of MA Ar-Rosyidiyah Bandung.

#### **1.7.3.2 Sample**

The population of the research covers one classes in the second grade of science. The population consists of 30 students. In this research taken sample 30 students. The technique of determining sample is before and after sample.

#### **1.7.3.3 Type of Data**

The type of data was used in this research is quantitative data of students' achievement on vocabulary building because the data were taken by using quantitative method and statistic to get result of the effectiveness using Brainstorming to improve Reading Narrative Text.

#### **1.7.3.4 Technique of collecting Data**

The techniques that used in this research for collecting the data are through:

### **1. Test**

Test is a series questions and exercises and other tools used for measuring skill, intelligence, knowledge and talent of some groups or individual (Arikunto: 150). There are two tests: pre-test and post-test.

#### **a. Pre-test**

The implementation of pre-test is conducted in class as standardized test which the requirement of validity and reliability tests. The test consists of twenty points multiple choice questions (*see appendix 2A*). The multiple choices consist of type, definition, characteristic, function and cause-effect and other. The pre-test is used to measure the ability of students on their comprehension before they are given the treatment.

#### **b. Post-Test**

The implementation of post-test is conducted in class as standardized test, which the requirement of validity and reliability test before. It is objective test including twenty points multiple-choice which are been tested in pre-test. The post-test is used to measure the ability of students on their comprehension after they are given the treatment.

#### **1.7.4. Data Analysis**

Analysis is a process of resolving data into its constituent components to reveal its characteristic elements and structure. Data analysis which can also be

called as tabulation of data or interpreting of data aims at simplifying the data in order to be easier to be read and interpreted (Effendi, 1987: 231).

### 1.7.5. N-Gain

After acquiring the data from the pre-test and the post test, the data can be analyzed to know the development of students' reading ability after using Carousel Brainstorming. To know the development of the students' reading ability, normal gain is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

*Table 1.1 Normal Gain Interpretations (Hake, 1999)*

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

The conversion score of number and character scoring is stated below:

*Table 1.2 Conversion Score*

Score	Character	Interpretation
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007; p. 245)

### 1.8. Testing the Normality

1. Determining class interval by using the abbreviation:

$$k = 1 + 3.3 \log n \quad (\text{Sugiono, 2013: 36})$$

Note:

$n$  = number of students

2. Determining range of data by using the abbreviation:

$$R = (X_{max} - X_{min}) + 1 \quad (\text{Sugiono, 2013: 36})$$

Note:

$R$  = range

$X_{max}$  = the highest score       $X_{min}$  = the lower score

3. Determining length of class by using the abbreviation

$$p = \frac{R}{k} \quad (\text{Sugiono, 2013: 37})$$

Note:

$P$  = length of class

$R$  = Range of data

$K$  = Class Interval

4. Computing Mean ( $\bar{x}$ ) by using the abbreviation:

$$\bar{X} = \frac{\sum x_i}{n} \quad (\text{Sugiono, 2013: 49})$$

Note:

$\bar{X}$  = mean

$\Sigma$  = *epsilon* (sum)

$x_i$  = the sum of all score

$N$  = number of students

5. Computing median by using the abbreviation:

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right) \quad (\text{Sugiono, 2013: 48})$$

Note:

Me = median

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

f = cumulative frequency

6. Computing modus (Mo)

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right) \quad (\text{Sugiono, 2013: 47})$$

Note:

Mo = modus

b = under limit of median class

p = length of class interval

b1 = the differences of modus frequency with a previous class

frequency

b2 = the differences of modus frequency with a next class frequency

7. Determining the standard deviation by using the abbreviation:

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n-1)}} \quad (\text{Sugiono, 2013: 58})$$

8. Arranging the distribution of observation and expectation frequency

9. Determining Chi Square ( $\chi^2$ ) by using the following abbreviation:



$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h} \quad (\text{Sugiono, 2013: 81})$$

Note:

$f_o$  = frequency/ data cumulative

$f_h$  = expectation frequency

10. Determining degree of freedom

$$Df = K - 1$$

Note:

Df = Degree of Freedom

K = Total of class interval

11. Determining the value of table  $\chi^2$  by significance level 5 % or ( $\alpha = 0,05$ )

$$\chi^2_{table} = \chi^2_{(1-\alpha)(dk)}$$

12. Determining the normality of data distribution by using the criteria:

- The data is normal if  $\chi^2_{count} < \chi^2_{table}$

- The data is abnormal if  $\chi^2_{count} > \chi^2_{table}$

### 1.9. Hypothesis Test

Hypothesis test is used to know the influence students reading ability before and after using Carousel Brainstorming. The hypothesis test is done by testing the statistic data.

1)  $t = \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}}$  If the data is distributed normally, so the parametric statistic

test is conducted with the t-test.

(Subana. et al, 2000:132)

Explanation:

$M_d$  = the average from the gain between the pre-test and the post-test

$d$  = score gain of the post-test toward the pre-test of each object

$n$  = number of subjects

The next step is determining the table score:

- If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means there is the significant influence of student reading ability.
- If  $t_{count} < t_{table}$ ,  $H_0$  is accepted and  $H_a$  is rejected, it means that there is no significant influence of student reading ability.

2)  $z = \frac{T - \mu_T}{\sigma_T}$  If the data of distribution is abnormal, the data is conducted with

the Willcoxon Test:

Explanation:

$T$  = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009: 136)

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}} \text{ Hence,}$$

(Sugiyono, 2009: 137)

Criteria:

- $Z_{count} > Z_{table}$ , so,  $H_0$  is rejected and  $H_a$  is accepted.

- $Z_{count} < Z_{table}$  so,  $H_o$  is accepted and  $H_a$  is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after using the alternative technique. Thus, the absolute result of the data analysis will appear.

