

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

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## Abstrak

Tujuan penulisan makalah ini adalah untuk menjelaskan mengenai penerapan strategi *carousel brainstorming* guna mengurangi masalah siswa dalam memahami isi bacaan pada satuan pendidikan Sekolah Menengah Atas (SMA). *Carousel brainstorming* menggunakan '*chart paper*' dan '*particular color of magic marker*' sebagai media. *Carousel brainstorming* juga menerapkan '*Think-Pairs-Share*'. Melalui makalah ini diharapkan akan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa untuk memahami isi bacaan. Selanjutnya, dengan menggunakan strategi *carousel brainstorming* ini diharapkan mampu menjadi alternatif untuk meningkatkan kemampuan siswa Sekolah Menengah Atas (SMA) untuk memahami isi bacaan. Strategi ini memberikan kesempatan kepada setiap siswa untuk ikut serta memberikan ide yg mereka punyai. Siswa juga diberi kesempatan untuk mengetahui semua ide yang setiap siswa temukan ketika bekerja secara berkelompok. Selanjutnya, strategi ini mampu memperkaya kosakata bahasa Inggris siswa. Kemudian guru juga berkesempatan untuk mengajarkan bahasa Inggris, terutama membaca, dengan lebih menyenangkan.

Key words: *Carousel brainstorming strategy, Think-Pair-Share, Teaching reading comprehension, Senior High School*

## A. Introduction

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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. 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.

Anderson (2008: 2) point out that reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency. Reading is a process of reader combining the information from the text and their own background knowledge to build the meaning.

Basically, the purpose of reading comprehension is what is read. It means that by reading a reader will set some information or knowledge. According to Hudson (2007) says that comprehension is not a matter of simply processing the words of the message, but involves fitting the meaning of the message to the schema that one has in mind. Furthermore, McWhorther (2007: 113) states that reading comprehension is the understanding of ideas that is taken from reading material.

Depdiknas (2004) states teaching reading comprehension at Senior High School has some purpose: the comprehending of textual, ideational, and interpersonal meaning. Textual meaning means the student have to understand about the sentence structure of the text. Ideational meaning means the student have to find the main idea, supporting ideas, details and get information from the text. Interpersonal meaning means the student can respond the text.

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. McKnight (2010: 1) says carousel brainstorming is a graphic organizer that can be used for brainstorming a topic. This strategy used to get everyone involved in the generation of ideas. According to 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. Rubel (2001) 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. She adds that this strategy is also activating background knowledge and to check understanding after studying a general 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 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.

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

The purpose of this article 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.

## B. Discussion

The curriculum that is used in Indonesia now is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This curriculum states that the standard of the competences and indicators that should be achieved by the students based on levels of education (in *Depdiknas*, 2006). There are three steps in teaching reading process:

1. Pre- teaching activities
2. Whilst- teaching activities
  - a. Exploration
  - b. Elaboration
  - c. Confirmation
3. Post- teaching activities

### 1. Teaching Process

#### a. Pre - teaching activity

Teacher shows a picture of someone smoking to introduce the topic to the students.



Then, teacher asks a few questions related to the picture to open up students' knowledge about the topic. The question such as:

- What is the man in the next stop sign doing?
- What happen to the people around him?
- Are the people around him feeling happy to inhale the smoke?
- In your opinion, is it ok to smoke in public places? Why or why not?

After that, teacher gives students a topic for their entire activity today: "Smoking Ban in Public Places". After that the teacher ask some question about the topic such as:

1. What do you think about the topic?
2. What ideas/word/vocabulary come to your mind?
- 3.

## **b. Whilst teaching activities**

### **1. Exploration**

A teacher equips students with carousel brainstorming chart. Then, she asks each student to think about words or phrases that are related to the topic “Smoking is Ban in Public Places” match to each question on the chart. Teacher may lead students to think and write it in a piece of paper about what are the word related to the topic begins with. After in a few minute, the teacher asks the students to write down all the vocabulary in the board. All the students answer will be collected by the teacher. After that the teacher will lead the students to decide which word or vocabulary that appropriate with the topic question.

For example: Topic: Smoking is Ban in Public Places

- Why smoking is ban in public places?
- What are the substances of cigarette?
- What kind of disease could be caused by smoking habit?
- What should we do to overcome this problem?

Here, a teacher must convince students that they don't allow to have same idea in one chart, but they have to answer the question with different idea or vocabulary. Two or more ideas for one chart are allowed and that will be much better. If students find difficulties with vocabulary, do not know the English word for an idea, students are allowed to state it in their first language. If students find that their ideas has been stated on the chart she/he must be think hard to find the new word.

### **2. Elaboration**

After a few minutes, she asks students to pair up or group up by putting them in groups of 3 or 4. In their group, students discuss and work together with their partner's to answer the topic question that they had not yet completed. Explain that the students will have a short time (about 30 seconds) to write down on their chart paper all the terms they can think of that they associate with their topic. After the student write down their idea and the time is over, the student come to other “station” or next chart paper with different question. Ideas that are stated in first language can also be solved here with the group. The use of dictionary is allowed. This should take only a couple of minutes.

Next, a teacher shows the students answer about the question that given on the carousel brainstorming chart and discuss it together, so students' ideas can be equated and whole class can see other classmates' ideas.

By the end of brainstorming activity, students will be equipped with a filled carousel brainstorming chart such below.

**TOPIC: Smoking is Ban in Public Places**

<p>Why smoking is ban in public places?</p> <ul style="list-style-type: none"> <li>• Kill nonsmoker</li> <li>• Upsetting others</li> <li>• Air pollution</li> <li>• cannot breathe</li> <li>• no fresh air</li> <li>• endanger health</li> </ul>	<p>What are the substances of cigarettes?</p> <ul style="list-style-type: none"> <li>• Poison</li> <li>• Toxic</li> <li>• Nicotine</li> <li>• Tobacco</li> </ul>
<p>What kind of disease could be caused by smoking habit?</p> <ul style="list-style-type: none"> <li>• Cause Heart disease</li> <li>• Illness</li> <li>• Lung cancer</li> <li>• Medical disorder</li> <li>• Respiratory disease</li> <li>• Pregnancy disorder.</li> </ul>	<p>What should we do to overcome this problem?</p> <ul style="list-style-type: none"> <li>• Ban</li> <li>• Government law</li> <li>• Warn smoker</li> <li>• Smoke-free zone</li> <li>• Quit smoking in public places</li> </ul>

After the students complete their charts, a teacher guides them to organize their ideas. The ideas are organized into the generic structure of Hortatory Exposition text. The organization of Hortatory Exposition text is: Thesis, Arguments, and Recommendation. Students, then, are asked to classify their ideas in the chart to these structures to see which ideas are suited to its part in the text.

Example of organizing ideas from the chart is:

- 1) Thesis
  - Statement : Smoking should be banned in public places.
  - Kill, Nonsmoker, Upsetting others.
- 2) Arguments
  - : Air pollution, cannot Breathe, no Fresh air, endanger Health, cause Heart disease, Illness, Lung cancer, Medical disorder, Poison, Respiratory disease, Toxic, Pregnancy disorder.

- 3) Recommendation : Ban, Government law, Warn smoker, Smoke-free zone, Quit smoking in public places.

Here is the end of the application of carousel brainstorming. Now, a teacher can let the students to build their draft by using the chart as the guidance for ideas. Students can also add more words or phrase they gain to the chart and it can be used as their personal word bank.

After predicting the texts, students read and check their predicting. Next, students do some task that asses students' comprehension of the text.

This is the example of a hortatory text:

### **Smoking is banned in public places**

#### **Thesis statement:**

In my opinion, smoking should definitely be banned in public place. It not only gives a bad effect to the active smoker but also to non-smokers. Furthermore, Smoke which arises when a person smokes a cigarette is more hazardous to a non-smoker who inhales the smoke being in close vicinity of the active smoker and it can be kill. Then it is also upsetting others.

#### **Arguments:**

Many countries such as India have implemented a ban on public smoking. It has become mandatory to have no smoking zones in all public places such as: hospital, recreation center, bus stop, etc. There are some reasons why smoking is banned in public places. The First, it can be caused air pollution. The smoke makes people cannot breath because of there is no fresh air. Second, there are some diseases that caused by smoking such as: hearth disease, lung cancer, pregnancy disorder, and respiratory disease. It happens because cigarette contains nicotine and tobacco that is a toxic or poison for human body.

#### **Recommendation:**

Because of smoking is really dangerous, there are some way that should we do to overcome this problem. The government has to make a law or regulation about smoking if he not obeys the law he has to pay a fine. Then, the government also has to warn the smoker to quit smoking in public place because it can dangerous for health.

#### **Questions:**

1. What is the text about?
2. Why does smoking should be banned in public places?
3. What desease could be caused by smoking habit?
4. What are the substances of the cigarette?
5. What can we do to overcome this problem?

After giving the text, the teacher asks the students to predict what the topic of the text about based on the title of the text. After reading the text, the teacher ask the students work invidually. The students have to find the specific information that related with the questions. The students will easy to catch the ideas of the text and answer the question because they have some vocabulary from the carousel brainstorming strategy before.

### **3. Confirmation**

The teacher give feed back to the students through discuss together with them and asks the difficulties that they face in answering and comprehending the text.

#### **c. Post teaching activity**

Wrap up the brainstorming session by having a discussion about the topics on each piece of chart paper and reading/discussing what each group wrote, answering questions.

If a teacher wants, a teacher can ask their students organize the information from the brainstorming session by using a graphic organizer, writing a summary, or recording useful information.

## **2. The Advantages of Using Carousel Brainstorming**

There some advantages of using Carousel Brainstorming in reading comprehension activity.

1. Activates Student prior knowledge. By using this strategy student have to think about what have they know about the topic even though they unfamiliar with the topic, but they try to recall their knowledge.
2. Allows students to work in groups. While answer the topic question, the students share their idea in group and start to discuss the answer together in group.
3. Allows students to move around the classroom. In carousel brainstorming the students not only sit on their sheet but also have to go to station for answer the question so it may be more interesting than only sitting all the time in the class.
4. It promotes discussion within the groups. In group students try to answer the question with the idea that not write down in the chart so they have to think hard and discuss it with their group.
5. It promotes collaboration. If the students did not know the answer and maybe she/he answer the question with their first language e.g. Indonesian language, so all the class will collaborate to answer it together in English language with their teacher.
6. It's Fun. While doing this activity the students not feel bored but they are really interested in 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. Conclusion and Suggestion**

The main concept of carousel brainstorming strategy is students work within the group that requires each student should be active and produce their own ideas and shares the ideas to other members and it can be said that it is kind of group-circle brainstorming. These ideas are going to be discussed in their group. By sharing the ideas, students who have low reading proficiency will get aid from those who have high reading proficiency which is focus in finding and developing ideas. The teacher must monitors and evaluates all the students' activities. Before composing the ideas, the students has given clue how to get good ideas in composing the ideas, the students has given a chart paper or making word table that consist of some questions that related to the topic and then the students have to fill out the question with word that they think related to the topic questions.

In applying this strategy, teacher needs to note some considerations. Teacher should be more creative in using carousel brainstorming graphic organizer. Teacher can improvise the use of the chart so the activity that involving it is not monotonous. Teacher may guide students with more strategies if students are showing a blank face telling they have no idea about what to list. Teacher should provide students with a wide range of background knowledge by doing extensive reading to equipped students with more English language knowledge and worldwide knowledge.

**Note:** This article is written based on the writer's paper whose advisor is, Yuli Tiarina, M. Pd.

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