

The Effect of Carousel Brainstorming Strategy and High Conscientiousness toward Students' Reading Comprehension

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Abstract: *The aim of this study is to find out the effect of Carousel Brainstorming Strategy and students' conscientiousness toward their reading comprehension of report text at eleventh grade of SMAN 1 Tandun, Rokan Hulu. The design of the research was quasi experimental research with factorial design 2x2. The samples were XI IPA 1 as experimental class and XI IPA 2 as control class. The samples were selected by using cluster random sampling. The instruments were reading comprehension test of report text and questionnaire of conscientiousness. These instruments were tried out first to another class which had similar capabilities to both experiment and control class. The data were analyzed by using T-test. The result of this research shows that Carousel Brainstorming Strategy produces higher result on students' reading comprehension of report text for students with high conscientiousness compared to Small Group Discussion.*

Keywords: Carousel Brainstorming Strategy, Conscientiousness, Reading Comprehension, Report Text

1. Introduction

One of the language skills particularly in English subject that should be learned by students is reading. It is because the English language at present time as dominant language used as medium of communication in the world. Reading is the process to understand the text content and to get information. Thus, the students can get the knowledge and get pleasure. Unfortunately, reading sometimes can be very complicated since it often requires certain skills so that reading can become an activity for restoring input from written texts. However, reading texts are not easy since readers do not only focus on concrete aspects of the text, facts, and what is visible on the page. Therefore, for those who have low reading skills, academic reading can become overwhelmingly difficult.

In this case, the teacher's strategy in teaching reading process determines the students' success in reading comprehension. To be able to achieve the goal of teaching and learning, planning and determining a good strategy is the important aspect that should be highly considered by the teacher, especially in teaching reading. The common strategy used by the teacher is Small Group Discussion strategy. Using this strategy, not all of the students get involved in learning process because only dominant students could follow the process well. It made the teaching and learning process becomes ineffective.

Actually, there are several strategies which can be used by the teacher in teaching reading comprehension. One of them is Carousel Brainstorming Strategy. Carousel Brainstorming is an effective strategy to facilitate learners' comprehension of newly acquired information. According to Lipton and Wellman (1998: 1) Carousel brainstorm strategy is a powerful summarizing activity that engages all learners. As students "carousel" from chart to chart, they record ideas, details, and illustration that show their understanding of a particular concept. In using carousel brainstorming, students

brainstorm together for a few minutes about a question or topic before "carousel" to the next chart. By using this strategy, students collaborate and discuss with their group, so it will help them in comprehending the text.

Furthermore, there are some factors that affect the students' reading comprehension. It is needed to know the students' personality in reading comprehension. There are Big Five Personality Traits, one of them is conscientiousness (Costa and McCrae, 1999). Jessica & Daryl (2016) state that highly conscientiousness individuals are more likely to adhere to socially prescribed norms and rules, have the propensity to be goal-directed and organized, delay gratification and control one's impulses. It means that the students who have conscientiousness in reading will want and willing to read and they will try to gain the meaning from the text that they read. It is highly related to students' desire for mastery the content through reading. In order to achieve the aim of reading subject, the students should have high conscientiousness. Conscientiousness will be very helpful for students to comprehend a reading text.

The use of carousel brainstorming strategy is assumed to give an effect toward students' reading comprehension. Moreover, this research conducted to investigate whether carousel brainstorming strategy and high or low level of students' conscientiousness are more effective in increasing students' reading comprehension. In addition, small group discussion used in control class. Carousel brainstorming strategy applied to investigate whether this strategy is more effective than small group discussion.

2. Review of Literature

2.1 Reading Comprehension

In academic life, pupils should be able to understand the text because reading is a skill that is very important in English class. Therefore, this matter should be mastered by each

pupil in the class so that they can achieve the purpose of learning. Reading Framework Community as quoted in Susan & Gerald (2009:32), reading comprehension is defined as an active and complex process that involves understanding written text, developing and interpreting meaning and using meaning as appropriate to type of text, purpose and situation. It means, without comprehension, students just read word by word without understanding the text and the purpose given by the writer.

In addition, Snow (2002:11) expresses that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

There are many reasons why people read. One of them might be a feeling of curiosity of something that make people want to know and sometime they also predict. Dubin (1986:8) says that reading comprehension means making prediction based on the expectation to help us interpret the meaning of the text given. The prediction is very necessary for the student in order to predict and interpret what the text actually means. It is not necessary though that they translate word by word or sentence by sentence. Prediction is really helpful to guess the meaning of the text. However, to predict the text, the reader has to possess background knowledge to assist him in comprehending the meaning of the text. Therefore, background knowledge is essential to be good reader.

There are three elements of reading comprehension according to Snow (2002: 13): (1) Reader. (2) Text. (3) Activity. First, the reader includes all the capacities, abilities, knowledge and experiences that a person brings to the act of reading. Second, text is broadly construed to include any printed text or electronic text. Third, activity; we include the purposes, processes and consequences associated with the act of reading.

Related to the explanation stated by some experts above, the researcher agrees that reading comprehension is ability to understand the idea and information in the reading texts. The definition from Linse is a good definition. Indeed, it can be said that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading, a reader actively brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

Brown (2004:246) suggests some indicators in assessing reading, they are; a) finding factual information, b) finding main idea, c) finding the meaning of vocabulary in context, d) identifying reference, and e) making inference.

Moreover, Nation (2009:34) lists the possible focuses of comprehension questions such as literal comprehension of the text, drawing inferences from the text, using the text for other purposes in addition to understanding and responding

critically to the text. Nation explains in indicators of reading differently with what Brown listed. Literal comprehension, according to Nation, refers to understanding what the text explicitly stated which could be justified by reference to the text such as finding main idea of the text, looking at the organization of the text, determining the writer's attitude the topic, interpreting characters, and find out cause and effect and other conjunction relationships which not be explicitly stated.

Thus, this research adapted Brown and Nation's indicators to assess students reading comprehension because it includes all aspects that should be considered in conducting reading comprehension tests. Then, the indicators of reading test still considering the indicators of report text. So, the indicators of report text in this research according to Brown and Nunan divided into three items, they are; title, general classification and description.

2.2 Report Text

The term "report" is used in everyday language refers to many different types of factual texts; news report, science report, weather report, etc (Derewianka, 1991:43). The major of this text is more focus on "thing" (or more accurately, a class of thing) rather than a sequence. The topic of the report is usually introduced by an opening general statement.

The definition of report text is also almost similar to what is often mentioned in various books of English at secondary level; "Report is a text which present information about something as it is a result of systematic observation and analyses." From the definition, there are two important points; first, the purpose of report text to give information about certain subject. Second, report is a text that presents information on a case b what it is, as the result of systematic observation and analysis. Report text is also called informational report.

Like other texts, report text also has features such as social function, generic structure and language features. Herawaty (2014:11) suggests that the generic structures of report text divided in three items, they are; (a) Title. She says that a title of report text indicates the topic of the text and it is a very general thing; (b) General Classification. it is a part that state classification of general aspects of things, such as: animals, public places, plants, etc. it will be discussed n general; and (c) Description. This part describes thing will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

Furthermore, according to syllabus of 2013 curriculum, there are some competences that should be acquired by the students at first semester of eleventh grade. The basic competence is to analyze the structure and language features in order to do the social function of factual report text by giving and asking for information about scientific factual text of people, animals, things, social and natural phenomena.

Based on the 2013 curriculum, the teaching and learning process consists of five main stages, they are: observing,

questioning, exploring, associating and communicating. So, in this research, the students will use Carousel Brainstorming strategy which covers all those five stages in sharing ideas about their comprehension from the certain topic.

2.3 Carousel Brainstorming Strategy

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

According to Guzzardo and Barry (2006:1), Carousel Brainstorming is a strategy that provides an opportunity for students to work in groups to discuss and chart their current understanding of key issues, problems, and concepts while recalling facts, beliefs, information, and key understandings. In other words, this strategy is a cooperative learning. The students are divided into a group in understanding about topic by using a chart that given by the teacher.

Carousel Brainstorming strategy is an appropriate strategy in teaching reading comprehension. FLipton and Wellman (1998:1) explains that Carousel Brainstorming Strategy begins by generating number of questions for the topic of study and write each question on a separate piece of poster board or chart paper; then divide the students into groups of 5 or less will rotate around the room during this activity; after that direct each group to stand in front of a question station. Give each group a colored marker for writing their ideas at the question stations; Then inform groups that have of minutes to brainstorm and write ideas at each question station. Usually 2-3 minutes is sufficient. Numbering the stations will make this easy for students to track. Group 1 would rotate to question station 2; Group 2 would rotate to question station 3 and so on; Using a stopwatch or other timer, begin the group rotation. Continue until each group reaches their last question station; Before leaving the final question station, have each group select the top 3 ideas from their station to share with the entire class.

In applying Carousel Brainstorming strategy, there are some steps that will be followed by teacher and students. The steps of Carousel Brainstorming Strategy can help the students to comprehend the text. Moreover, it also can guide the students systematically, from the small thing to be complicated one. They will find that reading is find and enjoyable, so that the goals of reading activity could be reached well. Therefore, this strategy will be applied in experimental class to improve students' reading comprehension.

2.4 Conscientiousness

Based on McCrae's (2002:2) idea, there are Big Five Personality Traits which is also known as Five Factor Model (FFM), they are Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The acronym OCEAN is often used to recall Costa's and MCCrae's five factors or the Big Five Personality Traits.

Conscientiousness is one of Big Five Personality Traits that indicates personality trait of discipline, hardworking, be able to relied and also regular. To be clear, John & Srivastava (1999) state that there are some facets of this trait : 1) Competence (efficient). 2) Order (organized). 3) Dutifulness (not careless). 4) Achievement striving (thorough). 5) Self-discipline (not lazy). 6) Deliberation (not impulsive).

Conscientiousness assesses the degree of organization, persistence, control, and motivation in goal-directed behavior. People who are high in Conscientiousness tend to be organized, reliable, hard working, self-directed, punctual, ambitious and persevering. Whereas, those who are low in Conscientiousness tend to be aimless, unreliable, lazy and careless.

First, competence refers to the sense that one is capable, sensible, prudent, and effective. Second, Order is neat, tidy, and well organized. Third, dutifulness is adhering strictly to their ethical principles and scrupulously fulfills their moral obligations. Fourth, achievement Striving is having high aspiration levels and work hard to achieve their goals. Fifth, Self-discipline refers to the ability to begin tasks and carry them through to completion, despite boredom and other distractions. Sixth, deliberation is the tendency to think carefully before acting.

It means that individuals who high in conscientiousness prefer planned rather than spontaneous behavior and are often organized, hardworking and dependable. Individuals who have low conscientiousness are more relaxed approached, spontaneous and may be disorganized. Numerous studies have found a positive correlation between conscientiousness and academic success.

2.4 Conscientiousness in relation with Carousel Brainstorming Strategy

Cranton & Knoop (1995) explained that teachers can utilize personality type to better understand the way in which they prefer to learn and teach, communicate with others, deal with conflict, lead and manage others, make decisions, and solve problems, organizations can make use of type to ensure that the requirements of a position fit well with the natural inclinations of a potential candidate.

For teachers, in order to be successful in teaching, it is essential that they are reflective of not only their pedagogy but also their students' personal characteristics. Personal characteristics are extremely important for teachers to consider when reflecting on their current practices because they can affect classroom management style, responses to teacher-team meetings and parent-teacher conferences, reactions to students' misbehaviors, student achievement,

and the occurrence of burnout (Ayme, Ferrand, Reynes, & Borteyrou, 2009).

Teachers who are currently working in schools can be proactive in reflecting upon and analyzing their own teaching strategies and personality traits especially on students' conscientiousness. As teachers compare their own traits to the characteristics and strategies presented, they can make changes to their pedagogical practices in order to increase students' achievement.

In relation with Carousel Brainstorming strategy, it is the responsibility of the teacher to ensure all of the needs are being met in his or her classroom. As teachers develop a better understanding of themselves, they will be better able to meet the needs of their students. To gather all of students who have different personal characteristics to achieve the goal of learning especially in comprehending report text, the teacher can use Carousel Brainstorming Strategy. Carousel Brainstorming strategy can encourage all students' conscientiousness to get involve and focus in reaching the goal of learning. Teacher can group some students in a team, then they will be able share their ideas in different points of view.

2.5 Conscientiousness in Relation with Reading Comprehension

In learning process, every student has different characteristics, for instance, one of student can be talkative, it means active, in opposite the student can be not interested in learning. It indicates that students' differences influence their performances when learning process in the classroom. It is supported by Rod Ellis's theory (in Davies, 2004, p. 530) that personality is one of the factors that influences the ability of students in language learning process.

Similarly, according to Rahimi and Sadeh (2016), factors that signal interpersonal communication demonstrate individual's ability to act in society. Moreover, learners can benefit from positive personality traits in accomplishing successful education. In another study, Millot and Cranney in a study on relationship between personality trait and learning style in reading comprehension found a significant link between personality traits of introversion, intuition, perceiving and learning style.

It can be concluded that students' personality traits influence the way they think in accepting learning material. Different conscientiousness will have different points of view to see and conclude the problem given to them. That is the reason why an issue may get difference responses from the readers. This difference can lead to better comprehension and reach the goal of learning.

3. Methodology

The design of this research is quasi-experimental research. According to Gay, et al (2011:272), the purpose of the factorial design is to determine whether the effect of an independent variable are generalizable across all level or whether the effect are specific to particular level. One of the factorial designs having more than one variable is factorial

design 2x2. The data collected from the eleventh grade of SMAN 1 tandun, Rokan Hulu which is XI IPA 1 as experimental class and XI IPA 2 as control class. The instruments are reading comprehension test of report text and questionnaire of conscientiousness. The instruments must be tried out first to the class where the students had same ability with students in experimental and control class.

4. Finding

The t-test result of students' reading comprehension test with high conscientiousness who are taught by using carousel brainstorming strategy and small group discussion can be seen in the following table.

Table 4.1: Summary of T-test Analysis of Students' Reading Comprehension in Experimental and Control Class Who Have High Conscientiousness

Data	Technique	
	Carousel Brainstorming Strategy	Small Group Discussion
N	8	8
\bar{X}	80,5	71,25
SD	166,57	404,5
t_{observed}	0,1212	
t_{table}	0,271	
Df	8+8-2=14	
Conclusion	$t_{\text{observed}} > t_{\text{table}}$ (0,1212 > 0,271)	

The table above shows the value of t_{observed} was 0,1212, while the value of t_{table} with level of significance 0.05 was 0,271. The value of t_{observed} was higher than the value of t_{table} . It means that H_0 was rejected. Consequently, H_a is accepted. It means that Carousel Brainstorming Strategy produces higher result on students' reading comprehension of report text for students with high conscientiousness as compared to Small Group Discussion.

5. Conclusion

The result of this research indicates that carousel brainstorming strategy can be selected as an alternative strategy that can be used in teaching reading comprehension, especially in report text. This strategy produced better reading comprehension of report text of the students than small group discussion. Furthermore, the result of this research also indicates that carousel brainstorming strategy can be applied effectively in teaching reading comprehension for both high and low conscientiousness, especially for the students who have high conscientiousness.

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