

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the writer wants to discuss the finding of the research separately as the following: The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 before being taught by using Carousel Brainstorming, The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 after being taught by using Carousel Brainstorming, The Significant Difference of The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 before and after being taught by using Carousel Brainstorming.

#### **5.1 The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 before being Taught by Using Carousel Brainstorming.**

In first meeting, the writer got information that the English teacher of MA NU Mu'allimat Kudus used correction answer in teaching-learning process. Correction answer is a manner use of English teacher that give some question and give several time for the students to answer about question. If they have finished doing this answer about question so they have doing correction. In other side, the English teacher also uses discussion technique. For example: make a group and every group has given a text which has same title with another group. Every group

discusses about the text then concludes about something which tells in the text. But, the result of the students felt bored and were still considered unsatisfied in teaching learning process. The students were still lost hear attention and still confused especially to understanding the meaning of the word or sentence that expressed in the reading comprehension. This technique was still less satisfied in teaching learning process. With there were still students having difficulties to understand the English language text content that was taught by using this technique. Based on this information, the writer hopes that carousel brainstorming will be one of appropriate technique for the students.

Then after getting that information, the writer gave a pre-test to the students to know how far the students in reading comprehension. In doing pre-test, the students said that they are still confused and difficult to answer the question. The writer asked them to do by herself and gave small explanation about the assignment given.

Based on this explanation above, the writer found the data by applying pre-test with the highest score is 75 and the lowest one is 50. From the computation done is obtained they average (mean) = 50.16; the median = 65.5; the modus = 62.66 and the deviation standard = 6.16

## **5.2 The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 after being Taught by Using Carousel Brainstorming.**

After the writer got the data of pre-test, the writer gave six treatments using Carousel Brainstorming in learning reading comprehension. In teaching reading comprehension by using Carousel Brainstorming, the writer asked the students to make a group which has one group consist four the students. After that, one students of the group read one sentence of the text. Next, the students coach summaries sub topic and supporting information. Then switch roles and continue on. The last step is the students answer about questions that related to the text. It has advantage to select about understanding of the students.

After the writer gave six treatments by using Carousel Brainstorming, the writer gave post test. The students felt enjoy and easy to do the test well, after the writer used Carousel Brainstorming. They become more interested in learning English and helped them understanding the content of the text. In addition, most of them became active, creative learners and gave more attention to the teachers' explanations.

Based on this explanation above, the writer got results the highest score is 85 and the lowest one is 60, the average (mean) = 70; the median = 75.14; the modus = 73.38 and the deviation standard = 6.04.

### **5.3 The Significant Difference of The Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 before and after being Taught by Using Carousel Brainstorming.**

Referring to the collected data, it can be concluded that the result of the Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 is different from the result before and after being taught by using Carousel Brainstorming. The reading comprehension after being taught by using Carousel Brainstorming was higher than before being taught by using Carousel Brainstorming.

Students felt confused and difficult to understand the assignment given. Perhaps, it caused students pay less attention to teachers' explanations. This was proven when the writer conducted pre-test. However, different conditions when the writer gave post test. Some students want to read the material because they want to know Carousel Brainstorming and little explanation about the material from the writer. In addition, the text which is easy to understand because it is often used in everyday life and it was presented in English version. After the writer conducted six treatments and then followed by giving the post test. It turned out quite interesting because many students were silent in doing post test and was done successfully. Of course, the score post test of reading comprehension is higher than the pre-test score. The students felt easier to absorb the material, even though they have not yet perfect and still need a lot of learning again.

The data shows the mean of the students who are being taught before using Carousel Brainstorming ( $50.16 < 70$ ). The t-observation ( $t_o$ ) is 11.7. Degree of freedom (df) is 45. T-table is 2.02. Therefore,  $t_o > t_t$  ( $11.7 > 2.02$ ). It shows that the result is higher than level of significant. Therefore, it means that there is a significance difference between the Reading Comprehension of the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012 before and after being taught by using Carousel Brainstorming.



