USING ROUND ROBIN BRAINSTORMING TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT

(A Classroom Action Research of the Eight Grade Students of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty

State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

Hereby the writer declares that graduating paper entitled **USING ROUND ROBIN BRAINSTORMING TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT(A Classroom Action Research of the Eight Grade Student of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015** is originally made by the writer herself. It is not a plagiarism or has been published by other people ideas except the information from the references. If it is then proved that the writer is a plagiarism, the writer is ready to take the responsibility.

Likewise, this declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, April 07th 2015

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ATTENTIVE COUNSELOR’S NOTE
Case : Siti Surati’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Siti Surati’s graduating paper entitled USING ROUND ROBIN BRAINSTORMING TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT (A Classroom Action Research of the Eight Grade Student of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

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GRADUATING PAPER

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(A Classroom Action Research of the Eight Grade Student of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015)

WRITTEN BY:
SITI SURATI
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Has been brought to the Board of Examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 28th March 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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Motto

*Do the best, don’t give up, keep stronger, keep trying, and reach the success*

(SitiSurati)
Dedication

This graduating paper is dedicated to

My beloved husband, daughter, mother, grandmother, two brothers, sister, mother and father in law, brother and sister in law

Thanks for your love and support to me
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin, thanks to Allah because the writer could complete this research as one of the requirements for getting the degree of SarjanaPendidikan Islam (S.Pd.I) in English Education Department of State Institute for Islamic Studies(IAIN) of Salatiga. This research would not have been completed without supports, guidance, advice, and help from individual’s institution. Therefore, the writer would like to express deep appreciation to:

1. Dr. Rahmad Hariyadi, M. Pd., as Rector of State Islamic Studies Institute (IAIN) Salatiga.
2. Suwardi, M. Pd., as Dean of Teacher Training and Education Faculty of State Islamic Studies Institute (IAIN) Salatiga.
3. Noor Maliah, M. Pd as Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Ruwandi, S.Pd., M.A, as my Academic Counselor thanks for your support and guidance.
5. Rr. Dewi Wahyu Mustikasari, M.Pd., as the consultant of this research thanks for your suggestion and recommendation for this research from beginning until the end.
6. All lecturers of English Education Department, thanks to the advice, knowledge, and kindness.
7. All of staffs who help the writer in processing the research administration.
8. All of the librarians who help the writer in finding the research references.
9. The English teacher of SMP Islam Sudirman Ambarawa Mr. Jadi Mulyono, S. Pd. I, thank you for your kindness, help, guidance and advice.

10. All members of SMP Islam Sudirman Ambarawa, thank you for giving me opportunity to do the research.

11. My lovely husband, daughter and my family who always supports and gives me advise.

   The writer also says “Thank you very much” to all of friends whom struggle for this completing the graduating paper. Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

   Salatiga, April 7th 2015
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ABSTRACT

This study deals with Round Robin Brainstorming Method to Improve the Students’ Reading Ability (A Classroom Action Research Study of the Eight Grade Students of SMP Islam Sudirman Ambarawa in the Academic Year of 2014/2015). This research was done to answer the objectives of study, namely to know the improvement of the students’ ability in reading narrative text by using Round Robin Brainstorming method in Eight Grade Students of SMP Islam Sudirman Ambarawa in the academic year of 2014/2015. The objects were Eight Grade Students of SMP Islam Sudirman Ambarawa in the academic year of 2014/2015. They consisted of 37 students. The writer used observation, test, and documentation. The writer used the field note as the observation’s tool to find out the students’ motivation, and test used to find out students’ achievement. The result of this action research was the scores of pre test was 2.7% and post test was 45.95% in cycle I. The scores of post test II 86.94% in cycle II. In cycle II, the students’ reading ability was getting higher from 45.95% in cycle I become 86.49% in cycle II. In addition, it increased 40.54%. Thus, Round Robin Brainstorming could improve students’ ability in reading narrative text.

Key words: Round Robin Brainstorming Method, Improving Students’ Reading Ability
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CHAPTER 1

A. Background of the Study

Language is system of sounds, words, etc used by human to communicate thoughts and feelings (Oxford Learner's Pocket Dictionary, 1995: 233). Based on Longman dictionary of Language Teaching and Applied Linguistics, language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances (2002: 283). From the definition above, it can be concluded that language is system of sounds, words, morphemes, sentences, and utterances which is used by human to communicate each other.

As a social creature, human needs to communicate with others. It can make them know everything that happens in the world. As a medium of communication, English is the most important language in the world. Almost all of the people in this world recognize that English is an international language. It becomes a medium of communication between people of different nationalities or language group. It means that people use English as a means of communication interaction with the others from other countries. For example, when people go abroad and they cannot speak the local language so they can use English to communicate with the local people there.

English is also important for students because there are so many international science books that are written in English. To mastery the books,
the students must study English well. Unfortunately, in Indonesia it is still considered as a foreign language. Indonesian students feel difficult to learn foreign language especially English because to speak, write or read English fluently, they must have four skills. Those are listening, reading, writing, and speaking skill. In Indonesia, Bahasa and local language are more prominent than English. Miftachudin said that in Indonesia, English is mainly used as a second language which is learned formally at school. It is taught by using text books and the students need to follow the language instruction within (2012). Although the students are taught English at school but they never practice it in their daily life. In their mind, English is one of the difficult lessons in the classroom beside Mathematic. It is because they are weak in grammar and vocabulary. To speak, write, or read English, they are still afraid to make mistakes so to mastery English well, they have to study it step by step. It becomes the basic problems for the students and teachers must find the best solution to solve it. Indonesia needs creative teachers in teaching learning process in order to improve student’s ability in learning English.

Reading is one of four important skills. Because of this reason so everyone must have it. From reading everyone can get information, knowledge, enjoyment, and even problem solving. Reading also can help someone who reads books to be more understanding about the information inside. Student’s skill in reading may help them to understand the text material that they read and it can make easier for their study at school or at
There will be so many advantages that the students will get if they want to read some books. An aphorism says that “reading is the bridge of knowledge”. It means that if the students want to be clever and have much knowledge, they have to read the books more and more. It will be better for them if they want to do it whenever and wherever they are.

Before reading the book, the students have to do something to help them understanding the content of the book. According to Richard, (1993:35) there are eight things to do before reading:

1) Look at the title and the headings for each section.
2) Look at the pictures.
3) Read the first and the last paragraph and the first sentences of each paragraph.
4) Read the title and quickly scan the passage and circle all the words that have a connection to the title.
5) Scan the passage and cross out all the words you don’t know.
6) After looking at the title, pictures, and so on, brainstorm the specific word you expect to see in the passage.
7) After looking at the title and pictures, make up some questions you think this passage might answer.
8) What kind of passage is this? (fiction? nonfiction-what kind?) Why would somebody read this? For information? Pleasure?

From Richard’s statements above, it can be concluded that it is not easy to get a good reading skill. The students have to pass some ways such as looking at the title and the headings for each section, looking at the pictures, reading the first and the last paragraph and the first sentences of each paragraph, reading the title and quickly scan the passage and circle all the words that have a connection to the title, scanning the passage and cross out all the words you do not know, brainstorming the specific word you expect to see in the passage, making some questions and the answers based
on the passage, and finally, you have to define the kind of the passage and the purpose of reading the passage.

When the readers read a book, they have to know and understand about the content of the book. Besides that, they also have to know about the purposes of reading the book. According to Risdianto (2012:94) there are some purposes of reading:

1) For pleasure or for personal reasons to find general information such as what a book is mostly about.
2) To find a specific topic in a book or article.
3) To learn subject matter that is required for a class.

Based on Risdianto’s statements, the readers have some purposes of reading. It can be concluded that there is a different purpose of reading magazine, newspaper, and knowledge books. The readers who read magazine, they want to get a pleasure. In this case, they just want to get fun from reading. For example, after they read the news from their favorite artists, their life can be happier and more enjoyable. It means that the news can make their mind to be fresh. It is different with the readers who read newspaper. When people read newspaper, their purpose is just to find general information. They only want to look for recent news that is happening at that day. Meanwhile, the students who read knowledge books, their purpose is to find a specific topic or detailed information in the book and to learn subject matter that is required from their teacher in their classroom.
To get a good reading skill is not easy for the students especially for the lazy students. Almost of them will get bad score in their class because they have low reading habit. When they face some questions that based on the text, they do not want to read and to understand the text or the questions carefully. It will make the students do not know the content of the text and the goal of the questions.

The same condition also happens with the students in SMP Islam Sudirman Ambarawa. The writer got this information from the English teacher who taught there. He said that his eight grade students always got bad score in reading test. In his opinion, it happened because the students have low reading habit. They were lazy to read the text. When they faced some questions that based on the text, they just read the text and the questions for a while. It caused the students did not understand the content of the text and could not answer the questions well. Although the teacher had done some special treatments such as teaching grammar and increasing their vocabulary by giving the homework to memorize some general verbs, nouns, adjectives, and adverb of time but it does not work well because the students are still lazy to do his teacher’s assignment.

After hearing the teacher’s complaint, the writer tries to look for a problem solving to solve the problem by doing a research in his class. The writer is very interested with the problems. She feels that she gets a challenge because when the writer has become a teacher in the future and she faces the same problems, she will get a reference to solve the problems
in her English class. Then the writer opens the internet to look for the problem solving. Eventually the writer gets information that Susmiarti, a university student’s of Muhammadiyah Purwokerto University, has succeeded to improve the student’s reading skill by using Round Robin Brainstorming technique. It becomes an inspiration for the writer to use this technique and applies it to solve the problem in SMP Islam Sudirman Ambarawa.

Narrative text is one of texts that is taught for junior high school students. Narrative text is a kind of text that to amuse, entertain, and to deal with actual or various experience in different ways; narratives deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Rukmini, 2010:26). Narrative text consists of fairy tale, folktale, legend, myth, and fable. The writer chooses narrative text especially fable as the text material in her research because it is an interesting text. In curriculum 2013, narrative text is one of the texts that is taught for the eighth grade students and fable becomes the only one narrative text that is taught for them. Basically, the students liked to listen and read a story when they were still children. Before they went to bed, mother usually read for them the story about the Mousedeer such as the Mousedeer and the Crocodile, the Mousedeer and the Farmer, the Mousedeer and the Tiger, etc. Besides reading the story, mother also gave her children moral values that she took from the story. It could build good characters for children when they grow up to be adult.
Round robin Brainstorming is a technique for generating and developing ideas in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each participant, conducted in either written or verbal variations (Kagan, 2007). According to Barkley, Round Robin Brainstorming is a technique where students generating ideas but without elaborate, explain, evaluate, or ask the ideas (2012: 162).

In the research, the writer wants to use Round Robin Brainstorming as an alternative solution to solve the problem in SMP Islam Sudirman Ambarawa. She believes that it can improve the students’ ability in reading. Round Robin Brainstorming makes the students more active in reading the text. They will not be afraid to develop their ideas because in Round Robin all ideas will be received without debated. Besides that, it can make English more enjoyable to be studied in the classroom. When English can be a fun and interesting lesson for the students, the writer believes that the students will like to study English more and more. For the reasons above, the writer conduct a research entitled: “USING ROUND ROBIN BRAINSTORMING TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT (A CLASSROOM ACTION RESEARCH AT THE EIGHT GRADE STUDENTS OF SMP ISLAM SUDIRMAN AMBARAWA IN ACADEMIC YEAR 2014/2015)”.

B. Statements of the Study
Based on the background of the study, the writer formulates the problems of the study as follows:

1. How can teaching reading by using Round Robin Brainstorming be able to improve the students’ ability in reading narrative text?
2. What are the advantages and disadvantages of using Round Robin Brainstorming in reading class?

C. Objectives of the Study

The objective of the study are:

1. To know the improvement of the student’s ability in reading narrative text.
2. The advantages and disadvantages of using Round Robin Brainstorming in reading class.

D. Significance of the Study

The writer expects the result of the study will be useful and helpful in English teaching learning process especially for the teacher, the students, and also for the institution.

The significance of this writing can be described as follows:

a. For the writer

The writer hopes that she can find out the best solution for teaching reading narrative text easily and she can
improve her knowledge especially in technique of reading.

b. For the teacher

It can help the teacher to solve the problems in his class. It also can be used as a teacher reference. The teachers will know how to apply it in their classrooms.

c. For the students

It makes the students are easier to understand narrative text. It can improve their interest in learning English and it also can improve their reading skill.

d. For the institution

The result of this research can help the institution to complete the necessity of English curriculum.

E. Limitation of Problem

This study covers the using of Round Robin brainstorming in improving student’s ability in reading narrative text. The population is the students of the 8th grade students of SMP Islam SudirmanAmbarawa in the academic year 2014/2015.

The writer tries to limit the indicators of reading, those are: general idea, main idea, specific information, detailed information, implicit information, reference, the meaning of word or phrase, communicative purpose, and moral value.
F. Definition of Key Terms

1. Round Robin Brainstorming

   Round Robin Brainstorming is a technique where students generating ideas but without elaborate, explain, evaluate, or ask the ideas (Barkley, 2012:162).

2. Reading

   Reading is a complex interaction between the text, the reader and the purposes of reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated (Janette M. Hughes, 2007).

3. Narrative Text

   Narrative text is a kind of text that amuse, entertain and to deal with actual or various experience in different ways; narrative is deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Rukmini, 2010: 26).

G. Outline of the Graduating Paper

   In order to make easy to understand this thesis, the writer following system of presentation as follow:

   Chapter I is introduction. It contains: the background of the study, statements of the study, objectives of the research, significance of
the study, limitation of the problem, definition of key terms, outline of the thesis presentation. Chapter II is literature review. It contains about previous study, theories that relevant toward research, theory description, there are: classroom action research, round robin brainstorming, reading, and narrative text. Chapter III is research report. It contains about general description of SMP Islam Sudirman Ambarawa, research methodology. Chapter IV is data analysis. It contains about field note and scores of written test. Chapter V is contains of closure presents by giving conclusion, implication and suggestion.

References

Appendixes
CHAPTER II
LITERATUR REVIEW

A. Previous Study

In this research, the writer takes for some literature reviews which are related to the writer’s research from other researchers. She looks for it to the library, gets information from her friends, and explores the internet. It is difficult to find literature reviews which discuss about how to improve students’ skill especially in reading by using round robin brainstorming technique. Fortunately, the writer finds a research entitled “Improving Students’ Reading Comprehension Through Round Robin Brainstorming Technique (A Classroom Action Research at Eighth Grade Students of SMP N 1 Cilongokin Academic Year 2011/2012).” It has been done by Susmiarti, a university student of Muhammadiyah University of Purwokerto. The result of her research showed that there was significant improvement in the students’ reading comprehension after implementing Classroom Action Research through Round Robin Brainstorming technique. Susmiarti succeeds to improve students reading skill by using Round Robin. Her research encourages the writer to apply Round Robin to improve students skill in SMP Islam Sudirman Ambarawa.

The second review is “The Use of Round Robin Brainstorming to Increase the Speaking Ability of the Second Year Students of SMP
NEGERI 13 Pekanbaru” which has been done by IkaAtikaPuspita, a university student of English Language Study Program Teachers’ Training and Education Faculty of Riau University. The research shows that her research found the implementation of Round Robin Brainstorming can improve students’ speaking skill, beside that the students were more interested in speaking.

There are some differences between Susmiarti’s research, IkaAtikaPuspitasari’s research and the writer’s research. Those are: the object of Susmiarti’s research is about reading comprehension, the object of IkaAtikaPuspitasari is about speaking ability, and the writer’s research is about reading ability.

B. Round Robin Brainstorming

1. Definition

Round Robin is a technique for generating and developing in a group brainstorming setting. It relies on an iterative process building off consecutive contributions by each participant, conducted in either written or verbal variations. (Kagan, 2007). Essentially, Round Robin Brainstorming is team work which every member of group generating ideas without elaborate, comment, explain or ask the ideas.

In his other book, Kagan(2009: 246) also say that Round robin Brainstorming is one of the simplest, yet most flexible, team building,
structures. In Round Robin Brainstorming, each teammate takes a turn sharing for preset amount of time.

Barkley (2012: 162) said that round Robin is a technique where students generating ideas but without elaborate, explain, evaluate or ask the ideas. When the student conveys the ideas, other students cannot ask them to explain their ideas. Round Robin Brainstorming had four up to six members, who every member gives an idea from the answer. Every member has to give their idea in a serve direction o’clock. Every member does not give their ideas when it is not their serve.

2. **Advantages and Disadvantages**

According to Leopard and Wells (2008: 5), there are two positive features of round robin brainstorming. First, students can generate many example and ideas. Second, Round Robin Brainstorming provides an opportunity for students to explore new ideas.

It means that round robin is a good technique to improve students’ reading skill because students have to read the text carefully before they answer the questions given. Round Robin also gives an opportunity for the students to answer the questions freely by using their own idea. They are not afraid to make a mistake in learning English. It means that Round Robin can improve students’ self confidence.

Round Robin also has several weakness. First, it needs finance and long time for making and developing lesson media. Second, if the class
is big enough, the teacher will get difficulty to lead a group who needs the leader (Kagan in Anita, 1997: 191).

3. Procedures

Barkley (2012:163), said that Round Robin Brainstorming has some procedures, some of them are followed:

a. Make group which had six members

b. Explain that the purpose of Round Robin Brainstorming is to show the ideas. Give students an information that to avoid interruption, students have to detain their self to evaluate, ask or discuss the ideas

c. Choose the secretary and the chairman

d. Ask the students are they got the serve one by one in one time or each time, announce the limit of time, do not forget to give the direction

e. Ask the chairman to begin discussion with give her/his ideas, the next students give new ideas, it is movement from one member to the other member, until all of member can be participation.

C. Reading

1. Definition

Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior
knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated (Janette M. Hughes, 2007).

Reading is an interaction between the text and the reader. The reader has some purposes when reading the book. Those are to get knowledge or experience from the books, for hobby, or just for washing the time. Reading in daily life is very important because modern people always need information.

Reading skill is needed to make people easier on getting the main informations in the book. It can help them to understand the meaning of the sentences. Before reading the books, it is better for the reader to know some strategies of reading. According to Janette M. Hughes (2007), there are some strategies before reading:

a. Activating prior knowledge
b. Predicting
c. Visualizing
d. Questioning
e. Drawing inferences
f. Finding important/main ideas
g. Summarizing
h. Synthesizing
i. Monitoring comprehension
j. Evaluating
Students who read a book, they have to know about reading strategies because it can help the students to improve their reading comprehension skill. Beside that they can be an active reader. Peterson’s (1999:17), said that the purpose of reading strategies is to give the reader some tools that the readers can use to attack a reading passage more effectively and to make the reader as an active reader.

According to Dechant (1964: 84), reading is a complex process. It is a composite of many skills, habits, and attitudes. It is an act, a performance, or a response that the reader makes to the printed page. For people who do not have reading habit, it is very difficult to understand the information such as in the newspaper, magazine, or in science books. They have to practice reading habit in daily life because it can improve their reading skill.

2. Teaching Reading

According to Lado (1964: 134) the task of teaching reading can be divided into parts as follows: (1) Prereading: identifying the graphemes. (2) Fit: associating the graphemes and the language. (3) Habit: Reading what is spoken. (4) Reading aloud: speaking what is written. (5) Reading for information: technical, cultural, recreational. (6) Diversification: reading different styles of graphemes and of

Based on Lado statements, the reader have to do prereading to identifying the graphemes. Fit is the relation between a writing system and the spoken language it represents (Lado, 1964: 135). The reader can read aloud such as speaking what is written. From reading the reader can improve and build their vocabulary. Reading can give information for the reader. Reading habit can make the reader to be cleverer because they never stop to find the knowledge more and more.

3. Limitation of Reading Competence

In this research the writer tries to limit the indicators of reading. According to Tri and Aridyah (2013: 3), those are:

A. General Idea

The question is about the theme or the topic of the passage on the whole. The form of the question possibly is as follow:

1) The text is about ...

2) What is the text about?

3) The text above tells us about …

4) What does the text tell you about …

5) The best title for the text is …

6) What is the best title of the text above?
B. Main Idea

The question is about the main idea of the paragraph that is found in the text given. The form of the question possibly is as follow:

1) Paragraph 1 is about …
2) What is paragraph 4 about?
3) Paragraph 2 tells you about …
4) The main idea of paragraph 2 is …
5) What is the main idea of paragraph 1?
6) What does paragraph 3 tell us about?

C. Specific Information

The question is about the specific information that is found in the text given. It usually uses question word: What, Who, Where, When, Why, How, etc. The choice of the answer has the form of word or phrase and it directs to the specific things. The form of the question possibly is as follow:

1) Where will the party be held?
2) The announcement is addressed to …
3) The speech competition will held on …
4) How far is GedongSongo Temple from Ungaran?

D. Detailed Information
The question is about detailed information that is found in the text. To define the answer correctly, the students have to read the text carefully because it possibly spread in some texts. The form of the question possibly is as follow:

1) Why did the King send the stranger to jail?
2) From the text we know that …
3) The text tells us that …

E. Implicit Information

The question is about something that can be concluded from information in the text given. It is not written in the text so to find the answer, students have to make a conclusion or relation from some information in the text. The form of the question possibly is as follow:

1) From the text we can conclude that …
2) From the text we can infer that ..

F. Reference

The question is about pronoun that refers to something. It can be for human, animal, or thing. The form of the question possibly is as follow:

1) What does the word “you” refer to?
2) The underlined word refers to …
G. The Meaning of Word or Phrase

The question is about the meaning of word or phrase that is found in the text. It can be about synonym, antonym, or definition of word or phrase. The form of the question possibly is as follow:

1) The underlined word means …
2) What does the underlined word mean?
3) The underlined word can be best replaced with …
4) What is the synonym of the underlined word?
5) The underlined word has the same meaning as …
6) What is the similar meaning of the underlined word?

H. Communicative Purpose

The question is about the purpose of writing the text. The form of the question possibly is as follow:

1) What is the purpose of the text?
2) What is the communicative purpose of the text?
3) What is the writer’s purpose of the text?
4) The purpose of writing the text above is?

I. Moral Values

The question is about life learning or moral values that can be taken after reading the text. The choice can be in complete
sentence or in aphorism/proverb. The form of the question possibly is as follow:

1) What is the moral value of the text above?
2) What can you learn from the text above?
3) The moral value of the text is …
4) From the story we can learn that …

D. Narrative Text

1. Definition

Narrative discourse is a discourse that is an account of events, usually in the past, that employs verbs of speech, motion, and action to describe a series of events that are contingent one on another, and that typically focuses on one or more performers of actions. Narrative discourse: telling of a story, typically through generation of a spontaneous story or retelling of a story previously presented (Risdianto, 2012: 129).

Arief and Yeni (2010: 3) said that narrative text is a text which is written by its writer in a story which generally happens in the past. It tells something that makes the readers can enjoy and imagine about the story.

Narrative text is text which is content about story to entertain the listener or the reader. Narrative text is link to the moment that it had an event and the ending had a solution. The
ending of the story is sad ending or happy ending. Narrative text also had more than one conflict and solution. Narrative text tells about legend, fable, myth, folktale, and fairy tale.

Social purposes of narrative text is to amuse, entertain, and to deal with actual or various experience in different ways; narratives deals with problematic events which is lead to a crisis or turning point of some kind, which in turn finds a resolution (Rukmini, 2010: 26).

2. Structures

Rukmini (2010: 26) outline the following structures of narrative text:

a. Orientation : sets the scene and introduces the participants
b. Evaluation : a stepping back to evaluate the plight
c. Complication : a crisis arises
d. Resolution : the crisis is a resolved, for better or for worse
e. Reorientation : optional

Based on Rukmini statements, the structure or generic structure of narrative text are (a) Orientation that is about who, when and where the story had done, (b) Evaluation that is about evaluate the plight, (c) Complication is about problem of the story, (d) Resolution is about the resolution of problem
from the text, the ending of the story is happy or sad. (e) reorientation is about moral values from the story.
CHAPTER III

RESEARCH REPORT

A. General Description of SMP Islam Sudirman Ambarawa

SMP Islam Sudirman Ambarawa is an educational organization under Yayasan Pengembangan Pendidikan Islam Sudirman (YAPPIS). The school was built in 1977. It is located in Gatot Subroto Street, Kupang Lor, Ambarawa, Semarang Regency, Central Java 50612. The school width is about 4614 m². SMP Islam Sudirman Ambarawa is in the middle of Kupang Lor village. It is at about 100 meters in the west side of SMA N 1 Ambarawa, the best Senior High School in Ambarawa. SMP Islam Sudirman Ambarawa is also not far from the street and from Projo market, the biggest market in Ambarawa. It is at about 400 meters in the north side of Projo market.

SMP Islam Sudirman Ambarawa is permanently subsidized by the government. The facilities are text books, Marching Bands Tools, Tambourine Tools, teachers and officials. The students of SMP Islam Sudirman Ambarawa in academic year of 2014/2015 are 709 students. They consist of 259 students of the seventh year, 236 students of eighth year and the students of ninth year are 214 students. This school has 18 classrooms for teaching learning process. It is also has Science Laboratory, Computer Laboratory, Language Laboratory, and library.
There are some educational facilities in SMP Islam Sudirman Ambarawa, those are: 18 classrooms, administration room, headmaster room, teacher room, computer lab, science lab, language lab, UKS room, skill room, cooperation room, consulting room, guest room, garage, kitchen, 3 toilet, library, OSIS room, guard house.

SMP Islam Sudirman has 26 teachers and 10 staff. It also has 259 students for seventh grade, 236 students for eighth grade, and 214 students for ninth grade. The total students are 709. In the schedule, this research would be carried out during 2 months from September until October 2014.

B. Research Methodology

1. Method of the Research

In this research, the researcher used Classroom Action Research (CAR). There are some definitions of Classroom Action Research. The first definition is given by Suhardjono (2007:58), Classroom Action Research is an action research that is done in class with the purpose to increase/improve quality of teaching and learning.

The second definition states that Classroom Action Research refers to accurateness toward learning activity in which it appears intentionally and occurs together in a class. The activity is given by a teacher or with guidance from the teacher and done by the students (Arikunto, 2007:3)
2. Definition of Classroom Action Research

Classroom Action Research is an action research that is used by a teacher when he/she has a problem with their class in teaching and learning process and it can change the quality of teaching and learning process.

Aqib (2006: 13), states the five reasons why does teacher use classroom action research, those are:

a. Classroom action research very conducive for the teacher to be sensitive and perceptive about the dynamic of teaching in their class.

b. Classroom action research can improve the teacher’s work to be professional teacher.

c. Teacher can repair teaching and learning process through study about what happen in their class, if they use the step of classroom action research.

d. Classroom action research does not disturb the main duty of a teacher because they do not have to leave their class.

e. By using a classroom action research the teacher can be creative because he/she always demands to do innovation and adaptation all of the theory and technique instruction of the substance material.

Based on Aqib statements, classroom action research is very conducive for the teacher in their class. By using classroom action
research teacher can improve their work in class, it makes them to be professional and to be creative in their class because they have to do innovation and adaptation all of the theory. And they give more motivation for their students to study English more and more.

3. Characteristic of Classroom Action Research

Suhardjono (2007: 62) outline the following characteristics of classroom action research:

a. There was an action. Action is done in natural situation (not on laboratory) and has a purpose to find solution of the problem.

b. Classroom action research is an action research which not only to find the solution of problem, but also to find natural support.

c. Classroom action research focus on practice problem not theoretical problem or free context character.

d. Classroom action research begins from simple problem, real, distinct, and sharp about the case what happen in class.

e. There is collaboration between practice (headmaster, teacher, students etc) and researcher on comprehension, agreement about the problem, decisions of interpretation which utter similarity of action.
f. Classroom action research will also have: (a) group decision and commitment for development, (b) have a purpose to improve teacher more provisional, (c) the main reason: want to know, want to help, want to improve, and (d) to get knowledge and/or as solution of problem.

4. Principles of Classroom Action Research

According to Hopkins (1993: 57-61), there are six principle of classroom action research. Some of them are followed:

a. The teacher’s primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment.

b. The method of data collection must not be too demanding on the teacher’s time.

c. The methodology employed must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to their classroom.

d. The research problem under taken by the teacher should be one to which he or she is committed.

e. The need for teacher researchers to pay close attention to the ethical procedures surrounding the work.
f. That as far as possible classroom research should adapt a classroom exceeding perspective. This is that all members of a school community actively build and share a common vision of their main purposes.

5. Procedures of the Research

This research used classroom action research. In this case, the writer used some steps. There were two cycles in this action. In each cycle, the procedures are follows:

a. Cycle I

1) Planning

In the cycle I, the activities in the planning were: the writer prepared materials, made lesson plan which the topic was about fable, designed the step in doing the action. The writer prepared the list of students and scoring, prepared teaching aids and prepared sheets for classroom observation (to know the situation when the method is applied in teaching-learning process).

2) Action

In the action, the writer gave pre test, explained the material, team study, team work, gave occasion to the students to ask any difficulties or problem, and gave post test.
3) Observation

The next step was observation. Observation is one of instruments used in collecting data. Observation is a scientific method that can be systematically used to observe and note phenomena investigated (Hadi, 1995:136). The writer used this observation to write something that happened in the classroom.

4) Reflection

The last step was reflection. The writer’s reflection was done by discussing with her collaborator. Note of the lack, incompatibility between action and scenario or different response of students that expected. They were analysis of the problem and found out the alternative problem solving. From pre test, the writer found that her research was not success because she found 2, 7% students who get the minimum score, and from post test she found 43% from the standard minimum score was 67. The writer’s target was 75% from total students. Then the next cycle could be decided or designed.

b. Cycle II

1) Planning

In the cycle II, the writer prepared materials, made lesson plan which the topic was about fable, designed
the step in doing the action. The writer prepared the list of students and scoring, prepared teaching aids and prepared sheets for classroom observation (to know the situation when the method is applied in teaching-learning process).

2) Action

In the action of cycle II, the writer explained the material, team study, team work, gave occasion to the students to ask any difficulties or problem, and gave post test.

3) Observation

The next step was observation. The writer used this observation to write something that happened in the classroom.

4) Reflection

The last step was reflection. The writer’s reflection was done by discussing with her collaborator. Note of the lack, incompatibility between action and scenario or different response of students that expected. They were analysis of the problem and found out the alternative problem solving. In cycle II the writer found that her research was success because she found 86,5% students who got the minimum score from the writer’s target
75%, and 13.5% students who did not get the minimum score 67.

FIGURE 3.1
THE PROCEDURES OF CLASSROOM ACTION RESEARCH

(FIGURE 3.1)

C. Technique of Collecting Data

In this study the writer used pre test, observation, post test and documentation in collecting the data. Pre test were used to know the percentage in the reading ability. The writer used observation done with her collaborator. The name of collaborator is Mr.JadiMulyono, S. Pd, I. The observation is used to know the situation of the teaching and learning process when Round Robin Brainstorming was applied. The writer also used documentation to find data about variable is notes,
book transcript, and the book history of SMP Islam SudirmanAmbarawa. This method was used as a technique to know the condition of teachers, staffs, students, and location of the school.

D. Technique of Analysis Data

After collecting data, the next step was analyzing the data. The data were the result of test from pre test and post test. In analyzing the test scores, a statistical technique was used to find out the mean score of the students.

Table 3.1
THE ASSESSMENT SCALE OF READING ABILITY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;66</td>
<td>The student mastery 50% of reading ability. He / she gets 4- 10 correct answer and 16-14 un correct answer from 20 questions given.</td>
</tr>
<tr>
<td>66-71</td>
<td>The student mastery 65% of reading ability. He / she gets 13-14correct answer and 6-7 un correct answer from 20 questions given.</td>
</tr>
<tr>
<td>72- 81</td>
<td>The student mastery 75% of reading ability. He / she gets 15-16correct answer and 4- 5un correct answer from 20 questions given.</td>
</tr>
<tr>
<td>82- 91</td>
<td>The student mastery 85% of reading ability. He / she gets 17-18 correct answer and 2-3- un correct answer</td>
</tr>
</tbody>
</table>
The student mastery 90% of reading ability. He / she gets 18-20 correct answer and 0-2 un correct answer from 20 questions given.

| 92-100 | 
|---|---|
| The student mastery 90% of reading ability. He / she gets 18-20 correct answer and 0-2 un correct answer from 20 questions given. |

In addition, the writer made criteria of student’s reading ability in narrative text rate grouped into four categories, they are:

- **a. Excellent** = 92-100
- **b. Very good** = 82-91
- **c. Good** = 72-81
- **d. Average** = 66-71
- **e. Poor** = >66

To analyze the data of the research, the writer used a formula, it was:

**Percentage score:**

\[
P = \frac{F}{N} \times 100\%
\]

**Explanation :**

- **P =** the number of percentage
- **F =** the number of each indikator
- **N =** the number of all students in the class
CHAPTER IV

FINDING AND DISCUSSION

A. Field Note

In this implementation the researcher as observer has arranged two cycles. In each cycle, the steps are: planning, acting, observing, and reflecting.

1. Cycle I

a. Planning

The teacher had used:

1) Materials, making lesson plan, and designing the step in doing action

2) Teaching aids (the story about a Wolf in Sheep Clothing, and Mousedeer and Crocodiles

3) Sheet for classroom observation

b. Action

On Saturday, the thirteenth of September 2014, the writer entered to class 8A as the subject of the research. At that time, the situation in the classroom was quiet. All of the students had sat down on their own chairs. They were ready to get the English lesson. Then Mr. JadiMulyono (the English teacher of class 8A) opened the meeting and introduced the writer to the students. After that, the writer started to teach English lesson.
Teacher: “Assalamualaikum Wr. Wb”

Students: “Waalaikumsalam Wr. Wb”

Teacher: “Good morning students?”

Students: “Good morning, Ma’am”

Teacher: “How are you today?”

Students: “I am fine, thank you. And you?”

Teacher: “I am also fine, thank you. Well class, let me introduce myself, my name is Siti Surati you can call me Mrs. Rati. Now, I will change Mr. Jadi to be your English teacher for a few days later.”

Nely: “Maksudnya Ibujadi guru Bahasa Inggris kami Terus Pak Jadi sudah tak ngajar di sekolah ini lagi, Bu?” (It means that you will be our English teacher, right? Then, Hasn’t Mr. Jadi taught in this school anymore, Ma’am?)

Devi: “Lha Pak Jadi mau pindah ke mana, Bu?” (Where will Mr. Jadi move, Ma’am?)

Teacher: “Mr. Jadi doesn’t move to other school. I just change him for a while because I will do an English research with all of you.”
Aldi: “Bu, tolong pake bahasa Indonesia aja! Kamigamu deng yang Ibu omongin. (Ma’am use Bahasa, Please! We don’t understand What are you talking about)

Teacher: “Baiklah, Gausah khawatir Pak Jadimasihngajarkelas kalian kok. Saya di sinimenggantikan beliau cuma sebentar saja. Do you understand?.” (All right, Don’t worry, Mr. Jadi still teaches your class. I change him just for a while)

Students: “Yes, Ma’am, understand”

Teacher: “Who is absent today?”

Nurul: “Masuk semua, Bu.” (All of us are present Ma’am)

Beryl: “Komplit, Bu.” (Complete, Ma’am)

Teacher: “Jumlah siswa di kelas kalian adaberapaya? Sayahitungkokcuma 37 orang? Kan di buku absen kalian ada 40 siswa? Terus yang tigakemana?” (How many students are in your classroom? I count you are 37 students? But, there are 40 students in your attendance book, right? Where are the others?)
Bagas: “Padakeluarkarena siring bolos, Bu!”

(They are ut from school because they are often absent, Ma’am)

Teacher: “What a pity students they are! Anak-anak mereka adalah contoh yang jelek, Sayaharap kalian jangan mengikutimereka. Ingat, sekolah itu penting untuk masa depan kalian.

Baiklah anak-anak, hari ini kita akan mencoba membahastentang bagaimana cara meningkatkan kemampuan membaca teks naratif dengan menggunakan metode Round Robin Brainstorming. Sayaberharap di akhir pembelajaran kalian akan mengetahui tentang pengertian, struktur teks, fungsisosial, unsurkebahasaan, dan pesan moral dariteks naratif. (Students, they are bad example, I hope you do not follow them. Remember, study at school is important for your future. All right, students! Today we will try to discuss about how to improve your ability in reading narrative text using Round Robin Brainstorming. I hope at
the end of the lesson, you will know about
the definition, generic structure, social
function, language features, and moral
values of narrative text). Do you like reading
the books at home?

Students : “Tidak Bu” (No, we don’t, Ma’am)
Teacher : “Well, you have to know that Reading is
bridge of knowledge.”

Bagas : “Apaituartinya, Bu?” (What does it mean,
Ma’am?)
Teacher : “Artinyamembacaadalahjembatanilmu.”
(It means in
Bahasamembacaadalahjembatanilmu.)

Teacher gave pre test for them and asked them to
answer the questions for fifteen minutes. After that, teacher
divided the students into 6 group discussion and each group
consisted of 6 – 7 students.

Teacher : “All right class, I will give example of
Narrative text.

Bacalahdengantelitilaludiskusikandansimp
ulkanbersamaKelompoknumengenaipenge
rtian, strukturteks,
fungsisosial,danunsurkebahasaandanpesa
“n moral dariteksnaratif.” (Read the story carefully then discuss and make a conclusion with your group about definition, generic structure, social function, language feature, and moral values of narrative text).

Devi :“Excuse Ma’am. Naratifteksituapa?” (What is Narrative text?)

Tama :“Pesan moral dan struktur teksituapa, Bu?”(What is moral value and generic structure, Ma’am?)

Hendi :“Bisakah andamenjelaskankan kepada kami mengenai fungsisosial dan unsur kebahasaan ariteksnaratif itu, Bu?” (Can you explain us about social function and language features, Ma’am?)

ya akan memberikan sedikit informasinya pada kalian. Namun jika kalian masih belum jelas, untuk menambahkan informasi yang ada salah satu siswa di dalam kelompok mubisapa pergian ke perpustakaan untuk meminjam buku yang berkaitan dengan teks naratif.” (At this time, as we have used Curriculum 2013 so I will not explain it clearly to you but all of you have to find it by yourself. Please, look for the information as much as possible. I will only give you a little bit information. But if you are not still understand, to add the information one of the student in your group can go to the library to lend the books that is related with narrative text).

Students: “Ya bu.” (Yes, Ma’am)

The teacher explained the rule of Round Robin Brainstorming. She asked them to choose one of the students in their group to be the leader and the writer. She let the students to make a discussion in their group. The leader led the discussion and the writer record the answer. The leader asked each student to give their opinion freely
then the writer recorded their answers. Each group had to make a presentation in front of the classroom and the others had to give response of the presentation. After all of groups finished their presentation, teacher guided the students to make a conclusion together.

To evaluate their understanding about narrative text, teacher gave them post test. She asked them to answer the questions honestly for fifteen minutes. Unfortunately, the students did not finish the task well. They got difficulty on understanding the meaning of the text in Bahasa. Because the time is over so the teacher asked them to finish it on the next meeting. Teacher and students did reflection and gave feedback to the lesson activity. Then teacher gave the homework for them. She asked all of the students to bring dictionary for the next meeting because they still have low vocabulary. Beside that, She also reminded them to be more serious and decreased their unnecessary spoken when they are doing a group discussion. Teacher closed the lesson by saying “Wassalamualaikum Wr. Wb” and the students answered “Waalaikumsalam Wr. Wb”.

c. Observation

The researcher consulted her teaching to the collaborator. Mr. Jadi gave some suggestion to the
researcher. By monitoring the students’ activity in this action, the students looked not enthusiastic yet when the teacher asked them to share with their group because they were not with their close friend. It can be looked from their face and their responses to the teacher when she made group discussion and asked them to share with their group. It made the teaching and learning process was not in the best condition. When students did discussion in their group, a part of them did not focus to the material. They just made a joke with their own friends that they liked and did not want to help their friends who answer the questions seriously.

Many of the students had low vocabulary, it made them did not finish their work well because they had to look for the meaning of the text, and unfortunately they did not bring their dictionary. Some group did not finish their task perfectly. They were less of time because they had to write the question again in the answer list. It was really waste their time.

**d. Reflection**

After analyzing the result of the meeting in cycle 1, the researcher and collaborator could conclude that the first meeting had not given a satisfactory result yet. The result of pre test, and post test I were still out of success. There were
some problems in teaching learning process. Those are:
First, the researcher could not make the students more enjoyable and wanted to focus with the material because they did not like their partners in their group. There was only 1 up to 3 students in each group who wanted to answer the questions seriously. Second, students had low vocabulary. It caused they were difficult on understanding the text. Third, the questions did not type in the answer list. It made the students less of time because they had to write the questions first before answer it.

After evaluating the problem, the researcher still found some problems so to solve the problems, she prepares some solutions. First, the researcher asked to the students to be more focus to the material. She also asked the students to decrease their unnecessary spoken when they are doing a group discussion. Second, to improve their vocabulary, the researcher asked all of the students to bring dictionary from home. The researcher suggests them to lend the dictionary to the school library if they forgot to bring it. She asked the students to open the dictionary immediately if they found some difficult words. As an alternative solution, the researcher also prepared list of the difficult words that were found in the text. Third, the
researcher types the questions in the answer list in order to make the time more efficient. It made them faster in doing the task from the researcher.

The Standardized Minimum Score (KKM) of English lesson for eighth grader in SMP Islam Sudirman Ambarawa is >66. To get the first data, the writer gave pre test for the students. The result of pre test, there was only 1 student from 37 students or 2.7% student who got above the Standardized Minimum Score (KKM). Meanwhile, there were 36 students or 97.3% students who got under the Standardized Minimum Score. It can be concluded that the students’ reading ability are still low.

After knowing the result of pre test, then the writer tried to improve the students’ reading ability by doing cycle 1. In this cycle, the writer taught the students by using Round Robin Brainstorming Technique. This technique asked the students to express their idea freely. The students were led to understanding general idea, main idea, specific information, detailed information, implicit information, the meaning of words or phrase, communicative purpose, and moral values from fomfable text. The students discussed it together in their group to look for a correct answer. From cycle 1, The writer got the result that there were 17 students
from 37 students or 45.95% students who got above the Standardized Minimum Score (KKM). Meanwhile, there were 20 students or 55.05% who got under the KKM. In cycle 1, the writer could improve the students’ reading ability from 2.7% in pre test become 45.95% in cycle 1. It increased 43.25%. The writer has the target that she wants to improve the students’ reading ability at least until 75% minimum. In fact, in cycle 1 there were only 45.95% students who got above the KKM. It means that the result of cycle 1 is far from the target. The writer evaluated her teaching and prepared cycle 2.

2. Cycle 2

a. Planning

The teacher had used:

1) Materials, making lesson plan, and designing the step in doing action.

2) Teaching aids (the story about the Mouse and the Lion, the Cat and the Fox)

3) Sheet for classroom observation

b. Action

The teacher and the collaborator entered the English class on Saturday, the twentieth of September 2014. The researcher started the lesson. She made group discussion
like the last meeting. The member of their group were
different with cycle I. They were their friends who sat beside
him and behind him. The teacher explained again about the
rule of Round Robin Brainstorming technique.

Teacher gave each group examples of fable. Then
she asked them to read the story one by one. She also asked
them to understand the content of the story. After that, the
students did the task from the teacher. The time is only 25
minutes to do it.

Teacher : “Any questions so far?”
Widi : “Busayamasih belum mudeng

ceritanya”. (Ma’am, I still confused with this story)

Teacher : “Itu cerita tentang Mouse and Lion, siapa yang tahu artinya Mouse dan Lion?” (this story is about Mouse and Lion, who know what is Mouse and Lion in Bahasa?)

Students : “Tikus dan Singa bu”
Teacher : “You are right, so Devi do you understand what the story tells about?”
Widi : “Yes, Ma’am”
Dwi Sena : “Bu... Being able to ituartinyaapa to bu? (Ma’am what is the meaning of being able to?)

Teacher : “Being able to help adalah mampu menolong.”

Dwi Sena : “Yes, Ma’am. Thank you.”

When the students did the task, teacher walked around in the classroom to supervise the students activity. During the activity, students looked more interested with reading English. It could be seen from their face and their response. Their face was looked angry and said “I have not read yet”.

Teacher : “Class, have you finished?”

Students : “Belum bu, kurang sedikit!” (Not yet Ma’am, a few minutes again).

Teacher : “Ok, 5 minutes again, then we will discuss it together”

Aji : “Bu belnyaudah bunyi, tapi kami belum selesai.” (Ma’am, the bell is rang, but we have not finish yet).

Teacher : “OK. We will continue it in the next meeting, Please, collect it!” (The bell was
rang, teacher asked them to collect their task in front of class).

On Monday, the twenty second of September 2014, the teacher and collaborator entered in the classroom, and continued the lesson. The teacher asked some students to read the text again, in order to help the students understanding the content of the text.

The teacher heard some students had been able to read the text better than before. After that, the teacher asked them to repeat the first text after her. In this meeting, the teacher looked the students had high spirit and felt happy

Teacher : "Class, how do we read lion?"

Devi : "Kalo lion itubacanya “laien”, benergabu?" (if lion we read “laien” Ma’am, is it true?)

Teacher : "Good Devi, it is right. Please the other one answer, how we read the second paragraph in the first line for the story of fox and cat. Rise your hand please”.

“I know one trick to get away from dogs” said the cat, is it right Ma’am?)”

Teacher: “Good job, Tri! but there are some mistakes are like away you read awey then cat you read ket. Class you have to learn more and more if you want to be a good reader especially in English text. Do you understand what I mean?”

Students: ”Yes Ma’am, understand”

Teacher: ”Now, please answer this question correctly but do it by your self.”

Students: ”Tugas lagi bu?” (Doing the task again Ma’am)

Teacher:"That is right, tapi kerjakan sendiri-sendiri dan jangan mencontek. Ini sebagai tugas di cycle II. Jangan lupa dibaca dengan baik dan benar ok!” (That is right, but do it by your self, do not cheat. It is as your task in cycle II. Do not forget to read it carefully ok!)

Then the students continued doing the task. They could answer the questions more focused. After all group
finishing the task. The teacher makes reflection with the students.

Teacher :”Well, students! Apakah kalian merasabahwa denganmenggunakanteknik Round Robin Brainstorming ini, kemampuanmembaca kalian dapatmeningkat daripadasebelumnya?” (Do you think that by using this Round Robin Brainstorming Technique, your reading ability can improve than before?).

Students : “Yes, Ma’am”.

Teacher :“Very good! I hope all of you will always practice reading English in the daily life. Read all English text wherever and whenever you are as much as possible!”

c. Observation

In cycle II the teacher helped the students when they got difficulties to read the text correctly. She gave motivation for the students who never beactive in reading class and asked them to read the text carefully and open the dictionary immediately if they found some difficult words.

In this action, the teaching and learning process was involve than before. The students who did not want to
read in cycle 1, in this meeting they looked enthusiastic to read the text. They were serious when the teacher asked them to read more and more and they did not feel shy was like in the meeting before.

d. Reflection

After analyzing the result of cycle 1 and cycle 2, it can be concluded that by using Round Robin Brainstorming the students can involve actively in learning reading in narrative text in the class. They can read more good enough about the text and got correction directly when they had mistakes in reading. In addition, they can practice read the text more good enough. The result of test can be seen in score of reading in narrative text in the next discussion.

In cycle 2, the writer gets a satisfied score. There are 32 students from 37 students or 86.49% students who get above the Standard Score Minimum. Meanwhile, there are only 5 students or 13.51% students who get under the Standard Score Minimum. In cycle 2, the writer can improve the students’ reading ability from 45.95% in cycle 1 becomes 86.49% in cycle 2. It increases 40.54%. The final result in cycle 2 shows the score was above the target. It means that Round Robin Brainstorming Technique has
succeeded improving the students’ ability in reading narrative text in SMP Islam SudirmanAmbarawa.

B. Score of reading

1. Score of cycle I

a. The result of pre test and post test I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Muhammad Beryl Agna A</td>
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<td>34.</td>
<td>Susanto</td>
<td>30</td>
</tr>
</tbody>
</table>
From the score table above, showed that the rate of reading ability in pre test as follows:

1) 0 student is in excellent category
2) 0 student is in very good category
3) 0 student is in good category
4) 1 student is in average category
5) 36 students are in poor category

The percentage of pre test:

\[ P = \frac{F}{N} \times 100\% \]

The percentage each category:

1) Excellent \( = \frac{0}{37} \times 100\% = 0\% \)
2) Very good \( = \frac{0}{37} \times 100\% = 0\% \)
3) Good \( = \frac{0}{37} \times 100\% = 0\% \)
4) Average \( = \frac{1}{37} \times 100\% = 2.7\% \)
5) Poor \( \frac{36}{37} \times 100\% = 97.3\% \)

From the score table above, showed that the rate of reading ability in post test 1 as follows:

1) 0 student is in excellent category
2) 3 students are in very good category
3) 10 students are in good category
4) 4 students are in average category
5) 20 students are in poor category

The percentage each category:

1) Excellent \( \frac{0}{37} \times 100\% = 0\% \)

2) Very good \( \frac{3}{37} \times 100\% = 8.11\% \)

3) Good \( \frac{10}{37} \times 100\% = 27.03\% \)

4) Average \( \frac{4}{37} \times 100\% = 10.81\% \)

5) Poor \( \frac{20}{37} \times 100\% = 54.05\% \)

From the review on the research result, the percentage of the pre test shows that 97.3% poor, 2.7% average, 0% good, 0% very good, and 0% excellent. The percentage post test in cycle 1 shows that 54.05% poor, 10.81% average, 27.03 good, 8.11% very good, and 0% excellent.
After computing and comparing between the result of pre test and post test in cycle 1, it can be seen that the score of students has been increased. It can continue to the next step (next program teaching learning).

Based on the observation, it can be seen that students have not enthusiastic and interest in reading. Unfortunately, after several time of teaching learning process, they begin enthusiasm and interest. In meeting 2 some of students want to read hard and they feel happy.

2. Score of cycle II

a. The result of post tesI and II

<table>
<thead>
<tr>
<th>NO</th>
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<th>Score of Post Test II</th>
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From the score table above, showed that the rate of reading ability of post test in cycle 2 as follows:

1) 3 students are in excelent category
2) 17 students are in very good category
3) 8 students are in good category
4) 4 students are in average category
5) 5 students are in poor category

The percentage of post test in cycle 2:

\[ P = \frac{F}{N} \]
The percentage each category:

1) Excellent \[= \frac{3}{37} \times 100\% = 8.11\%\]

2) Very good \[= \frac{17}{37} \times 100\% = 45.95\%\]

3) Good \[= \frac{8}{37} \times 100\% = 21.62\%\]

4) Average \[= \frac{4}{37} \times 100\% = 10.81\%\]

5) Poor \[= \frac{5}{37} \times 100\% = 13.51\%\]

From the review on the research result, the percentage of post test in cycle 2 shows that 13.51\% poor, 10.81\% average, 21.62\% good, 45.95\% very good, 8.11\% excellent. From the writer’s standard 75\%, there is 87.5\% students (from the score of excellent, very good, good, and average) who get above the Standard Score Minimum.

From the data calculation above shows that by applying Round Robin Brainstorming, students can improve their reading ability. It can be seen that the students’ reading ability increase from the score of post test above. The score of post test 1 and post test 2 are greater than pre test. The writer did not use pre test in cycle 2 because the English teacher did not give permission to do pre test in cycle 2, it was caused the students would have mid term test. Although the English teacher did not give permission to do pre test in cycle 2 but the writer still did post test 2. From pre test to post test 1 and post test 2 the students score was increase step by step.
When Round Robin Brainstorming was applied in the classroom, the writer found some advantages and disadvantages. The advantages can be seen that the students can generate some ideas, and Round Robin Brainstorming can provided an opportunity for students to explore new ideas. The disadvantages can be seen that the students needed finance and long time for making and developing lesson media. Most students have good motivation in learning reading, and interest in English especially in reading class when Round Robin Brainstorming was applied in the classroom.
CHAPTER V
CLOSURE

A. Conclusion

1. The result of the study showed that Round Robin Brainstorming Technique of teaching reading especially in narrative text was able to help the students improve their reading ability. It could be seen from the pre-test’s percentage of students’ reading ability rate, they were: in pre test, there was 2.7% students who got above the Standard Score Minimum and 97.3% students who got under the Standard Score Minimum. In post test cycle 1, there were 45.95% students who got above the Standard Score Minimum and 54.05% students who got under the Standard Score Minimum. In cycle 1, Round Robin brainstorming could improve the students’ reading ability from 2.7% in pre test become 45.95% in cycle 1. It increased 43.25%. In cycle 2, there were 86.49% students who got above the Standard Score Minimum and 13.51% students who got under the Standard Score Minimum. In cycle 2, Round Robin Brainstorming could improve the students’ reading ability from 45.95% in cycle 1 become 86.49% in cycle 2. Thus, Round Robin Brainstorming could improve the students’ reading ability, it increased 40.54%.

2. Based on field note, it could be found that Round Robin Brainstorming has advantages and disadvantages in reading class. The advantages could be seen that the students could generate many examples and
ideas, could explore new ideas, develop teamwork, and cooperative working skills. It also improved students’ motivation. The disadvantages could be seen that it needed long time for making and developing lesson idea, some students did not want to think, and they just followed their friends’ ideas.

The result of the action showed that using Round Robin Brainstorming could improve the students’ reading ability. The implementation of Round Robin model of presentation is reasonable because it could give the students motivation in learning reading, and the students could read the text well. They could express what they read, got correction for their mistake directly, and they could improve their vocabulary. Thus, this application of the teaching reading through Round Robin Brainstorming is good in improving students’ reading ability.

B. Suggestion

Based on the result of the study and conclusion, the writer would like to suggest as follows:

1. To the teacher

   They should improve their ability in English teaching learning process especially when they teach using Round Robin Brainstorming. They have to explain more detail before the teaching learning begin. They should give example the correct word in the text, and they should
be creative to use their facial face, in order to the students will remember the words.

Teachers’ role in teaching learning process can influence students in improving their reading ability, and the teacher should teach reading effectively.

2. To the students

Students should be active in teaching learning process, and are not afraid to ask something that they do not know especially about the meaning. They should read English text wherever and whenever they are. The students should give their attention when the teacher teaches reading and gives explanation about the material.

3. To the researcher

It has been known from the result of the study using Round Robin Brainstorming can improve the students’ reading ability. Hereby, it is hoped that the result of the study makes the English teacher uses appropriate teaching model of Round Robin Brainstorming on improving students’ reading ability. Based on that explanation the writer would like to suggest other researcher, the result of the study can be use as additional reference for further research with the different sample and occasions.
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Susmiarti. 2012. Improving Students’ Reading Comprehension Through Round Robin Brainstorming Technique (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Cilongkok in Academic Year 2011/2012. Thesis
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Yang bertanda tangan dibawah ini:

NAMA : Siti Surati
NIM : 11310110
JURUSAN : FKIP
PROGDI : TBI

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Demikian surat pernyataan ini saya buat dan jika kemudian hari terbukti karya saya ini, bukan karya saya sendiri, maka saya sanggup menanggung semua konsekuensinya.

Salatiga, 24 April 2015

Hormat Saya,

[Signature]

Siti Surati

11310110