INCREASING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT THROUGH PICTURES IN CAROUSEL BRAINSTORMING STRATEGY FOR 8TH GRADE AT MTS TAQWIYATUL WATHON ACADEMIC YEAR 2022/2023

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Abstract: *The purpose of the research was to compare students' levels the extent of comprehension before and after being introduced to Carousel brainstorming strategy for reading recount texts through pictures. The research methodology is a quantitative pre-experimental research design. The sample was 33 students of Eight grade A at MTs Taqwiyatul Wathon. The instrument for research consisted of a pre-test and a post-test. The researcher employed Indonesian KKM (Minimum completeness criteria) at MTs Taqwiyatul Wathon with the KKM score of 70 as the criterion. pre test results indicate were 6,06% met the KKM criteria, and the post test results were 78,8% accomplishing the KKM standards. The researcher also employed the N-Gain method to ascertain whether or not the addition of recount text through pictures in Carousel brainstorming strategy. In this case, the The N-Gain Formula resulted in a mean value of 58.3155. Students' reading comprehension dramatically increase after being introduced to recount text through pictures in Carousel brainstorming strategy*

PENDAHULUAN
English is an international language of communication. With language, people can interact with each other verbally or through text. According to Rosalinah, et al (2020), English as a second language in Indonesia is employed in many fields of human existence, such as technology, science, economics, and education. Most students in Indonesia studied English since they studied in elementary school until university. There are four English skills: reading, listening, writing, and speaking. Students are expected to have competency in these four English, including reading comprehension.

Reading is a text to get some inside information, read aloud or in a low voice by the reader. Additionally, Tánczikné (2017) defines reading as understanding written speech. It means reading is seeing and taking in some words in the text. The readers usually read what they want to know about the information. On the other hand, Sangia (2018) states that reading becomes a fundamental requirement for a civilized society. Reading has a significant effect on influencing student achievement in school. It refers to reading as an important way

for students to study at school. With reading, students gain news, ideas, and knowledge. They have a significant impact on the student's reading skills and learning.

Several students still need more motivation and are bored with the reading activity. Most of them did not apply their English skills in their reading activities even though they had difficulty in English, especially in reading comprehension, because of the student's problems with the unknown word; some factors can influence those difficulties. According to Ruston (2006), two essential factors influencing students' reading comprehension are vocabulary mastery and reading strategy. The researcher describes that despite those factors, students struggle with reading comprehension. The first is a lack of vocabulary mastery as a result of students' disinterest in reading English text. Sometimes the students are bored with English subjects which monotonous explanations in the class; the second one is that students are less motivated to learn English because using imprecise strategies makes them lack understanding in reading.

Meanwhile, Nurmalasari & Haryudin (2021) claim that one factor affecting students' motivation to work hard in reading is their limited vocabulary knowledge in English, making it challenging to arrange words' meanings for comprehension. As a result, the teachers know how to find suitable media in order to stimulate the interest of the student in reading English. It means the students need more effort to comprehend the text because it needs more vocabulary. Teachers in the class must give alternative awareness and choose suitable media to support reading comprehension.

Based on the researcher's Following a check on how classes are conducted. and the factors encountered in the class, the teacher explained one of the materials in English, such as reading text in eighth grade A of MTs Taqwiyatul Wathon, academic year 2022/2023.

First, The class was assigned reading with a related to question from the teacher. Nevertheless, the problem was when the teacher asked them, most of the students said to the teacher that they did not know all the meanings of difficult words. So, the teacher asked them to do with their partner to find the meaning. Most students needed a dictionary and help to bring a mobile phone to school. Then, the teacher helped all Students who were given challenging terms to translate. The amount of time investment in instruction and education is high as well.

Second**,** the lack of media and facilities that they have used in the class, the students only read a whole text with a limited vocabulary because they do without any other media as their support. The students clearly did not care about their education. Moreover, they looked bored and sleepy.

Preliminary observations revealed that most of them just read the whole text without trying to understand the meaning of challenging terms. The researcher also discovered that nobody responded to the teacher's inquiries.

Third, the students needed help understanding the right strategy to read a text. When the teacher asked them, they could not find the information in a text quickly and precisely. Sometimes, they are seen chatting with their friends and joking in class. When it was still the teaching-learning process, there was no fun interaction between the teacher and students, they had less motivation to learn English, and the students did not implement strategies they should use.

LITERATURE REVIEW
Concept of Reading Comprehension
1. Definition of reading comprehension

Reading is the act of acquiring knowledge by interacting with written text. Another definition, Chusna (2017), claims that the process of obtaining gathering of information or understanding by use of the visual system means reading.

It indicated that reading is the text in the form written, which the reader activity does with one of the five senses. Meanwhile, Asrifan, et al (2018) argue that information between the reader and the author, where the reader tackles what the author means in the meaning of reading. Reading is the road to knowledge in written text from the author; the reader gets some information, news, and ideas by reading the text.

Meanwhile, Sinambela & Sipayung (2023) argue that reading is an activity completed to convey a message through the author via words or general language. It means that students get news from the writer by reading the text. Sometimes, some students read the text in the available language to get the point of the material from the text.

2. The Importance of Reading Comprehension

Reading gives benefits for readers to get a lot of knowledge and information. Also, reading is one of the essential things to mastering language skills. With reading, people can increase their critical thinking and quickly solve problems. Nasution (2019) in Harrison (2004:3) stated that reading improves people's appreciation and ability to learn new knowledge. It refers to the readers can enhance their capability with reading activity. The foundation of knowledge could be built with reading so that people can develop their intellectual, moral, and personal character.

3. **Factors that influence reading comprehension**

The students have different backgrounds of knowledge in their reading comprehension. Therefore, some factors have influenced their awareness of reading the text. In addition, Mahmood (2021) argues that teaching reading is most effective when the teacher is actively engaged with the students. The teacher's role can influence the student's reading comprehension, the teacher's strategy, method, or instruction who given in the learning process, and how they convey the material to the students.

In addition, Nasution (2019) states that various things could influence how well-written material is understood. Syntactical structure, material characteristics, and print look are a few of the aspects. Those factors are the appearance of the print, syntactical structure, the concept of the material, and vocabulary. It refers to their background having some elements; their vocabulary mastery is no obstacle and enhances students' reading comprehension. They can understand the meaning of English text because they have much vocabulary. A successful reader is a person who knows the importance of words without any obstacles. Then a form of paper as a media, the teacher gives media to support students' reading as a tool to get students' interest in reading. Sentence structure also can influence their comprehension of reading a text. Students must make more effort to exercise grammar structure sentences by scanning a text, and students get the point of view. The last type is material. Students readily familiar with the subject matter, so they can comprehend the text's contents. In this conclusion, Teacher support and convey the material with precise media.

Picture as Media Learning

A picture is the visualization media that could support teaching-learning system in the reading passage. Students can be more accessible to understand the passage's context with pictures. Said (2021) defines that picture gives many advantages to stimulating ideas into clear outlines, and teachers can choose an engaging image to help students better understand what they're reading. It means that students can improve their reading comprehension by pictures included in the reading text to catch the passage's meaning. The researcher uses pictures to stimulate reading comprehension amongst higher education learners. The researcher expects students to write a few sentences in English that communicate their opinions.

Recount text

1. Definition of Recount text

The recount is a text to retell something that happened or experienced in the past. According to Nugroho (2017), recount is a written text to retell an event generally in the order in which it occurred. It means that recount text tells the reader about the past event in sequence in written text. Conversely, Ismayanti (2017) states that recount text is information about an event that happened in the past. It means that the recount text explains past events to the reader to take the moral value, knowledge, or some experiences from the text above. The writer sometimes entertains the reader with their activities in the past. Another expert, Elita & Radjab (2013) in Derewianka (1991:14), claims that "recount text focuses on the sequence of events all of which relate to particular of occasion. Generally, texts with orientation, series of events, and re-orientation that provide the background information are required for the reader or listener to understand the text. Recount text begins with a sequence of incidents listed chronologically personal comments about the situation at various stages.

Another perception Lesmana & Resmini (2020) argue is that recount text essentially retells a story about a historical incident or event in the order in which it occurred. The writer wants to employ and conclude the last paragraph to tell the reader what happened in the past through the text, the incident that is a happy or sad ending. The conclusion to the definition above is that recount is a text that explains or retells some activities in a past event to give information, entertain, or share an experience.

2. Purpose of Recount text

The purpose of a recount is to tell the reader about the author's experience, stories, or event. Hutagalung, et al. (2021) state that this material is meant to educate the reader on What and when it happened. The text retells and gives information about what events have occurred in the past for the reader to get moral values based on the people's experiences.

3. Generic Structure of Recount text

According to Kamil, et al (2020) in Anderson (1997:50), there are three characteristics of the generic structure in recount text: orientation, event, and re-orientation, as follows:

a. Orientation
b. Events
c. Reorientation

4. Language Features of Recount Text

There are some language features of recount text, including as follows:

a.The Past Tense
b. Adverbs of time and location.
c. Temporal sequences

5. Types of recount text

According to Sianipar, et al. (2020), cited in the 2013 curriculum, three types of recount text were introduced in junior high school: personal recount, factual recount, and imaginary recount. An imaginary recount is a text meant to present a false story, while a personal recount is one in which the writer took part in the action.

A. Concept of Carousel Brainstorming Strategy

In this part, the researcher explains the definition, steps, and advantages of Carousel brainstorming strategy by some experts, as follows:

1. Definition of Carousel Brainstorming Strategy

Carousel brainstorming strategy is a way of teaching through a divided group discussion about different topics. According to Rafulta & Nofrianto (2017), Northern Ireland used a carousel as part of its active learning program. The curriculum is information or structured peer-to-peer activities that produce data from student questions and class conversations about the topic. Students were divided into small groups to employ each idea. The researcher concludes that the carousel is the teaching-learning strategy to encourage all students to participate in every class activity. They use what they know in the discussion group on the related topic around students facing a problem. Another description by Zulhijriani (2015) is that the students can develop original thoughts by brainstorming and accomplish it with startlingly little effort. He stated that students develop new ideas related to the topic they get in the class or share their opinions on contemporary issues. Sometimes, students can spontaneously answer what they already know about the case given to make them improve their knowledge and vocabulary.

One of the cooperative learning strategies is Carousel brainstorming strategy. Through movement and discussion, the carousel brainstorming method or rotating review can be applied to help learners achieve new material or review what they have already learned. His tactic encourages active classroom learning while facilitating group skills development (brainstorming, discussion, and information sharing). Meanwhile, Tihurua (2016) defines that On April 22, 1997, an academic by the name of Mr. Sylvor Carousel sixty-eight posted the carousel brainstorming strategy at Manhattan College in Brooklyn. Mr. Carousel presented his innovative strategy to teaching English reading comprehension, which has become widely used not only in the United States but also in many other countries and regions, including Riyadh, Sao Paulo, Brazil, Hong Kong, Macao, Auckland, and New Zealand. The phrase "brainstorm" derives from two different words that mean "mind," which is the part of the human body that controls reasoning, emotion, thought, and intelligence.

2. The Steps of Carousel Brainstorming Strategy

The teacher instructs the steps before students' actions, conveys rules, and explains how to efforts of Carousel brainstorming. According to Liana (2020), those steps are:

a. Divide the students into several groups.
b. Each group should be given a different subtopic and a set of materials to discuss.
c. Tell the students that you'll give them a few minutes to jot down on chart paper any words or phrases they can think of that are relevant to the issue at discussion.

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They can't add anything that another group has already written. This requires everyone in the group to read what the other groups came up with.

d. Students should be given 30 to 90 seconds to complete their worksheets.
After the period, instruct the students to continue or deliver their sheets to the following group.

e. After the group has accomplished their work. Gather together the completed worksheets and present them for the class.

f. To facilitate discussion of the new information or to break down a review into simpler to understand parts, use the worksheets provided.

g. Another option is to ask the students to select the top three or four terms or concepts from the text, individually or as a class. Allow the students to utilize these concepts in writing or as review notes.
The conclusion shows that the carousel's brainstorming strategy development encourages creative thinking. This activity helps people overcome problems in small groups to pool their ideas and learn from one another questions, allowing them to share information more freely.

3. The Benefits of Using Carousel Brainstorming Strategy

There are some benefits of using Carousel brainstorming strategy.
They are as follows:

1. It can contribute to students and involve all students to participate.
2. The students are more active during the learning process.
3. They can solve their problem with a group and find the solution independently.
4. This strategy facilitates students to be creative in their critical thinking about different issues or knowledge they have known through the movement of other groups for the student's learning process.
5. It can make students have good communication among students in each group.
6. They can collaborate on their ideas and discuss related topics.

Meanwhile, Andriani (2018) describes that the benefits of Carousel brainstorming strategy helps the students comprehend the text and lead them step-by-step from a simple task to a more difficult one. They will discover that reading is easy and fun, enabling them to read the activity's objectives to be successfully attained. The advantages of Carousel brainstorming strategy, which can apply in the context of the classroom's instructional activities are enthusiasm and more understanding of the lesson and reading comprehension of the text.

It can be concluded that another previous expert has explained several benefits, Carousel brainstorming strategy can build students' curiosity, make a new word in vocabulary or a sentence, and they can solve their problems in teamwork.

METHODOLOGY

A. Research Design

According to Akhtar (2016), research design is crucial when planning or preparing any research. The researcher chose a quantitative pre-experimental research strategy. One group pre-test and post-test are applied as the research design. The researcher focused on Increasing Students' reading comprehension of recount text through pictures in Carousel brainstorming strategy. The researcher collected valid data numerically and got the data

scores from the students. So, the expected result is measured by numbers.

B. Population and Sample
1. Population

According to Shukla (2020), the population is a set or group of all units in which the research findings are implemented.
The population is students of the academic year 2022/2023 at MTs Taqwiyatul Wathon, comprising six classes.

2. Sample

According to Shukla (2020), a part of the population that represents it is a sample. Approaches, the units decided on all possible describes of all possible units of persons from the population as a sample. The researcher used the purposive sampling technique in one group by the pictures in Carousel brainstorming strategy for 8th grade A (VIII-A) as a pre-experimental class. The total number of 8th grade students sampled was 33.

C. Research Instruments.

A researcher used the research instrument when gathering data, a tool to complete, work and obtain better so that the data was easy to process. Santika (2022) in Cohen (2017) indicate that in tests, the researcher has a potential data-collecting strategy at their command, an incredible variety of tests for gathering numerical instead of verbal data. Reading comprehension of the students is assessed through a test.

1. Validity and Reliability Testing.

The researcher used tests as the research tool, as previously specified. All questions on a good test should be on the actual standardized test. The elements of a good test include those of validity and reliability. It is reasonable to assume that the validity and reliability of the research's findings, given that they are collected using a reliable and valid instrument.

Table 1.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.802
		N of Items	10[a]
	Part 2	Value	.815
		N of Items	10[b]
	Total N of Items		20

The calculation above shown that Cronbach's alpha's reliability is

0,802 and 0,815. According to Sanora (2014) in Sujianto (2009:97), Cronbach's Alpha value can be Interpreted as follows:

Table 2.
Cronbach's Alfa Interpretation

Cronbach's Alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1,00	Very Reliable

After calculating the data above, it can be concluded that the research tool used here fell within the categeory of part 1 was reliable and part 2 very reliable because part 1 0,61 < 0,802 > 0,80 and part 2 0,81 < 0,815>1,00. The researcher used both part items, part 1 and part 2, which total of 20 items was reliable and very reliable.

The research used a pre-test, treatment, and post-test to gather information for this study. To analyse the data, the researcher prepared scored the students' reading results, described the percentage of students who passed each question, ran a normality test to see if there was a significant difference between the pre- and post-tests, and tested our hypothesis to see if the Carousel brainstorming strategy had any effect at all. In addition, the N-Gain method can be used to calculate the variations in performance between the pre and post-test.

FINDING AND DISCUSSION
A. Research Findings

The subjects of this research were eight grade students of MTs Taqwiyatul Wathon for the academic year 2022–2023. This study employed a pre-experimental design with a pre-test and post-test. The study's sample was 33 students from one classroom.

During the research process, the researcher engaged in a number of pre-data-collection tasks. The researcher conducted a try out sto test the questions' efficacy. There were three meetings total to complete the task. Table 1 below shows the planned schedule of events:

Table 3. Schedule of the Research

Activities	May 9th 2023	May 11th 2023	May, 17th 2023
Try out	√		
Pre-test Treatment		√	
Post-test			√

1. The pre-test results

After conducting a validity and reliability analysis, the multiple-choice questions on the pre-test. In assessing students' pre-test and post-test, the researcher used aspects of assessment in KKM student test results before being introduced recount text through pictures in Carousel brainstorming strategy. Following a descriptive data analysis, students in MTs Taqwiyatul Wathon's eighth-grade English class before given a learning treatment (pre-test) Table 4 below provides descriptive statistics that organize this data:

Table 4. Frequency Distribution Table of Student Scores

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.0	3.0	3.0
	25	3	9.1	9.1	12.1
	30	7	21.2	21.2	33.3
	35	4	12.1	12.1	45.5

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		Frequency	Percent	Valid Percent	Cumulative Percent
	40	4	12.1	12.1	57.6
	45	1	3.0	3.0	60.6
	50	1	3.0	3.0	63.6
	55	5	15.2	15.2	78.8
	60	3	9.1	9.1	87.9
	65	2	6.1	6.1	93.9
	75	1	3.0	3.0	97.0
	85	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

2. The post-test results

After delivering a learning treatment (post-test) to eighth graders using Carousel brainstorming strategy, the data were distributed and analyzed descriptively. Instruction in English at MTs Taqwyatul Wathon is categorized in Table 5 descriptive statistics below:

Table 5. Frequency Distribution Table of Student Scores

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.0	3.0	3.0
	55	2	6.1	6.1	9.1
	60	2	6.1	6.1	15.2
	65	2	6.1	6.1	21.2
	70	5	15.2	15.2	36.4
	75	3	9.1	9.1	45.5
	80	7	21.2	21.2	66.7
	85	7	21.2	21.2	87.9
	90	3	9.1	9.1	97.0
	100	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

The calculation above presents as many as five students or 15.2 %, get a score of 70; 3 students or 9.1 %, get a score of 75; 7 students or 21.2 %, get a score of 80; 7 students or 21.2 %, get a score of 85, 3 students 9,1 % get a score 90, and 1 student or 3.0 get a score 100. Then, 1 student or 3.0%, get a score of 50, 2 students, or 6,1 %, get a score of 60, and 2 students, or 6,1%, get a score of 65.

3. Normality test

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The pre-test and post-test was analyzed using a normality test. The following table displays the outcomes of a normality test performed with the SPSS software:

Table 6. One-Sample Kolmogorov-Smirnov Test

				Pre	Post
N				33	33
Normal Parameters[a,b]	Mean			43.79	76.06
	Std. Deviation			16.155	11.643
Most Extreme	Absolute			.168	.178
Differences	Positive			.168	.100
	Negative			-.120	-.178
Test Statistic				.168	.178
Monte Carlo Sig. (2-tailed)	Sig.			.271[d]	.216[d]
	99% Confidence Interval	Lower Bound		.260	.205
		Upper Bound		.283	.226

a. The test is Distributed Normally.
b. Calculated from data
    After Calculating whether the data were distributed normally or not, the results of the normality test using SPSS, the researcher concluded the normality test from Monte Carlo Sig. (2-tailed) the table above. Significant value of pre-test is 0,271 > 0,05, and significant value of post test is 0,216 > 0,05. Both are bigger than 0,05. So, two data are distributed normally. A T-test can be conducted due to the data indicates a normal distribution.

4. Hypothesis Testing
          SPSS is used to test the hypothesis. The results of the paired sample T-test can be used to determine whether or not to reject the null hypothesis (Ho). The interpretation takes into account both the t-test and the significance of the results. (Sig). Based on the data analysis, the following can be determined:

Table 7. Hypothesis Testing

Paired Samples Test									
			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE-TEST - POST-TEST	-32.273	12.380	2.155	-36.663	-27.883	-14.975	32	.000

          Calculating the data above shows that the results of the paired sample T-test are output. The mean value of the pre-test and post-test is -32.273, the standard deviation is

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12.380, and the standard error mean is 2.155; the lower difference is -36,663, whereas the upper difference is -27,883. The result of the t $_{count}$ is -14.975 with df 32 and significance value (sig 2 tailed) 0,00. The significance of value sig 2 tailed less than 0,05 (0,000 <0,05), then Ho is rejected. It means that there is a significant difference in increasing students' reading comprehension before and after teaching recount text through pictures in the Carousel brainstorming strategy.

5. N- Gain

The statistical significance of the change in scores between the pre- and post-test was determined using the N-Gain score. According to Hake (1999), "normalized gain test" (N-Gain) analyses were performed in SPSS to show that the treatment utilising the Carousel strategy of creative thinking was effective. To determine an N-Gain score, one uses the following formula:

$$\text{N-Gain} = \frac{\text{Skor Posttest-Skor Pretest}}{\text{Skor Ideal-Skor Pretest}}$$

Meanwhile, the table below can be used to make reference to the N-Gain category as a percentage:

Table 8. The Results of the N-Gain Calculation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGAIN_SCORE	33	.29	1.00	.5832	.15585
NGAIN_PERSEN	33	28.57	100.00	58.3155	15.58508
Valid N (listwise)	33				

Calculating the data above,the mean value of N-Gain's calculated findings is 58,3155 % > 56 %; it can be concluded that learning English after being taught of recount text through pictures in the Carousel brainstorming strategy is quite effective in increasing students' reading comprehension.

Discussion

The research examined students' reading comprehension using the Indonesian KKM (Minimum Completeness Criteria) or English criteria of mastery learning at MTs Taqwiyatul Wathon. The research found that only 6,06% of 33 students achieved a complete score according to the KKM criteria of 70 or above 70. After being introduced recount text through pictures in Carousel brainstorming strategy, students gained more information and knowledge to help them understand the recount text. It was shown through post-test results, where 78,8% of students achieved a complete score according to the KKM criteria of 70 or above 70.

The researcher used a recount question instrument to determine the percentage of students' mastery in answering questions. The paired sample t-test results showed a significant difference between the pre-test and post-test, with a mean value of -32.273, a standard deviation of 12.380 and a standard error of 2.155. The paired sample T-test analysis showed a significant difference between the pre-test and post-test, with a t-count value of -14,975 and a significance value of 0.00. It can be concluded that Carousel

brainstorming strategy significantly increase students' reading comprehension and is recommended for implementation by eight grade A students at MTs Taqwiyatul Wathon. Using SPSS, the researchers conducted a normalizeed gain test (N-Gain), with a mean value of 58.3155%, indicating its increasing students' reading comprehension.

CONCLUSION

The research found that Carousel brainstorming strategy and pictures as a learning media can significantly improve students' reading comprehension of recount texts. The study assessed students' using Indonesian KKM or English criteria of mastery learning at MTs Taqwiyatul Wathon. Results showed that only 6,06% of students received a total score based on the KKM criteria of 70 or above 70. After teaching recount text through pictures in Carousel brainstorming strategy, 78,8% of students received a complete score, indicating a significant improvement in reading comprehension. The results of a before-and-after paired sample T-test were statistically significant.

Carousel brainstorming strategy, with a mean value of -32.273 and a standard deviation 12.380. Rejecting Ho, the researchers conclude that teaching recount text through pictures in Carousel Brainstorming Strategy significantly increases students' reading comprehension.

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