

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Problem Background**

Nowadays, digitalization has a big impact on every aspect of life, including tourism, business, and education. Digitalization has significantly impacted education, particularly in the English language classroom (Alelaimat et al., 2020). Teaching reading comprehension is one of the aspects in English language learning that is impacted. Reading is one of the most important learning skills because it can educate and improve understanding and knowledge (Ardiansyah & Jaya, 2020).

Reading is the process of understanding a text to determine its meaning (Arcos, 2018). To learn to read, the student must comprehend what is read. Reading becomes a common problem for students, especially English language learners in school (Septia et al., 2022). Reading is without a doubt, an essential activity for developing a language. Also, the students must know how to read to send and accept information because reading and understanding cannot be separated. Moreover, every reader must comprehend the material to obtain information from the text.

Reading comprehension gives students the ability to comprehend and evaluate written material (Kasmiri et al., 2023). It entails reading comprehension-focused material, recognizing important details, drawing conclusions, and assessing the concepts the book presents. Students can enhance their comprehension of different text types through proper strategies and approaches, which will aid in the development of critical thinking abilities and reading comprehension. Problem with reading indicators and students' motivation are also observable in the teaching-learning process. There are many students feel bored and lazy in reading some books, texts or the material of their subject of study especially in English subject. They feel difficult to understand what they read. Whereas, from reading activities the students will get more knowledge and understanding what should they learn.

Based on the interview, the researcher found some problems in reading process, such as: (1) most student have little interest in learning, (2) most of the students not familiar with the text are discussed, (3) most of the students lack of vocabulary that they master the language learning in the English, (4) most of the students were passive during the learning process, (5) most students do not ask questions when they do not understand the learning material. Educators must use learning strategies that appeal to students that is like studying strategies using carousel brainstorming to further create new innovations in learning, so that strategies can be applied to improve the reading comprehension of students especially the issue of the procedure text. Table below are the data got from the teacher in school.

**Table 1 The Data of Pre Study Reading at Tenth Grade**

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Fairly good	66-75	4	13.33%
5	Fair	56-65	17	56.67%
6	Poor	46-55	9	30.00%
7	Very poor	0-45	0	0
	Total		30	100%

Source: English teacher at tenth grade of SMK Taruna Utama Melinting in academic year 2023/2024

Based on the data score above, it could be analysed that from 30 students who got fairly good score was only 4 students represented as 13.33%, fair category was 17 students in 56% and poor category was in the biggest value that was 9 students in 30.00%.

There are some factors which cause the students' reading comprehension is low, those are motivations in reading of them are still low. Then, they feel bored and lazy to read the text or book they should learn. Besides, the students are unable to find the important information in the text. Their capability in comprehending the text is still low, so they cannot get the information of the text. Next problem is the students are unable to understand the characteristic of the language which is used in the text. Then, the students have difficulty to find main idea of the text they read.

The other problems are, first is there are no chances for the students to interact with other students or to ask the question also to respond the text. Sometimes, with this situation students could feel bored or sleepy. Second, the text is not interesting and sometimes is too long. Third, students' lack of vocabulary always happened and makes the students dislike reading activity. Fourth, it is because their opportunity to read the English text only during English class. Most of students practice to read the English text only in the class. But the case is their reading activity is only read the text. There is no guarantee whether the students understand the text or not. Whereas, the main reading activity goal is the reader can understand what they read, comprehension reading but the most difficult problem that often happened to students' in comprehending the reading text.

To improve students' reading comprehension, the researcher offers the strategy to handle the problems above. That is carousel brainstorming strategy. Carousel brainstorming

strategy is appropriate strategy in teaching reading comprehension it requires students to access background knowledge or review what they have learned by thinking about subtopic within a boarder topic.

Therefore, the researcher is interested in a project entitled "Improving Students' Reading Comprehension by Using Carousel Brainstorming Strategy at Tenth Grade of SMK Taruna Utama Melinting.

### **B. Problem Identification**

From the problem background above, the researcher can identify the problems as follow:

1. The students are unable to find the important information in the text.
2. The students are unable to understand the characteristic of the language.
3. The students understand the generic structure of the text.

### **C. Problem Limitation**

Based on the problem identification above, the researcher focuses on the research pertaining to carousel brainstorming strategy towards reading comprehension.

### **D. Problem Formulation**

According to the research problem background above, the problem formulation as follow:

1. How far Carousel brainstorming strategy can improve of students' reading comprehension by using carousel brainstorming strategy at tenth grade of SMK Taruna Utama Melinting in academic year 2023/2024?
2. How is the process of teaching reading by using Carousel Brainstorming strategy at tenth grade of SMK Taruna Utama Melinting in academic year 2023/2024?

### **E. Research Objective**

According to problem formulation of the research, research objective as follow:

1. To find out whether Carousel brainstorming strategy can improve the students' reading comprehension at tenth grade of SMK Taruna Utama Melinting in academic year 2023/2024.
2. To find out how is the process of teaching reading using Carousel brainstorming strategy at tenth grade of SMK Taruna Utama Melinting in academic year 2023/2024.

### **F. Research Scope**

The scopes of the research are as follow:

1. The characteristic of this research is Classroom Action Research
2. The subject of the research is the students of tenth grade of SMK Taruna Utama Melinting

3. The object of this research is "Improving Students Reading Comprehension by Using Carousel Brainstorming Strategy at Tenth Grade of SMK Taruna Utama Melinting in Academic Year 2023/2024"
4. The place of the research is at SMK Taruna Utama Melinting
5. The time of the research is in academic year 2023/2024

#### **G. Research Benefit**

##### **1. For English Teacher**

The result of the research will be used to improve the quality of learning students' reading comprehension.

##### **2. For Students**

It can give some information about improving students' reading comprehension by using carousel brainstorming strategy.

##### **3. For Other Researcher**

This research can be used as reference for other researchers who want to conduct research about the improving students' reading comprehension by using carousel brainstorming strategy.