SKRIPSI

BRAIN BASED LEARNING METHOD TO IMPROVE READING COMPREHENSION OF 8 GRADE STUDENTS' OF SMPN 2 TELLU LIMPOE SIDRAP

By

RISKA YUNITA
Reg. Num. 15.1300.158

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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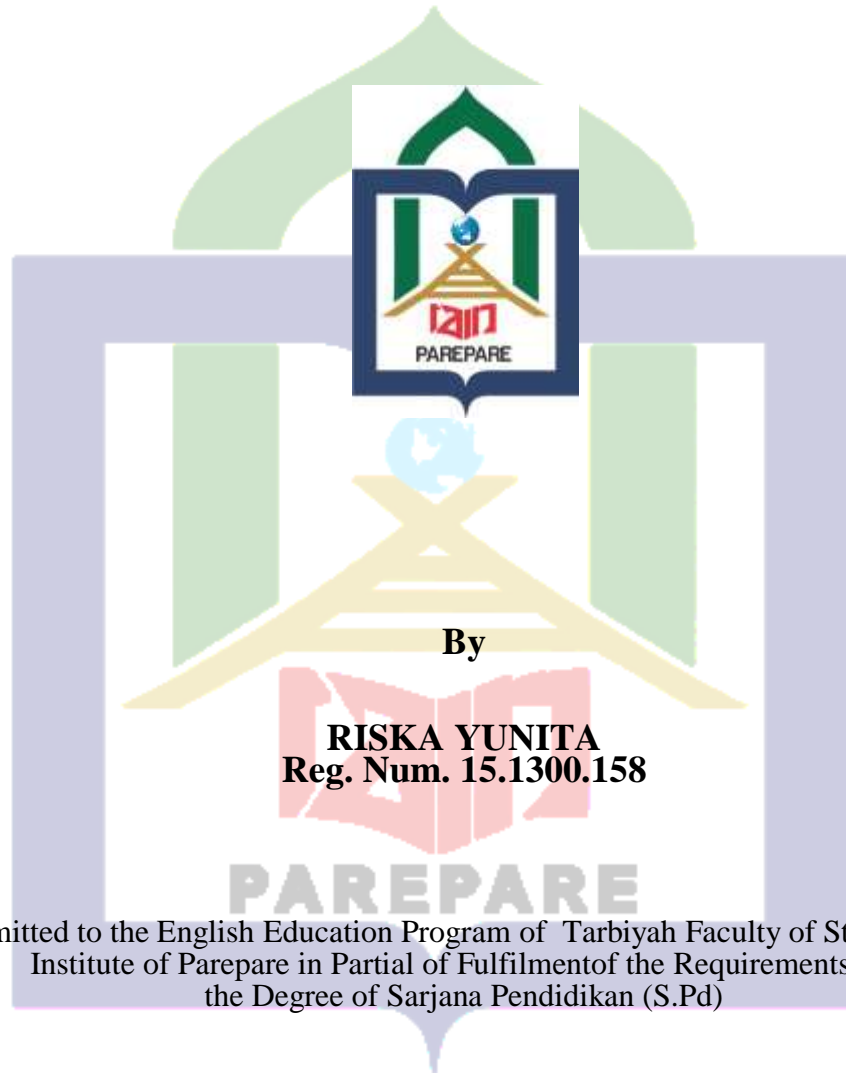
By

**RISKA YUNITA
Reg. Num. 15.1300.158**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

RISKA YUNITA
Reg. Num. 15.1300.158

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student	: Riska Yunita
The Title of Skripsi	: Brain Based Learning Method to Improve Reading Comprehension of 8 Grade Students' of SMPN 2 Tellu Limpoe Sidrap
Student Reg. Number	: 15.1300.158
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: SK. The Dean of Tarbiyah Faculty Certificate No. B.402/In.39/FT/4/2019

Has been legalized by

Consultants

Consultant	: Hj. Nurhamdah, M.Pd.	(..............................)
NIP	: 19731116 199803 2 007	
Co-Consultant	: Mujahidah, M.Pd.	(..............................)
NIP	: 19790412 200801 2 020	

Approved by:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

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SKRIPSI

BRAIN BASED LEARNING METHOD TO IMPROVE READING COMPREHENSION OF 8 GRADE STUDENTS' OF SMPN 2 TELLU LIMPOE SIDRAP

Submitted by

RISKA YUNITA
Reg. Num. 15.1300.158

Had been examined on February, 13th, 2020 and had been declared
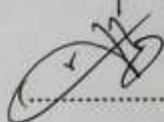that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant	: Hj. Nurhamdah, M.Pd.	(............................)
NIP	: 19731116 1998803 2 007	
Co-Consultant	: Mujahidah, M.Pd.	(............................)
NIP	: 19790412 200801 2 020	

State Islamic Institute Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198702 1 002

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199902 1 001

v

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Brain Based Learning Method to Improve Reading Comprehension of 8 Grade Students' of SMPN 2 Tellu Limpoe Sidrap

Name of the Student : Riska Yunita

Student Reg. Number : 15.1300.158

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate No. B.402/In.39/FT/4/2019

Date of Graduation : February, 13th, 2020

Approved by

Examiner Commissions

Hj. Nurhamdah, M.Pd.	(Chairman)	(.......................)
Mujahidah, M.Pd.	(Secretary)	(.......................)
Drs. Abd. Rauf Ibrahim, M.Si.	(Member)	(.......................)
Drs. Ismail Latief, M.M.	(Member)	(.......................)

Cognizant of:

State Islamic Institute Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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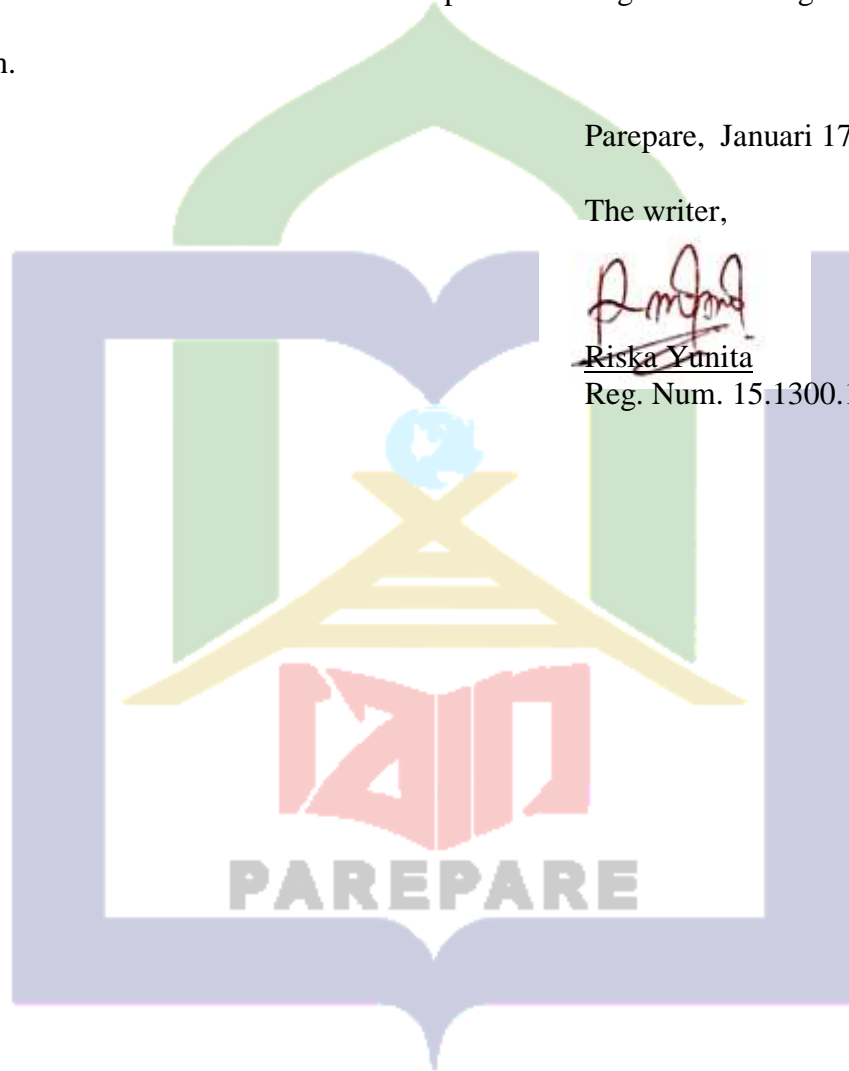
Parepare, Januari 17th, 2020

The writer,

Riska Yunita
Reg. Num. 15.1300.158

DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name	:	Riska Yunita
Student Reg. Number	:	15.1300.158
Place and Date of birth	:	Lalemparee, 9th August 1997
Study Program	:	English Education
Faculty	:	Tarbiyah
Title of Skripsi	:	Brain Based Learning Method to Improve Reading Comprehension of 8 Grade Students of SMPN 2 Tellu Limpoe Sidrap.

Stated this skripsi is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 17nd January 2020

The Writer,

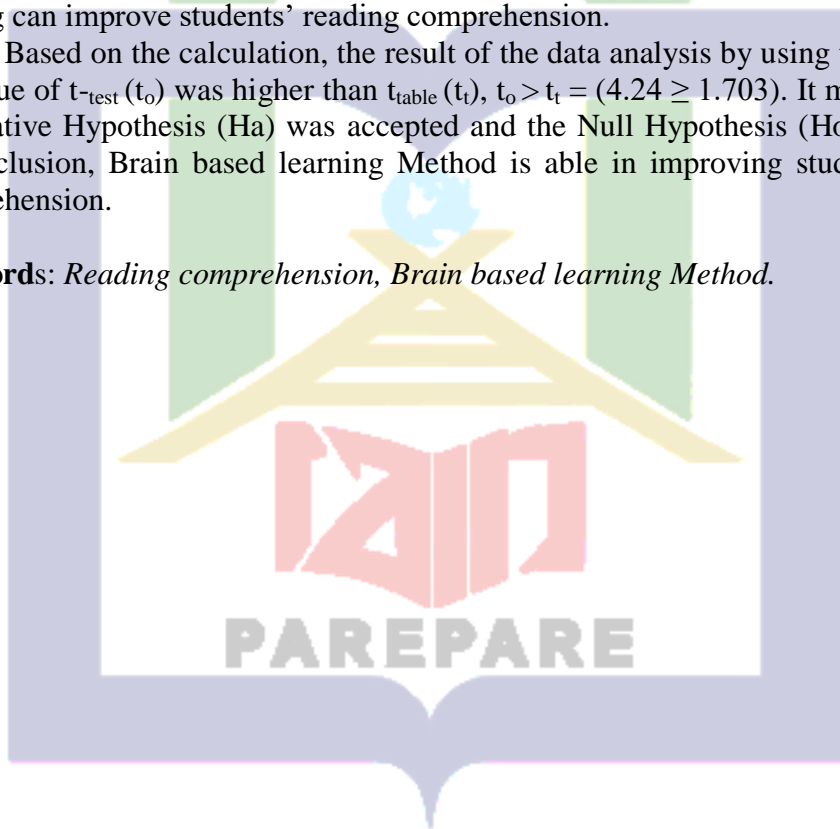Riska Yunita
Reg. Num. 15.1300.158

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ABSTRACT

Riska Yunita. *Brain Based Learning Method to Improve Reading Comprehension of 8 Grade Students of SMPN 2 Tellu Limpoe Sidrap* (Supervised by Hj. Nurhamdah and Mujahidah).

This study were aimed to see the improvement of Reading Comprehension at the second year students of SMPN 2 Tellu Limpoe. The objective of this research is to measuring the students' reading comprehension by using Brain based learning method in teaching. The population of this research were the second year students consists of VIII (28 students). The sample were taken by using purposive sampling.

The research method used in this research was a quantitative method by using pre-experimental design. The data were collected through test. The test divided by two pre-test and post-test to know whether Brain based learning Method in teaching reading can improve students' reading comprehension.

Based on the calculation, the result of the data analysis by using t-test showed the value of t_{test} (t_o) was higher than t_{table} (t_t), $t_o > t_t = (4.24 \geq 1.703)$. It means that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) is rejected. In conclusion, Brain based learning Method is able in improving students reading comprehension.

Keywords: *Reading comprehension, Brain based learning Method.*

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CHAPTER I
INTRODUCTION

1.1 Background

Reading is one the four language skills taught in English language learning process beside listening, speaking, and writing. However, among of all the skills reading is considered as the most important skills. People's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

Reading is very important, reading is one of the important aspects in learning English. There are many students who can't read all and don't understand the content of the reading. Reading is also a skill that must be achieved by a students to get a good goal and comprehension skill. Reading is also very important for developing students minds and understanding written words is one of the ways students minds grow in their abilities. Reading can help students focus on what is communicated with others. [1]

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but also we need to get and overall understanding of the text. Comprehension is much needed to understand the meaning of the text or written information.

There are many aspect that should be considered in Reading, such as phonemic awareness, letter knowledge, and concept of print, the alphabetic code : phonics and decoding, fluent, automatic reading of text, vocabulary, text comprehension, written, spelling, and handwriting. Although the students have already studied English start from junior high school until senior high school. They

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[1] Glen and Diane Davis" *Reading Stategies*" December (2016).

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feel that English is still difficult for them especially how to remember vocabulary, how to pronounce, read, grammar, and punctuation. Based on data from research says that, Problem in learning Reading are not only found at the level of primary, secondary, and upper education, but will continue to the tertiary level. Opinions that state reading as a difficult skill cannot be ignored. from the information obtained, students find it difficult to understand the content of reading in English because of the low mastery of vocabulary so that the message contained in what students are reading is very difficult to be interpreted. this is used as input for all language teachers to pay attention to the level of difficulty in the selection of English reading with student competence.[2] To teach students reading skill in English, they can improve it by using some method, strategies, planning, evaluating, and reviewing stages in their reading product. Understanding the meaning of the sentence will make a good reader. Some problems in the learning process when students have difficulty reading and understanding a reading text.

In Smpn 2 Tellu Limpoe Sidrap based on interview result from English teacher, the students' reading skills are still relatively low and their reading interest is still lacking, making it difficult for them to read an English reading text. Students don't care about how to read correctly and receive less attention to reading habits, especially English.[3]

To improve the reading ability of the students, teacher need desirable and suitable method for helping students. There is a powerful method that can help them to improve the reading ability. It is as Brain Based Learning Method.

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[2]Fika Megawati, "Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris secara Efektif" Fakultas keguruan dan Ilmu Pendidikan, Jurnal Pedagogie (Unpublished Universitas Muhammadiyah Sidoarja , 2 Agustus 2016).

[3]Interview data from English Teacher in SMPN 2 Tellu Limpoe Sidrap

Brain based learning method are the students' activity and learning process which conducted based on stages of brain based activity. Brain based learning is a concept that creates learning with empowering oriented in the human brain. Brain based learning is learning that aligned with the natural working of the brain in learning. The focus likes and loves the learning process rather than focusing on the regularity. In quantum learning, someone is going to learn all the ability. If he liked what a learned, he is going to feel happy to be involved in the learning.

In the model of Brain Based Learning, students are required to be active in learning. So the learning process is not only sourced from the teacher. Then it is able to provide a variety learning. Brain Based Learning model, also directs students to carry out learning in accordance with the existing rules. Students are directed to re-think the early material that associated with the material covered. By the application off brain based learning model, it is expected to provide the student's comprehensive reading skill.

There are some benefits from Brain Based Learning method. It can automatically improve students' abilities in listening, analyzing, and thinking fast. Helping students' to quickly be able to master the content of the reading optimally and helping maximizing students reading by reading repeatedly. The use of brain based learning method can improve memory, achievement, solve and find the best solution in Reading Learning problems.[4]

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled "Brain Based Learning Method to Improving the

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[4]Lani Suryani," Pembelajaran Melalui Brain Based Learning"Jurnal Penelitian Pendidikan (Unplished STAIN Kudus, 2015).

Students Reading Comprehension At Eighth Grade Students Of SMPN 2 Tellu Limpoe Sidrap ".

1.2   Problem Statement

Based on the background above, the problem of research can be stated as follow:

1. Is the use Brain Based Learning method effective to improve students' reading comprehension at eight grade students' of SMPN 2 Tellu Limpoe Sidrap ?

2. How is the students' response of Brain Based Learning method in improve students' reading comprehension for the eighth grade students' of SMPN 2 Tellu Limpoe Sidrap ?

1.3   Objective Of the Research

The following are objectives of the research:

The improvement of students Reading Comprehension by using Brain Based Learning method at eighth grade students' of SMPN 2 Tellu Limpoe Sidrap.

1.4   The Significant of the Research

The research result is expected to be able to give some benefits, such as following:

1. For the Teacher, provide information to the teacher that there are other ways to improve students reading interest, namely Brain Based Learning method.

2. For the students, interest in reading students is more improve and can digest the contents of the reading quickly by using the Brain Based Learning method.

3. For the researcher, giving new knowledge in teaching reading to be better than before. By overcoming the difficulties of students in terms of reading and minimizing mistakes that will occur.

CHAPTER II
REVIEW AND RELATED LITERATURE

2.1 Previous Research Finding

Many researchers have conducted research in relation to the students' comprehending English text as follows:

Maryam Haghighi in her research *"The Effects of Brain Based Learning EFL Learners' Achievements And Retention".* The aim of this study is to investigate the effects of brain based learning for sophomore students majoring in Aircraft Repair & Maintenance on academic achievement and retention. This experimental study was designed as pre-test and post-test control group model. The study lasted 16 weeks for a total of 63 class hours, During the research process, the experimental group was administered a brain based learning approach. While the control group was administered a traditional teaching approach. Analysis of post-test achievement and retention tests revealed a significant difference between the groups favoring brain based learning.[5]

Muhammet Ozden in her research *"The Effect Of Brain Based Learning On Academic Achievement And Retention Of Knowledge In Science Course"* The aim of this study is to investigate the effects of brain based learning in a 7th grade Science course on academic achievement and retention of previously acquired knowledge. Two classes, namely 7-A and 7-B, were determined as experimental group was administered a brain based learning approach, while the control group was administered a traditional teaching approach. Analysis of post-test and retention level

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[5]Maryam Haghighi " The Effect Brain Based Learning EFL Learners Achievement and Retention" (Unpublished 2013).

test revealed a significant difference between the groups favoring brain based learning.[6]

Some studies above shows that using brain based learning are always success when conducted in the learning process. Such as the increasing result of academic achievements, the retention and the students motivations. Therefore, in the present research, the writer interest to find out the effects of using brain based learning focusing on teaching reading comprehension. Whether brain based learning can successfully through in reading comprehension or not.

2.2   Some Pertinent Ideas

2.2.1   The Concept of Reading

2.2.1.1   Definition of Reading

Reading is one of the important skills in learning language, the fundamental objective of reading activity is to find specified and detailed information to understand and to comprehend a passage.

Hornby says reading is the way in which something is process or understood. So by reading something we can understand what the writer intends in her or his book[7].

Reading is interaction of reader and text. It follows to help students to improve their reading that must be able to identify various types of texts which a student will encounter when studying subject and various strategies of reading which he or she might adopt. Thus the question ' how should students read ? needs to be broken down into specific question such as how do students read a pure Narrative

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[6]Muhammet Ozden " The Effect Of Brain Based Learning On Academic Achievement and Retention of Knowledge In Science Course In Class VI Bandung Junior High School" (Unpublished 2016).

[6]Hornby, *Oxford Advanced Learner's Dictionary (*USA: Oxford university press, 1995).

text, a poem, and other reading texts ?'. Underlying each of these specific questions is the question of goal of the read. Reading to get the feel of a topic is a very different process from reading for specific information.[8]

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skill, decoding skills, experiences, language background, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.[9]

Olson and Diller stated that Reading is an active and interactive activity to reproduce that word mentally and vocally and tries to understand the content of the reading text. It is important to bear in mind that reading is not an invariant skill, that many different purposes we have for reading[10].

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[11].

Pang S. Elizabeth states that reading is about understanding written text. It is a complex activity that involves both perception and though which consist of two related processes, word recognition and comprehension.[12]

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[8]George Brown and Madeleine Atkins. *Effective Teaching in Higher Education*. Methuen (London New York, 1987), p.173.

[8]Albert J. Harris And Edward R. Sipay, *How To Increase Reading Ability* (New York & London:Longman 1980), p.10.

[10]Olson And Diller. *Definition of Reading and Word Identification* (1989), p.13.

[11]Hughes,J. M. *Teaching Language and Literacy* K-6. Http://Www. Iched Org/Cms/Scripts/ Page. Php?Site Id=Iched&Item Id=Reading Process, Accessed On Saturday 6th August 2016.

[12]Pang S. Elizabeth, *Teaching Reading Educational Practice* Series-12 (Switzerland; International Academy Of Education, 2003), p.6.

Based some definition above, the writer concluded that reading is a complex process of thinking to get meaning from printed materials and comprehension in order to receive ideas or information in a text. It means that reading is not only looking at word in the form of symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2.2.1.2   Kinds of Reading

Reading can be used an effective way of learning. In reading studies there are many types of reading. In terms of whether or not the sound of the reader's voice when reading.

1. Reading aloud

Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how to pronounce every word found in the reading text.

2. Silent Reading

Silent reading is frequently done by a reader who wants to comprehend the text in reading comprehension process. Reading silent needs a reader much attention to what is they read, the reader should have a full concentration.

3. Speed Reading

Speed reading is reading faster to get the ideas answering some specific questions. Speed reading needs speed eyes (eye speed) that help to find ideas very quickly. If someone eye speed is normal will give him help in doing speed reading if the eye speed is getting trouble, means that a reader will get trouble in speed reading in doing speed reading, teacher should evaluate the students about how far they are

finding outcome certain ides regarded to the given question his students competence in reading comprehension.

4. Shared Reading

Shared reading is a shared reading activity between teachers and students, and they should have a book to read together. This activity can provide children an enjoyable experience introduce them to a variety of authors, illustrators and types of texts to entice them to become a reader.

The four kinds of reading above can be used by the students in reading comprehension based on the situation. Shared Reading can be used in teaching and learning process in the classroom or it can be applied by the reader in their daily life as their habit to shared reading.

2.2.1.3 Purposes of Reading

Reading is very important because is develop the mind. And teach students to find something important in the content of the reading text. There are some reasons why people do reading. The reasons are in the following:

1. Reading for information

The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allow a reader to search information.

2. Reading for quick understanding (skimming)

Reading for quick understanding used for variety of other reasons or it may be seen as a superordinate purpose. The readers use skimming when they want to

determine what a text is, about and whether or not they want to spend more time reading it.

3. Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

4. Reading to integrated information

This type of reading requires that the reader synthesize and learn information from multiple texts or bring together information from different parts of a long text.

5. Reading to evaluate, critique, and use information

In often represents an increasing level of demand and a more complex interaction of reading processes.

6. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers. It is the default assumption for the term reading comprehension.

Reading is a means for language acquisition, communication, and sharing information and ideas. It helps develop the mind and imagination and the creative side of person. It helps to improve communication both written and spoken. Reading is the activity of receiving, analyzing, and interpreting conducted by the reader to obtain the message to be conveyed by the author in the written media.

Reading comprehension is a continuation of reading silently, reading without sound in order to understand the reading content? To find out the students' understanding, it can be done by assigning students to tell the content of the reading.

Understanding is obtained when the student has prior knowledge or experience with what is contained in the reading.

2.2.1.4   Techniques of Reading

There are some techniques of reading, such as:

1. Skimming

Skimming is glancing rapidly through a text to determine its general context. Skimming is selective reading. In skimming, readers choose what they want to read. They select those sentences, clauses, and phrases that best serve their purposes, get a general impression of the selection, and decide on the basis of the examination whether to read the selection more intensively or not.

2. Scanning

Scanning is reading to locate specific information, for example, locating a telephone number in a directory, being able to search through material rapidly with given purposes in mind in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading.[13]

3. Extensive Reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluent activity, mainly involving global understanding. For example, reading novel, newspaper, and short story.

4. Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. For example, reading dosage instruction of medicine.

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[13]Wright and Brown"*Explored the potential of reading strategy*" (2006).

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection. Scanning is a reading technique to be used when you want to find specific information quickly. In scanning have a question in mind and read a passage only to find the answer, ignoring unrelated information. Difference is that extensive reading covers large area, while intensive reading covers narrower area, extensive reading involves students reading long text or large, quantities for general understanding, with the intention of enjoying the text. Intensive reading is a reading activity carried out by students carefully and thoroughly of the narrative text that is read. This intensive reading is applied to students in an effort to find information in detail or is applied to information seeking as discussion material.

2.2.2 Definition of Reading Comprehension

Reading is not able to be separated from comprehension, because reader has to comprehend what he/she reads to get information from a text or a book. Comprehension is an active and constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the text.

Reading comprehension was seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.

Comprehension includes the correct association of meanings with word symbols, the selection of the right meaning suggested by the content, the

organization and retention of meanings, the ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.

Based on the above explanation, the writer concludes that reading comprehension is a process of understanding written text, integrate new ideas and generalize from what is read.[14]

2.2.2.1 Components of Reading Comprehension

Generally considered a significant effort to illustrate the improvement in students' reading comprehension skills. His analysis showed the following five comprehension skills:

1. Recalling word meaning (vocabulary knowledge)

The verb recalls means "remember" like an older person who recalls her school days. Recall can also be a noun may know someone who has great recall, or memory, of events that everyone else has forgotten.

2. Drawing inferences from the content

An inference is a statement about the unknown made on the basis of the known. Inferences are evidence-based guesses. They are the conclusion a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in everyday life.

3. Following the structure of a passage

Paragraph structure this main idea is usually introduced in the first sentence of the paragraph, called the topic sentence. The idea is then developed further through the sentence that follow. Using a clear structure for paragraphs helps guide the reader through written work.

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[14]Dallman, R.& Car, D. *"The teaching of Reading comprehension"*sisxth edition (Canada: CBS College Publishing, 1982).

4. Recognizing a writer's purpose, attitude, tone and mood

Recognize the pressure and intonation in the reading, understand the content of the reading and know the purposes of the author in the text.

5. Finding the answers to question answered explicitly or in paraphrasing

Find answer in each question by means of students being able to recall or retell the content of reading text that have been given by researcher.

2.2.2.2 Levels of Reading Comprehension

There are three levels of reading comprehension:

1. Literal Comprehension

Literal comprehension is an understanding the ideas and information explicitly state in the passage. The abilities are:

   a. Knowledge of word meaning

   b. Recalling of details directly stated and paraphrased in own words.

   c. Understanding of grammar clues-subject, verb, pronouns, conjunctions, and so forth.

   d. Recalling of main idea explicitly stated

   e. Knowledge of sequence of information presented in passage.

2. Interpretative comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly stated in passage. The abilities are:

   a. Reason with information presented to understand the author's tone, purpose, and attitude.

   b. Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage

   c. Summarization of story content

3. Critical comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The abilities are:

a. Personal reacting to information in a passage indicating its meaning to the reader

b. Analyzing and evaluating the quality of written information in terms of some standards.

The level of reading comprehension of the students in SMPN 2 Tellu Limpoe Sidrap must know is critical comprehension, where this critical comprehension can make students more critical in understanding a reading, which can quickly students analyze the content of reading. And researcher can easily evaluate students and students are able to react to the information obtained in the reading text.

2.2.2.3 Indicators/ the nature of Students' Reading Comprehension

There are some indicators of students' reading comprehension:

a) The students are able to understand the function of narrative/recount text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

b) The students are able to find the difficult words from narrative/recount text.

Students can underline words in reading that are difficult to understand then will be discussed together in classroom, so students can understand the meaning of the reading.

c) The students are able to answer the question about narrative/recount text.

Students can answer the questions of researcher by reading the entire question before reading text. Then students answer the questions after rereading the text that has been given.

d) The students are able to identify the important information on the text.

After doing several stages, students will be able to identify various kinds of information that will be obtained in the reading text, looking for some information in the reading text.

e) The students are able to give opinions about the text that they have been read.[15]

Students must be able to provide responses to the text they have read and provide input about the text.

2.2.3 Definition of Brain Based Learning

The brain is an organ used by humans to acquire knowledge. The brain is the center of all human activities, such as thinking, remembering, understanding, imagination, logic and so on.

Basically, every human has a brain with the same potential. While the ability of the brain are different from each other's. The difference depends on how the human use their potentials brain maximally. The brain based learning is a study to optimize the potential of the brain.

Brain based learning is a concept that creates learning with empowering oriented in the human brain. Brain based learning is learning that aligned with the natural workings of the brain in learning. The focus likes and loves the learning process rather than focusing on the regularity. In quantum learning, someone is going to learn all the ability. If he liked what he learned, he is going to feel happy to be involved in the learning; there are many principles of Brain Based Learning:

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[15]Satursyah, C,"*Reading theory and Practice*"(Yogyakarta: Graha ilmu, 2015).

1. Learning involves physiological processes

The brain is going to work well when available process physiology that supports it. When the learning process is done, the brain is going to affect all parts of the body. Some of the physiological processes that are able to affect the learning process are:

a. The availability of water in the body.

When the body dehydrated the concentration and intellectual ability is able to be reduced. It would be good if the teachers allow students to drink when learning process occurs.

b. Some result of research shows that intake of multivitamin supplements are able to increase a child's nonverbal intelligence.

c. The mix of some good fats such as omega 3 and omega 6 are going to maintain balance in the child's brain

d. The availability of essential minerals in the body can increase concentration of the brain, such as:

- Boron (found in nuts, apples, broccoli, grapes, and legumes)

- Choline (found in the egg yolk, the sardine, liver, and whole grains)

- Chromium (found in red meat, eggs, cheese, and seafood)

- Calcium (present in dairy products, almonds, apricot, grains, and green vegetables, sardines).

e. Activities, lighting and disease.

Students desperately need activity or movement in learning such as role play, stretching and change the sitting position. The ideal lighting also important for students in accordance with the appropriate level of lumens (soft and natural). The

diseases is able to hinder the learning process such as tonsillectomy and fever that can lower concentrations of studied because of the pain.

f. Chemicals food and working memory in the brain.

Some food chemicals may affect the working of the brain's memory, among other things:

- Acetylcholine (helps the brain to form long-term memory on neurotransmitters)
- Lecithin (lecithin derived from eggs, salmon and meats without fat is able to produce a functioning memory boost choline)
- Phenylalanine (helps reproduce norepinephrine can increase attention)
- Adrenaline (is able to protect and improve memory, and also keep a pleasant memory or traumatic)

2. The brain or thoughts of the social

The original version of parallel processors is cerebrum. The brain is always trying to distinguish and understand existing events. When it felt meaningless then the brain is not going to process it.

3. The brain is always looking for things that have meaning and automatically going to react to information coming.

4. Meaningful learning, often through patterns.

Comprehension and memory can occur via the pattern or through natural ways. Information is able to be either learned new things, which evokes the emotions and life safety. Learning about life safety gets more attention and more meaningful.

There is the KWL term (what you Know, Want, and Learn), integrated study, field trip, hands on learning, learning math-generalization (pattern), visualization, communication (implementation).

5. Emotions is the crucial part (specific part) to understand the pattern.

Learning activities conducted the brain heavily influenced by emotions and feelings. So it is necessary to create an atmosphere of pleasant and conducive learning, in positive expectations. Here are some of the technique of towing emotions:

- Humor break

- Drama, storytelling , collaborative learning, and jigsaw.

- Celebration.

6. Brain partially and through processes simultaneously.

Brain work simultaneously to process parts per part and as a whole. The left and right parts of the brain have different functions and work simultaneously complementing each other.

7. Learning demand focusing on considerate and peripheral perception.

The brain is always absorbing information directly at the time of our attentions whether focused or not. So it is need created an environment that supports.

8. Learning processes always consciously and subconscious

A conscious and subconscious learning process which is done by the brain takes place continuously. Therefore, we are able to give sufficient time for students to consolidate what they have learned by using a different intonation, different speeds, and different volumes.

9. The two ways of setting the memory based on experience (system of spatial memory) and recollections (rote learning).

Setting up the memory in the human brains are meaningful and meaningless. It is need how to recite effectively. As well as it gives some skills in students to recalling something, for example by means of:

- Mnemonic: for example, mejikuhibiniu
- Chunking information: for example, by using the hand that is lumped to calculate the number of days in a month.

10. Learning is developmental

Learning is part of the development. For some particular topic, students are able to think in the abstract, while others are limited and still thinking at the level of the concrete. Learning is able to build relationships between nerves. For that, a learning needs exposure, repetition, meaning and practice are important to students.

11. Complex Learning are enhanced through the challenges and is inhibited by the theat.

Learning is able to occur maximum when there is an appropriate challenges. Not to be too easy or too difficult. There are some tips in teaching:

- No test or quiz surprising because it would threaten the peace of the students.
- Create the clear agenda when beginning lessons
- Create a conducive climate when learning process occurs
- Use the clear assessment criteria
- Avoid the statement that make the children concentrations lower.

2.2.4 Every brain has a unique setup

Brain based learning instruction would be better if it uses a variety of learning or makes an applications of multiple intelligences or bloom's taxonomy. A teacher who applies the principles of brain based learning must play attention to the following components.

- Orchestrated immersion: setting up the learning environment to incorporate students into learning experience.

- Relaxed alertness: an attempt was made to eliminate the fear when in a challenging environment.
- Activate processing: students incorporate and internalize information by actively process. This information is linked to previous learning so that more attached to this new information.

In the immersion orchestrated, phase focused to make the subject of learning becomes more meaningful. This phase also helps students to create patterns and associated with their respective brains. In every learning process, student's needs to be active as the facilitates of brain to think, for example as a model guided discovery. In the phase of relaxed alertness, students are challenged to solve a problem by minimizing a particular threat. Then the learning result is going to be higher when the students learn in a safe and comfortable situation.

There are several things must attend to brain based leaning:

1. Atmosphere

    The needs for an environment that is conducive to learning

2. Brain Gym

    Brain gym is a series of exercises based on simple body movements that is made to stimulate the right brain and the left brain (dimensions literacy), alleviate or relax the front and back of the brain (focusing dimension), stimulate the system associated with feelings/emotions mid brain(limbic) and cerebrum (the dimensions of convergence).

3. Choices

    Providing choices to students in learning is going to increase the students comfortable. For example, the freedom to choose the seat position and the estimate. It is able to increase the level of student's understanding of the material provided.

The use of encouragement words and humor on the sidelines of the learning process are able to make learning more enjoyable the learning.

4. Goals

Teachers are always responsible for guiding students in setting goals, such as determining the learning objectives related to real life.

5. High Expectation

Giving hope / high spirit is going to have a positive impact for students.

6. Music

Music is a thing that affects the nervous system even though the music was inadvertently heard.

7. Questioning

A question addressed to students is going to make them more active and feel appreciated

8. Rewards

Giving compliment is a reward that can motivate students

9. Technology

It means the technologies appropriately to support the learning process

10. Water

Water is one of the main components of the brain. Because the brain consists of 80% water, the brain will be sensitive to changes in pH. Therefore, in brain based learning a good teacher instructs students to bring drinking water and drink it when thirsty.[16]

2.2.5 The Procedure of Brain Based Learning in Learning Process

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[16]Mufidah, L.N. "*Brain Based Teaching and Learning, Pembelajaran berbasis otak.* (Yogyakarta, 2014).

There are 7stages in the Brain Based Learning process:

1. Pre-Exposure

This stage helps the brain build a better conceptual map. Here are the things to do:

1) Teachers showing a concept map of the new material to be learned

2) Master condition exciting learning environment

3) Teachers convey learning objectives

4) Students are required to bring drinking water/ mineral water as a brain food.

2. Preparation

In this stage teachers create the curiosity and the enjoyment of students. Here are the things to do:

1) Students are briefed in advance of the material to be studied.

2) Students are encouraged to respond to whether or not the material is relevant to what is real life.

3. Initiation and Acquisitions

This stage is the stage of the creation of understanding, connection or when neurons interconnected 'communicate' each other. Here are the things to do:

1) Presenting the material with the help of audio-visual media such as by using power point.

2) Starting active learning, for example by guiding students into the discussion of the task group, filling out the students worksheets to reinvent the concept.

4. Elaboration

This stage provides an opportunity for the brain to sort, search, analyze, test and deepen learning. Here are the things to do:

1) Students present the result of group discussion in groups or in front of the class

2) Conducting an open question and answer regarding the outcome of the discussion or the material being studied.

3) Students are asked to create a concept map individual or group about what they have learned.

5. Incubation and Insert the Memory

This phase emphasizes that the rest time and to repeat an important thing. Here are the things to do:

1) Teachers give the stretches and relaxation by Brain Gym

2) Teachers show up the video that can train the brain concentration and focus.

3) Teachers provide exercises.

6. Verification and Checking of confidence

In this stage, the teacher checks whether the students already familiar with the material they have learned or not. Students also need to know if he had understood the material or not. Here the things to do:

1) The teacher checks whether the student is already familiar with the material they have learned.

2) Teachers conduct a quiz to students either verbally or in writing.

7. Celebrations and Integration

In this phase of the celebration, it is very important to involve emotions. Here are the things to do:

1) Giving awards to students

2) Time sharing or telling stories exciting experience

3) In closing the teachers along with students doing a small celebration like cheering and clapping.[17]

2.2.6   Conceptual Framework

 Following is the conceptual framework which is underlying this research

```
                    ┌─────────────────────────┐
                    │    ENGLISH TEACHING      │
                    └─────────────────────────┘
                                 ⇓
                    ┌─────────────────────────┐
                    │ Teaching Reading Comprehension │
                    └─────────────────────────┘

   ┌──────────┐        ┌──────────┐        ┌──────────┐
   │  Input   │ ─────→ │ Process  │ ─────→ │  Output  │
   └──────────┘        └──────────┘        └──────────┘
        ⇓                   ⇓                   ⇓
   ┌──────────┐   ┌─────────────────────────┐   ┌──────────┐
   │ Reading  │   │ Procedures of Brain Based Learning │   │ The students' │
   │ Material │   └─────────────────────────┘   │ Reading  │
   └──────────┘            ⇓                     │ Comprehension │
                  ┌─────────────────────────┐   └──────────┘
                  │      Pre-Exposure        │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │      Preparation         │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │ Initiation and Acquisitions │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │      Elaboration         │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │ Incubation and Insert the Memory │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │ Verification and Checking of confidence │
                  └─────────────────────────┘
                             ⇓
                  ┌─────────────────────────┐
                  │ Celebration and Integration │
                  └─────────────────────────┘
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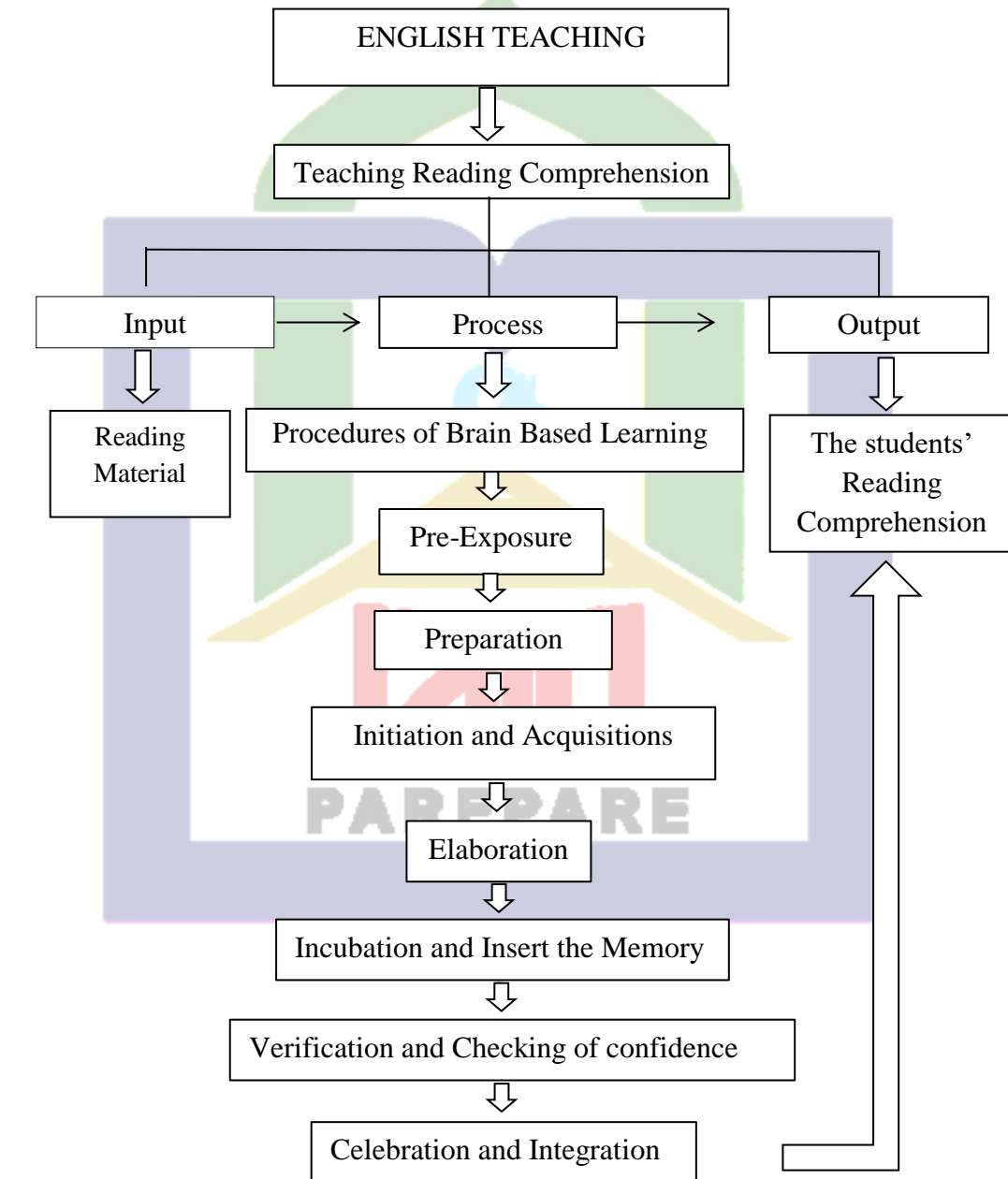
[17]Ozden,M. & Gultekin,M,"*The Effects of Brain Based Learning on Academic Achievement and Retention Knowledge in Science Course* (Turkey: Anadolu University, 2008).

There are three components are explained in the following:

1. Input refers to the material that is applied.

2. Process refers to the teaching and learning reading comprehension by improve brain based learning method

3. Output refers to the students' achievement on reading mastery.

2.2.7   Hypothesis

Formulation of research hypothesis

1. Ha (Alternative Hypothesis): there is significant implementation of brain based learning method in improving Reading comprehension of the eighth grade students of SMPN 2 Tellu Limpoe Sidrap.

2. H0 (Null Hypothesis) There is no significant implementation of brain based learning method in improving Reading comprehension of the eighth grade students of SMPN 2 Tellu Limpoe Sidrap.

2.2.8   Variable and Operational Definition

1. Variable

There are two variable involve this research, dependent variable and independent variable, which are independent variable is brain based learning and dependent variable is the students' reading comprehension.

2. Operational Definition of Variable

3. Brain based learning method that can be used the research in correction the students' errors in reading. it is able to improve the reading comprehension.

4. The students' reading comprehension are the result and the successfulness as well as progress of students' reading comprehension a The Eight Grade Students of SMPN 2 Tellu Limpoe Sidrap.

CHAPTER III

RESEARCH METHOD

3.1 The Research Design

In conducting the research, the researcher used pre-experimental with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using the Brain based Learning method can improve the students' Reading comprehension. The following is the formula:

O1	X	O2
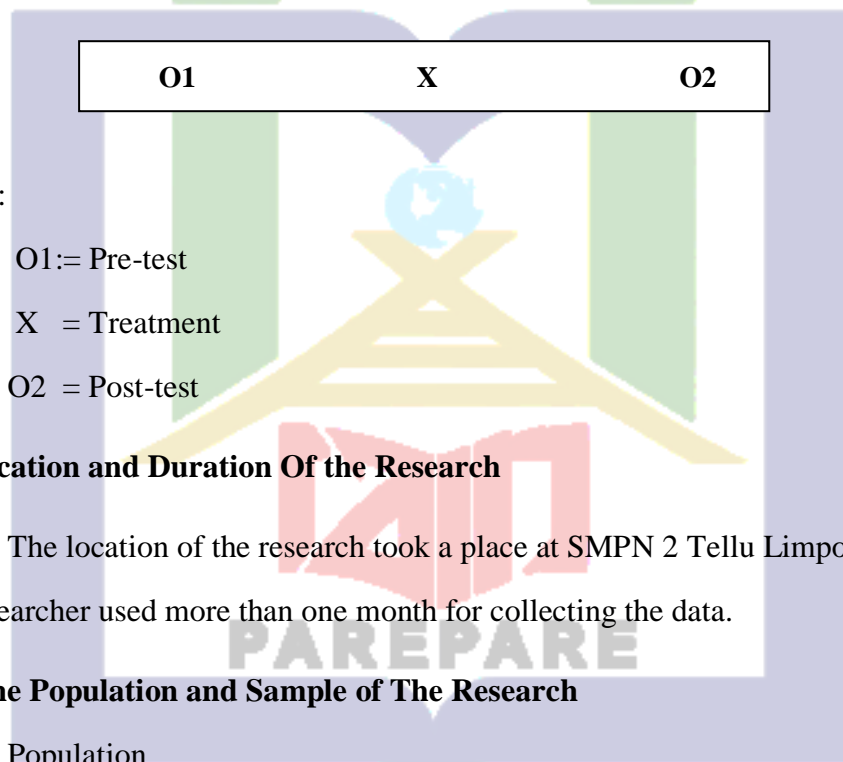
Where:

 O1:= Pre-test

 X = Treatment

 O2 = Post-test

3.2 Location and Duration Of the Research

The location of the research took a place at SMPN 2 Tellu Limpoe Sidrap and the researcher used more than one month for collecting the data.

3.3 The Population and Sample of The Research

3.3.1 Population

The population of this research was all students of SMPN 2 Tellu Limpoe Sidrap. Consists of VIII, The total of population are 28 students.

Table 3.1 the total students of SMPN 2 Tellu Limpoe Sidrap

No.	Class	Number of students
1.	VIII	28
	Total of students	28 students

3.3.2   Sample

The sample took by total sampling. The researcher took class VIII which consist of 28 students as the sample of this research.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

In collecting data, researcher used reading text in reading test as instruments. Reading tests are applied to pre-test and post-test intended to find out before students read the text and before students are given treatment. While the post-test intended to know the student's reading after being given treatment.

3.4.2 Procedure of Collecting Data

The procedures of collecting data as follows:

1. Pre-test

Before researcher giving a treatment, the researcher gave the students test about reading. After giving pre-test the researcher gave the students treatment.

2. Treatment

After giving a pre-test, the researcher gave treatment to the students in the class. The treatment was conducted for sixth times meeting. For every meeting the students were giving different topics.

1. Researcher give greeting to students' open class

2. Researcher give motivation the students'

3. Researcher use brain based learning methods', which will help students to improve their reading.

4. In the brain based learning there are 7 stages :

   - Pre-Exposure

     This stage helps the brain build a better conceptual map.

   - Preparation

     In this stage researcher create the curiosity and the enjoyment of students.

   - Initiation and Acquisitions

     This stage is the stage of the creation of understanding, connection or when neurons interconnected 'communicate' each other.

   - Elaboration

     This stage provides an opportunity for the brain to sort, search, analyze, test and deepen learning.

   - Incubation and Insert the Memory

     This phase emphasizes that the rest time and to repeat an important thing.

   - Verification and Checking of confidence

     In this stage, the researcher checks whether the students already familiar with the material they have learned or not. Students also need to know if he had understood the material or not.

   - Celebration and Integration

     In this phase of the celebration, it is very important to involve emotions.

5. Researcher provides corrections to how each students reads.

6. The researcher close the meeting class

In this treatment the researcher did it for sixth times meetings in class with the same procedure but different topics, while the reading topics that will be used during sixth times meetings are, Snow White, Pinocchio, Sangkuriang, The Mouse Deer and the Turtle, Bawang Merah and Bawang Putih.

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students, reading through brain based learning, the researcher gave test reading

3.4 Technique of Data Analysis

The data would be collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were as follow:

3.4.1 classification of students' score into five levels:

Table 3.3: Classification Students' Score

No.	Classification	Score
1.	Very Good	80- 100
2.	Good	66- 79
3.	Fair	56- 65
4.	Poor	40- 55
5.	Very poor	≤39

Based On Suharsimi Arikunto's statement that the students' who get 80- 100 scores, they will be in very good level, the students who get 66- 79 scores, they will be in good level, the students who get 56- 65 scores, they will be in fair level, while the students who get 40- 55 scores, they will be in poor level and the student will be

in very poor level if they got ≤ 39 scores. [18] The total score is 100 that have been gotten from total score of content is 40 total scores, the organization is 30 total scores, the mechanics is 10 total scores, the language use is 20 total scores of reading of pre-test and post-test.

3.5.3. Scoring the students' reading of pre-test and post-test.

$$Score = \frac{Students' correct\ answer}{the\ total\ items} x\ 100$$

1. Calculating the rate percentage of the students' score by using the following formula :

$$x = \frac{F}{N} \times 100\ \%$$

Where:

P = percentage

F= frequency

N= total of number of sample

2. Finding out the mean score by using the following formula :

$$x = \frac{\sum x_i}{n}$$

Where:

X = Mean Score

Σ X = Total Score

N = The total number of students[19]

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[18]Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), P. 254

[19]Sugiono, *Statistika untuk Penelitian* (Bandung: CV Alfabeta, 2002), p. 49.

3. Find out standard deviation by using the following formula :

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N - 1}$$

Where:

    SD = Standard deviation

    Σx^2 = The sum of score

    (Σx^2) = The square of the sum of score

    N = The total number of subject

4. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

    T = test of significance

    D = the mean score of difference (X1 – X2)

    ΣD= the sum of the total score

    ΣD2= the square of the sum score of difference

    N= the total sample. [20]

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[20]L.R. Gay. *Educational Researcher: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Merril Publishing, 1981), p.355

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two sections. The first section is the finding of the research and the second section is the discussion. The findings of the research cover the description of the result of data collected through test that can be discussed in section below.

4.1 Findings

The findings of this research were in the form of data. The data were collected from the eighth grade students of SMPN 2 TELLU LIMPOE in academic year 2019-2020. The data were collected by administering pre-test and post-test.

4.1.1 Finding through test

The pre-test was administered to the simple under study in order to measure their pre-test ability in reading comprehension. In the post-test, the present of study was administered or once. The purpose of giving post-test at the end was to know the progress of the sample under study after being taught reading comprehension by using Brain Based Learning Method. Therefore, there were two sets of raw scores showing improvement of the reading comprehension ability of the sample. They were pre-test score, and post-test scores.

4.1.2 Score of the Pre-test

The pre-test had done before implementation Brain Based Learning Method. The researcher found out the result of the students pre-test based on the scoring of their reading comprehension before giving treatment that using Brain Based Learning Method which was analyzed and resulted in the information as shown in the following table:

Table 4.1 : The students score of the result of Reading Comprehension by using pre-test

No	Name Students	Correct Item		Score	Classification
		Multiple choice			
		True	False		
1	AG	6	9	40	Poor
2	AY	4	11	26	Very Poor
3	AS	6	9	40	Poor
4	ASK	6	9	40	Poor
5	ASW	7	8	46	Poor
6	AR	5	10	33	Poor
7	FA	6	9	40	Poor
8	FN	4	11	26	Very Poor
9	HA	7	8	46	Poor
10	IL	6	9	40	Poor
11	IN	5	10	33	Poor
12	MA	5	10	33	Poor
13	NU	7	8	46	Poor
14	NU	7	8	46	Poor
15	NN	6	9	40	Poor
16	RA	4	11	26	Very Poor
17	RR	6	9	40	Poor
18	SA	6	9	40	Poor
19	SA	7	8	46	Poor
20	SA	7	8	46	Poor
21	SE	7	8	46	Poor
22	SE	7	8	46	Poor
23	SS	7	8	46	Poor
24	SS	6	9	40	Poor
25	SW	7	8	46	Poor
26	SF	5	10	33	Poor
27	SY	4	11	26	Very Poor
28	RA	4	11	26	Very Poor

Based on scoring of reading test above, mostly students were on very poor and poor classification. It indicated that the student's initial ability of reading comprehension are low and they could not understand the topic and answer the question well.

4.1.3   Score of the Post-test

Table 4.2 students score in reading comprehension after being taught through Brains Based Learning Method.

No	Name Students	Correct Item		Score	Classification
		Multiple choice			
		True	False		
1	AG	10	5	66	Good
2	AY	9	6	60	Fair
3	AS	10	5	66	Good
4	ASK	12	3	80	Very Good
5	ASW	14	1	93	Very Good
6	AR	12	3	80	Very Good
7	FA	12	3	80	Very Good
8	FN	10	5	66	Good
9	HA	15	0	100	Very Good
10	IL	12	3	80	Very Good
11	IN	12	3	80	Very Good
12	MA	13	2	86	Very Good
13	NU	12	3	80	Very Good
14	NU	15	0	100	Very Good
15	NN	10	5	66	Good
16	RA	10	5	66	Good
17	RR	12	3	80	Very Good
18	SA	12	3	80	Very Good
19	SA	14	1	93	Very Good
20	SA	15	0	100	Very Good
21	SE	15	0	100	Very Good
22	SE	10	5	66	Good
23	SS	12	3	80	Very Good
24	SS	10	5	66	Good
25	SW	15	0	100	Very Good
26	SF	15	0	100	Very Good
27	SY	12	3	80	Very Good
28	RA	12	3	80	Very Good

Based on scoring of reading test above, the post-test result showed that there are 20 students who got very classification. In indicated that the students reading

comprehension improved significantly they could understand the topic and answer the question well.

4.1.4   Mean Score of Pre-Test and Post-Test

In this pre-test was conducted before the researcher taught reading comprehension through Brain based learning method to the sample under study. It was administered in order to measure the result of sample's pre-test reading comprehension ability before the writer conducted the study about brain based learning method. Therefore the writer could plan the teaching session by using brain based learning method after knowing the result of the students' pre-test score. In pre-test, the mean scores of pre-test which collected in this study could be formulated as follows :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1802}{28}$$

$$\bar{X} = 38,64$$

The data above showed that the mean score of pre-test was 38,64 point. It mean the most of the students in class VIII of SMPN 2 Tellu limpoe Sidrap still had " very poor" ability in reading comprehension. Then, the scores of post-test which collected in this present study could be formulated as follows:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2274}{28}$$

$$\bar{X} = 81,21$$

The data above showed that the mean score post-test was 81,21 point. It meant the main findings of the present research showed the increasing of comparative mean score of post-tests score than the mean score of pre-test 38,64 point. So, the students in class VIII of SMPN 2 Tellu Limpoe Sidrap had very good improvement in reading comprehension.

4.1.5 Standard deviation of pre-test and post-test

The writer determined the formula of standard deviation based on the data. The standard deviation of the pre-test:

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N-1}$$

$$SD = \frac{\sqrt{1738 - \frac{(1082)^2}{28}}}{28-1}$$

$$SD = \frac{\sqrt{1738 - \frac{1170}{28}}}{27}$$

$$SD = \frac{\sqrt{1738 - 41785}}{27}$$

$$SD = \frac{\sqrt{1696215}}{27}$$

$$SD = 62,822$$

$$SD = 7,95$$

Thus, the standard deviation of the pre-test is 7,95

The standard deviation of post-test :

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N-1}$$

$$SD = \frac{\sqrt{35791 - \frac{(2274)^2}{28}}}{28-1}$$

$$SD = \frac{\sqrt{35791 - \frac{5171076}{28}}}{27}$$

$$SD = \frac{\sqrt{35791 - 184681,28}}{27}$$

$$SD = \frac{\sqrt{2110972}}{27}$$

$$SD = 781,85$$

$$SD = 27,96$$

Thus, the standard deviation (SD) of the post-test is 27,01

4.1.6   The result of the pre-test and post-test were presented in the following :

Table 4.3 the Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean score	Standard deviation (SD)
Pre-test	38,64	7,95
Post-test	81,21	27,96

(data source: the mean score and standard deviation of pre-test and post-test)

The data in table 4.4 showed that the mean score of the pre-test was 38,64 (x_1) while the mean score of the post-test increased 81,21 (x_2). The standard deviation of pre-test was 7,95 while the standard deviation of post-test was 27,96.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' reading comprehension had improved after doing the learning process that used brain based learning method.

4.1.7   The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of the Frequency on the Pre-test and Post-test.

No	Classification	Scale	Pre-test		Post-test	
			F	P	F	P
1	Very good	80 – 100	-	-	20	71.00%
2	Good	66 – 79	-	-	7	25.00%
3	Fair	56 – 65	-	-	1	4.00%
4	Poor	40 – 55	19	70.1%	-	-
5	Very poor	< 39	9	29.9%	-	-
Total			28	100%	28	100%

The data above shows that the students score increase. The improvement of the students' scores in "very good" classification from nobody students got it in pre-test and became 20 students in post-test. In "good" classification, from nobody students got it in pre-test and became 7 students in post-test. In "fair" classification from nobody students got it in pre-test and became only 1 student in post-test. 19 students got "poor" classification in pre-test and nobody got it in post-test. Then, 9 students got " very poor" classification in pre-test and nobody got in post-test.

4.1.8   T-Test Value

Table 4.5 Worksheet of the calculation of the score on pre-test and post-test on the reading comprehension.

No	x_1	x_2	$(x_1)^2$	$(x_2)^2$	$D(x_2 - x_1)$	$D(x_2 - x_1)^2$
1	40	66	1600	4356	26	2756
2	26	60	676	3600	34	2924
3	40	66	1600	4356	26	2756
4	40	80	1600	6400	40	9800
5	46	93	2116	8649	47	6533
6	33	80	1089	6400	47	5311
7	40	80	1600	6400	40	4800
8	26	66	676	4356	40	3680
9	46	100	2116	10.000	54	7886
10	40	80	1600	6400	40	4800
11	33	80	1089	6400	47	5311
12	33	86	1089	7396	53	6307

Advanced table 4.5 Worksheet of the calculation of the score on pre-test and post-test on the reading comprehension.

No	x_1	x_2	$(x_1)^2$	$(x_2)^2$	D(x_2- x_1)	D(x_2- x_1)^2
13	46	80	2116	6400	34	4284
14	46	100	2116	10.000	54	7884
15	40	66	1600	4356	26	2756
16	26	66	676	4356	40	3680
17	40	80	1600	6400	40	4800
18	40	80	1600	6400	40	4800
19	46	93	2116	8649	47	6533
20	46	100	2116	10.000	54	7884
21	46	100	2116	10.000	54	7884
22	46	66	2116	4356	20	2240
23	46	80	2116	6400	34	4284
24	40	66	1600	4356	26	2756
25	46	100	2116	10.000	54	7884
26	33	100	1089	10.000	67	8911
27	26	80	676	6400	54	5724
28	26	80	676	6400	54	5724
Total	1082	2274	41696	189186	1192	145892

In the other to see the students score, the following is t-test was statistically applied :

To find out D used the formula as follow :

$$D = \frac{\sum D}{N} = \frac{1192}{28} = 42.57$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{42.57}{\sqrt{\frac{145892 - \frac{(1192)^2}{28}}{28(28-1)}}}$$

$$t = \frac{42.57}{\sqrt{\frac{145892 - \frac{1420864}{28}}{28(27)}}}$$

$$t = \frac{42.57}{\sqrt{\frac{145892 - 50745}{756}}}$$

$$t = \frac{42.57}{\sqrt{\frac{95.147}{756}}}$$

$$t = \frac{42.57}{\sqrt{125.855}}$$

$$t = \frac{42.57}{11,218}$$

$$t = 4.24$$

Thus, the t-test value is 4.24.

This research use pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicated there was a significant difference between the result students' pre-test and post-test.

Table 4.6 the test of significant

Variable	T – test	T – table value
Pre-test – post-test	4.24	1703

(Data source: Primary data processing)

4.1.9　The ways of implementation of brain based learning method to improve the students reading comprehension.

After finishing the researcher, the writer conclude that the students felt enjoy and active in learning English by Brain based learning method. It forces them to interact with the text. It provides students opportunity to be active in the class. Students are motivated to improve their ideas, understand or opinions through asking and answering some question.

From the first meeting until the last meeting, the implementation of Brain Based Learning Method made the students more motivated and enthusiastic to

understand and recall the contents of the reading. They are motivated to improve their ideas or opinion through asking and answering some question. As conclusion Brain Based Learning method had impact on students' reading comprehension.

The author can conclude that using Brain based learning method can improve and develop students reading comprehension skills. It can be seen after conducting the first treatment even some students are still not fluent in reading and do not really understand the contents of the narrative reading text, but students pay more attention to the explanations of the researcher and ask a few questions when students understand about the material. During the teaching and learning process researcher introduced the lesson by showing a narrative text. Through treatments, students are expected to read the entire content of the text, and then students are asked to read the text. A dominant role in learning is the cognitive aspect of students, where cognitive aspects are strongly influenced by the left box work system. Next is an exercise in the use of what is understand and remembered and then words that are easy to understand that involves students right brains. In the next treatment students begin to read well because they are able to understand and remember words when after reading. The exercise given by the researcher is a narrative text story that is shared with students. Stories that make students interesting and reading repeatedly, students are encouraged to respond the material, then students discuss with their group friends, by writing the content of the reading subject the present the result by reading. Next the researcher will ask question relating to the lesson in the previous week. Students then answer the researcher questions in accordance with what has been read and learned. It shows that there is an increase in students after the implementation of the Brain based learning method. After that the researcher gives a new reading and then students begin to read by reading that begins to improve with

the right intonation, because students begin to familiar with the words contained in the story, and students have begun to understand the story because they are getting used understanding, remembering, and reading text. The compared with previous treatment there has been a significant improvement where students as a whole are more active in class and a good way reading appears when they have gone through several treatments using the Brain based learning method.

In this section where the researcher discusses how the brain based learning method can improve reading comprehension in students. Students are made active by the way students are guided into group discussions to find the main content in the reading of this stage makes students look for, analyze, and deepen the lesson by reading each paragraph. Students provide open question and answers about the result of the discussion or material that has been learned.

Brain based learning method make students more active in the classroom by means of researcher providing a comfortable atmosphere in beauty and making students more enjoy the learning that will be taught on that day. Then students will be given reading text by researcher, after that the students are expected to be able to communicate with each other. Discuss the lessons of the day, after that students are expected to remember, analyze, and looking for information, ideas and main points in the narrative text.

After that students are then given a new text, but before reading the new text students will be given a few questions about the lesson in the last week, it will make students use more memories to answer questions from researcher. In addition to making students memories increase can also assess whether the students understood the previous learning.

Then students are given a motivation about reading, how reading is very useful for students to learn because reading will help students to better understand a lesson. It means that the application of brain based learning method could be improved the students reading comprehension skills. From the finding research above, it could show that the brain based learning method encourages the student's motivation to study harder.

Therefore, after being given a number of treatments using the brain based learning method there was an increase in grade 8 students SMPN 2 Tellu Limpoe. Students have better reading procedures, students' builds understanding of the a text. Student's combines logical thinking that is owned with a collection of letters, words, and sentences in the text, and students read well which includes the accuracy of pronunciations and loud sound. Researcher nest students to repeat important things obtained in reading, the students must know whether they already understand the material or not. Then the researcher gives questions related to the material being studied, students answer by reading the text which is considered as the correct answer. Students also better understand the content of reading text and are more active in class when answering questions from researcher. They already dare to be more active in class. Teaching and learning classes continue which is completely different from all the skills possessed by each student.

Based the findings above, the researcher concluded that there was an improving through Brain based learning method in reading comprehension of SMPN 2 Tellu Limpoe Sidrap.

4.2 Discussion

In this parts the researcher will explain the brain based learning method improve reading comprehension in SMPN 2 Tellu Limpoe Sidrap. From the

researcher found the method that researcher use in teaching reading comprehension and the difficulties in teaching and learning reading comprehension at SMPN 2 Tellu Limpoe Sidrap. Based on for held by researcher two meetings for pre-test and post-test, each time the researcher meeting will give some questions to students related to the previously taught lesson aim to see how far the improvement of students memories and reading comprehension after getting some treatments.

Basically, every student's has a brain with the same potential. While the ability of the brain are different from each other's. The difference depends on how the students use their potential brain maximally. The brain based learning is a study to optimize the potential of the brain. [21]

As we know that the brain is the center of all human activities, such as thinking, remembering, understanding, imagination, logic, and so on. [22] With the same treatment students can easily grasp the material and understand the content of the reading, because we know that the brain based learning method can perform several existing procedures. Students will read a few paragraphs until they are fluent and understand what they have read.

Also, from the observation the researcher found that use brain based learning method to teaching reading comprehension. Researcher use interesting stories and researcher find that this method makes students more interested in focusing on the material. Because in the learning students is going to learn all the ability. If the students likes what the learned, students is going to feel happy to be involved in the learning.

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[21]Mufidah, L.N. "*Brain Based Teaching and Learning, Pembelajaran berbasis otak.* (Yogyakarta, 2014).

[22]Mufidah, L.N. "*Brain Based Teaching …*

Researcher always make students interested in learning, by means of students allowed to use mobile phones and dictionaries to translate the story then divided into groups so that students can maintain communication between peers in class, researcher ask students to answer and vice versa when there are words in difficult reading understood, students will ask the researcher.

In the learning process in the classroom researcher use several procedures to improve the students reading comprehension. [23] In this researcher the researcher found that there are some difficulties in teaching and learning reading comprehension. Brain based learning method is a method used in the teaching process, the influence of students' reading comprehension and students interested in reading more especially books in learning English.

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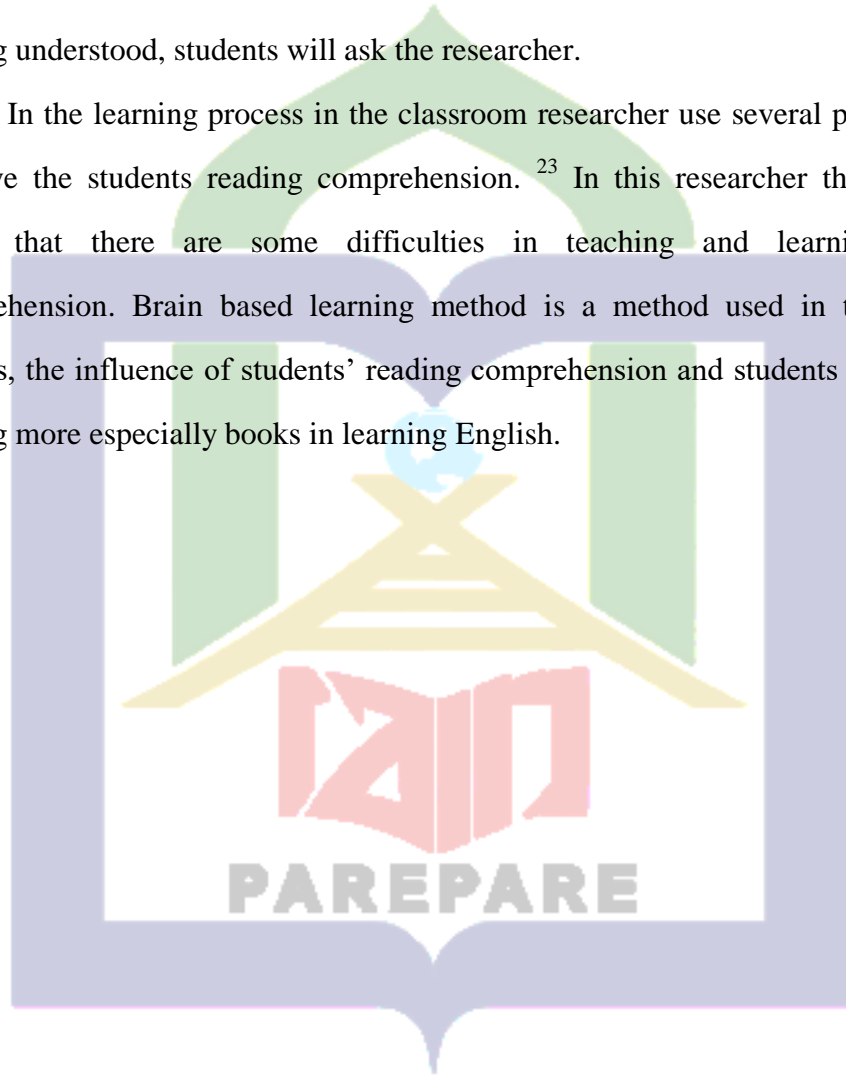
[23]Ozden,M. & Gultekin,M,"*The Effects of Brain Based Learning on Academic Achievement and Retention Knowledge in Science Course* (Turkey: Anadolu University, 2008).

CHAPTER V
CONCLUSION AND SUGGESTION

Based on theoretical studies and research on Improving The Students Reading Comprehension on Narrative Text at the Eight Grade of SMPN 2 Tellu Limpoe Sidrap. Through Brain Based Learning Method which was present in the previous chapter, and then in this chapter the researcher draw a conclusion and suggestion.

5.1   Conclusion

5.1.1   The conclusion of the findings through the test.

Based on the result of the data analysis, the researcher could that the using Brain Based Learning method able to improve students reading comprehension on narrative text at the Eight grade of SMPN 2 Tellu Limpoe Sidrap. It was proved by the data showed that the mean score of pre-test was 38.64 and the mean score of post-test was 81.21. It is supported by the result of statistical analysis where the statistical t-test value (4.24) was higher than t-table value (1.703), degree of freedom (df=N-1)27. It means that there was significant improved of students reading comprehension on narrative text by Using Brain Based Learning Method.

Finally, the using brain based learning method can help the students in learning English reading comprehension on narrative text material because this method was effective.

5.1.2   The conclusion of the findings through the test.

From 15 Multiple choice. All the students' answered and most of them got 60-100.99%. the main score of the students was 81.21 from 28 students. It means that the Brain Based Learning Method make students have positive response toward in learning reading and they responsive about it.

Based on the rate score of the category the researcher could conclude that the students' responsive in learning reading comprehension on narrative text by Brain Based Learning Method .

5.2   Suggestion

Based on the conclusion above, the researcher would like to present some suggestion as follow:

5.2.1   English teacher of Junior High school are suggested to use brain based learning method as an alternative method in teaching reading comprehension on narrative text which it have been proven that Brain based learning method can impact effectively in improving reading comprehension on Narrative text.

5.2.2   The researcher should be well prepared the materials that are going to be taught to the students before meeting the classroom.

5.2.3   The students should be more active in learning reading text and students have to read more reading text in order to have more knowledge.

5.2.4   The students need to realize that learning has two way process, not only teacher-center but also student-center. It means that they have significant roles in achieving their success in study.

5.2.5   Both the teacher and students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.

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APPENDICES

Appendix 1. Instrument of Pre-Test And Post-Test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUTE AGAMA ISLAM NEGERI (IAIN)
	PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti NO. 8 Soreang 911331
	Telepon (0421) 21307, Fax Mail (0421)2404
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA   : RISKA YUNITA

NIM/PRODI   : 15.1300.158/PBI

FAKULTAS   : TARBIYAH

JUDUL   :BRAIN BASED LEARNING METHOD TO IMPROVE READING COMPREHENSION OF 8[TH] STUDENTS' OF SMPN 2 TELLU LIMPOE SIDRAP

PRE-TEST AND POST-TEST

PRE-TEST

SNOW WHITE

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood feel down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty.

Suddenly the queen thought " If only I had a child whose skin were as white as snow and whose lips were as red as blood".

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was about teenager, the queen died because of an illness. After the queen's death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Every day the queen stood in front of her magic mirror while asking " Who is the most beautiful woman in the land ?" and the mirror always answered, " You are the most beautiful one of all". The new queen asked the same question every day the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made th e queen so angry that the to take Snow White into the woods and kill her.

The Hunstman had such a kind heart that he couldn't do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the tittle house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the

Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The Prince took Snow White to his palace where they were married and lived happily ever after.

Read the text above to answer the questions below !

1. Snow White ran from home …..
   a. In the morning   c. At midnight
   b. In the evening   d. Everything is wrong

2. Who suggested that Snow White run into the forest …
   a. Prince   c. The Hunter
   b. Dwarfs   d. The Queen

3. Who woke up the Snow White for her long sleep….
   a. Dwarfs   c. Witch
   b. The hunter   d. The Prince

4. What is the type used by the writer…
   a. Recount   c. Narrative
   b. Report   d. Explanation

5. To tell the plot, the writers uses….
   a. A rhetorical question and an explanation
   b. Time sequences
   c. Contractive evidences

d. Past tense

6. Why Snow White ran away to the woods….

    a. Her parents passed away

    b. Her uncle was angry with her

    c. Her uncle and aunt would go to America

    d. Snow White was happy to run away

7. What is the true nature of the king's second wife….

    a. Very well   c. Very bad

    b. Friendly   d. Kindly

8. Why the Queen ordered the Hunters to kill Snow White….

    a. Because the Queen wants to control the King's treasure

    b. Because Snow White rivals the beauty of the Queen

    c. The Queen hates Snow White

    d. Because Queen want to see the Snow White suffer

9. How the true nature of the hunter who brought Snow White into the forest….

    a. Very bad   c. Very Well

    b. Friendly   d. Helper

10. Who has the magic mirror….

    a. Snow White   c. The Dwarfs

    b. The King   d. The Queen

11. What Snow White has found in the forest….

    a. Witch   c. Poisoned Apple

    b. Dwarfs house   d. The Hunter

12. Who gave poisoned apples to Snow White…

    a. The hunter   c. The Prince

b. The Dwarfs   d. Witch

13. Why the Snow White fell asleep so long….

    a. Because Snow White is very sleepy

    b. Snow White is very tired

    c. Snow White has eaten poisoned apples

    d. Because Snow White was put in a chest

14. What moral message is contained in the story of Snow White….

    a. Never do bad things to your own child

    b. Envy will only bring disaster in the future

    c. Good people will get happiness

    d. Bad people will get revenge

15. The story telling us about…

    a. Snow White and 7 Dwarfs

    b. Snow White and Prince

    c. Queen and Magic mirror

    d. Snow White and A witch
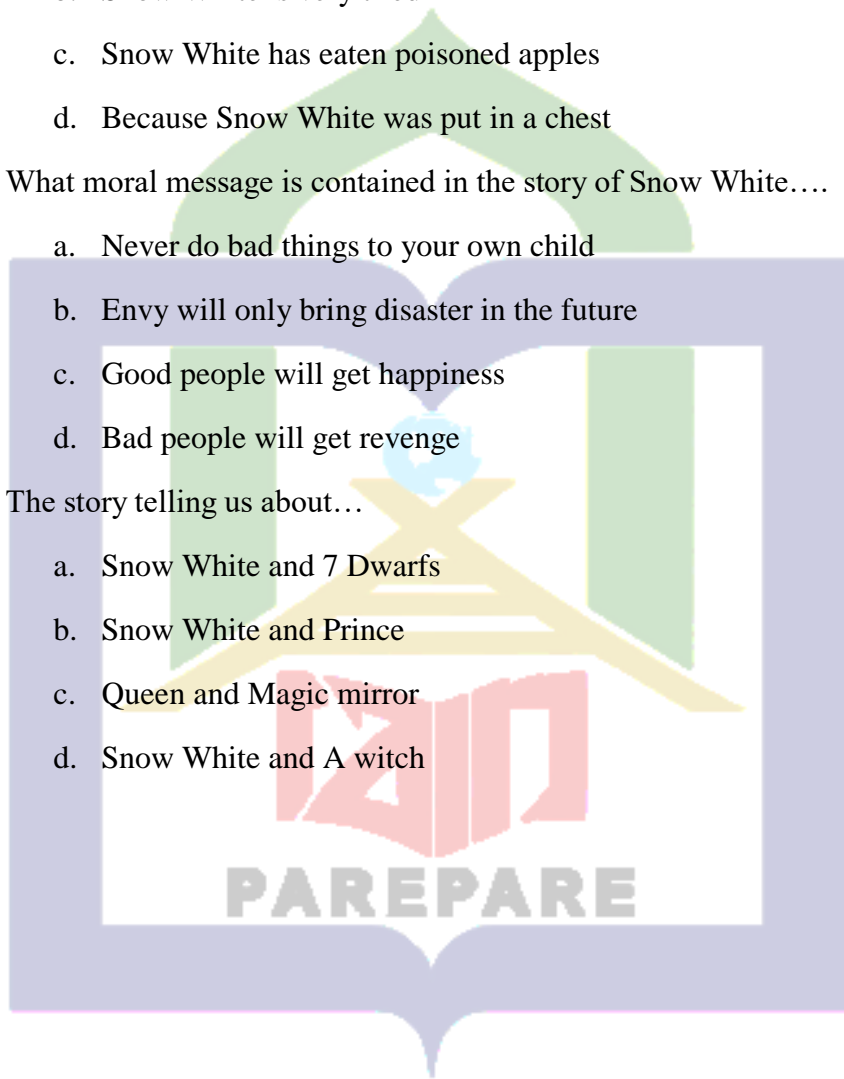
POST-TEST

CINDERELLA

Sometimes in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as step mother. Every one of the things about Cinderella was a slip-ups in her stepmother' eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got.

Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella.

"Cinderella, come here revolting!" Said her stepmother."Yes mother!" addressed Cinderella. "Clean my room, and Bathroom, keep in mind cook for lunch, now!"However mother, I'm wiped out!", said Cinderella. "I couldn't care less!"addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What's more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother,, "Shouldn't something be said about me mother!" And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!"

Cinderella hurried to her room and cried."Gracious God, why they are so merciless. Help me!"Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful. I will help you!"said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes.

Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife "But Cinderella was utilizing a cover on that gathering. "Who are you excellence!" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up…" asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe.

Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that at it may, her step mother didn't permit Cinderella out from room. Sovereign was depressed that her stepsister was not that young lady. Until ruler saw Cinderella startlingly.

"Hey you, please come!"So amazingly that Cinderella is the singular case out of many other who can fit to the glass shoe."You are that young lady. I accept!"

After that minute, the sovereign had hitched to Cinderella. What's more, they live cheerfully until the end of life.

Read the text above to answer the questions below !

1. What is the tittle of that text…
   a. Cinderella
   b. Timun mas
   c. Princes
   d. Roro jonggrang
2. What is the character of cinderella's step mother….
   a. Kind
   b. Good
   c. Cruel
   d. Friendly
3. How many step sisters that Cinderella has….

a. Two
b. Three
c. Five
d. Seven

4. What kind of work that cinderella's step mother wants….
   a. Wash clothes
   b. Sleeping
   c. Watching tv
   d. Shopping

5. What cinderella has to go to a party….
   a. Expensive shoes
   b. Cheap shoes
   c. Glass shoes
   d. Black shoes

6. Why the prince asks cinderella to be his wife….
   a. Because she can fit glass shoes
   b. Because she is cruel
   c. Because she is the only woman in the party
   d. Because cinderella is friendly woman

7. Who changed cinderella….
   a. Her step mother
   b. Her step sister
   c. Her pixie
   d. Her parents

8. What kind of text above….
   a. Descriptive text
   b. Recount text
   c. Narrative text
   d. Explanation text

9. How many people in that text….
   a. 1
   b. 2
   c. 3
   d. 4

10. Who is the main character in that text….
    a. Step mother
    b. Step sister
    c. Cinderella

   d. Neighbor

11. What is the purpose of the text above….
  a. To tell us how to write a story
  b. To inform what happened in the past
  c. To give a description of a beautiful girl.
  d. To retell about Cinderella experience/memory

12. What was there at the palace one day….
  a. A game
  b. Crown part
  c. Glass slippers
  d. A birthday

13. "The pixie make a lovely shoes…" (paragraph 6). The underline word has same meaning with….
  a. Boring
  b. Pretty
  c. Honest
  d. Loyal

14. What is the moral value from that story….
  a. Be patient in facing difficulties
  b. Hope and pray to God
  c. Everything will be fine in time
  d. Must remain patient in facing all difficulties encountered

15. How was the end of the story….
  a. Cinderella was killed by her step mother
  b. The prince turned into a horse forever
  c. They live cheerfully until the end of life
  d. Cinderella was betrayed by the kind

Appendix 2. lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 2 TELLU LIMPOE

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II

Materi Pokok : Narrative Text (Reading Comprehension)
Alokasi Waktu : 8 X 40 Menit (4 Pertemuan)

A. Kompetensi Inti

1. Memahami makna dalam cerita sederhana berbentuk Narrative text untuk berinteraksi dengan lingkungan sekitar.
2. Merespon makna dan langkah retorika sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk Narrative.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *Teks bacaan yang telah disediakan* yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1	Membaca dan mengidentifikasi *Teks bacaan yang telah disediakan*
	3.4.2	• Struktur teks - Memulai - Menanggapi (diharapkan/diluar dugaan)
	3.4.3	• Unsur kebahasaan

		- Pernyataan dan pertanyaan terkait *Teks bacaan yang telah disediakan* - Penyebutan dengan bentuk jamak (-s) - Ucapan, tekanan baca dan tulisan tangan
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait *Teks bacaan yang telah disediakan* yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1	Identifikasi materi tentang Brain Based learning method
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan

Fokus pengamatan karakter : Sikap santun, peduli dan percaya diri

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan Brain based learning Method.
2. Siswa mampu mendeskripsikan secara lisan dan tertulis tentang Brain based learning Method.
3. Siswa mampu menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca dalam sebuah teks.

D. Materi Pembelajaran

1. Materi Reguler

- Fungsi social

  Membaca dan mengidentifikasi teks bacaan yang telah disediakan

- Struktur teks

  1. Memulai
  2. Menanggapi (diharapkan di luar dugaan)

- Unsur kebahasaan

  1. Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan
  2. Menjawab pertanyaan yang terkait teks bacaan yang telah disediakan
  3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

2. **Materi Remedial**
   Unsur kebahasaan
- Ungkapan-ungkapan yang lazim digunakan
3. **Metode Pembelajaran**
   Brain based learning method.
4. **Media/Alat dan Bahan**
   Media/Alat: kamus lengkap bahasa inggris, Teks bacaan bahasa inggris
5. **Sumber Belajar**
   Buku teks yang relevan dan internet.
6. **Langkah-langkah Kegiatan Pembelajaran**

Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit

Kegiatan Inti	• Memperkenalkan metode yg akan digunakan
	  1. Apa itu Brain based learning method
	  2. Tujuan Brain based learning method
	• Menjelaskan definisi, struktur bahasa dan karakteristik narrative text
	• Membagikan siswa teks bacaan
	• Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama.
	• Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf.
	• Siswa tidak hanya melihat teks tapi juga mendengarkan untuk membantu mereka membaca dengan baik dan benar.
	• Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks.
	• Proses pembelajaran akan berjalan secara perlahan,
		40 menit

Langkah Pembelajaran	Deskripsi	Alokasi waktu
	• Proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

Pertemuan kedua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit
Kegiatan Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk membaca teks di depan kelas. • Setiap siswa diminta untuk memperhatikan dan peneliti menunjuk siswa 1/1 untuk membacakan teks. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan pertanyaan yang telah disediakan untuk melihat pemahaman siswa.	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan	10 menit

	salam	

Pertemuan ketiga

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit
Kegiatan Inti	• Membagikan siswa teks bacaan baru • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan kata untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • Proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

Pertemuan ke empat

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit

Kegiatan Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk membaca teks di depan kelas. • Setiap siswa diminta untuk memperhatikan setiap paragraph dan peneliti menunjuk siswa untuk membaca 1/1 didepan kelas. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan pertanyaan yang telah disediakan untuk melihat pemahaman siswa.	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

CURRICULUM VITAE

RISKA YUNITA, the writer was born on Agustus 09[th] 1997 in Lalempare'e , Soppeng. She is the first child from two children in her family. From the couple, Abdul Rahman and Kartini, she has one brother, name is Resky Aditya.

She began her study in Elementary School in Soppeng and graduate on 2008. In the same year, she continud her studying in junior high school. She decided to continue her study at Mts DDI Amparita and finished her Junior high School on 2012. After that she is registered as a students in MA DDI Tellu Limpoe and graduated on 2015. In the same year she continue her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi with the title "Brain based learning method to improve reading comprehension of 8 grade students' of SMPN 2 Tellu Limpoe Sidrap".