

**THE APPLICATION OF BRAIN-BASED LEARNING
APPROACH IN TEACHING READING COMPREHENSION
AT THE TWELFTH GRADE STUDENTS OF SMA
MUHAMMADIYAH LIMBUNG GOWA
(A Quasi-Experimental Research)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

NADILATUL KHAIRIAH
10535 5213 12

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **NADILATUL KHAIRIAH**, NIM 10535 5213 12 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **137 Tahun 1440 H/2019 M**, tanggal 26 Dzulhijjah 1440 H/27 Agustus 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal 31 Agustus 2019.

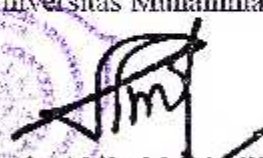
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31 Agustus 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Umami Khaerati Syam, S.Pd., M.Pd. (.....)
2. Maharida, S.Pd., M.Pd. (.....)
3. Awalia Azis, S.Pd., M.Pd. (.....)
4. Ismail Sangkala, S.Pd., M.Pd. (.....)

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM : 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : **The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung Gowa (A Quasi-Experimental Research)**

Name : **NADILATUL KHAIRIAH**

Reg. Number : **10535 5213-12**

Programmer : **English Education Department Strata 1 (S1)**

Faculty : **Teacher Training and Education**

Makassar, 31 Agustus 2019

Approved by:

Consultant I


Consultant II

Umni Khaerati Svam, S.Pd., M.Pd.

Maharida, S.Pd., M.Pd.

Dean of FKIP
 Makassar Muhammadiyah University

Head of English
 Education Department


Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934


Umni Khaerati Svam, S.Pd., M.Pd.
 NBM: 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **NADILATUL KHAIRIAH**
NIM : **10535 5213 12**
Jurusan : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung Gowa (A Quasi-Experimental Research)**

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Makassar, Agustus 2019
Yang Membuat Pernyataan

NADILATUL KHAIRIAH
NIM. 10535 5213 12



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **NADILATUL KHAIRIAH**
NIM : **10535 5213 12**
Jurusan : **Pendidikan Bahasa Inggris**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung Gowa (A Quasi-Experimental Research)**

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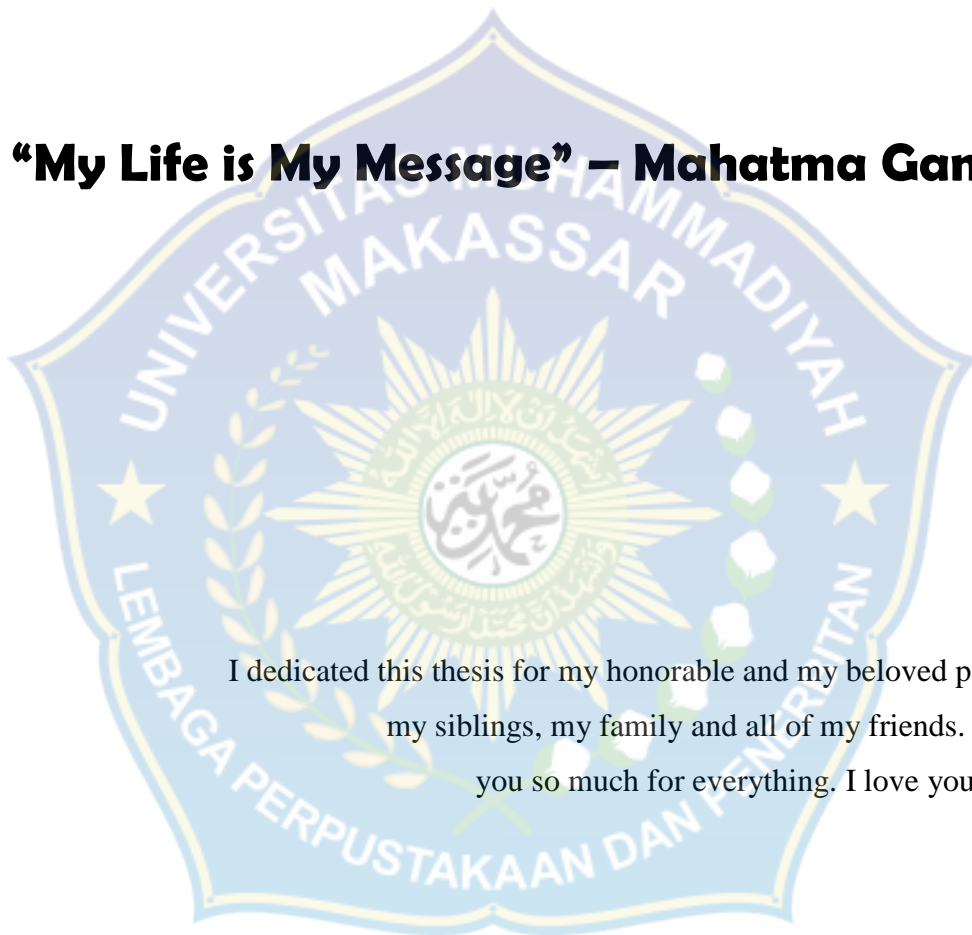
Makassar, Agustus 2019

Yang Membuat Perjanjian

NADILATUL KHAIRIAH
NIM. 10535 5213 12

MOTTO AND DEDICATION

“My Life is My Message” – Mahatma Gandhi.



I dedicated this thesis for my honorable and my beloved parents,
my siblings, my family and all of my friends. Thank
you so much for everything. I love you 3000.

ABSTRACT

NADILATUL KHAIRIAH, 2018. *The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung (A Quasi-Experimental Research)*. A Thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam, and Maharida Manindar.

This research aimed to find out the improvement of the students' reading comprehension by applying Brain-Based Learning Approach that focused on level of the students' literal reading comprehension in terms of main idea and supporting details of the narrative text.

This research applied a quasi-experimental design which involved two group classes. The experimental class was taught by applying Brain-Based Learning Approach and the control class was applied a conventional approach. The researcher applied a purposive sampling technique. The population of this research was the students at the twelfth grade students of SMA Muhammadiyah Limbung. The sample of this research was 70 students where the class of XII MIA 1 as a sample in control class and XII MIA 2 class as a sample in experimental class, and each class consisted of 35 students. The instrument of the research was reading material of essay test in pre-test and post-test.

The research findings showed that Brain-Based Learning Approach can improve students' reading comprehension than applied conventional approach. It was proved by the mean score of post-test in experimental class was higher than the control class. The mean score of pre-test in experimental class was 60.71 it classified as fair, and the mean score of post-test was 81.78 it classified as good, and the students' improvement from pre-test to post-test was 34.70%. For the mean score of pre-test in control class was 63.21 it classified as fair, and post-test was 77.50 it classified as good, and the students' improvement from pre-test to post-test was 34.70%. Therefore, there were the improvement of the students' reading comprehension in terms of main idea and supporting details.

The result of improvement is also proved with t-test value. The researcher found that the value of t-test was greater than the ratio on t-table value. It was $2.047 > 1.667$ where the level of significance = 0.05 with degree of freedom (df) = 68. It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted because there was difference significant mean score of the test that had given by the researcher before and after the researcher applying Brain-Based Learning Approach in reading comprehension. Based on the results of analysis, the researcher concluded that the application of Brain-Based Learning Approach in teaching reading comprehension at the twelfth grade students of SMA Muhammadiyah Limbung could improve the students' reading comprehension in literal reading comprehension.

Keywords: Brain-Based Learning Approach, Reading Comprehension, Literal Reading Comprehension.

ABSTRAK

NADILATUL KHAIRIAH, 2018. *The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung (A Quasi-Experimental Research)*. Skripsi dari Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing I: Ummi Khaerati Syam dan Pembimbing II: Maharida Manindar.

Penelitian ini bertujuan untuk mengetahui peningkatan dari pemahaman membaca siswa dengan menerapkan Pendekatan Pembelajaran Berbasis Otak yang berfokus pada tingkat pemahaman membaca literal siswa dalam hal gagasan utama dan detail pendukung dari teks naratif.

Penelitian ini menerapkan quasi-eksperimental design yang melibatkan dua kelompok kelas. Kelas eksperimen diajar dengan menerapkan Pendekatan Pembelajaran Berbasis Otak dan kelas kontrol diterapkan pendekatan konvensional. Peneliti juga menerapkan teknik purposive sampling. Populasi dari penelitian ini adalah siswa kelas XII di SMA Muhammadiyah Limbung. Adapun sampel penelitiannya adalah 70 siswa dimana kelas XII MIA 1 sebagai sampel di kelas kontrol dan kelas XII MIA 2 sebagai sampel di kelas eksperimen dan setiap kelas terdiri dari 35 siswa. Dan instrumen penelitian ini adalah tes esai dari bahan bacaan yang diberikan pada pre-test dan pada post-test.

Temuan dari penelitian ini menunjukkan bahwa Pendekatan Pembelajaran Berbasis Otak dapat meningkatkan pemahaman membaca siswa daripada penerapan pendekatan konvensional. Hal tersebut dibuktikan pada nilai rata-rata post-test di kelas eksperimen lebih tinggi daripada di kelas kontrol. Nilai rata-rata pre-test di kelas eksperimen adalah 60.71 atau diklasifikasikan sebagai cukup, dan nilai rata-rata post-test adalah 81.78 atau diklasifikasikan sebagai baik, dan peningkatan kemampuan siswa dari pre-test ke post-test adalah 34.70%. Sedangkan untuk nilai rata-rata pre-test di kelas kontrol adalah 63.21 atau diklasifikasikan sebagai cukup, dan post-test adalah 77.50 atau diklasifikasikan sebagai baik, dan peningkatan kemampuan siswa dari pre-test ke post-test adalah 34.70%. Oleh karena itu, terjadi peningkatan yang signifikan dari pemahaman membaca siswa dalam hal gagasan utama dan detail pendukung.

Hasil peningkatan dari penelitian ini juga dibuktikan dengan nilai uji-t. Peneliti menemukan bahwa nilai t-test lebih besar dari rasio pada nilai t-tabel, yakni $2.047 > 1.667$ di mana tingkat signifikansi = 0.05 dengan degree of freedom (df) = 68. Hal ini berarti hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima karena terdapat perbedaan nilai rata-rata yang signifikan dari tes yang telah diberikan oleh peneliti sebelum dan sesudah peneliti menerapkan Pendekatan Pembelajaran Berbasis Otak dalam pemahaman membaca. Berdasarkan hasil analisis tersebut, peneliti dapat menyimpulkan bahwa penerapan Pendekatan Pembelajaran Berbasis Otak dalam mengajar kemampuan membaca pada siswa kelas XII di SMA Muhammadiyah Limbung dapat meningkatkan kemampuan membaca siswa dalam pemahaman membaca literal.

Keywords: Brain-Based Learning Approach, Reading Comprehension, Literal Reading Comprehension.

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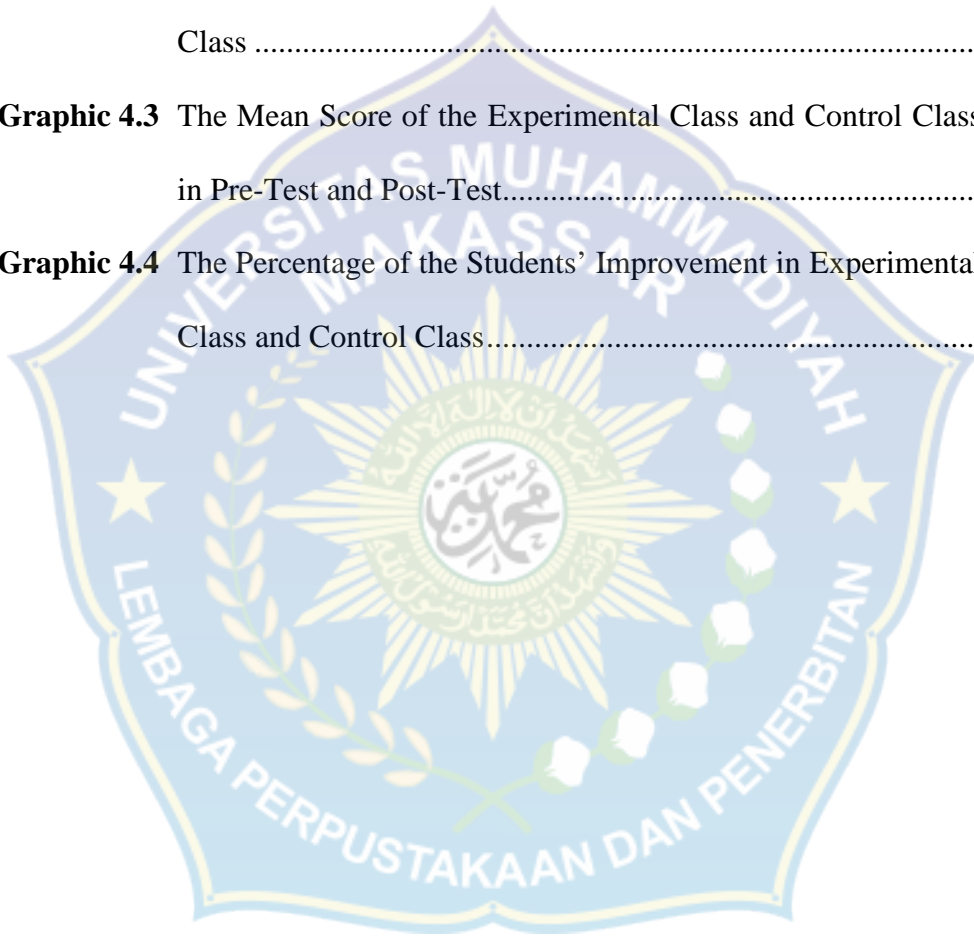


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CHAPTER I

INTRODUCTION

A. Background

English as an International language is spoken in most international events and we understood that learning a foreign language was more difficult than learning a national language or learning a mother tongue because the foreign language had completely different aspects and systems, which should be understood by the students. The language teaching deals with the four skills of language namely; speaking, reading, writing, and listening. The priority of teaching English in school was reading because it can cover the three other skills. Reading skills involved the three other skills; speaking, listening, and writing. So that, the researcher chose reading comprehension as an aspect of this research.

Swan (1992:1) stated that by reading, the students can enlarge or enrich their knowledge and experience because most of information they need is served in written form. Ramelan (1991:3) also stated that most students are still very poor in reading comprehension, since they cannot usually read or understand articles in English dailies, magazines which are now in circulation in this country. Quite simply, without solid reading second language readers cannot perform at levels they must success in reading. Thus, reading is not passive but rather an active process, involving the reader in ongoing interaction with the text.

In teaching reading, the English teacher found some problems. It was the fact that the students who study English may read fluently in their native

language, yet they cannot transfer the skill in reading English. When they read English, they tend to know or focused on the other words rather than the meaning of the text and they always want to see dictionary when they found difficult word by words. They were slowed in understanding the meaning of the text.

As a matter of fact, reading was something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill was poor, they were very likely to be fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. In order to achieve the goal, the comprehension ability in reading was needed. In solving this problem, the English teacher can be applied appropriate approach. When focusing to comprehend of an English text, the English teacher has option to applied Brain-Based Learning. This approach was worth when learners have low motivation and difficult to comprehended an English text.

In reading, to comprehend an English text the readers should be able to manage every part of the text, because it easy to gained the comprehension in reading when the readers were able to organize the text. Sometimes, they may found from pre-explanation and it was important for them to comprehend a reading text with having knowledge in general view of the text as their purposes read the text. Moreover, the students can predicted what will be discussing on the text. In line with this study, the students improved their reading comprehension if they knew how the brain learn or read in the best way. It was very important to

understand about how the brain processes information to get a good comprehension in reading.

From this reasons, the researcher attempted to carry out a research entitled, “The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung (A Quasi-Experimental Research)”.

B. Problem Statement

Based on the previous background, the research question can be formulated as follows:

1. Does the implementation of Brain-Based Learning Approach improve the students’ literal reading comprehension in identifying main idea at the twelfth grade students of SMA Muhammadiyah Limbung?
2. Does the implementation of Brain-Based Learning Approach improve the students’ literal reading comprehension in identifying supporting details at the twelfth grade students of SMA Muhammadiyah Limbung?

C. Objective of the Study

Based on the research question above, the objectives of this study were to find out:

1. Whether or not the implementation of Brain-Based Learning Approach improves the students’ literal reading comprehension in identifying main idea at the twelfth grade students of SMA Muhammadiyah Limbung.

2. Whether or not the implementation of Brain-Based Learning Approach improves the students' literal reading comprehension in identifying supporting details at the twelfth grade students of SMA Muhammadiyah Limbung.

D. Significance of the Study

The significances of the study were expected to be useful information and recommendation to the English teachers as facilitator in teaching English, and also to suggest the teacher to give special attention to the students' needs in teaching and learning process, such as a good atmosphere in the classroom, good materials, and good technique. It hoped that to be a meaningful input in order to improve reading comprehension for the students to learn English reading text from many sources, for example Brain-Based Learning or gives contribution to researchers who want to investigate reading comprehension improve in different aspect from this study.

E. Scope of the Study

The research was limited on teaching of reading comprehension by applying Brain-Based learning, focused on the students' literal reading comprehension in terms of identifying main idea and supporting details in the narrative text at the twelfth grade students of SMA Muhammadiyah Limbung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Related Findings

Many studies have been performed by the researcher related to use of strategies, approaches, techniques, or media in motivating the learners to learn English reading. Some of them were mentioned with their report as follows:

Valipour and Seyed (2014) in their journal “Brain-Based Learning Strategies and Its Effects on Student Outcome in University Aged Iranian EFL Students”. They stated that using Brain-Based Learning strategies can be effective for pedagogical objectives to improve learners learning abilities. The result was to determine there is a casual relationship between student achievement and brain-based learning principles. For measuring learning strategies, they use Motivated Strategies for Learning Questionnaire (MSLQ). It was an excellent tool for mentoring programs that have tutoring aspects or an educational skill component because it can examines several aspects of motivation students related to learning, such as goal orientation and self-efficacy.

Ozden and Mehmet Gultekin (2008) in their journal “The Effects of Brain-Based Learning on Academic Achievement”. They found that the brain-based learning approach appears to be more effective than the traditional teaching procedures because this is also increase the students’ interest to make them active in improving students’ academic achievement. This new approach provides a positive environment for the students to learn effectively which will

result in boosting their academic achievement. It was purely learner centered and teacher facilitator approach.

Mariam and Srikanta (2014) in their journal “Brain-Based Teaching Approach – A New Paradigm of Teaching”. They investigated the impact of Brain-Based Teaching Approach on the academic achievement of the secondary school students in relation to their issues related to stress. In their research, they found that Brain-Based Teaching Approach in secondary school gave better impact on their academic achievement and in reducing the stress level of the students. Moreover, when the Brain-Based Teaching Approach was combined with the Relaxed Alertness (RA), Orchestrated Immersion (OI), and Active Processing (AP) techniques, the students are very motivate in teaching and learning process. So, a result that was extremely important because it helped the students to reduce their stress level.

However, within the limitation of the resources and time available for this research, the results suggested that Brain-Based Learning was worth pursuing further, particularly in relation to the teaching of reading comprehension. It could be concluded that a new approach helps to maintain good working relationship with teachers and the students and making learning meaningful and a joyful experience.

Based on the previous finding above, the researcher found that there were equations of the research report above, such as they used quasi-experimental design to know the improvement of brain-based learning in interested and motivated the students’ in reading comprehension, and most of this researchers

showed the positive result to improve the students' achievement. In this research, the researcher also used a quasi-experimental design.

In relation to this research, the researcher interested to carry out a research dealing with the mastery of English especially in reading comprehension. To make different research with other researcher, the researcher had a bravely to do the research about the improvement of Brain-Based Learning activities to identify the students' literal reading comprehension with title "The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung (A Quasi-Experimental Research)".

B. The Concept of Reading

1. Definition of Reading

There were many definition of reading that have been given by writers (experts), they were as follows:

According to Nunan (1989:33) that reading as a process whereby one looks at and understands what has been written. The reader is not necessarily need to look at everything give in the piece of writing. The reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text, and is able to arrive of understanding without looking at every letter and word. Reading research supports the view that the efficient reader generally read in groups of word, not word by word, for letter by letter.

Carrel and Patrecia (1988:12) defined that reading is an activity between a reader and writer, the writer sends his idea in the written symbols and the reader

catches the idea from the printed pages. They added that there is an essential interaction between the language and thought in reading. The writer encodes thought as language and the reader decodes language to be thought. It is not long different with Markshessel in Rahmawati (2005:5) stated that reading is a high complex, purposeful, thinking engaged in by entire organism while acquiring knowledge, involving new ideas, solving problem, relaxing and recuperating through the interpretation of printed symbols.

It was very clear for the researcher to take conclusion from many writers and readers through written material to gain information or message that involves two important parts of the human bodies; they were eyes and brain. The eyes recognize the written symbol while the brain processes the written symbol to get the message and have intention to obtain knowledge from a reading. In addition, reading involved the internal factor and the external factor of the reader. The internal factors mean everything which comes from the reader that can result an interaction in the reading process. The external factors mean everything which had relationship with reading material and the environment where the reading is taking place.

2. Reading Process

Brassel and Rasinski (2008:9) stated that a good method of approaching these problems look at the reading session in terms of three phase; pre-reading, while-reading, and post-reading. In line with three phases in teaching reading and focuses on reading as follows:

a. Before reading

- 1) Motivate the students and build up their own background knowledge about reading and the topic.
- 2) Set purposes reading.
- 3) Determine methods for reading, according to their purposes.

b. During reading

- 1) Give their complete attention to the reading task.
- 2) Check their understanding constantly.
- 3) Monitor their reading comprehension and do it so often that it become automatic.
- 4) Stop to use your strategy when they do not understand.
- 5) Ask question.
- 6) Talk to them during reading.

c. Post-reading

- 1) Decide if they have achieved their goals for reading.
- 2) Evaluate their understanding of what was read.
- 3) Summarize the mayor idea.
- 4) Reflect on and personalize the text.
- 5) Critically examine the text.
- 6) Use strategies to retain new knowledge.

According to Carrel and Patrecia (1988:21) there are five processes in reading as follows:

a. Recognition-initiation

The brain must recognize a graphic display in the visual fields as written language and initiate reading. Normally this would occur once in each reading activity, though it is possible for reading to be interrupted by other activities. Examining pictures for example and then to be initiated.

b. Prediction

The brain is always anticipating and predicting as it seeks others and significance in sensory inputs.

c. Confirmation

If the brain predicts, it must also seek the variety its prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

d. Correction

The brain processes when it finds inconsistencies or its predictions are disconfirmed.

e. Termination

The brain terminates the reading when the reading text is complete but termination may occur for other reasons. The text is not productive in little meaning is being constructed or the meaning is already known or the story is interesting or the reader finds it inappropriate for the particular purpose.

So it concluded that in a reading process, readers must optimize their brain in recognizing, anticipating or predicting, confirm, correcting and gain the message information as the final result when terminating of a reading text.

3. Levels of Reading

Three levels of reading comprehension are originally describe by Bots in Simanjuntak (1998:15), they were:

a. In dependent reading level

This is the highest level at the students can read easily and fluently without assistance, but with recognition errors, word comprehension and recall.

b. In structural reading level

In this level, students can do a satisfactory reading provided which word, comprehension, and recall is satisfactory.

c. The frustratingly reading level

The level at which the student reading skill breakdown, fluency disappears, word recognition errors are how amours.

4. The Principles of Learning to Reading

Effective teaching procedures follow well-known principles of learning were the teacher must know how to incorporate principles of learning into daily teaching procedure, and the teacher must guide the students daily in techniques and habits of efficient learning. Since the skill of reading just a subject matter

must be learned. According to Harmer in Agus Rahmat (2014:17) that there are some principles of learning reading as follows:

- a. Encourage the students to read as often and as much as possible.

The more students read the better. Everything we should do encourage them to read extensively. It is a good idea to discuss this principle with students.

- b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during the lesson, we will do our best to ensure that they are engaged with the topic of reading text and the activities that they are asked to do while dealing with it.

- c. Encourage the students to respond to the content of a text.

It is important for the students to study reading text in class in order to find out such things as they way to use language, the number of paragraphs they contain and how many time they use relative clause. However, the meaning, the message of the text is just important as this. As the result, we must give the students a chance to respond to that message in some way.

- d. Prediction is major factor in reading.

When we read text in our own language, frequently have a good idea of the contents before we actually start reading. Book covers give us a clue what is in the book, photographs and headlines hint at articles are about, we can identify reports from their appearance before we read a single word.

- e. Match the task to the topic when using intensive reading text.

Once a decision has been taken about, what reading text the students are going to read (based on the topic of the text). We need to choose good reading task the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

- f. Good teacher exploit reading text to the full.

Any reading text is full of sentences, word ideas, description, etc. Good teacher integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation and using a range of activities to bring the text to life.

C. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Burton (1985:133) stated that comprehension is a deep and full understands arrived by closed accurate and imaginative reading of the passage, in the other word the verb to comprehend means to grasp with the mind or to take in. It is not long different with Harris (1980:179) stated that successful comprehension involves readers discovering the meaning need to achieve the particular purpose. Readers may find a particular piece of information solving program through reading working to understand an idea.

Based on the description above, it can be concluding that reading requires comprehension form it as affectively as possible. A reader comprehends by

actively done construction meaning internally from interacting with the material that is read.

There were many definitions of reading comprehension, as Smith and Richard (1980:20) suggested that it depends on many factors, as follows as the reader's ability to attend to be printed ideas, the reader's background knowledge to which new information must be added, the quality of the writing itself, and the reader's purpose or goals in reading material. It not long different with Mahdalena (2007:6) stated that reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In the other words, comprehension is a process by which the reader constructs meaning by interacting with the text.

According to Wainwright (1972:37) defined that reading comprehension is a process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful while intend by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding take into consideration. Comprehension included recognizing and understanding the main idea and supporting details. A good recognize that many ideas were imply and she or he must read between the lines to get the full meaning.

Based on the some opinion above, we can concluded that reading was about understanding written text. It was a complex activity that involved both perception and thought. Reading also consisted of two relate process; word recognition and comprehension. Word recognition referred to the process of

perceiving how written symbol correspondent to one spoken language. Comprehension was the process of making sense of words, sentences, and connected text.

2. Kinds of Reading Comprehension

The different types of reading comprehension were distinguished according to reader's purpose and the type of reading that they use. Burn in Kamran (2011:13) divided reading comprehension as below:

a. Literal comprehension

Literal reading comprehension was the lowest level of comprehension.

The term literal comprehension refers to the ability to understand and to recall information that has been explicitly stated in a text. The text may be written or spoken. The literal comprehension is the most fundamental in reading comprehension kinds because the readers must first understand what author expresses before drawing an inference, making an evaluating or gaining an appreciation.

According to Smith and Robinson in Karman (2011:13) that literal reading comprehension is getting the meaning of a text only on its surface. They stated that there is no depth in this kind of reading. Some specific reading skill at the literal level of comprehension are identifying specific information or nothing details, sequencing event when explicitly signal are given, finding the main idea and the content of the reading text. The reader is also locating information, using context clues to supply meaning, following

specific directions, following a sequence, identifying state conclusion, and identifying explicitly state relationships and organizational patterns.

b. Interpretive comprehension

The second level was interpretive comprehension. At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas. For example, how ideas go together and also see the imply meaning of this ideas. To make a complete inference readers must read the passage carefully, put ideas and fact, together to draw a conclusion then inference it by using their experience and intuition.

c. Critical or evaluate reading comprehension

Critical or evaluate comprehension included both literal comprehension and interpretation comprehension, but accurse after those two levels of comprehension, when reads critically; she or he evaluates what she or he has read. In this level, reading in order to compare information in a passage with readers owns knowledge and evaluating whether or not information expresses by the author.

d. Creative reading comprehension.

Creative reading accurse when a readers applies ideas to new situation and recombines the author's ideas with the other ideas to the new ideas through the creative reading, the reader creates something new, for instance; an idea, the solution to the problem, a new of looking at something from the idea get from the text.

3. Identifying the Main Ideas and Supporting Details

There are many definitions of the main ideas and supporting details as follows:

a. Main Idea

According to Barnes and Burgdorf in Agus Rahmat (2014:12) that the purpose of identifying the main idea is to help the students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built. It is not long different with Hennings in Alfiah (2013:15) stated sometimes the writers state their main idea somewhere in the beginning, in the middle, or at the end of a paragraph. At others time, they included a sentence in which they almost state the main idea but they still gave a clear clue about it.

Burn in Kamran (2011:13) stated that the main idea is the most important piece of information the authors wants you to know about the concept of the paragraph. Main idea is a central thought around which the whole paragraph is organize. It is usually express in topic sentence, identifies the subject matter. Facts about topic sentence, they were: they often stated the main idea of the paragraph. Often the first sentences in the paragraph, sometimes at the end or middle and not all sentences have topic sentences. Main idea is support by details and a well-written paragraph. When the main idea is not directly stated readers can determine it by discovering the topic to which all the state details are relate. Main idea of whole selection may

determine by examining the main ideas of the individual paragraph and deciding what topic they are relate.

According to Baiz in Sahriana (2010:12) to canting the main idea is one of the basic skills that a reader has to develop is he is going to understand and enjoy reading essay. The main idea is very commonly found at the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

Example 1:

“The physical complaints of neurotics – people who are overly anxious, pessimistic, hostile, or tense – were once largely ignored by physician. Many doctors believed that the frequent complaint of neurotic were exaggerations. However, new research shows that neurotics are, fact, more likely to have physical problems. Specifically, researchers found neurotics stand a greater chance of having five particular ailments: arthritis, asthma, ulcers, headaches, and heart disease. In addition, there is evidence that people who are pessimistic in their teens and twenties are more likely to become ill or die in their forties”.

Main idea: Third sentences. The two sentences before the topic sentence introduce the question of the physical health of neurotics. The topic sentence gives the writer’s main ideas on the topic. The last two sentences develop the main idea by giving specific details of the relevant research.

b. Supporting Details

Nurmi (2012:28) defined that the supporting details are a paragraph contains facts, examples-specifics, statements which guide us to a full understanding of the main idea. Supporting details support the main idea by telling how, what, when, or where. Supporting details give more information about the topic. They are not as general as the main idea. Instead, they help the reader understand more about the main idea. Supporting details also provide the information that supports the topic sentence. You can create supporting details with descriptions, examples, reasons, explanations and comparisons.

According to Anderson in Alfiah (2013:14) stated that every paragraph has a main idea or topic that tells us what the paragraph will be about. Often, you will find the main idea talked about in the first sentence or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting details explain or give us more information about the main idea.

Astriani in Nurmi (2012:29) explained that sequence is requiring knowledge of events in order of occurrence. Sequence refers to the identification of the components of a story, such as at the beginning, in the middle, and at the end, and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts.

Example 2:

“Homeless people have many problems. In winter, it’s hard to stay warm and it gets too hot in summer. It’s also hard to keep things safe without a home. Worst is the lack of privacy”.

Supporting details: The supporting details are in underline. There are three points to support the topic sentence/ main idea.

4. Technique of Improving Comprehension

There are some techniques that able to help students in improving their reading skill as follow:

a. Skimming

Speed is often important when students are reading, students may have a lot of to read not but much time, for this kind of reading students usually do not know and remember the information from the book which is read. So in this case the students have one technique of reading namely skimming. It is relevant with the definition of that skimming reading a text very quickly to get the main ideas.

According to Thinker (1975:43) that in the beginning, introducing skimming must be connect with methods of loading information requires in this exercises may recode the time to get required information. Relative short and simple material must be used at first. Then, progress is made to longer and more difficult selector.

Skimming is enable people to select the content that they want to read and to discard that inconsequential for their purpose and gain a general idea about material. It also helps the reader to decide whether she/he wants to read a certain book or it contains the information she/he is looking for.

b. Scanning

In scanning, a reader is looking for anything in particular. It is one skill in effective reading. Thinker and Cullough in Nirmawati (2005:13) defined that scanning as a style used to locate specific information. There are some questions word that can be used in finding the specific information or detail in selection, such as where, who, when, why, and what.

There are some people who are very bad in scanning because they refuse to try and concentrate. They let their attention wander and they start reading interacting paragraph entirely forgetting their original purpose, so if a reader find that their scanning is poor, turn back to concentrate about an attention and interesting at try to searching something specific. In edition there are some procedures for scanning, they are keep in mind only the specific information to be located, move our eyes as quickly as possible down the pages to find the clues, read the selection containing the clues to get the information without reading all material around it.

c. Survey reading

Before reading we must analyze what we want to analyze. We need to survey the material that we will learn by looking into the scheme, the outline of the book and looking the title of the chapter in the book, fast and accurately.

D. The Concept of Brain-Based Learning

1. Definition of Brain-Based Learning Approach

Given (2002:42-43) stated that brain-based learning is a comprehensive approach that emphasized how the brain learns naturally and is based on what we currently know about the actual structure and function of human brain. According to Sousa (2001:13) that brain-based learning is the study of the brain and its cognitive functions away from traditional neuroscience studies and into the educational field with new introductions of best practices in the classroom. An improvement in reading comprehension may be seen if the teachers can understand how the brain learns and why it does not.

Lee Opalek (2005:25) defined that brain-based learning is an approach that gives special attention of learners' diversity, and to accommodate a variety of learning style teacher need differentiated strategies for learning and reading. Brain-based learning concept states that activating prior knowledge or making connections to students' backgrounds has essential function to improve of reading.

According to Erlauer (2003:10) that brain-based learning is generally defined as the understanding of the relationship between the educational environment and the complexities of the human brain. Brain-based learning requires basic knowledge of the specific areas of the brain that are impact, and then manipulating the classroom to provide a positive learning environment to increase academic growth.

Based on the explained from definition above, brain-based learning is one kinds of the alternative way that can apply in teaching and learning process. The students will enjoy and fun with this approach.

2. The Concept of Brain-Based Learning Approach

Brain-based learning was a new paradigm in learning and teaching process based on how human brain works. The concept was firstly introduced by Eric Jensen in his book called *Brain-based learning: the new science of teaching and training*. Brain-based learning or sometimes called brain-compatible learning was in educational approach based on how current research in neuroscience our brains naturally learn best. The learning strategies derived from this research can be easily integrate into any learning environment from kindergarten classroom to a seminal for adults.

Research demonstrated that what brain-based researchers classify as brain-based techniques have actually been in existence since the beginning of education. In essence, educators intuitively notice what techniques work best with their students and repeat those efforts. Brain-based researchers were identifying the areas of the brain where activity is present when the brain is learning, (Eric Jensen, 1998:12). Some researchers were suggesting that certain strategies can be employ in the classroom to replicate the opportunity for the brain to transfer information into short-term memory and finally secure the learning into long-term memory, (e.g., Eric Jensen, 1998; Wolfe, 2001).

Sylvester (1995:20) stated that to understand brain-based learning approach, a study of brain cells is needed. The brain consists of many cells; one

type which is basic to learning is the neuron. Learning takes place when two neurons communicate. When neuron gathers information, it grows appendages called dendrite. More than 30,000 dendrites can fit onto the head of a pin. Dendrites constantly scan for information because the brain continually wants to learn.

Brain-based instruction is the process of focusing primarily on the learner's learning by understanding how the brain functions and incorporates new information into its schema. Eric Jensen (1996:6) explained that learning styles as an approach to learning which favors the brain's best natural operational principles, with the goal of attaining maximum attention, understanding, meaning and memory. The emphasis is no longer placed on what the teacher's lecture is about but rather on what each learner in the classroom is doing or learning (Erlauer, 2003:8).

The educator creates the environment and coordinates the events in that setting in order to meet the learner's emotional, social and academic need. Caine and Caine (1994:22) stated that a key concept in brain-based learning is that the learner requires a challenging, supportive learning environment while the educator facilitates the learning process as educational activities transpire. Tileston (2004:44) encouraged teachers to create patterns and connections between what the learner already knows and the new learning. As well as provide students with examples and non-examples to help brains built patterns. Respect, challenge, safety, and opportunity to learn naturally are some of the brain-based strategies discusses.

A Brain-based approach integrated the engagement of emotions, nutrition, enriched environment, music's, movement, meaning-working, and absence of threat for maximum learner participation and achievement. A basic premise was that we are all natural learner.

So, students learned in different ways due to their previous experiences, perceptions, and prior knowledge about the subject. From a practical stand points, Brain-Based Learning steps away from traditional teaching and learning method which focuses on the memorization of facts. Instead, Brain-Based Learning emphasized contextual learning and engages learners in design making, forming cooperative groups, locating resources and applying the knowledge.

3. Principles of Brain-Based Learning

Brain-Based Learning was similar as suggestion in which the two sides of brain were exploited to work at maximum level. According to Caine and Caine (1994:39) there are at least 12 principles of Brain-Based learning that have engaged from Brain-Based Research as follows:

- a. Brain is a parallel processor.
- b. Learning engages the entire psychology.
- c. The search for meaning is innate
- d. The search for meaning occurs through patterning.
- e. Emotions are critical to patterning.
- f. Every brain simultaneously perceives creates parts and wholes
- g. Each brain is unique.
- h. Learning involves focused attention and peripheral perception.

- i. Learning always involves both conscious and unconscious processes.
- j. The process of learning is enhanced by challenge and inhibited by discouragement.
- k. We have at least two types of organizing memory; spatial and rote.
- l. We understand best when fact are embedded in natural spatial memory.

4. Brain-Based Technique

According to Caine and Caine (2004:45) there are three brain-friendly technique associated in brain-based learning, which are based on the ability and limitations of the brain, they were:

- a. Making the students feel relax and alert, this creates a good atmosphere for learning and there is no pressure on the students.
- b. Creating students' concentration and using media or learning sources to connect with knowledge is helpful.
- c. Active processing, allowing the student to process the information to remember, based on their ability. This is accomplished by teaching the same material with several approaches.

5. Procedure of Teaching Reading Comprehension through Brain-Based Learning Concept

Stevens and Goldberg (2001:13) stated that brain-based learning or brain-compatible instruction requires instructors to understand how the brain works and thus, design instruction with that information in mind. Teacher has been encouraged to combine knowledge about their profession with findings from brain

research to create learner center environment, whether on line or in physical classrooms.

According to Eric Jensen (2008:484) that there are seven steps learning in Brain-Based Learning Approach that can apply in learning activities of the students as follows:

a. Pre-Exposure

Pre-exposure is the first steps where the researcher posted an overview of the new topic on the bulletin board. Start here students' knowledge based begins and build upon their interests related to the concept. These phase provided the brain with an overview of the new learning before really digging into the concept.

b. Preparation

During the preparation, the researcher told the purpose of learning to the learners what possible value and relevance the topic has to them personally. The researcher also provided a hook or a surprise or a bit of novelty to engage learner emotions. These was the phase where the researcher creates the curiosity or the excitement. It was similar to the 'Anticipatory Set', but goes further in preparing the learner.

c. Initiation and Acquisition

The researcher provided concrete learning experiences such as case studies, experiment, interview, etc. Then, students were formed into a group or team project that encompasses building, finding, exploring, or designing. So

that the students have the opportunity to explore the subject using their preferred learning modality; visual, auditory, kinesthetic, etc.

d. Elaboration

During the fourth steps, the researcher provided and opens ended debriefing of the previous activity. Then, students designed an evaluation procedure or rubric for their own learning and explore the topic online. Students have to the teaching in small group, as class presenters, in pairs. These was the process stage that it required genuine thinking on the part of the learner.

e. Incubation and Memory Encoding

The researcher provided time for unguided reflection. In these situation, the learners kept a journal of their learning and took a walk in pairs to discuss. The researcher provided stretching and relaxation exercises with a music listening area. These phase emphasizes the importance of down time and review time.

f. Verification and Confidence Check

The sixth steps is the learners need to confirm their learning for themselves, as well. In here the students wrote about what they have learned and then, they interviewed and evaluated each other.

g. Celebration and Integration

During the seventh steps in the celebration phase, it is critical to engage emotions. The researcher will played music to celebrate the end of a successful unit. These step instills the important love of learning.

Based on the previous studies and pertinent ideas, the researcher concluded that reading is the process of putting the reader in contact, and communication with ideas and the first thing to be made about the reading comprehension. Reading unlike many other form of communication, is individual, communication usually from an author to a reader. Then, comprehension can be defined as the level of understanding.

From previous definition, the researcher also can be concluding that reading comprehension is the level of understanding of a passage or text. Reading comprehension is really important, because reading is more than just assign foreign language sounds to be written words, it requires the comprehension of what written. The students will understand the message that the writer is attempting to convey by reading comprehension. To improve the reading comprehension especially students' literal reading comprehension, the students can practiced by using Brain-Based Learning. Brain-based Learning is one way to make students' interested increase in understand the particular information.

E. Conceptual Framework

The conceptual framework of this study can be present as follow:

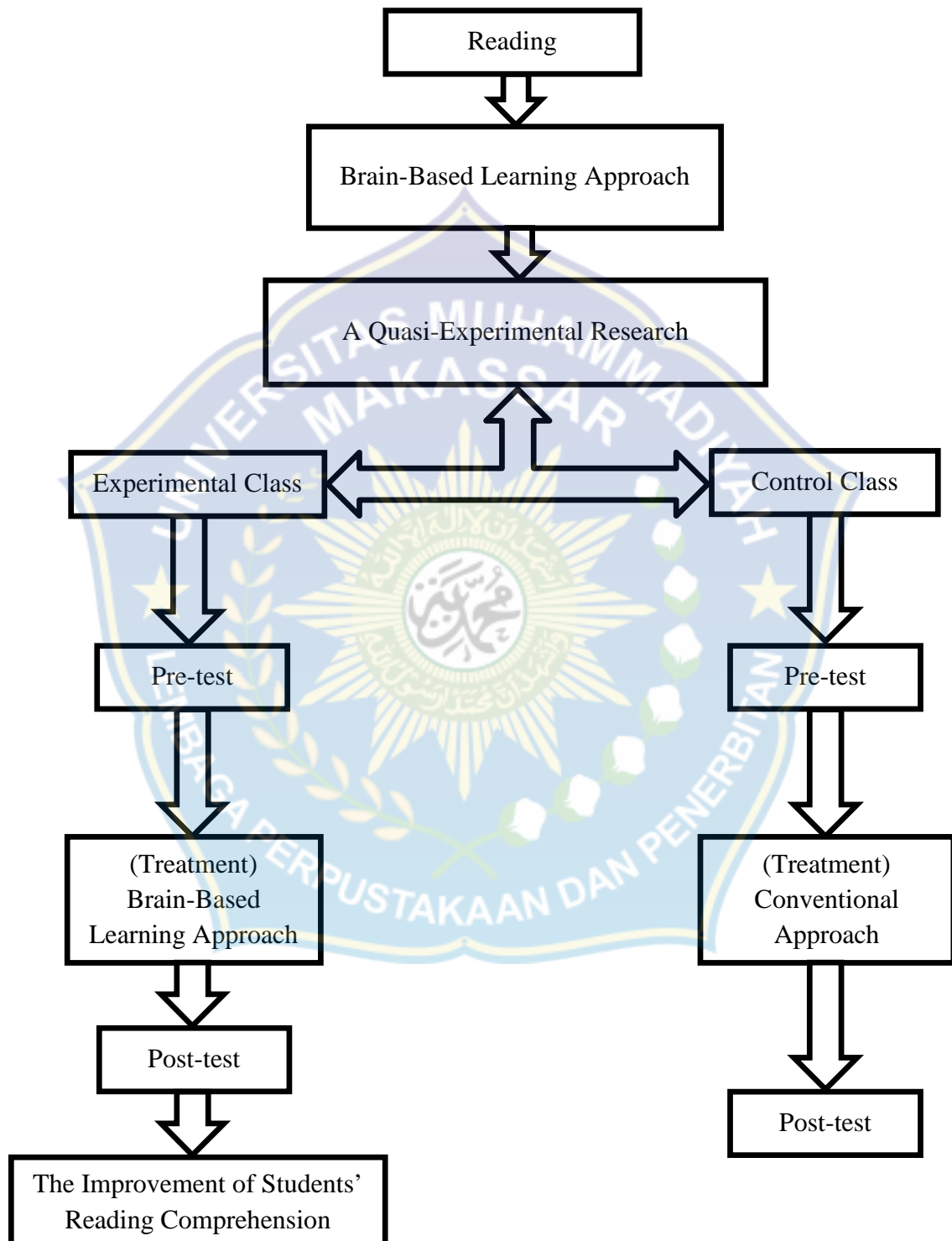


Figure 2.1 Conceptual Framework

The goals of the conceptual framework above was to find out whether or not the implementation of Brain-Based Learning Approach improves in teaching reading comprehension. So, this framework presenting how the way that uses by the researcher to conduct quasi-experimental design that had two classes, they were; experimental class and control class. The experimental class were consist of pre-test, treatment (Brain-Based Learning Approach), post-test, and the control class were consist of pre-test, treatment (Conventional Approach), and post-test.

The conceptual framework above consisted of input, process, and output. The input itself consisted of reading comprehension with the implementing of Brain-Based Learning Approach in conducting experimental research. Furthermore, the processes of the research were consisting of pre-test, treatment, and post-test. The experimental class itself applied Brain-Based Learning Approach whereas control class applied conventional approach. So that, the researcher can get a comparison between two of treatment. And the last, post-test was conducted after treatment. Hopefully, the researcher can know the effectiveness of students' reading comprehension through Brain-Based Learning Approach after conducting this conceptual framework above.

CHAPTER III

THE METHOD OF THE RESEARCH

A. Research Design

This research was applied a quasi-experimental design with two group classes. This classes taken a pre-test, treatment, and post-test ($O_1 X_1 O_2$ & $O_1 X_0 O_2$), one class was given a new treatment (X_1 = Brain-Based Learning Approach), and the other class was done treatment also with different name (X_0 = Conventional Approach). It used a purposive sampling technique. The design was presented in the following table:

Figure 3.1 Research Design

EC.	O₁	X₁	O₂
CC.	O₁	X₀	O₂

Where:

EC : Experimental Class

CC : Control Class

X₁ : Brain-Based Learning Approach

X₀ : Conventional Approach

O₁ : Pre-test

O₂ : Post-test

(Gay, 2006:255)

B. Research Variables and Indicator

1. Variables

The variable of the research was the application of brain-based learning approach in teaching reading comprehension at the twelfth grade students of SMA Muhammadiyah Limbung. There were two variables in this research; they were independent variable and dependent variable:

a. Independent Variable

The independent variable in the research was the use of Brain-Based Learning Approach in teaching reading comprehension.

b. Dependent Variable

The dependent variable was the students' reading comprehension especially in literal reading comprehension.

2. Indicator

The indicator of the research was the students' ability in literal comprehension restricts main idea and supporting details of the text.

C. Population and Sample

1. Population

The population of the research was the students at the twelfth grade students of SMA Muhammadiyah Limbung. There were 4 classes; each class consisted of 35 students. The numbers of population were 140 students.

2. Sample

This research applied purposive sampling technique. This technique determined the sample based on certain consideration. The class of XII MIA 1 and XII MIA 2 were selected for the research. The class of XII MIA 1 as a sample in control class and XII MIA 2 class as samples in experimental class. The experimental class given a treatment by applying Brain-Based Learning Approach and the control class was applied a conventional approach. Both of classes were chosen as the sample because based on the information from the English teacher that the reading comprehension of these classes were still low. The numbers of experimental class were 35 students, and the numbers of control class were 35 students. So, the total numbers of all samples were 70 students.

D. Instrument of the Research

In this research, the researcher used one instrument for collecting the data. The instrument was essay test. Essay test used to know the concept of understanding and mastering material of the students after following learning activity. Essay test consisted of 10 questions. The questions got from narrative text with used 5W1H or Double WH Question that had questions about main idea and supporting details, characters, and moral values contained in the narrative text. This test was aimed to measure the effects of Brain-Based Learning Approach for students at experimental class and finding out the students' literal reading comprehension ability in terms of main idea and supporting details of the narrative text.

E. The Procedure of Collection Data

In collecting data, the researcher gave a test before and after doing a treatment. The test that used in this research is namely essay test that concluded of literal comprehension restrict on main idea and supporting details. The test was given to the students at the pre-test and post-test. The researcher used the following procedure as follows:

1. Giving Pre-test

The procedure of the pre-test for the experimental was the same as the control class. The students were given a pre-test consisted of essay test to measure the students' reading comprehension before the learning teaching process or treatment is done. First, the researcher came to the class and explained what they are going to do. Then, the researcher gave a narrative text to the students and the students given some minutes to read it. After that, the students have given some minutes again to answer the questions. When finish, the students' answer sheets are collected by the researcher.

2. Giving Treatments for Experimental and Control Class

After the pre-test, the researcher treated the students for four meetings. In each of the meetings in the experimental class, Brain-Based Learning Approach was applied in teaching and learning process whereas Conventional Approach was used in teaching for control class. Generally, the teaching and learning process was same as in the first meeting until the last meeting. Teaching and learning processes are follows:

a. Experimental Class

The learning activities of the students, the researcher applied seven steps learning in Brain-Based Learning Approach based on Eric Jensen (2008:484) as follows:

1) Pre-Exposure

- a) The teacher posted a mind map of the new topic on the board.
- b) The teacher gave the students an opportunity to understand the mind map and write briefly about the points contained in the mind map. Start here students' knowledge based begins and build upon their interests related to the concept.

2) Preparation

- a) During the preparation, the teacher told the objectives of learning to the students about material to be studied.
- b) The teacher demonstrated a narrative text to the students.
- c) The teacher gave some pre-question and made a connection the material with the real life of the students.

3) Initiation and Acquisition

- a) The teacher divided the students into some groups.
- b) The teacher gave a narrative text to the students and the students given some minutes to read and understand the text.
- c) The students discussed with their group by using mind map to help the students finding a main idea and supporting details of the text.

d) At this stage, the teacher started to play a baroque music and guided the students in discussion.

4) Elaboration

a) The teacher asked the students to present the results of their group discussion in front of the class.

b) The other groups paid attention and expressed opinions, or gave questions to the students who presented the results of their group discussion.

5) Incubation and Memory Encoding

a) The teacher provided a stretching and relaxation exercises while playing music or watching a video that can motivate them to learn.

b) The teacher gave the questions related to the material that their learned and asked the students to solve it.

6) Verification and Confidence Check

a) The teacher gave the students an opportunity to conclude the material what they have learned.

b) The teacher asked the students to evaluate each other.

c) The teacher along with the students checked their answer sheets.

7) Celebration and Integration

a) The teacher concludes the lesson that has learned from the beginning to the end of the meeting.

b) The teacher gave praise or gifts to the students who get the highest score.

- c) The teacher giving motivation to the students who do not have an opportunity to get high scores.
- d) The teacher along with the students performed a small celebration, such as cheering and clapping together.

b. Control Class

The learning activities of the students in the learning of conventional approach according to Krashen and Terrel (1987:73) as follows:

1) Apperception

The first steps is apperception where the teacher explained background information, the importance of the lesson, and the students expressed their knowledge about the material will be discussed.

2) Exploration

The teacher told the purpose of learning to the learners what should be achieved.

3) Elaboration

During the elaboration, the students will get a material sample of learning. Then, students are formed into groups to understand and discuss. Each group representative recites the result of their discussing, and the other students pay attention.

4) Clarification

The teacher provided feedback to determine the extending the students' understanding. Then, the teacher evaluated their work and explained the purpose of learning.

3. Giving Post-test

The procedure of the post-test for the experimental was the same as the control class. After the treatment ended, the researcher does the same thing as in the pre-test to measure the reading comprehension of the students. Every student in the experimental and the control class are given a test material by the researcher. Then, the researcher gave direction of the test to the students. Next, the researcher gave a narrative text to the students. After that, the students have given some minutes again to answer the questions. When finished, the students' answer sheets are collected by the researcher.

F. Technique of Data Analysis

1. Criteria of Score Analysis

To score the students' answer the researcher used the following formula as follow as:

- a. The rubric of literal reading comprehension dealing with main ideas and sequence details.

Table 3.1 The Rubric of Literal Reading Comprehension dealing Main Ideas

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding main idea.	2

4.	The answer include minimal or no understanding of main idea.	1
5.	No answer	0

Table 3.2 The Rubric of Literal Reading Comprehension dealing Sequence of Details

No.	Criteria of Supporting Details	Score
1.	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2.	Supporting details and information are relevant, but one key issue maybe unsupported or more predictable than others.	3
3.	Supporting details and information are relevant, but one key issue maybe unsupported or fairly predictable.	2
4.	Supporting details and information are somewhat relevant, but some key issues are unsupported or are fairly predictable.	1
5.	No answer	0

(Harmer in Agus Rahmat, 2014:34)

- b. Scoring the students correct answer of pre-test and post-test, by using the formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Maximum Score}} \times 100$$

(Mason and Bramble in Nirmawati, 2005:22)

- c. After collected the data of the students, the researcher classify the score of the students into the following criteria:

Table 3.3 The Scoring Rank of the Students

No.	Range of Score	Classifications
1.	96–100	Excellent
2.	86–95	Very Good
3.	76–85	Good
4.	66–75	Fairly Good
5.	56–65	Fair
6.	46–55	Poor
7.	0.0–45	Very Poor

(Depdikbud in Agus Rahmat, 2014:36)

2. Calculating the Mean Score and the Value of the Test

- a. Calculating the mean score of the students' answer in both pre-test and post-test by applying formula below:

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

Notes: \bar{X} = Mean score

$\sum X$ = Sum of all score

N = Number of students/ sample

(Gay, 1981:298)

- b. To know the improvement of the students' reading comprehension, the researcher used percentage technique below:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notes: P = Percentage of the students

X1 = Mean score of pre-test

X2 = Mean score of post-test

(Gay, 1981:298)

- c. This technique employed to find out the significant difference between the pre-test of experimental class and control class, and also to find out the significant difference between post-test of experimental class and control class, the researcher calculating the value of the test by applying formula below:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\text{where } SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \text{ and } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Notes: t = Test of significance

X₁ = Mean score of Group 1

X₂ = Mean score of Group 2

Also the SS₁ = Sum of all squares of Group 1

SS_2 = Sum of all squares of Group 2

n_1 = Total number of sample of Group 1

n_2 = Total number of sample of Group 2

(Gay in Agus Rahmat, 2014:37)

After the t-test is finding, the result of t-test was compared with the t-table. If the t-test is higher than t-table, it meant that this research is effective and inversely, if the t-test is lower than t-table, it meant that this research is not effective.

G. Hypothesis

The hypothesis was the provisional answer to the problems of the research that theoretically considered possibly or highest the level of hers truth. In this research the hypothesis can be stated as follows:

1. The Null Hypothesis (H_0)

The implementation of Brain-based learning approach is not effective in improving the students' literal reading comprehension.

2. The Alternative Hypothesis (H_1)

The implementation of Brain-based learning approach is effective in improving the students' literal reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research deal with the improvement of Brain-Based Learning Approach in teaching reading comprehension at the twelfth grade students of SMA Muhammadiyah Limbung.

1. The Improvement of the Students' Reading Comprehension Through Brain-Based Learning Approach in Terms of Main Idea and Supporting Details (Experimental Class)

The researcher gave a treatment by using Brain-Based Learning Approach in Experimental Class to see the improvement of the students' literal reading comprehension in terms of main idea and supporting details in the narrative text and there was improvement in pre-test to post-test. The improvement of the students' literal reading comprehension could be seen in the following table:

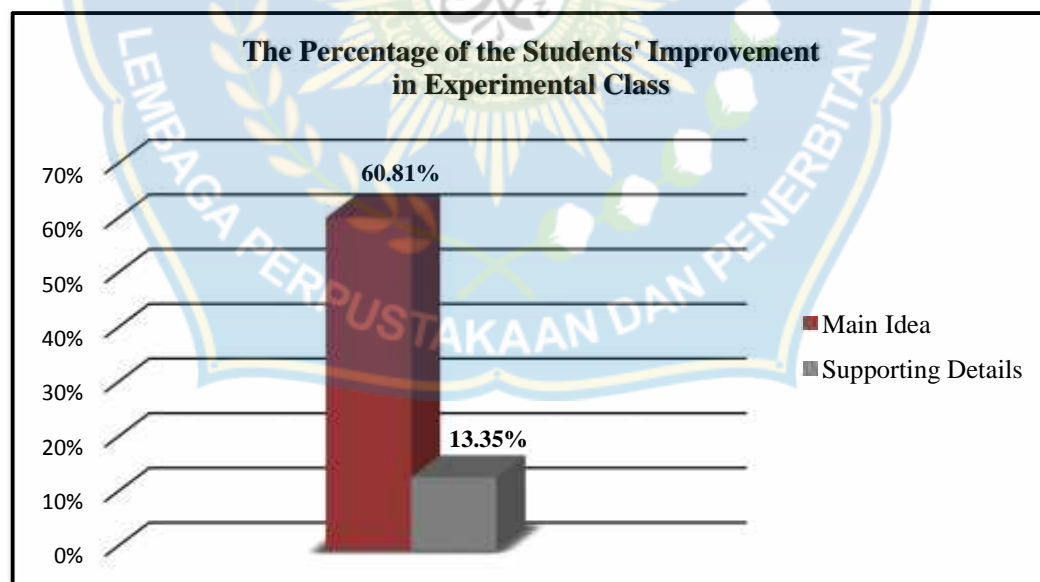
Table 4.1 The Mean Score of the Students' Literal Reading Comprehension in Experimental Class

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Main Idea	2.22	3.57	60.81%
2.	Supporting Details	2.62	2.97	13.35%

Based on the table above, it showed that there was difference of the students score of pre-test and post-test in literal reading comprehension. The data

analysis shows that the students mean score improved from pre-test to post-test. Before applying the treatment in pre-test, the students' mean score in reading narrative text in term of main idea was 2.22, and the students' mean score in reading narrative text in term of supporting details was 2.62. Most of the students' did not know how to organize the text. It was caused that they did not know understand how to manage every part of the text. After that, the researcher gave treatment by using Brain-Based Learning Approach and the score of the students' had improved. It showed in post-test which the students' mean score in reading narrative text in term of main idea was 3.57, and the students' mean score in reading narrative text in term of supporting details was 2.97.

Graphic 4.1 The Percentage of the Students' Improvement in Experimental Class



The graphic showed that there was improvement of the students' achievement in literal comprehension in term of main idea was 60.81% and

13.35% in term of supporting details. It meant that the applying of Brain-Based Learning Approach was good to improve the students' reading comprehension in terms of main idea and supporting details.

Based on this result, it concluded that the applying of Brain-Based Learning Approach at the twelfth grade students of SMA Muhammadiyah Limbung could improve the students' reading comprehension in terms of main idea and supporting details.

2. The Improvement of the Students' Reading Comprehension Through Conventional Approach in Terms of Main Idea and Supporting Details (Control Class)

The researcher taught students by using Conventional Approach in Control Class to see the improvement of the students' literal reading comprehension in terms of main idea and supporting details in the narrative text. The improvement of the students' literal reading comprehension could be seen in the following table:

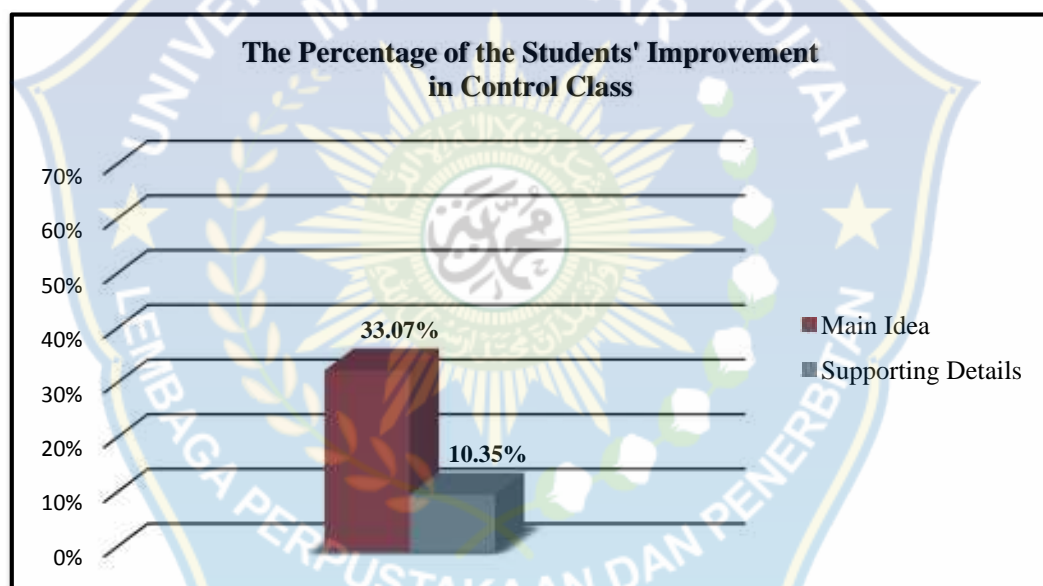
Table 4.2 The Mean Score of the Students' Literal Reading Comprehension in Control Class

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Main Idea	2.57	3.42	33.07%
2.	Supporting Details	2.51	2.77	10.35%

Based on the table 4.2 showed that the mean score of the control class students. In the control class the researcher used the conventional approach in

teaching and learning process. Before applying the treatment in pre-test, the students' mean score in reading narrative text in term of main idea was 2.57, and the students' mean score in reading narrative text in term of supporting details was 2.51. After applying treatment or in post-test on the conventional approach, the students' mean score in reading narrative text in term of main idea was 3.42, and the students' mean score in reading narrative text in term of supporting details was 2.77.

Graphic 4.2 The Percentage of the Students' Improvement in Control Class



The graphic 4.2 showed that there was improvement of the students' achievement in literal comprehension in term of main idea was 33.07% and 10.35% in term of supporting details.

3. The Significance Improvement of Students' Literal Reading Comprehension in Both of Group

A pre-test was administrated before the treatment, and post-test which aimed to know whether there was a significant improvement of the students' literal reading comprehension between the students who were taught by Brain-Based Learning Approach and those who were taught by Conventional Approach. The improvement of the students' literal reading comprehension in both of group could be seen in the following table:

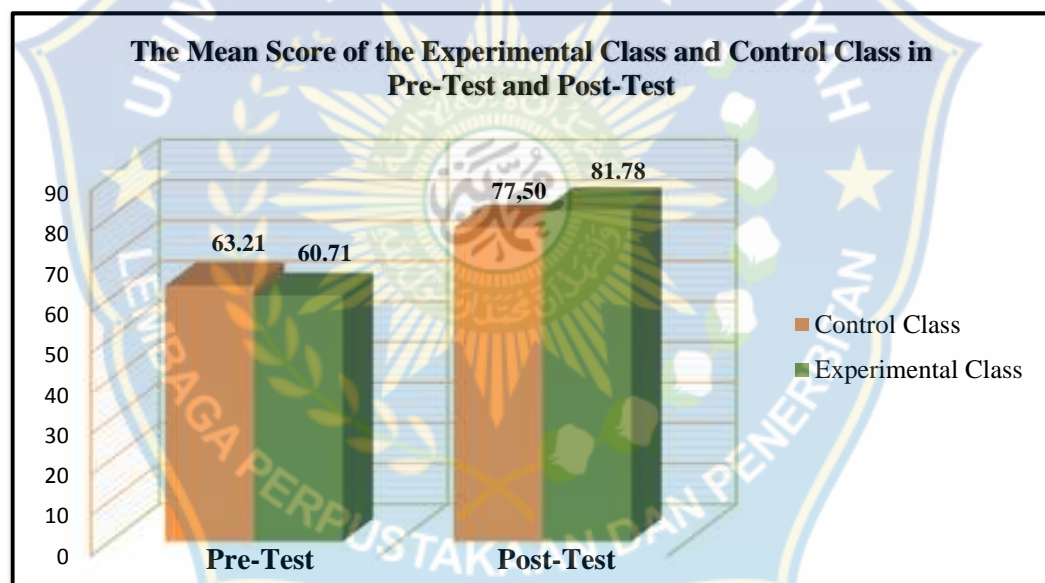
Table 4.3 The Mean Score of the Students' Literal Reading Comprehension in Experimental Class and Control Class

No	Variable Each Class	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Control Class	63.21	77.50	22.60%
2.	Experimental Class	60.71	81.78	34.70%

Table 4.3 indicated that the significantly difference of the mean score of the students' literal reading comprehension between pre-test and post-test in both of group. The data analysis shows the students mean score improved from pre-test to post-test. In the control class the researcher used the conventional approach in teaching and learning process. Before applying the treatment in pre-test, the students' mean score for literal reading comprehension was 63.2. After applying treatment or in post-test on the conventional approach, the students' mean score improved to be 77.50 for literal reading comprehension.

The same thing also indicated that the students' mean score of the experimental class in post-test improved after teaching reading comprehension by applying Brain-Based Learning Approach for literal comprehension. Before applying treatment the students score in pre-test for literal reading comprehension was 60.71. However, after applying treatment the students score in post-test improved to be 81.78 for literal reading comprehension. It could be seen in the following graphic:

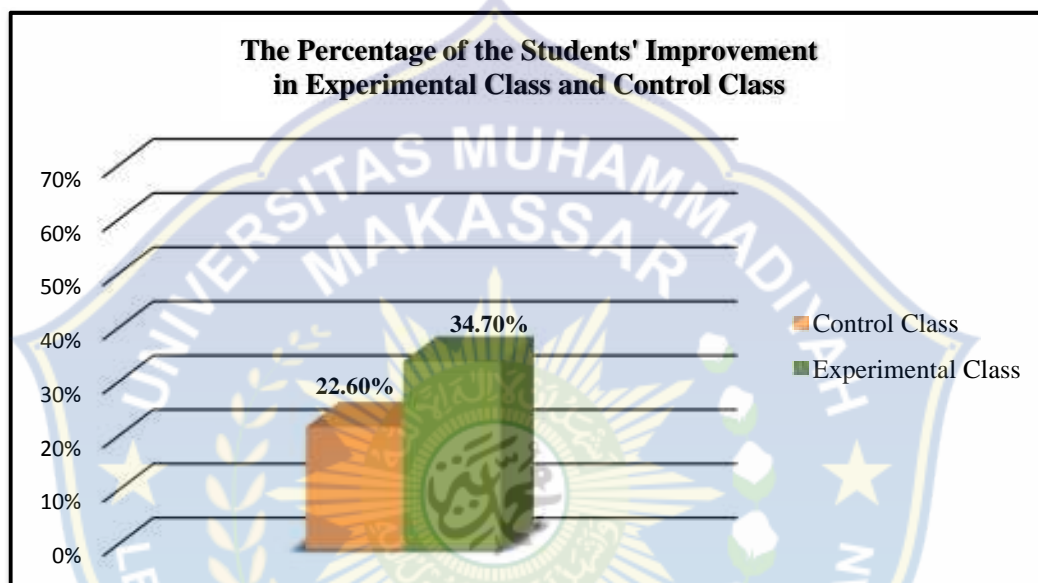
Graphic 4.3 The Mean Score of the Experimental Class and Control Class in Pre-Test and Post-Test



Based on the graphic 4.3 showed that there was significantly difference of the mean score between pre-test and post-test in experimental class and control class. It proved that the students' reading comprehension of both classes were totally difference. The mean score of post-test in experimental class was higher than the control class and the progress happened after the Brain-Based Learning

Approach applied in the experimental class. It was relatively fair to state that the implementation of Brain-Based Learning Approach became one of the alternative ways in teaching and learning process.

Graphic 4.4 The Percentage of the Students' Improvement in Experimental Class and Control Class



The graphic 4.4 showed that there was the difference improvement between the students' achievement of experimental class and control class in literal comprehension. The students' improvement of control class for literal comprehension was 22.60%, while the students' improvement of experimental class for literal comprehension was 34.70%. It meant that the applying of Brain-Based Learning Approach was able to improve the students' reading comprehension in terms of main idea and supporting details.

Based on this result, it concluded that the applying of Brain-Based Learning Approach could improve the students' reading comprehension in terms

of main idea and supporting details at the twelfth grade students of SMA Muhammadiyah Limbung.

4. The Rate Percentage and Frequency of the Students' Score

In order to know the students' reading comprehension, the score of the literal comprehension in terms of main idea and supporting details observed as follows:

Table 4.4 The Rate Percentage and Frequency of the Students' Literal Reading Comprehension in Experimental Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0%	4	11.43%
2	Very Good	0	0%	15	42.86%
3	Good	0	0%	0	0%
4	Fairly Good	5	14.29%	12	34.28%
5	Fair	20	57.14%	4	11.43%
6	Poor	10	28.57%	0	0%
7	Very Poor	0	0%	0	0%
Total		35	100%	35	100%

Based on the table 4.4 showed that before treatment was given, there were 5 students (14.29%) got 'Fairly Good', 20 students (57.14%) got 'Fair' and 10 students (28.57%) got 'Poor'. And after the treatment was given, there were 4 students (11.43%) got 'Excellent', 15 students (42.86%) got 'Very Good', 12 students (34.28%) got 'Fairly Good', and 4 students (11.43%) got 'Fair'. Based

on the result, the researcher concluded that the rate percentage and frequency in the post-test was higher than the rate percentage in the pre-test.

Table 4.5 The Rate Percentage and Frequency of the Students' Literal Reading Comprehension in Control Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0%	0	0%
2	Very Good	1	2.87%	11	31.43%
3	Good	0	0%	0	0%
4	Fairly Good	9	25.71%	19	54.28%
5	Fair	16	45.71%	5	14.29%
6	Poor	9	25.71%	0	0%
7	Very Poor	0	0%	0	0%
Total		35	100%	35	100%

Table 4.5 showed that before treatment was given, there were 1 student (2.87%) got 'Very Good', 9 students (25.71%) got 'Fairly Good', 16 students (45.71%) got 'Fair' and 9 students (25.71%) got 'Poor'. And after the treatment was given, there were 11 students (31.43%) got 'Very Good', 19 students (54.28%) got 'Fairly Good', and 5 students (14.29%) got 'Fair'. Based on the result, the researcher concluded that the rate percentage and frequency in the post-test was higher than the rate percentage in the pre-test.

5. Hypothesis Testing (T-Test of Significant)

The hypothesis was tested by using t-test in order to verify whether students' ability using Brain-Based Learning approach was different significantly

from students' improved conventional approach. The hypothesis testing between experimental class and control class can be known by used t-test. The result of significant analysis of the level of significance 0.05 with degree of freedom (df) = $n_1 + n_2 - 2$, where n: number of the students was 35. It could be seen as follows:

$$df = n_1 + n_2 - 2,$$

$$df = 35 + 35 - 2,$$

$$df = 68$$

Based on the level of significance 0.05 and the degree of freedom (df) = 68 above, the value of the t-table = 1.667. The result of t-test can be seen in the following table:

Table 4.6 The Significant of Students' Reading Comprehension

Value	t-test	t-table	Comparison	Classification
Post-Test	2.047	1.667	t-test>t-table	Significantly Different

Table 4.6 showed that t-test value was greater than t-table value and in the t-table (see appendix A.9) for $\alpha = 0.05$ and degree of freedom (df) = t ratio was 1.667. Based on the calculation, the value of t-test was greater than the ratio on t-table $2.047 > 1.667$. According to this result, it could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. There was a significant difference between students in experimental class and control class.

B. Discussion

This research concerned to the implementation of Brain-Based Learning Approach in improving students' reading comprehension, focused on the students' literal reading comprehension in terms of main idea and supporting details at the twelfth grade students of SMA Muhammadiyah Limbung.

Brain-Based Learning is a concept that creates learning with empowering oriented in the human brain. According to Erlauer (2003:10) Brain-based learning as the understanding of the relationship between the educational environment and the complexities of the human brain. Brain-based learning requires basic knowledge of the specific areas of the brain that are impact, and then manipulating the classroom to provide a positive learning environment to increase academic growth. Brain-based learning is a new approach helps to maintain good working relationship with teachers and the students and making learning meaningful and a joyful experience. Generally, teacher participation really needed to make the brain-based learning approach continue in well so it could got good result.

The researcher found that applying of Brain-Based Learning Approach was an effective approach to improve the students' achievement in teaching and learning process (Laurie A. Hesron, 2006; Brenda Van Roekel, 2002; Katherine D. Gibson, 2009; Mahmoud Sultan Nafa, 2013; Erkan Aky rek and Özlem Afacan, 2013; Valipour and Seyed, 2014; Ozden and Mehmet Gultekin, 2008; Mariam and Srikanta, 2014; Nita Susanti, 2017; M. Mekarina and Yuni P. Ningsih; 2017). Khoe Yao Tung (2015:35) confirmed that 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. Meanwhile, the researcher also found that there are equations of their research report, such as they used quasi-experimental design to know the improvement of brain-based learning in interested and motivated the students' in teaching and learning process, and the results of the some studies above showed 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.

Based on the previous findings, the researcher would like to compare of this study. The result of the study from Nina Susanti (2017) with the title "The Use of Brain-Based Learning Method to Improve the Students' Reading Comprehension Skill (A Classroom Action Research for the Eighth Grade Students of SMP Islam Sudirman 1 Bancak Semarang)", concluded that the findings of the research especially towards the students' reading comprehension skill were the mean score of pre-test in Cycle I was 54.54 and the mean score of post-test in Cycle I was 63.18. Looking the mean score pre-test and post-test, the percentage of students who passed in cycle I was 40.90 % and the t-test analysis with level significance 0.05, it was higher than t-table ($2.89 > 2.079$). Then, in the Cycle II were the mean score of pre-test was 68.18 and the post-test was 81.59. Looking the mean score pre-test and post-test, the percentage of students who passed in cycle II was 90.90 % and the t-test analysis with level significance 0.05, it was higher than t-table ($3.98 > 2.079$). However, the result of test in cycle I and

cycle II was improved and it can be concluded that the application of Brain-Based Learning methods was able to improve the students' reading comprehension skill.

Based on the explanation above, the researcher also conducted the study which consisted of several stages with used quasi-experimental design with two group classes to find out whether or not the implementation of Brain-Based Learning Approach improves the students' literal reading comprehension in identifying main idea and supporting details.

This research findings that the students' reading comprehension by applying Brain-Based Learning showed the improvement of the students' reading comprehension in teaching and learning process especially on the students' literal reading comprehension in terms of main idea and supporting details. From the improvement was supported by mean score and percentage of the students' pre-test and post-test result. The researcher would to discuss about the students' improvement in reading comprehension through Brain-Based Learning Approach and Conventional Approach in terms of main Idea and supporting Details. It was indicated as follows:

1. The Improvement of the Students' Reading Comprehension Through Brain-Based Learning Approach in Terms of Main Idea and Supporting Details (Experimental Group)

The researcher gave a treatment by applying Brain-Based Learning Approach for experimental class and conventional approach for control class, so that the students could show an improvement in the post-test. The students were

given a pre-test consisted of essay test to measure the students' reading comprehension before the learning teaching process or before treatment is done.

At the beginning, the result of the students pre-test in both of group were low, especially in finding the main idea and supporting details. Almost of the students when they read a reading text, they spent much time to think about the meaning of the word in the reading text and they tend to know or focused on the other words rather than the meaning of the reading text itself. They only read the reading text, but they did not understand about how to find out the main idea and supporting details of the text. It showed that the students could not express their ideas and their understandable.

After the pre-test, the researcher gave the treatment for four meetings. In each of the meetings in the experimental class, Brain-Based Learning Approach was applied in teaching and learning process whereas Conventional Approach was used in teaching for control class. As the result stated that a new approach helps to maintain good working relationship with teachers and the students, making learning meaningful and a joyful experience, and it helped the students to reduce their stress level.

a. Main Idea

Literal comprehension represents the ability of the students to understand the content of the text. According to Clymer in Gerald G. Duffy (2009:10) that a main idea was more than just guessing what was going happened next. Reading comprehension on understanding the main idea was about the understood of the students' idea about the text. Main ideas helped

students become actively involved in reading and helped to keep their interest level high. Main ideas could also help the students more fully comprehend what they had read and was retain the information for longer periods of time.

In the first meeting when the researcher gave pre-test, researcher looked the most of students did not know the meaning of the main idea and its placement. It could be seen on the table 4.1 that the mean score of the students' literal reading comprehension on understanding the main idea in pre-test was very poor. It was 2.22.

After the pre-test, the researcher gave the treatment for four meetings. In each of the meetings in the experimental class, Brain-Based Learning Approach was applied in teaching and learning process. The mean score of the students in post-test had improved became 3.57, and it was higher than the mean score of the pre-test. There was improvement of the students' achievement in literal comprehension in term of main idea was 60.81% by applying Brain-Based Learning Approach viewed from the pre-test to post-test.

By this approach, the researcher explained the materials in a fun way. Therefore, Brain-Based Learning Approach could help students organized information of the text, making it easier for them to pull information together or a better understanding of the main idea of the reading text. Seeing the result above, applying Brain-Based Learning Approach at the twelfth grade students of SMA Muhammadiyah Limbung had improved student's literal reading comprehension on understanding the main idea.

b. Supporting Details

In addition, the other problem was supporting details. According to Clymer in Gerald G. Duffy (2009:11) that supporting details give more information about the topic. Supporting details are a paragraph contains facts. Supporting ideas usually follow the main idea. Sentences containing supporting details explain or gives more information about the main idea. They are not as general as the main idea. Instead, they help the reader understand more about the main idea.

Based on the finding above by applying Brain-Based Learning Approach in the experimental class, the data is collected through the test as explain in the previous finding section showed that the students' literal reading comprehension in term of supporting details is improved from the mean score in pre-test and post-test. It could see in the mean score of pre-test and post-test, and also the improvement percentage on the table 4.1.

The data on the table 4.1 showed that the score of supporting details improved from 2.62 in pre-test's mean score to 2.97 in post-test's mean score. It was a good improvement because they could understand how to manage every part of the reading text. After calculating of the mean score between pre-test and post-test, the researcher found that the improvement of the students' achievement in literal reading comprehension in term of supporting details to became 13.35%. It meant that the implementation of Brain-Based Learning Approach at the twelfth grade students of SMA Muhammadiyah

Limbung was success to make students understand about literal reading comprehension in term of supporting details.

2. The Improvement of the Students' Reading Comprehension Through Conventional Approach in Terms of Main Idea and Supporting Details (Control Class)

The researcher gave a treatment by using conventional approach for control class, so that the students could show an improvement in the post-test. The students were given a pre-test consisted of essay test to measure the students' reading comprehension before the learning teaching process or before treatment is done.

a. Main Idea

According to Clymer in Gerald G. Duffy (2009:10) that a main idea was more than just guessing what was going happened next. Reading comprehension on understanding the main idea was about the understood of the students' idea about the text. Main ideas helped students become actively involved in reading and helped to keep their interest level high. Main ideas could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time.

In the first meeting when the researcher gave pre-test, researcher looked the most of students did not know the meaning of the main idea and its placement. It could be seen on the table 4.2 that the mean score of the students' literal reading comprehension on understanding the main idea in pre-test was 2.57.

After the pre-test, the researcher gave the treatment by using conventional approach in teaching and learning process. The mean score of the students in post-test had improved became 3.42, and it was higher than the mean score of the pre-test. There was improvement of the students' achievement in literal comprehension in term of main idea was 33.07%.

b. Supporting Details

In addition, the other problem was supporting details. Based on the finding above by using conventional approach in the control class showed that the students' literal reading comprehension in term of supporting details was improve from the mean score in pre-test and post-test. It could be seen on the table 4.2 showed that the mean score of pre-test for supporting details improved from 2.51 to 2.77 in post-test's mean score. Meanwhile, the students' improvement percentage of control class in term of supporting details was 10.35%. It meant that the implementation of conventional approach at the twelfth grade students of SMA Muhammadiyah Limbung was success to make students understand about literal reading comprehension in term of supporting details.

3. The Improvement of the Students' Literal Reading Comprehension in Both of Group

After the calculating the entire of score variables, there was the difference of the mean score of the students' literal reading comprehension between pre-test and post-test in both of group. In control class, the mean score pre-test of the students' literal reading comprehension was 63.2, and after giving treatment by

using conventional approach, the students' mean score of post-test improved to be 77.50. It meant that the students' improvement of control class for literal comprehension was 22.60%.

The same thing also indicated that the students' mean score of the experimental class in post-test improved after teaching reading comprehension by applying Brain-Based Learning Approach for literal comprehension. Before applying treatment the students score in pre-test for literal reading comprehension was 60.71 and categorized as fair. However, after applying treatment the students score in post-test improved to be 81.78 and categorized as good for literal reading comprehension while the students' achievement of experimental class in literal comprehension was 34.70%. It meant that there was significant difference between the post-test of experimental class and control class. The results of students' mean score after presenting in teaching reading comprehension by applying Brain-Based Learning Approach was better than using conventional approach. Therefore, Brain-Based Learning Approach was able to improve the students' reading comprehension in terms of main idea and supporting details.

4. The Significant Different of T-Test and T-Table

To verify whether students' ability using Brain-Based Learning approach was different significantly from students' improved conventional approach can be known by used t-test. After calculating the t-test value analysis, the researcher was compare with the value of the t-table and found that the value of t-test was greater than the t-table value. It was $2.047 > 1.667$ where the level of significance = 0.05 with degree of freedom (df) = 68. It meant that the statistically hypothesis of the

null hypothesis (H_0) was rejected and the statistically hypothesis of the alternative hypothesis (H_1) was accepted because there was difference significant mean score of the test that had given by the researcher before and after the researcher applying Brain-Based Learning Approach in reading comprehension.

From the discussion above, it was relatively fair to state that the application of Brain-Based Learning Approach in teaching reading comprehension at the twelfth grade students of SMA Muhammadiyah Limbung could improve the students' reading comprehension in literal reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher has the following conclusions:

1. Brain-Based Learning Approach is one of the alternative ways in teaching and learning process to improve the students' reading comprehension in literal reading comprehension at the twelfth grade students of SMA Muhammadiyah Limbung.
2. Based on the result of data analysis and the result of the discussion in the previous chapter, the researcher concluded that the improvement of the twelfth grade students of SMA Muhammadiyah Limbung in reading comprehension used Brain-Based Learning Approach was good, it is proved by t-test value that is 2.047 greater than the value of t-table 1.667. The researcher also concluded that there was significant difference between the post-test of experimental class and control class. The mean score of post-test in experimental class was higher than the control class. In the other words, Brain-Based Learning Approach was effective the students' reading comprehension in terms of main idea and supporting details, and the students usually enjoy teaching and learning process by applying Brain-Based Learning Approach.

B. Suggestion

Based on the conclusions above, there are some suggestions that the researcher puts forward as follows:

1. For the English teachers

- a. The English teachers are suggested to apply Brain-Based Learning Approach in teaching and learning process especially in teaching reading comprehension.
- b. The English teachers are suggested to be more creative and to enrich their materials. They can use the interesting materials to stimulate the students' attention and motivate them in learning English.
- c. The English teachers have to use appropriate teaching media to facilitate and stimulate the students.

2. For the students

The students should give more attention to the teacher explanation, so if the teacher gives question, they can do perfectly and should not be afraid to give opinion or asking question in the discussion.

3. To the other researchers

Based on the research findings, researcher would like to suggest the other researchers; the result of this research can be applied as an additional reference or further researches with different discussions, sample and skill for the next research.

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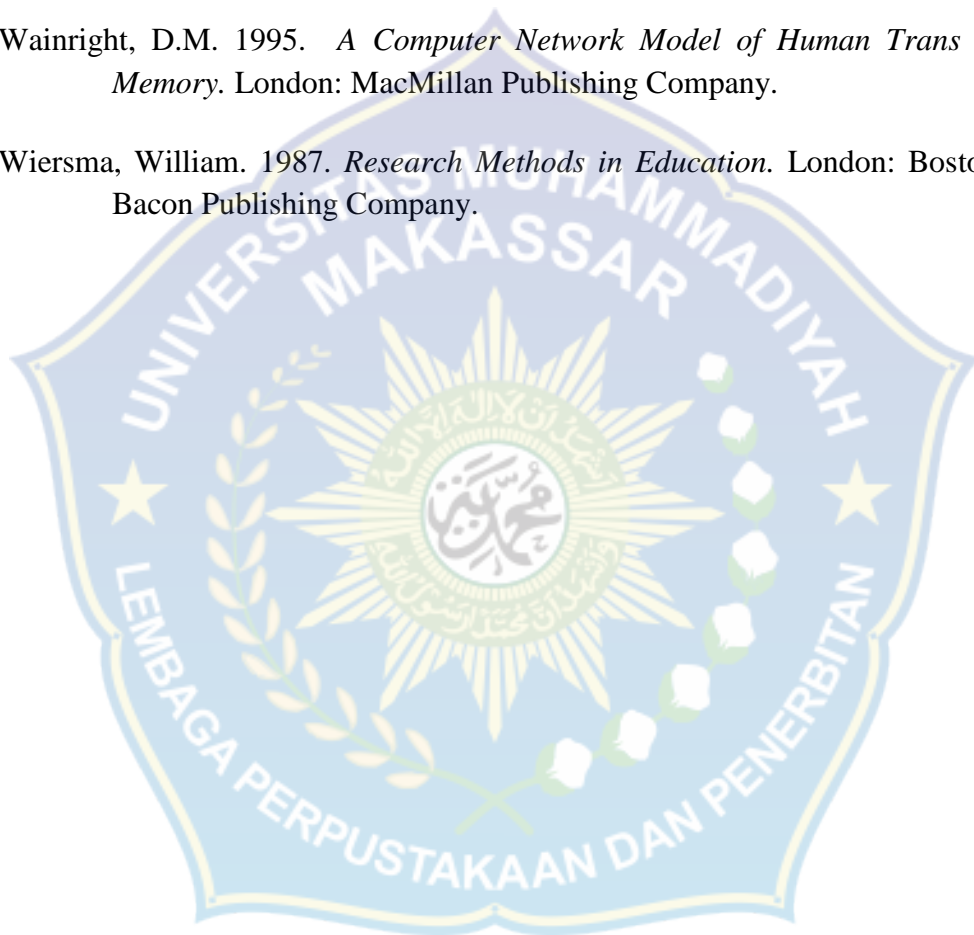
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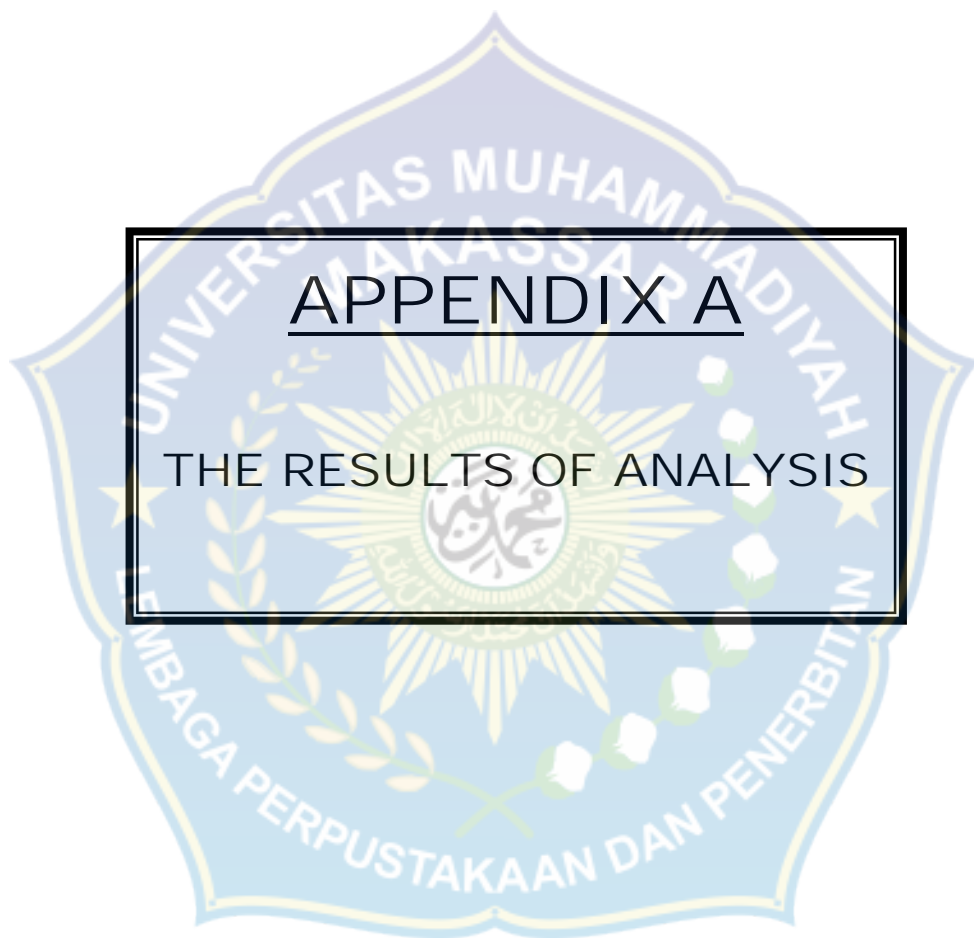
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APPENDICES





APPENDIX A

THE RESULTS OF ANALYSIS

APPENDIX A

The Results of Analysis

Appendix A.1 The List Name of the Students

Appendix A.2 Data of Pre-Test and Post-Test of Experimental Class

Appendix A.3 Data of Pre-Test and Post-Test of Control Class

Appendix A.4 Standard Deviation of Pre-Test and Post-Test Scores

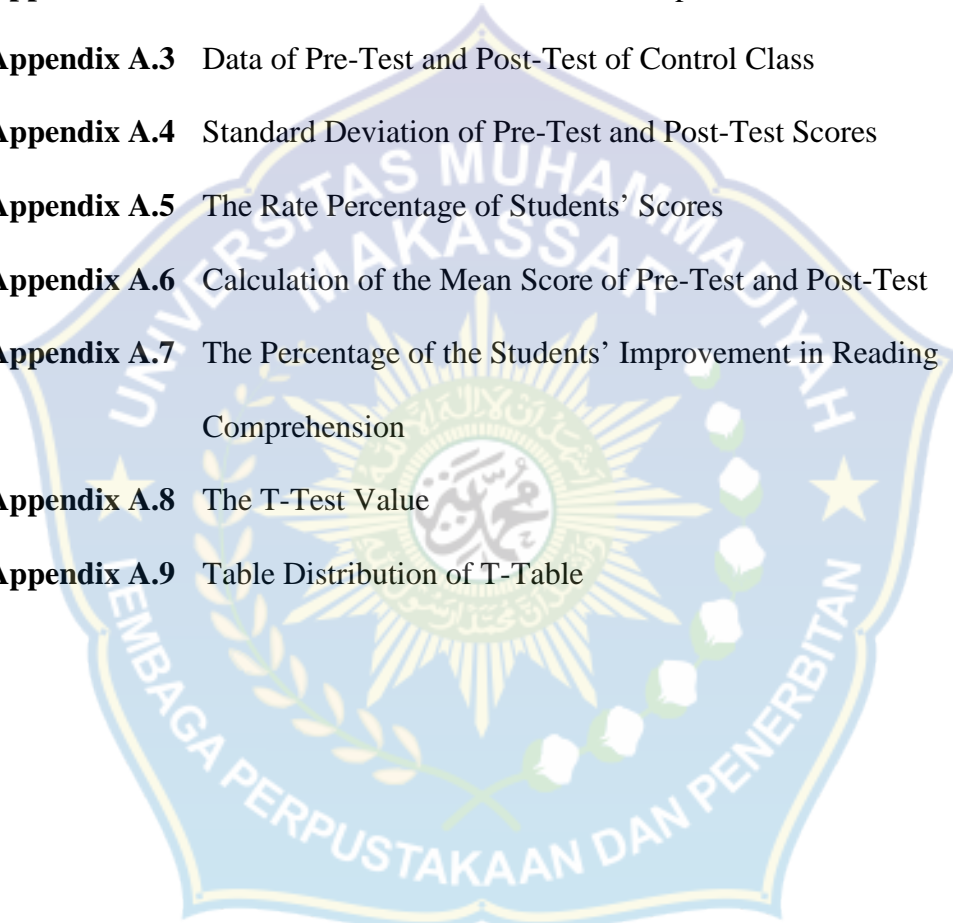
Appendix A.5 The Rate Percentage of Students' Scores

Appendix A.6 Calculation of the Mean Score of Pre-Test and Post-Test

Appendix A.7 The Percentage of the Students' Improvement in Reading
Comprehension

Appendix A.8 The T-Test Value

Appendix A.9 Table Distribution of T-Table



APPENDIX A.1

The List Name of the Students of SMA Muhammadiyah Limbung

No.	Code	The List Name of the Students	
		Experimental Class (XII IPA 2)	Control Class (XII IPA 1)
1	S-1	Nur Hijrah Amalia D	Arnida Apria Ningsih
2	S-2	Nur Ismi Amalia	Asrianti Syaribulan
3	S-3	Nursabaria	Muh. Saleh Syam
4	S-4	Dzaqarasma Luvia N	Muh. Syahrul
5	S-5	Nurfadillah	Muh. Yusrifal Rauf
6	S-6	Al Mutahharah	Mulk Haeriah
7	S-7	Fatimah Azzahrah H	Mutmainnah
8	S-8	Ihda Husnaeni	Nadirah
9	S-9	Isra' Mi'raj	Nur Ainun
10	S-10	Muh. Alvian Yahya	Nurfadillah
11	S-11	Muh. Zakaria B	Nurfani Andriani
12	S-12	Nur Huda	Nurul Ridha Aha
13	S-13	Nurul Fitriah	Nuuran Afillah Nusyam
14	S-14	Ahmad Fiqri M	Rezky Ramadhani
15	S-15	Ashari Agus Munandar	Sifa Aisyah
16	S-16	Khasrinah	Muh. Qausar Febian Samir
17	S-17	Rizki Ameliah	Wardaniyah Mutmainnah HR
18	S-18	Al Imran	Nurwanda

19	S-19	Al Munawwarah	Andi Tazkirah Tawakkal
20	S-20	Asfia Sri Wahyuni	Fadila Abni Utari
21	S-21	Hariyanti	Humaerah
22	S-22	Fitriani	Nadira
23	S-23	Masita	Nur Aidah
24	S-24	Muh. Fitrah Ramadhani	Nurfadhila Putri
25	S-25	Muh. Abidzar Idris	Sitti Mahdiah Khulwa
26	S-26	Nurbaeti	Sri Andriani
27	S-27	Putri Suci Indriani	Syahrul Dahlan
28	S-28	Restu Dwi Husna	Nurfahira
29	S-29	Rika Reskianti WP	Alfiyanisa Widyaningsih
30	S-30	Selvi Damayanti	Anita Firdayanti
31	S-31	Sitti Sunarti	Ardiansyah
32	S-32	St. Lutfiah Ahmad	Miftahul Khaerah
33	S-33	Umi Kalsum	Muh. Faried Wadjedy
34	S-34	Yuyun Sukawaty S	Mutahharah
35	S-35	Muliana	Nurul Fitriani

APPENDIX A.2

Data of Pre-Test and Post-Test of Experimental Class

1. The Row Score of Students' Pre-Test in Experimental Class

No	Sample	Pre-Test Experimental Class (XII IPA 2)		Total	Final Score	Classification
		Reading Comprehension				
		Literal Comprehension				
		Main Idea	Supporting Details			
1	S-1	2	3	5	62.5	Fair
2	S-2	2	3	5	62.5	Fair
3	S-3	3	2	5	62.5	Fair
4	S-4	2	2	4	50	Poor
5	S-5	2	2	4	50	Poor
6	S-6	2	3	5	62.5	Fair
7	S-7	2	3	5	62.5	Fair
8	S-8	2	2	4	50	Poor
9	S-9	2	2	4	50	Poor
10	S-10	2	3	5	62.5	Fair
11	S-11	2	4	6	75	Fairly Good
12	S-12	2	3	5	62.5	Fair
13	S-13	3	2	5	62.5	Fair
14	S-14	3	2	5	62.5	Fair
15	S-15	2	3	5	62.5	Fair

16	S-16	2	3	5	62.5	Fair
17	S-17	2	2	4	50	Poor
18	S-18	2	2	4	50	Poor
19	S-19	3	2	5	62.5	Fair
20	S-20	2	2	4	50	Poor
21	S-21	2	2	4	50	Poor
22	S-22	2	3	5	62.5	Fair
23	S-23	3	3	6	75	Fairly Good
24	S-24	2	3	5	62.5	Fair
25	S-25	2	3	5	62.5	Fair
26	S-26	2	3	5	62.5	Fair
27	S-27	3	3	6	75	Fairly Good
28	S-28	2	3	5	62.5	Fair
29	S-29	2	2	4	50	Poor
30	S-30	2	3	5	62.5	Fair
31	S-31	2	3	5	62.5	Fair
32	S-32	2	4	6	75	Fairly Good
33	S-33	2	2	4	50	Poor
34	S-34	3	3	6	75	Fairly Good
35	S-35	3	2	5	62.5	Fair
x		78	92	170	2125	
X1		2.22857	2.62857	4.85714	60.71429	

2. The Row Score of Students' Post-Test in Experimental Class

No	Sample	Post-Test Experimental Class (XII IPA 2)		Total	Final Score	Classification
		Reading Comprehension				
		Literal Comprehension				
		Main Idea	Supporting Details			
1	S-1	3	3	6	75	Fairly Good
2	S-2	4	2	6	75	Fairly Good
3	S-3	3	2	5	62.5	Fair
4	S-4	4	3	7	87.5	Very Good
5	S-5	4	3	7	87.5	Very Good
6	S-6	4	3	7	87.5	Very Good
7	S-7	4	4	8	100	Excellent
8	S-8	4	2	6	75	Fairly Good
9	S-9	4	2	6	75	Fairly Good
10	S-10	4	3	7	87.5	Very Good
11	S-11	4	3	7	87.5	Very Good
12	S-12	3	3	6	75	Fairly Good
13	S-13	4	3	7	87.5	Very Good
14	S-14	2	3	5	62.5	Fair
15	S-15	2	3	5	62.5	Fair
16	S-16	3	3	6	75	Fairly Good
17	S-17	4	4	8	100	Excellent
18	S-18	3	3	6	75	Fairly Good

19	S-19	4	3	7	87.5	Very Good
20	S-20	4	4	8	100	Excellent
21	S-21	3	4	7	87.5	Very Good
22	S-22	4	3	7	87.5	Very Good
23	S-23	4	2	6	75	Fairly Good
24	S-24	4	3	7	87.5	Very Good
25	S-25	3	4	7	87.5	Very Good
26	S-26	4	3	7	87.5	Very Good
27	S-27	4	2	6	75	Fairly Good
28	S-28	4	3	7	87.5	Very Good
29	S-29	3	2	5	62.5	Fair
30	S-30	3	3	6	75	Fairly Good
31	S-31	4	3	7	87.5	Very Good
32	S-32	4	4	8	100	Excellent
33	S-33	4	3	7	87.5	Very Good
34	S-34	3	3	6	75	Fairly Good
35	S-35	3	3	6	75	Fairly Good
x		125	104	229	2862.5	
X		3.57143	2.97143	6.54286	81.78571	

APPENDIX A.3

Data of Pre-Test and Post-Test of Control Class

1. The Row Score of Students' Pre-Test in Control Class

No	Sample	Pre-Test Control Class (XII IPA 1)		Total	Final Score	Classification
		Reading Comprehension				
		Literal Comprehension				
		Main Idea	Supporting Details			
1	S-1	3	3	6	75	Fairly Good
2	S-2	3	3	6	75	Fairly Good
3	S-3	2	2	4	50	Poor
4	S-4	2	2	4	50	Poor
5	S-5	3	3	6	75	Fairly Good
6	S-6	3	2	5	50	Poor
7	S-7	3	2	5	62.5	Fair
8	S-8	2	3	5	62.5	Fair
9	S-9	3	2	5	62.5	Fair
10	S-10	3	2	5	62.5	Fair
11	S-11	2	2	4	50	Poor
12	S-12	2	2	4	50	Poor
13	S-13	2	3	5	62.5	Fair
14	S-14	3	2	5	62.5	Fair
15	S-15	2	3	5	62.5	Fair

16	S-16	2	2	4	50	Poor
17	S-17	2	3	5	62.5	Fair
18	S-18	3	2	5	62.5	Fair
19	S-19	3	3	6	75	Fairly Good
20	S-20	2	2	4	50	Poor
21	S-21	3	3	6	75	Fairly Good
22	S-22	3	2	5	62.5	Fair
23	S-23	2	3	5	62.5	Fair
24	S-24	3	3	6	75	Fairly Good
25	S-25	3	2	5	62.5	Fair
26	S-26	3	3	6	75	Fairly Good
27	S-27	2	3	5	62.5	Fair
28	S-28	3	3	6	75	Fairly Good
29	S-29	2	2	4	50	Poor
30	S-30	2	3	5	62.5	Fair
31	S-31	3	2	5	62.5	Fair
32	S-32	3	4	7	87.5	Very Good
33	S-33	3	2	5	62.5	Fair
34	S-34	2	2	4	50	Poor
35	S-35	3	3	6	75	Fairly Good
x		90	88	178	2212.5	
X		2.57143	2.51429	5.08571	63.21429	

2. The Row Score of Students' Post-Test in Control Class

No	Sample	Post-Test Control Class (XII IPA 1)		Total	Final Score	Classification
		Reading Comprehension				
		Literal Comprehension				
		Main Idea	Supporting Details			
1	S-1	4	2	6	75	Fairly Good
2	S-2	4	3	7	87.5	Very Good
3	S-3	3	3	6	75	Fairly Good
4	S-4	3	3	6	75	Fairly Good
5	S-5	4	3	7	87.5	Very Good
6	S-6	3	2	5	62.5	Fair
7	S-7	4	3	7	87.5	Very Good
8	S-8	4	2	6	75	Fairly Good
9	S-9	3	3	6	75	Fairly Good
10	S-10	3	2	5	62.5	Fair
11	S-11	4	2	6	75	Fairly Good
12	S-12	3	2	5	62.5	Fair
13	S-13	4	2	6	75	Fairly Good
14	S-14	4	3	7	87.5	Very Good
15	S-15	4	3	7	87.5	Very Good
16	S-16	3	3	6	75	Fairly Good
17	S-17	4	3	7	87.5	Very Good

18	S-18	3	3	6	75	Fair
19	S-19	4	2	6	75	Fairly Good
20	S-20	3	2	5	62.5	Fair
21	S-21	3	3	6	75	Fairly Good
22	S-22	3	3	6	75	Fairly Good
23	S-23	3	3	5	75	Fairly Good
24	S-24	3	3	6	75	Fairly Good
25	S-25	4	3	7	87.5	Very Good
26	S-26	3	3	6	75	Fairly Good
27	S-27	3	4	7	87.5	Very Good
28	S-28	4	3	7	87.5	Very Good
29	S-29	2	4	6	75	Fairly Good
30	S-30	3	3	6	75	Fairly Good
31	S-31	3	3	6	75	Fairly Good
32	S-32	4	3	7	87.5	Very Good
33	S-33	4	3	7	87.5	Very Good
34	S-34	4	2	6	75	Fairly Good
35	S-35	3	3	6	75	Fairly Good
x		120	97	216	2712.5	
X		3.42857	2.77143	6.17143	77.50000	

APPENDIX A.4

Standard Deviation of Pre-Test and Post-Test Scores of Experimental Class and Control Class

1. Standard Deviation of Pre-Test Scores in Experimental Class and Control Class

PRE-TEST					
Sample	Experimental Class (XII IPA 2)		Sample	Control Class (XII IPA 1)	
	X_1	X^2		X_1	X^2
S-1	62.5	3906.25	S-1	75	5625
S-2	62.5	3906.25	S-2	75	5625
S-3	62.5	3906.25	S-3	50	2500
S-4	50	2500	S-4	50	2500
S-5	50	2500	S-5	75	5625
S-6	62.5	3906.25	S-6	50	2500
S-7	62.5	3906.25	S-7	62.5	3906.25
S-8	50	2500	S-8	62.5	3906.25
S-9	50	2500	S-9	62.5	3906.25
S-10	62.5	3906.25	S-10	62.5	3906.25
S-11	75	5625	S-11	50	2500
S-12	62.5	3906.25	S-12	50	2500
S-13	62.5	3906.25	S-13	62.5	3906.25
S-14	62.5	3906.25	S-14	62.5	3906.25
S-15	62.5	3906.25	S-15	62.5	3906.25
S-16	62.5	3906.25	S-16	50	2500
S-17	50	2500	S-17	62.5	3906.25
S-18	50	2500	S-18	62.5	3906.25
S-19	62.5	3906.25	S-19	75	5625
S-20	50	2500	S-20	50	2500

S-21	50	2500	S-21	75	5625
S-22	62.5	3906.25	S-22	62.5	3906.25
S-23	75	5625	S-23	62.5	3906.25
S-24	62.5	3906.25	S-24	75	5625
S-25	62.5	3906.25	S-25	62.5	3906.25
S-26	62.5	3906.25	S-26	75	5625
S-27	75	5625	S-27	62.5	3906.25
S-28	62.5	3906.25	S-28	75	5625
S-29	50	2500	S-29	50	2500
S-30	62.5	3906.25	S-30	62.5	3906.25
S-31	62.5	3906.25	S-31	62.5	3906.25
S-32	75	5625	S-32	75	5625
S-33	50	2500	S-33	62.5	3906.25
S-34	75	5625	S-34	50	2500
S-35	62.5	3906.25	S-35	87.5	7656.25
x	2125	131250	x	2212.5	143281.25
X	60.71429	3750	X	63.21429	4093.75

Standard Deviation of the Pre-Test	
Experimental Class (XII IPA 2)	Control Class (XII IPA 1)
$SD = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}$	$SD = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}$
$SD = \frac{131250 - \frac{(2125)^2}{35}}{35-1}$	$SD = \frac{143281.25 - \frac{(2212.5)^2}{35}}{35-1}$
$SD = \frac{\sqrt{131250 - 129017}}{34}$	$SD = \frac{\sqrt{143281.25 - 139861.60}}{34}$
$SD = \sqrt{65.67}$	$SD = \sqrt{100.57}$
$SD = 8.10$	$SD = 10.02$

2. Standard Deviation of Post-Test Scores in Experimental Class and Control Class

POST-TEST					
Sample	Experimental Class (XII IPA 2)		Sample	Control Class (XII IPA 1)	
	X_1	X^2		X_1	X^2
S-1	75	5625	S-1	75	5625
S-2	75	5625	S-2	87.5	7656.25
S-3	62.5	3906.25	S-3	75	5625
S-4	87.5	7656.25	S-4	75	5625
S-5	87.5	7656.25	S-5	87.5	7656.25
S-6	87.5	7656.25	S-6	62.5	3906.25
S-7	100	10000	S-7	87.5	7656.25
S-8	75	5625	S-8	75	5625
S-9	75	5625	S-9	75	5625
S-10	87.5	7656.25	S-10	62.5	3906.25
S-11	87.5	7656.25	S-11	75	5625
S-12	75	5625	S-12	62.5	3906.25
S-13	87.5	7656.25	S-13	75	5625
S-14	62.5	3906.25	S-14	87.5	7656.25
S-15	62.5	3906.25	S-15	87.5	7656.25
S-16	75	5625	S-16	75	5625
S-17	100	10000	S-17	87.5	7656.25
S-18	75	5625	S-18	75	5625
S-19	87.5	7656.25	S-19	75	5625
S-20	100	10000	S-20	62.5	3906.25
S-21	87.5	7656.25	S-21	75	5625
S-22	87.5	7656.25	S-22	75	5625
S-23	75	5625	S-23	75	5625
S-24	87.5	7656.25	S-24	75	5625

S-25	87.5	7656.25	S-25	87.5	7656.25
S-26	87.5	7656.25	S-26	75	5625
S-27	75	5625	S-27	87.5	7656.25
S-28	87.5	7656.25	S-28	87.5	7656.25
S-29	62.5	3906.25	S-29	75	5625
S-30	75	5625	S-30	75	5625
S-31	87.5	7656.25	S-31	75	5625
S-32	100	10000	S-32	87.5	7656.25
S-33	87.5	7656.25	S-33	87.5	7656.25
S-34	75	5625	S-34	75	5625
S-35	75	5625	S-35	75	5625
x	2862.5	237968.75	x	2712.5	212343.75
X	81.78571	6799.107143	X	77.50000	6066.964286

Standard Deviation of the Post-Test	
Experimental Class (XII IPA 2)	Control Class (XII IPA 1)
$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$	$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$
$SD = \frac{\sqrt{237968.75 - \frac{(2862.5)^2}{35}}}{35-1}$	$SD = \frac{\sqrt{212343.75 - \frac{(2712.5)^2}{35}}}{35-1}$
$SD = \frac{\sqrt{237968.75 - 234111.60}}{34}$	$SD = \frac{\sqrt{212343.75 - 210218.75}}{34}$
$SD = \sqrt{113.44}$	$SD = \sqrt{62.5}$
$SD = 10.65$	$SD = 7.90$

APPENDIX A.5

The Rate Percentage of Students' Scores

1. The Rate Percentage in Experimental Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0%	4	11.43%
2	Very Good	0	0%	15	42.86%
3	Good	0	0%	0	0%
4	Fairly Good	5	14.29%	12	34.28%
5	Fair	20	57.14%	4	11.43%
6	Poor	10	28.57%	0	0%
7	Very Poor	0	0%	0	0%
Total		35	100%	35	100%

2. The Rate Percentage in Control Class

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent	0	0%	0	0%
2	Very Good	1	2.87%	11	31.43%
3	Good	0	0%	0	0%
4	Fairly Good	9	25.71%	19	54.28%
5	Fair	16	45.71%	5	14.29%
6	Poor	9	25.71%	0	0%
7	Very Poor	0	0%	0	0%
Total		35	100%	35	100%

APPENDIX A.6

Calculation of the Mean Score of Pre-Test and Post-Test

1. The Mean Score of Experimental Class

a. Pre-Test

$$X_1 = \frac{X}{N} = \frac{2125}{35} = 60.71$$

b. Post-Test

$$X_2 = \frac{X}{N} = \frac{2862.5}{35} = 81.78$$

2. The Mean Score of Control Class

a. Pre-Test

$$X_1 = \frac{X}{N} = \frac{2212.5}{35} = 63.21$$

b. Post-Test

$$X_2 = \frac{X}{N} = \frac{2712.5}{35} = 77.50$$

APPENDIX A.7

The Percentage of the Students' Improvement in Reading Comprehension

1. The Improvement of Students' Reading Comprehension in Experimental Class

a. Main Idea

Mean Score of Pre-Test (X_1) : 2.22

Mean Score of Post-Test (X_2): 3.57

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{3.57 - 2.22}{2.22} \times 100\% \\ &= \frac{1.35}{2.22} \times 100\% \\ &= \frac{135}{2.22} \\ &= 60.81\% \end{aligned}$$

The students' improvement from pre-test to post-test is 60.81%

b. Supporting Details

Mean Score of Pre-Test (X_1) : 2.62

Mean Score of Post-Test (X_2): 2.97

The improvement of students' score in main idea from pre-test to post-test:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$\begin{aligned}
&= \frac{2.97 - 2.62}{2.62} \times 100\% \\
&= \frac{0.35}{2.62} \times 100\% \\
&= \frac{35}{2.62} \\
&= 13.35\%
\end{aligned}$$

The students' improvement from pre-test to post-test is 13.35%

2. The Improvement of Students' Reading Comprehension in Control Class

a. Main Idea

Mean Score of Pre-Test (X_1) : 2.57

Mean Score of Post-Test (X_2): 3.42

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned}
P &= \frac{X_2 - X_1}{X_1} \times 100\% \\
&= \frac{3.42 - 2.57}{2.57} \times 100\% \\
&= \frac{0.85}{2.57} \times 100\% \\
&= \frac{85}{2.57} \\
&= 33.07\%
\end{aligned}$$

The students' improvement from pre-test to post-test is 33.07%

b. Supporting Details

Mean Score of Pre-Test (X_1) : 2.51

Mean Score of Post-Test (X_2): 2.77

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{2.77 - 2.51}{2.51} \times 100\% \\ &= \frac{0.26}{2.51} \times 100\% \\ &= \frac{26}{2.51} \\ &= 10.35\% \end{aligned}$$

The students' improvement from pre-test to post-test is 10.35%

3. The Improvement of Students' Literal Reading Comprehension

a. Experimental Class

Mean Score of Pre-Test (X_1) : 60.71

Mean Score of Post-Test (X_2): 81.78

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{81.78 - 60.71}{60.71} \times 100\% \\ &= \frac{21.07}{60.71} \times 100\% \\ &= \frac{2107}{60.71} \\ &= 34.70\% \end{aligned}$$

The students' improvement from pre-test to post-test is 34.70%

b. Control Class

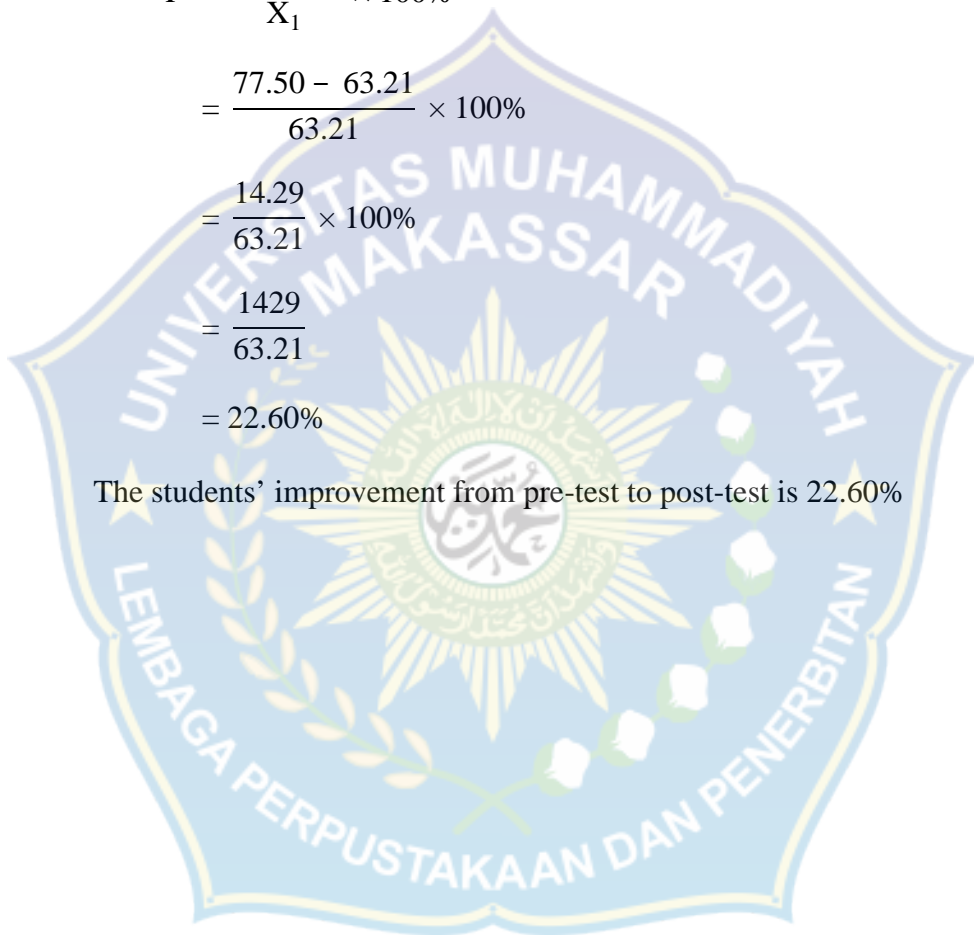
Mean Score of Pre-Test (X_1) : 63.21

Mean Score of Post-Test (X_2): 77.50

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{77.50 - 63.21}{63.21} \times 100\% \\ &= \frac{14.29}{63.21} \times 100\% \\ &= \frac{1429}{6321} \\ &= 22.60\% \end{aligned}$$

The students' improvement from pre-test to post-test is 22.60%



APPENDIX A.8

The T-Test Value of Students in Experimental Class and Control Class

Calculating the T-Test of Post-Test

$$X_1 = 2862.5$$

$$X_2 = 2712.5$$

$$X_1^2 = 237968.75$$

$$X_2^2 = 212343.75$$

$$X_1 = 81.78$$

$$X_2 = 77.50$$

$$n_1 = 35$$

$$n_2 = 35$$

$$SS_1 = X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$= 237968.75 - \frac{(2862.5)^2}{35}$$

$$= 212343.75 - \frac{(2712.5)^2}{35}$$

$$= 237968.75 - \frac{8139906.25}{35}$$

$$= 212343.75 - \frac{7357656.25}{35}$$

$$= 237968.75 - 234111.60$$

$$= 212343.75 - 210218.75$$

$$= 3857.15$$

$$= 2125$$

$$t = \frac{X_1 - X_2}{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$$= \frac{81.78 - 77.50}{\frac{3857.15 + 2125}{35 + 35 - 2} \left(\frac{1}{35} + \frac{1}{35} \right)}$$

$$= \frac{4.28}{\frac{5982.15}{68} \cdot \frac{2}{35}}$$

$$= \frac{4.28}{\frac{87.97}{0.05}}$$

$$= \frac{4.28}{\sqrt{4.39}}$$

$$= \frac{4.28}{2.09}$$

$$= 2.047$$

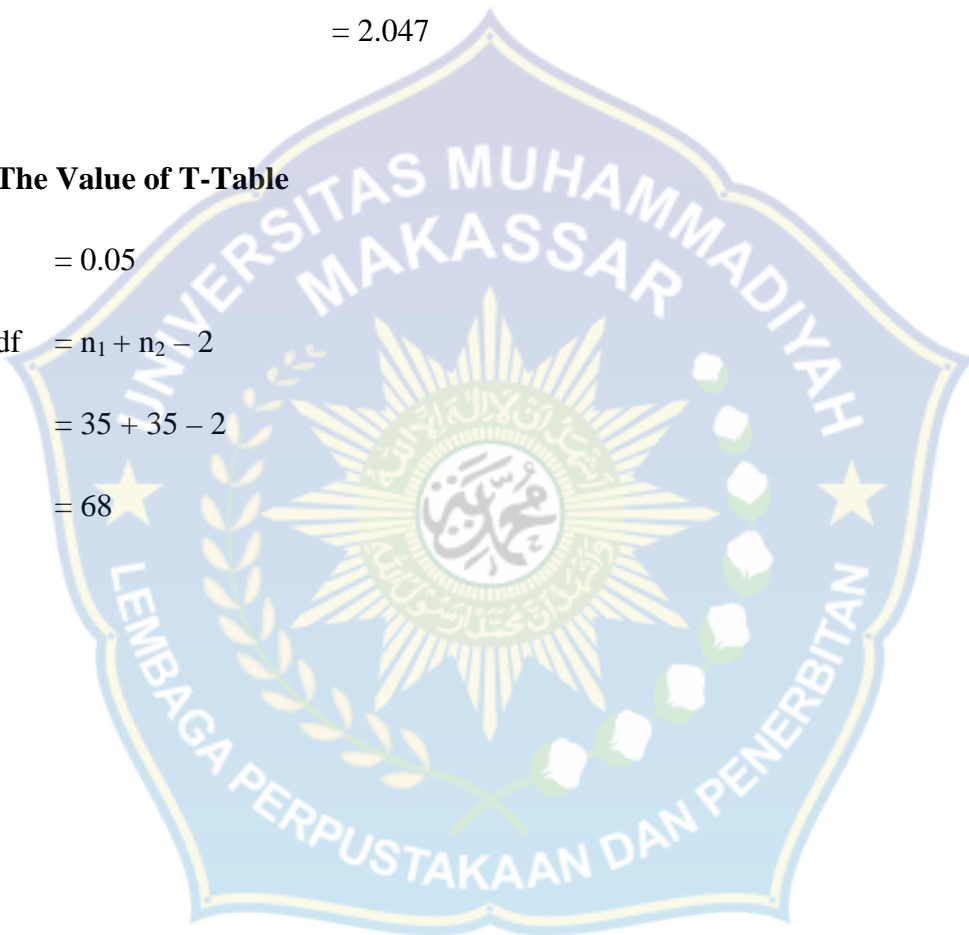
The Value of T-Table

$$= 0.05$$

$$df = n_1 + n_2 - 2$$

$$= 35 + 35 - 2$$

$$= 68$$



APPENDIX A.9

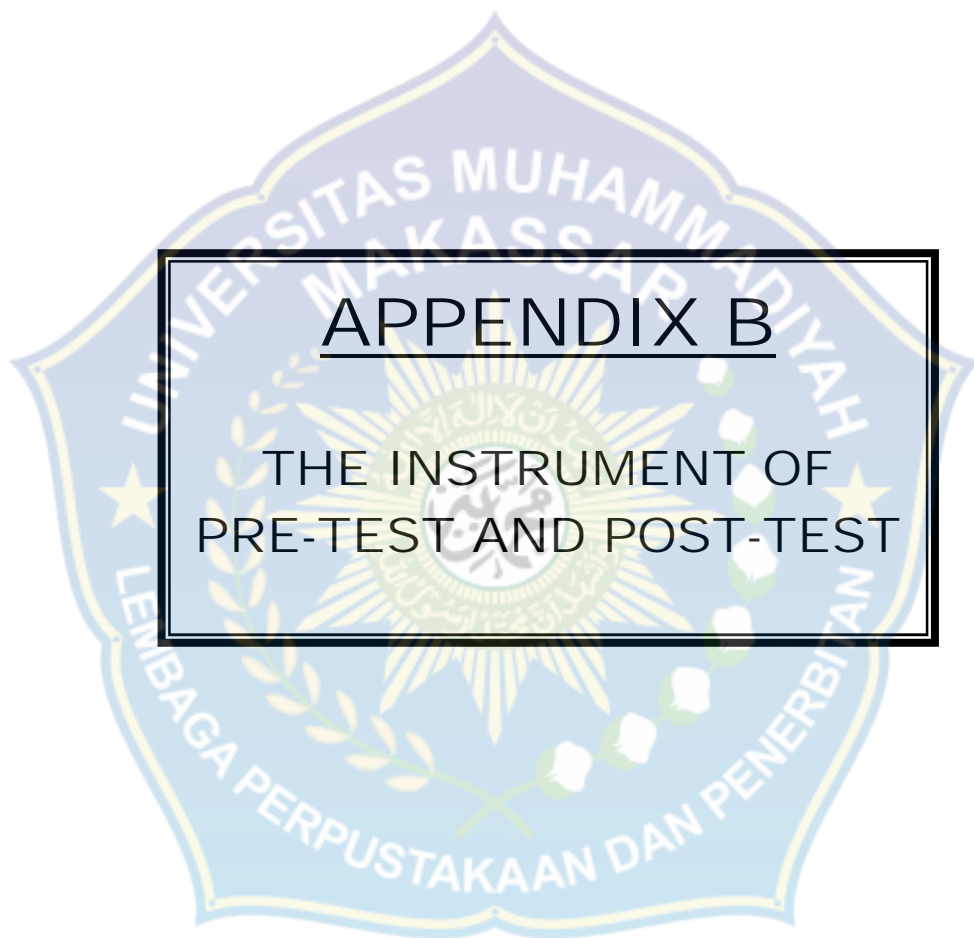
Table Distribution of T-Table

Titik Persentase Distribusi t (df = 1 – 80)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526



APPENDIX B

THE INSTRUMENT OF
PRE-TEST AND POST-TEST

APPENDIX B.1

The Instrument Test of Pre-Test

Name :

Reg. Number :

Class :

Read the narrative text below carefully, then answer the questions based on the story.

The Greedy Man

Once upon a time in Soreyang, lived a pair of husband and wife. They were very poor. The wife was very diligent, while the husband was very lazy. He just slept and slept every day. He did not want to help his wife to earn a living. The wife was helpless, she often prayed to God to help her husband.

One night the husband had a dream. In his dream, an old man came to him. He told the husband to take his sampan and went to river. "Go to the middle of the river and wait until a rope appears from the river. Take the rope slowly, and then you will find a golden chain. You can cut and take it, but don't take the chain too long," said the old man. The husband then woke up from his dream.

In the next day, the husband took his sampan and went to river. He wanted to do the old man's advice as said in his dream last night. "Where are you going?" asked the wife. She was so surprised to see her husband was busy preparing the sampan. "I want to go fishing, Honey. See you later!" the husband didn't want to tell his wife about his dream. He knew his wife would think he was crazy by following up a dream.

After the husband arrived in the river, he rowed his sampan until he reached the middle of the river. He then looked around the water surface very carefully. Suddenly a rope appeared from the river. "The old man was right!" said the husband to himself. He then slowly pulled the rope and at the end of the rope

he saw a golden chain! The chain was sparkling and glowing. It was made from pure gold. "Wow! It's really made of gold. I'm rich. I'm rich," the husband said happily. He kept pulling the chain. He forgot the old man's advice to take only short chain because it was enough for him. The poor man became greedy. He wanted to take the golden chain as long as possible.

While he was busy pulling out the golden chain, a bird came to him. It talked, "Remember the old man's advice. Take only a short golden chain." But the poor man ignored the bird and kept on pulling out the chain. Slow but sure, his sampan was full of the golden chain. It was so full that finally the sampan could not hold the weight any more. The sampan started to drown. The golden chain was sinking and went to the bottom of the river creating a big wave in the river. The wave almost swallowed the poor man. He was so panicked. He swam as fast as possible to the river side.

When he arrived on the river side, he felt sorry to himself. He blamed himself for being a greedy man. But it was already too late. But then he realized that it was a lesson for him to work hard if he wanted to earn money.

Answer the Questions Based on the Text Above!

1. What is the main idea of the first paragraph?
2. How many main characters were in this story? Mention it?
3. Where did they live?
4. How does the husband characters?
5. What was the old man asked to do?
6. What is the supporting details of the third paragraph?
7. Why didn't the husband want to tell his wife about his dream?
8. What happened with the poor man when the sampan started to drown?
9. What was the ending of the story?
10. What moral value can we learn in this story?

APPENDIX B.2

The Instrument Test of Post-Test

Name :

Reg. Number :

Class :

Read the narrative text below carefully, then answer the questions based on the story.

The Old King and Ali Maya

Once upon a time, there was an old king who was very sad because he did not have a boy as a successor to his throne. The king finally decided to adopt a son who will be a prince. Then the king held an announcement to all the boys in his kingdom that he was looking for someone to be adopted as his son. All the boys in the country got together to meet the king. The king became confused because there were many boys proposed themselves as a potential prince. Then he thought so hard to find the boy who deserves to be a prince. Finally, the king got an idea. He distributed seeds to all the boys. Then he said that anyone who could grow the seeds into beautiful flowers would become the prince.

All the boys in the country planted and cared the seeds carefully. Including a boy named Ali Maya, he planted that seed well. He also watered and gave fertilizer to the seed every day. But after some time, he wondered why the seed didn't grow into a plant. He was almost disappointed at the condition. One of his friends named Bablu came and asked, "Why do not your seeds grow into a plant?" "I do not know. I had taken care of the seed well." Answer Ali Maya. Bablu mocked him and showed his seed that grows into a beautiful flower. "Mine has grown and has a beautiful flower. I will be the successor of this kingdom" said Bablu with arrogant.

Shortly after that, the election of the prince arrived. All the boys in the country lined up and wore their best clothes. They also carried pots containing plant with beautiful flowers. Then the king approached them one by one to choose his successor candidate. But the king was very sad when he saw all the boys brought plants with beautiful flowers. When he almost disappointed, the king saw a boy in the back row, holding an empty flower pots.

The king approached the boy and asked, "Why are you carrying a pot that no plant flowers?" "I maintain the seed that I sowed every day, but it did not germinate at all." The boy replied and cried. Then the king smiled at him. "This is my adopted son who will be a prince" said the king to the people. All the boys were shocked. They asked the king, "Why did my lord choose the boy without flower? Did not you want a child who can grow the most beautiful flower? "

"I shared you the seed that has been boiled. Those seeds should not grow into plants." The king answered. They were all embarrassed with the king. In fact, the king didn't want the boy who could grow the most beautiful flowers. He chose someone who is honest. All the boys in the country replaced the seeds given by the king to another seeds. However Ali Maya didn't do that because he was honest. Therefore the king chose him as the prince.

Answer the Questions Based on the Text Above!

1. What is the supporting details of the first paragraph?
2. How many the characters were in this story? Mention it!
3. What is the main idea of the second paragraph?
4. How the way an old king to find the boy who deserves to be a prince?
5. What did Ali Maya do to the seed?
6. What were the characters of Ali Maya?
7. Why the old king look into a disappointed when he saw all the boys?
8. Did the old king finding a prince who he wanted?
9. What was the ending of the story?
10. What moral value can we learn in this story?



APPENDIX C

LESSON PLAN OF EXPERIMENTAL CLASS

APPENDIX C

Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII MIA 2/ I
Pertemuan Ke : I-IV

A. Standar Kompetensi

2. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative*, *explanation* dan *discussion* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 2.2 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menentukan main idea dan supporting details dalam teks tulis <i>narrative</i> .	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan supporting details pada teks monolog berbentuk *narrative*.

E. Materi Pembelajaran

Teks monolog berbentuk *narrative*.

1. Definition of Main Idea

- a. Main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built. So, the main idea may be state at the beginning, in the middle, or at the end of the paragraph.
- b. Main idea is a central thought around which the whole paragraph is organize. It is usually express in topic sentence, identifies the subject matter. Facts about topic sentence, they are: they often state the main idea of the paragraph. Often the first sentences in the paragraph, sometimes at the end or middle and not all sentences have topic sentences.

Example of Main Idea:

Summer is a wonderful time to spend at West Beach. It is a beach with light-colored and soft sand. The coastline goes on far a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low ride. This is a fun beach for people of all ages.

In this paragraph:

- The topic is West Beach.
- Main idea (what the writer is saying about the topic) is that summer is a wonderful time to spend at West Beach.

2. Definition of Supporting Details

- a. Supporting details give more information about the topic. They are not as general as the main idea. Instead, they help the reader understand more about the main idea.
- b. Supporting details are a paragraph contains facts. Supporting ideas usually follow the main idea. Sentences containing supporting details explain or give us more information about the main idea

Example of Supporting Details:

There lived a twin brother called Fadlan and Fadli. They were identical twins, even their mother sometimes found it too hard to differentiate them. Although they were twins, they were very different in everything when it comes to their appearance. They never agreed with anything.

In this paragraph:

- Main idea is there lived a twin brother called Fadlan and Fadli.
- Supporting details are they never agreed with anything, they were very different in everything when it comes to their appearance, and they were identical twins.

F. Pendekatan Pembelajaran

- Pendekatan Pembelajaran : Brain Based Learning Approach

G. Alat, Bahan, dan Sumber Belajar

1. Alat, yaitu spidol, peralatan tulis, whiteboard, dan eraser.
2. Bahan, yaitu script monolog berbentuk narrative
3. Sumber Belajar
 - a. Buku teks yang relevan
 - b. English-Indonesia dictionary dan Oxford dictionary.
 - c. <http://materilengkap.blogspot.com/> (Contoh narrative text dan penjelasannya). Taken on Sunday, 28 January 2018.

H. Kegiatan Pembelajaran

Kegiatan	Langkah Brain Based Learning	Aktifitas Pembelajaran		K.B Kreatif	Alokasi Waktu
		Guru	Siswa		
Pendahuluan	Pre-Exposure (Pre-Pemaparan)	<ol style="list-style-type: none"> 1. Mengucapkan salam kepada siswa ketika memasuki kelas. 2. Menanyakan kabar siswa. 3. Mengecek kehadiran siswa. 4. Menampilkan mind map terkait dengan materi yang akan dipelajari. 5. Memberikan siswa kesempatan untuk memahami mind map dan menuliskan secara singkat tentang point-point yang terdapat pada mind map tersebut. 	<ol style="list-style-type: none"> 1. Menjawab salam guru dan berdoa. 2. Mengamati mind map yang akan dipelajari. 3. Mencari informasi tentang point-point yang terdapat pada mind map tersebut. 4. Menuliskan dengan singkat yang diketahui terkait materi yang terdapat pada mind map tersebut. 		15 menit
	Preparation (Persiapan)	<ol style="list-style-type: none"> 6. Menyampaikan penjelasan awal dan tujuan pembelajaran tentang materi yang akan dipelajari yaitu main idea dan supporting details dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>. 	<ol style="list-style-type: none"> 5. Mendengarkan yang disampaikan oleh guru. 6. Mengamati dan mendengarkan teks monolog secara seksama dan memberikan tanggapan secara lisan terhadap teks monolog yang telah 		

Kegiatan Inti	Initiation and Acquisition (Inisiasi dan Akuisisi)	<p>7. Menunjukkan dan membaca teks monolog <i>narrative</i>.</p> <p>8. Membagi dan menyuruh siswa untuk berkelompok secara heterogen.</p> <p>9. Membagikan teks monolog <i>narrative</i>.</p> <p>10. Meminta siswa untuk membaca dan memahami teks monolog yang diberikan guru, serta memberi kesempatan kepada siswa untuk bertanya apa yang belum dimengerti pada kegiatan pengamatan.</p> <p>11. Meminta siswa untuk menuliskan main idea dan supporting details yang terdapat pada teks monolog <i>narrative</i> tersebut.</p>	<p>ditunjukkan oleh guru.</p> <p>7. Berkelompok sesuai dengan daftar yang telah ditentukan guru.</p> <p>8. Menerima teks tersebut dan membacanya secara bergilir, serta bertanya berkenaan dengan teks yang belum dipahami dalam proses pengamatan.</p> <p>9. Menunjukkan dan menuliskan main idea dan supporting details.</p>	10 menit
	Elaboration (Elaborasi)	<p>12. Memberikan permasalahan lanjutan, yaitu meminta siswa</p>	<p>10. Menanggapi permasalahan lanjutan dari guru.</p>	40 menit

	<p style="text-align: center;">Incubation and Memory Encoding (Inkubasi dan Memasukkan Memori)</p>	<p>mencari karakter setiap tokoh disertai dengan penjelasan dan bukti yang terdapat pada teks monolog <i>narrative</i> tersebut diperbolehkan membaca sumber-sumber belajar seperti buku dan internet.</p> <p>13. Meminta siswa untuk mempresentasikan hasil diskusi di depan kelas.</p> <p>14. Meminta siswa saling bertukar informasi dengan kelompok lain dan membuat rangkuman singkat secara individu.</p> <p>15. Memberikan klarifikasi tentang hasil diskusi yang dilakukan siswa.</p> <p>16. Memutarakan musik relaksasi.</p> <p>17. Meminta siswa mempelajari ulang tentang materi teks monolog <i>narrative</i>.</p>	<p>11. Berdiskusi secara kelompok disertai membaca literature untuk mendukung jawaban dari permasalahan lanjutan dan membuat tabel hasil diskusi.</p> <p>12. Mempresentasikan hasil diskusi dan menerima komentar, pendapat atau pertanyaan dari siswa/kelompok lain.</p> <p>13. Saling bertukar informasi mengenai teks monolog <i>narrative</i> baik berupa main idea, supporting details atau karakter tokoh.</p> <p>14. Memperbaiki catatan kecil dari hasil diskusi maupun pertukaran informasi.</p> <p>15. Mendengarkan musik dengan santai.</p> <p>16. Membaca atau mempelajari ulang materi yang didapatkan</p>		<p>10 menit</p>
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<p>Kegiatan Penutup</p>	<p>Verification and Confidence Check (Verifikasi dan Pengecekan Keyakinan)</p> <p>Celebration and Integration (Selebrasi dan Integrasi)</p>	<p>18. Meminta siswa untuk menyelesaikan soal-soal tentang teks monolog <i>narrative</i> tersebut.</p> <p>19. Meminta siswa membuat mind map tentang materi yang telah dipelajari sesuai kreativitas masing-masing.</p> <p>20. Memberikan pujian atau hadiah kepada siswa yang mendapatkan nilai paling tinggi.</p> <p>21. Memberikan motivasi kepada siswa yang belum mempunyai kesempatan untuk mendapat nilai tinggi.</p> <p>22. Mengajak siswa bertepuk tangan atas apa yang telah dilakukan selama pembelajaran.</p>	<p>17. Menjawab soal-soal yang diberikan oleh guru sesuai dengan kemampuannya sendiri.</p> <p>18. Membuat mind map sederhana sesuai dengan kreativitas masing-masing.</p> <p>19. Bertepuk tangan bersama-sama.</p>	<p>15 menit</p>
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I. Evaluasi

1. The First Meeting

Read the narrative paragraph. Then answer the question.

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored, by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the prince Jonathan, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and the doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but Peter was not afraid. He urged and supported the prince not to give up. The prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the prince. When they came to the room where the prince was supposed to be sleeping, they went outside the house and saw over the window that Peter Piper and the prince were riding away on one of the bandit's horses.

It turns out, Peter Piper snuck out the house and waited in the yard, the prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the prince and Peter Piper went safely going back to the capital.

2. The Second Meeting

Read the narrative paragraph. Then answer the questions.

Bob High and Dicky Low

Once there lived a very tall man. His name was Bob High. Bob was taller than his father and his older brothers. He was the tallest man in his village. One day, while he was walking with some of his friends, he saw a very small man looked old: he was no taller than a boy of 9. He was unusually and exceptionally short. He was the shortest man Bob and his friends had ever seen.

Though he was short, he was very intelligent. His name was Dicky Low. Dicky was shorter than any of his friends but more intelligent than all of them. He was known in his village as the most intelligent and quick-witted man and of course the shortest.

After they greeted each other, Bob said, "I don't think you can reach the tip of my nose with your fingers, you're so short, Dicky Low. But if you can, I'll give you \$20". Dicky thought for a while then said, "Certainly, I can I'm positively and absolutely sure, it's no problem at all. I have to admit that I'm short and I'm not denying that fact, but my hands are longer than yours. If you can touch my toes with your hands, I'll give you this \$10 bill right away".

The tall man burst into laughter and stopped slowly to touch the short man's toes. At the moment, Dicky grabbed Bob's nose and said calmly, "I may be short but I know to use my brain better than you. Please give me the money you promised". After receiving the money, Dicky Low walked off in the direction of the village market. Amazed and dumbfounded, Bob and his friends watched him go.

3. The Third Meeting

Read the narrative paragraph. Then answer the questions.

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth, they couldn't find either Ali or the gold. Ali and his wife lived happily ever after.

4. The Fourth Meeting

Read the narrative paragraph. Then answer the questions.

The Real Princess

Once upon a time there was a prince who wanted to marry a princess but she must be a real Princess. He travelled all over the world in hopes of finding such a lady but nowhere could he get from what he wanted. He found plenty of princesses, but he had great difficult to find out whether or no they were real ones. There was always something about them that was not quite satisfactory. At last he returned to his palace and he was very sad, for he did not find what he was looking for.

One evening there was a terrible storm in which there was thunder and lightned, and the rain poured down in torrents, besides it was as dark as pitch. Indeed it was a fearful night.

In the middle of the storm somebody knocked at the town gate. The old King, the Prince's father, went out himself to open it. It was a princess, who stood outside the gate. She was in a terrible state from the rain and the storm, for the water streamed out of hair and her clothes. It ran in at the top of her shoes and out the heel, and yet she said that she was a real princess.

“Well we shall soon see if that is true or no,” thought the old queen without said nothing. She went into the bedroom, pulled out the bedspread bed sheets the Princess would wear and laid a pea on the sacking of the bedstead. Then she took twenty mattresses and piled them on the top of the pea and then piled twenty bedspreads over mattresses. Upon this bed the Princess was to pass the night. In the morning they asked her how she had slept.

“Oh, terribly badly,” said the princess. I have hardly closed my eyes in the whole night. I do not know what's on that bed. I seemed to be lying upon some hard thing, and my whole body is black and blue this morning. It is terrible.” Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses cover with

the twenty bedspreads. Nobody but real princess could have such a delicate sense of feeling.

Finally, the Prince accordingly made her his wife. He was sure that he had found a real princess. The pea was put into museum, where it may still be seen unless somebody has stolen it.

J. Penilaian

1. Teknik, yaitu lisan dan tertulis.
2. Bentuk Penilaian, yaitu performance dan pertanyaan tertulis.
3. Instrumen Penilaian

a. The First Meeting

Answer the following question based on the story.

- 1) Who were Prince Jonathan's friends?
- 2) What happened when the Prince and his two friends were walking in the forest?
- 3) Why did Franklin try to persuade the Prince to surrender?
- 4) What is the main idea of the second paragraph?
- 5) After you read story, what do you think of the Prince's friends?

b. The Second Meeting

Answer the following question based on the story.

- 1) What is the main idea of the first paragraph?
- 2) What is the main idea of the third paragraph?
- 3) Did Bob touch Dicky's toes?
- 4) Who was shortest and tallest?
- 5) Read the fourth paragraph and find of the supporting details?

c. The Third Meeting

Answer the following question based on the story.

- 1) What is the main idea of the third paragraph?
- 2) Who is Ali Baba?
- 3) What happened with Ali Baba when he woke up?

- 4) What did the thief do after he saw Ali Baba's footprints?
- 5) Read the last paragraph of the story and find the supporting details?

d. The Fourth Meeting

Answer the following question based on the story.

- 1) What is the main idea of the first paragraph?
- 2) How the way is a prince to find a real princess?
- 3) What is the character of the princess?
- 4) Did the prince finding a real princess?
- 5) Read the fourth paragraph and find of the supporting details?

4. Rubrik Penilaian

- a. Scoring the students correct answer by using this formula:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100 = \dots$$

- b. Classifying the students' score answers into the following criteria:

No.	Criteria of Main Idea	Score
1.	The answer includes a clear generalization that states or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding main idea.	2
4.	The answer include minimal or no understanding of main idea.	1
5.	No answer	0

No.	Criteria of Supporting Details	Score
1.	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2.	Supporting details and information are relevant, but one key issue maybe unsupported or more predictable than others.	3
3.	Supporting details and information are relevant, but one key issue maybe unsupported or fairly predictable.	2
4.	Supporting details and information are somewhat relevant, but some key issues are unsupported or are fairly predictable.	1
5.	No answer	0

c. Classifying the score of the students into the following crieteria

No.	Range of Score	Classifications
1.	96–100	Excellent
2.	86–95	Very Good
3.	76–85	Good
4.	66–75	Fairly Good
5.	56–65	Fair
6.	46–55	Poor
7.	0.0–45	Very Poor

Makassar, 2018
Mahasiswa Peneliti

Nadilatul Khairiah
NIM. 1053 55213 12



APPENDIX D

LESSON PLAN OF CONTROL CLASS

APPENDIX D

Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA MUHAMMADIYAH LIMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII MIA 1/ I
Pertemuan Ke : I-IV

A. Standar Kompetensi

2. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative*, *explanation* dan *discussion* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 2.2 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Menentukan main idea dan supporting details dalam teks tulis <i>narrative</i> .	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan supporting details pada teks monolog berbentuk *narrative*.

E. Materi Pembelajaran

Teks monolog berbentuk *narrative*.

1. Definition of Main Idea

- a. Main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built. So, the main idea may be state at the beginning, in the middle, or at the end of the paragraph.
- b. Main idea is a central thought around which the whole paragraph is organize. It is usually express in topic sentence, identifies the subject matter. Facts about topic sentence, they are: they often state the main idea of the paragraph. Often the first sentences in the paragraph, sometimes at the end or middle and not all sentences have topic sentences.

Example of Main Idea:

Summer is a wonderful time to spend at West Beach. It is a beach with light-colored and soft sand. The coastline goes on far a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low ride. This is a fun beach for people of all ages.

In this paragraph:

- The topic is West Beach.
- Main idea (what the writer is saying about the topic) is that summer is a wonderful time to spend at West Beach.

2. Definition of Supporting Details

- a. Supporting details give more information about the topic. They are not as general as the main idea. Instead, they help the reader understand more about the main idea.
- b. Supporting details are a paragraph contains facts. Supporting ideas usually follow the main idea. Sentences containing supporting details explain or give us more information about the main idea

Example of Supporting Details:

There lived a twin brother called Fadlan and Fadli. They were identical twins, even their mother sometimes found it too hard to differentiate them. Although they were twins, they were very different in everything when it comes to their appearance. They never agreed with anything.

In this paragraph:

- Main idea is there lived a twin brother called Fadlan and Fadli.
- Supporting details are they never agreed with anything, they were very different in everything when it comes to their appearance, and they were identical twins.

F. Pendekatan Pembelajaran

- Pendekatan Pembelajaran : Conventional Approach

G. Alat, Bahan, dan Sumber Belajar

1. Alat, yaitu spidol, peralatan tulis, whiteboard, dan eraser.
2. Bahan, yaitu script monolog berbentuk narrative
3. Sumber Belajar
 - a. Buku teks yang relevan
 - b. English-Indonesia dictionary dan Oxford dictionary.
 - c. <http://materilengkap.blogspot.com/> (Contoh narrative text dan penjelasannya). Taken on Sunday, 28 January 2018.

H. Strategi Pembelajaran

Tatap Muka
<ul style="list-style-type: none">▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar.▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh.▪ Membahas unsur dan langkah retorika dalam teks naratif.▪ Mendengarkan cerita (secara langsung atau dengan media elektronik).▪ Membacakan cerita kepada kelompok atau kelas (monolog).▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog).▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.
Terstruktur
<ul style="list-style-type: none">▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh.▪ Membahas unsur dan langkah retorika dalam teks naratif.▪ Mendengarkan cerita (secara langsung atau dengan media elektronik).▪ Membacakan cerita kepada kelompok (monolog).▪ Menceritakan kembali cerita kepada kelompok (monolog).
Mandiri
<ul style="list-style-type: none">▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Tanya jawab kepada siswa mengenai materi yang akan dibahas.

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi teks narrative.
- Mendiskusikan materi bersama siswa. Buku: Bahan Ajar Bahasa Inggris mengenai teks narrative.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks narrative.
- Siswa diminta membahas contoh soal dalam Buku: Bahan Ajar Bahasa Inggris mengenai teks narrative.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat Tesk narrative.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi teks narrative.

3. Kegiatan Akhir

- Siswa diminta membuat rangkuman dari materi mengenai teks narrative.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi teks narrative.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. Evaluasi

1. The First Meeting

Read the narrative paragraph. Then answer the question.

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored, by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the prince Jonathan, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and the doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but Peter was not afraid. He urged and supported the prince not to give up. The prince decided not to surrender because he realised that

he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the prince. When they came to the room where the prince was supposed to be sleeping, no outside the house and saw over the window that Peter Piper and the prince were riding away on one of the bandit's horses.

It turns out, Peter Piper snacked out the house and waited in the yard, the prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the prince and Peter Piper went safely going back to the capital.

2. The Second Meeting

Read the narrative paragraph. Then answer the questions.

Bob High and Dicky Low

Once there lived a very tall man. His name was Bob High. Bob was taller than his father and his older brothers. He was the tallest man in his village. One day, while he was walking with some of his friends, he saw a very small man looked old: he was no taller than a boy of 9. He was unusually and exceptionally short. He was the shortest man Bob and his friends had ever seen.

Though he was short, he was very intelligent. His name was Dicky Low. Dicky was shorter than any of his friends but more intelligent than all of them. He was known in his village as the most intelligent and quick-witted man and of course the shortest.

After the greeted each other, Bob said, "I don't think you can reach the tip of my nose with your fingers, you're so short, Dicky Low. But if you can, I'll give you \$20". Dicky thought for a while then said, "Certainly, I can I'm positively and absolutely sure, it's no problem at all.

I have to admit that I'm short and I'm not denying that fact, but my hands are longer than yours. If you can touch my toes with your hands, I'll give you this \$10 bill right away".

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3. The Third Meeting

Read the narrative paragraph. Then answer the questions.

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth, they couldn't find either Ali or the gold. Ali and his wife lived happily ever after.

4. The Fourth Meeting

Read the narrative paragraph. Then answer the questions.

The Real Princess

Once upon a time there was a prince who wanted to marry a princess but she must be a real Princess. He travelled all over the world in hopes of finding such a lady but nowhere could he get from what he wanted. He found plenty of princesses, but he had great difficult to find out whether or no they were real ones. There was always something about them that was not quite satisfactory. At last he returned to his palace and he was very sad, for he did not find what he was looking for.

One evening there was a terrible storm in which there was thunder and lightned, and the rain poured down in torrents, besides it was as dark as pitch. Indeed it was a fearful night.

In the middle of the storm somebody knocked at the town gate. The old King, the Prince's father, went out himself to open it. It was a princess, who stood outside the gate. She was in a terrible state from the rain and the storm, for the water streamed out of hair and her clothes. It ran in at the top of her shoes and out the heel, and yet she said that she was a real princess.

"Well we shall soon see if that is true or no," thought the old queen without said nothing. She went into the bedroom, pulled out the bedspread bed sheets the Princess would wear and laid a pea on the sacking of the

bedstead. Then she took twenty mattresses and piled them on the top of the pea and then piled twenty bedspreads over mattresses. Upon this bed the Princess was to pass the night. In the morning they asked her how she had slept.

“Oh, terribly badly,” said the princess. I have hardly closed my eyes in the whole night. I do not know what's on that bed. I seemed to be lying upon some hard thing, and my whole body is black and blue this morning. It is terrible.” Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses cover with the twenty bedspreads. Nobody but real princess could have such a delicate sense of feeling.

Finally, the Prince accordingly made her his wife. He was sure that he had found a real princess. The pea was put into museum, where it may still be seen unless somebody has stolen it.

J. Penilaian

1. Teknik, yaitu lisan dan tertulis.
2. Bentuk Penilaian, yaitu performance dan pertanyaan tertulis.
3. Instrumen Penilaian

a. The First Meeting

Answer the following question based on the story.

- 1) Who were Prince Jonathan's friends?
- 2) What happened when the Prince and his two friends were walking in the forest?
- 3) Why did Franklin try to persuade the Prince to surrender?
- 4) What is the main idea of the second paragraph?
- 5) After you read story, what do you think of the Prince's friends?

b. The Second Meeting

Answer the following question based on the story.

- 1) What is the main idea of the first paragraph?

- 2) What is the main idea of the third paragraph?
- 3) Did Bob touch Dicky's toes?
- 4) Who was shortest and tallest?
- 5) Read the fourth paragraph and find of the supporting details?

c. The Third Meeting

Answer the following question based on the story.

- 1) What is the main idea of the third paragraph?
- 2) Who is Ali Baba?
- 3) What happened with Ali Baba when he woke up?
- 4) What did the thief do after he saw Ali Baba's footprints?
- 5) Read the last paragraph of the story and find the supporting details?

d. The Fourth Meeting

Answer the following question based on the story.

- 1) What is the main idea of the first paragraph?
- 2) How the way is a prince to find a real princess?
- 3) What is the character of the princess?
- 4) Did the prince finding a real princess?
- 5) Read the fourth paragraph and find of the supporting details?

4. Rubrik Penilaian

- a. Scoring the students correct answer by using this formula:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Maximum score}} \times 100 = \dots$$

- b. Classifying the students' score answers into the following criteria:

No.	Criteria of Main Idea	Score
1.	The answer includes a clear generalization that states or implies the main idea.	4

2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding main idea.	2
4.	The answer include minimal or no understanding of main idea.	1
5.	No answer	0

No.	Criteria of Supporting Details	Score
1.	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2.	Supporting details and information are relevant, but one key issue maybe unsupported or more predictable than others.	3
3.	Supporting details and information are relevant, but one key issue maybe unsupported or fairly predictable.	2
4.	Supporting details and information are somewhat relevant, but some key issues are unsupported or are fairly predictable.	1
5.	No answer	0

c. Classifying the score of the students into the following criteria

No.	Range of Score	Classifications
1.	96–100	Excellent
2.	86–95	Very Good
3.	76–85	Good

4.	66–75	Fairly Good
5.	56–65	Fair
6.	46–55	Poor
7.	0.0–45	Very Poor

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Mahasiswa Peneliti

Nadilatul Khairiah
NIM. 1053 55213 12





APPENDIX E

DOCUMENTATION

APPENDIX E.1

Documentation of Experimental Class

1. Pre-Test



2. Treatment





3. Post-Test



APPENDIX E.2

Documentation of Control Class

1. Pre-Test



2. Treatment



3. Post-Test



CURRICULUM VITAE



The writer, **NADILATUL KHAIRIAH** was born on May, 28th 1995. She is the second child of Muh. Anis Usman and Mardiah. She finished her study at SDN Limbung Putera in 2006, after that, she continued her study at SMPN 1 Bajeng and graduated in 2009. Then, she continued her study at SMAN 1 Bontonompo and graduated in 2012, and directly registered as a student of English Education Department, Faculty of Teachers Training and Education at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title “The Application of Brain-Based Learning Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA Muhammadiyah Limbung Gowa (A Quasi-Experimental Research)”.