

AN UNDERGRADUATE THESIS

**THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS'
READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF
SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/ 2019 M**

**THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS'
READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF
SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020**

Presented as a partial Fulfillment of the Requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1441 H / 2019 M**

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IN ACADEMIC YEAR 2019/2020**

ABSTRACT

**BY
FIKI ISMAWATI**

The aims of this research were to increase students' reading comprehension ability at SMP PGRI 1 Braja Selebah by using Brain Gym Method. The researcher tried to investigate whether Brain Gym Method can be a method to increase the students' reading comprehension ability in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading comprehension. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of SMP PGRI 1 Braja Selebah that was Mrs. Riris Ayu Mega Putri, S.Pd.

The result of this research shows that Brain Gym Method had a positive role in increasing the reading comprehension ability at the eighth graders of SMP PGRI 1 Braja Selebah. It can be proved by the students' average score from pre test to post test. The average score in pre test was 45,77 and in post test was 56,54 become 73.08. It means that the using of Brain Gym Method in reading especially narrative text can increase the students' reading comprehension ability.

Keyword: *Brain Gym Method, Reading Comprehension Ability.*

**PENGUNAAN METODE SENAM OTAK UNTUK
MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
PADA KELAS DELAPAN SMP PGRI 1 BRAJA SELEBAH
T.P. 2019/2020**

ABSTRAK

**OLEH
FIKI ISMAWATI**

Tujuan utama dalam penelitian ini adalah untuk meningkatkan kemampuan pemahaman membaca siswa di SMP PGRI 1 Braja Selehah menggunakan Metode Senam Otak. Peneliti mencoba membuktikan bahwa Metode Senam Otak dapat menjadi salah satu metode untuk meningkatkan kemampuan pemahaman membaca siswa dalam pelajaran bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas VIII yaitu Riris Ayu Mega Putri, S .Pd.

Hasil dari penelitian ini menunjukkan bahwa Metode Brain Gym memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas VIII SMP PGRI 1 Braja Selehah. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 45,77 dan post test 56,54 menjadi 73.08. Ini berarti penggunaan Metode Senam Otak dalam membaca teks narrative dapat meningkatkan kemampuan pemahaman membaca siswa.

Kata Kunci: Metode Senam Otak, Kemampuan Pemahaman Membaca.



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Title : THE USE OF BRAIN GYM METHOD TO INCREASE
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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Assalamu'alaikum Wr.Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

No. *B-4668/11-28-1/P/PP-00-9/12/2019*

An Undergraduate thesis entitled: THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020, written by Fiki Ismawati, student number 1501070253, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 19th December 2019 at 10.00 – 12.00 am.

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in exception of certain parts which are excepted from the bibliography mentioned.

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Penulis



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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ

الصَّابِرِينَ ﴿١٥٣﴾

*" O, you who believe! make patience and prayer as you helper, trully
Allah is with those are patience."*

(Q.S. Al-Baqarah: 153)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr. Sudiyo and Mrs. Sunarti who always
support me in their endless love.**

**My lovely best friends who have given me support and always
beside me everyting.**

**My Lovely Family in My Boobarding House and My lovely
Classmates in TBI C Class.**

**My beloved almamater The State Institute for Islamic Studies
(IAIN) of Metro.**

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled "THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be successful person someday (aamiin). The greatest gratitude would also be addressed to both of my advisors, Drs. Kuryani, M.Pd and Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, Desember 2019



Fiki Ismawati
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills that should be mastered by students. As one of the language skills, reading has important role used to understand the texts. Reading is not a passive skill because it needs the active interaction among the reader's prior knowledges. The good prior knowledge influences the comprehension of the reader. It needs more understanding to get the message or information from the texts.

Reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources of information.¹ In addition, reading is activity which is carried out to gain overall understanding of the text is being read.

Moreover, reading is not an easy skill because it requires highly concentrate of the reader. There are many problems faced by the reader to achieve the purpose of reading, such as reading habit, learning style, vocabulary mastery and motivation. It is hard to the readers to comprehend the text without having good reading habit, learning style, vocabulary mastery and motivation.

In this case, the problems of reading comprehension ability were found by the researcher as the result of pre-survey conducted on Mei 15th 2019 at the

¹Donna Scanlon, et.al, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 9

eighth graders of SMP PGRI 1 Braja Selehah. In the pre-survey the researcher distributed the reading comprehension question in form of multiple choice tests to twenty six students of the eighth graders.

The table below was the result of the pre survey of students' reading comprehension ability.

Table 1

The Pre-Survey Data of Reading Comprehension Ability Score

At the Eight Grade Students of SMP PGRI 1 Braja Selehah:

No	Score	Explanation	Frequency	Percentage (%)
1	≥ 70	Complete	7	27%
2	< 70	Incomplete	19	73%
Total			26	100%

Source: English teacher's archives, taken on the pre-survey on Mei 15th, 2019

Based on the result above, it could be concluded that the reading comprehension ability of the students were still low because of the minimum mastery criteria (MMC) of English subject in SMP PGRI 1 Braja Selehah was 70. It could be seen that only 7 students (27%) were able to pass the test and 19 students (73%) were failed because they did not reach the minimum mastery criteria (MMC). The students could not read the text fluently. There were many students who feel difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus to read the text.

The students got difficult to finish the problem while they are studying individually.

Nevertheless, the teacher gave various kinds of texts for them to enrich their vocabulary independently, it seemed that they did not read them at home. When the teacher discussed those texts, they just started to read. The teacher also had pointed out some difficult words and gave the meanings but the students did not memorize the words although they had written the words.

The next problem is about the students' interest that affected their motivation. The students' problem in motivation could be seen from the condition when they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while reading a text, such as playing with their pencil, ruler or eraser. When the teacher started to discuss the text, the students did not give any response. The teacher needed to repeat the instructions because some of them stayed quiet and did not pay any attention to the teacher. When the teacher called on some students to respond to teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

The last factor is the students who had not a reading habit, it seems difficult because there are so many problems that they will be faced when processing of reading. They were feel difficult when answer the questions and sometime they also asked their friend to help answer the question. Besides,

they preferred to use google transtool to translate the text andcomprehended it in their native language.

There are so many strategies that it can be applied in learning processing to increase students reading comprehension. As using bottom up decoding especially for beginning level learners, efficient silent reading technique for intermediate to advance level, skim text for main ideas, scan text for specific information, semantic mapping or clustering and others. English teacher is a facilitator to help students in order to master all skills. It means that English teacher should have many inovations in teaching English. The teachers must always do their effort to achieve learning goals of the learners through the method, technique, or strategy of teaching.

Meanwhile, in this research, the researcher applied Brain Gym Method. Brain Gym is created by Dr. Paul Dennison and Gail E. Dennison. Based on Dennison's discover there is correlation between development of body, mastery of language, and academic achievement. Brain Gym is a series of exercises designed to help students coordinate their brains and their bodies better. This method will enable students to access those parts of brain previously unavailable to them. Moreover, the applied activities in this method are cumulatively reviewing information, sequencing information, summarizing paragraph, stating main ideas and others. ²

In this method, the changes in learning and behavior are often immediate and profound as children discover how to receive information and

²Paul E. Dennison, and Gail E. Dennison, *Brain Gym: Simple Activities for Whole Brain Learning*, (USA: Edu-Kinesthetic, Inc, Ventura, 1986)

express themselves simultaneously. Therefore, it would make students more active because it teaches the simple activities which have changed so many lives since they were first introduced. It made students enthusiasm to learn and confident to propose their opinion because they learn with movement. They also motivated because there is a challenge to solve the problems which are given.

Based on the illustration above, the researcher would like to know whether the application of Brain Gym Method can increase students' reading comprehension ability. Therefore, the researcher interested to conduct the research entitled "The Use of Brain Gym Method to Increase the Students' Reading Comprehension Ability at the Eighth Grade of SMP PGRI 1 Braja Selehah in Academic Year 2019/2020."

B. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as followed:

1. The students have difficult to comprehend in finding main idea and the detail information of the text.
2. Many students have lack of mastering the vocabularies.
3. The students did not focus to read the text.
4. Many students have low motivation that causes they were not interested and lazy to read.
5. The students did not have a reading habit.

C. Problem Limitation

From the problem identification above, the researcher limited the problem that focus on the students have difficult to comprehend in finding main idea and the detail information of the text and make the students easier for comprehending the text by using Brain Gym Method.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulated the problem as follows:

“Can the use of Brain Gym Method Increase Reading Comprehension Ability and Their Learning Activity at The Eighth Graders of SMP PGRI 1 Braja Selehah in Academic Year 2019/2020?”

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the researcher aimed to increase student reading comprehension ability and their learning activity by using Brain Gym Method at the eighth graders of SMP PGRI 1 Baja Selehah in Academic Year 2019/2020.

2. Benefits of the Study

a. For the Student

By using Brain Gym Method as one of the methods which is applied in learning process, it would be hoped that can make easily for

students and more interesting in learning English especially in reading comprehension. So, their reading comprehension ability would be increased.

b. For the English Teacher

This research is as the inspiration for the teachers at SMP PGRI 1 Braja Selebah to teach reading subject. It hopefully can help the teachers to solve the problem in reading subject in their class.

c. For the Headmaster

It is hopefully can be as a positive contribution and as information to increase quality of learning English in SMP PGRI 1 Braja Selebah.

F. Prior Research

The first prior research was conducted by Stacey P. Bundens with title "*Brain Gym and its Effect on the Reading Comprehension of Third Grade Students with Learning Disabilities*".³ This research focus on the effects of the Edu-K/Brain Gym program on the reading abilities of learning disabled students.

The differentiation between the first prior research with this study is this study uses eighth graders as the sample of the research. The prior research uses third grade students as his sample. Other differentiation is the first prior research used experimental research method while this research uses classroom action research. The result showed that participation in the

³Stacey P. Bundens, *Brain Gym and its effect on the reading comprehension of third grade students with learning disabilities*, Theses and Dissertations, (Master of Art Degree Rowan University 2000)

Brain Gym Program would lead to improvement in the area of reading comprehension.

The second prior research was conducted by Erviani with title “*The Application of Brain Gym Method to Increase The Students’ Reading Comprehension Ability at The Tenth Graders of SMAN 1 Punggur Central Lampung*” .⁴ In this research the writer analyze that many problems will be faced when processing of reading if have not reading habit. The method used in this research is classroom action research. It is same with this study.

The differentiation from the second prior research and this study is the sample of the study. This study observe junior high school students while the second prior research observe senior high school students. The result showed that the application of Brain Gym Method could increase the students’ reading comprehension ability.

Moreover, the third prior research was conducted by Edelmira Sanchez with title “*Effects of A Brain Improvement Program on Students’ Reading Achievement*”.⁵ In this research focused on using a series kinesthetic movements from brain gym program to improve the reading achievement.

The differentiation from the third prior research and this study is the sample of the study. The third prior research observe elementary school students while this study observe junior high school students. The method in

⁴Erviani, *The Application of Brain Gym Method to Increase The Students’ Reading Comprehension Ability at The Tenth Graders of SMAN 1 Punggur Central Lampung*, Undergraduate Thesis Paper, (English Education Department Islamic Education and teacher Training Faculty The State Institute for Islamic studies of Metro 2017)

⁵Edelmira Sanchez, *Effects of a Brain Improvement Program on Students’ Reading Achievement*, Dissertation, (Doctor of Education University of North Texas 2013)

this research also different, this study using classroom action research and the third prior research using quasi-experimental research. The results from this study did not support the findings of other studies of the effectiveness of kinesthetic movements.

Based on the three prior researches above, in this research the researcher wants to continue the research and focus to the use of brain gym method to increase students' reading comprehension ability.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading

a. The Definition of Reading

Reading is one of the skills that it should be mastered by learners. There are so many explanations of experts about reading. According to Hunt, reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs.⁶ Most people spend their time to read an article, a book, a newspaper and others. This activity needs some skills. So, some of the people cannot read well.

Meanwhile, Scanlon states that reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources of information.⁷ In addition, reading is activity which is carried out to gain overall understanding of the text is being read.

Furthermore, according to the new concept, reading is a complex, active process of constructing meaning, not skill application.⁸

However, reading is not only producing sounds in the printed symbol

⁶Julian Hermida, *The Importance of Teaching Academic Reading Skills in First-Year University Courses*, (Atlantic Universities Teaching Showcase, 2009), p.4.

⁷Donna Scanlon, et.al, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 9

⁸Texas Reading Initiative, *Revised Edition, Comprehension Instruction*, (Austin: Texas Education Agency, 2002), p.5.

but also making sense to comprehend the text. By reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

From definitions above can be conclude that reading is complex process of constructing meaning to get information and overall understanding of the text.

b. Models of Reading

There are three models of reading as follow:

1) Bottom-up Models

Bottom up models is a reading models suggest that all reading follow mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with the little interference from the reader own background knowledge. In other words, in bottom-up model the reader forms the meaning from a piece of information in the written language with using a little of the readers prior knowledge.

2) Top-down Models

Top-down models assume that reading is primarily directed by reader goals and expectations.⁹ Its means that the reader as someone has a expectations about text information and samples informations from the text to confirm or reject these informations.

⁹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2012), p.25

The reader should predict the content related the text by activating prior knowledge. Other definition from Colin Harrison that Top-down models to memory start by trying to describe with our memories rather than with the architecture and neural networks of the brain.¹⁰ Top-down models of understanding is with stories, because one thing most adults and most children can do is to recognize, understand and recall a story.

3) Interactive Models

Interactive models of reading is the combination of top-down and bottom-up processing.¹¹ A view general metaphorical explanation. The simple idea behind this view is that one take useful ideas from a bottom-up perspective and combine them with key ideas from a top-down view. In other words, the reader compose the meaning by guessing the content of the text then check their expectation by translating the sentences of the written text.

It can be models above is used by reader when they trying to understand the meaning of reading text, they use their previous knowledge and experiences of the topic when are trying to understand the meaning of a passage.

¹⁰Colin Harrison, *Understanding Reading Development* (London: SAGE Publications, 2004), p.56

¹¹Brown H. Douglas, *Teaching by Principle....*, p.299

c. Levels of Reading

Reading describes the major levels of proficiency in the *American Council on the Teaching of Foreign Language (ACTFL)* Proficiency Guidelines, there are five different levels of proficiency readers as follow:¹²

1) Distinguished-level readers

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they still have difficulty fully understanding certain nonstandard varieties of the written language.

2) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

3) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general

¹²Elvira Swender.,et al., *ACTFL Proficiency Guidelines*, (ACTFL, INC., 2012), p.20-24

information, meeting arrangements, well with some common misunderstanding of finer point.

4) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

5) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Junior High School included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose.

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Snow states that reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.¹³ It means that in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Furthermore, Karen and Graham state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹⁴ The good comprehension in reading helps gaining the great knowledge easily. Nevertheless, most people still have low comprehension in reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of sources frequently.

Meanwhile Catherine and Chair asserts that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with

¹³Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p.

¹⁴Karen R. Harris and Steve Graham, *Series editors', Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p.2.

written language.¹⁵ It means that there are many relationships between the reader's background and the text.

b. The Strategies of Reading Comprehension

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹⁶ There are some strategies which can be used by the readers are:

1) Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

2) Scanning

The purpose of scanning is to extract specific information without reading through the whole text.¹⁷

3) Predicting

Predicting is a process of making an educated guess, based on the best information available, about what might happen next.¹⁸

¹⁵Catherine Snow and Chair, *Reading For Understanding*, (RAND Education: Science & Technology Policy Institute, 2002), p.11.

¹⁶Danielle S. McNamara, *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p. 6

¹⁷ H. Douglas Brown, *Teaching by Principle* (San Francisco: San Francisco University, 2001), p.308

¹⁸ Douglas Fisher and Nancy Frey, *Better Learning* (USA: Association for Supervision and Curriculum Development, 2008), p.69

4) Reading Aloud to Clarify

Reading aloud is similar to thinking aloud, a powerful technique for making one thinking visible.¹⁹

5) Using Context and Word Parts to Infer Meaning

Vocabulary knowledge is strongly related to reading comprehension. The very act of reading provide children with a context for learning new words. Words that are only partially understood become better known though meaningful practice.²⁰

3. The Concept of Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

According to Widgor and Garner in David F. Lohman define ability as “systematic observation of performance on a task. In an earlier draft the authors were even more focused: ability is how well a person performs a defined task if he does his best.” There are thus as many different abilities as there are tasks that can be administrated and on which performance can somehow be observed and scored.²¹

¹⁹ Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension* (Portland: Stenhouse Publishers, 2005), p.44

²⁰ *Ibid.*, 46

²¹ David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (New York: University of Plymouth, 1997), P.8

Reading comprehension ability is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.²²

Furthermore, reading comprehension ability is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the elaboration of a mental representation.²³ It means that reading comprehension ability, students need to be actively process what they read.

Reading comprehension ability is a process of cognitive ability to understand information from text. It is usually use the knowledge from the reader prior knowledge in the elaboration of a mental representation.²⁴ It means that reading comprehension ability involves the processes of constructing conceptual knowledge from readers' cognitive skill and motivation in the text.

Based on the quotations about theories of reading comprehension ability above, it is clear that reading comprehension ability is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension

²²Kristi L. Santi, *Improve Reading Comprehension of Middle and High Scholl Students*. ISBN 978-3-319-14735-2. P. 2

²³Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems: Assesment and instruction*, (United States of America: Harper Collins College Publisher. 1994), p. 40

²⁴Chiara Managhetti, et.al. *Components of Reading Comprehension and Scholastic Achivement*, in *International Journal in Science Direct*, (Italy Department of General Psychology, University of Padova, 2006), p. 1

ability can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer.

4. Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading, can be used namely:

a. Pronominal Questions, Imperatives

In pronominal questions, the students should be answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in thisquestion. In these questions, short answer is required and these forms of questions are called short answer questions.

b. True/False, Yes/No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

c. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.²⁵

5. Scoring Rubric of Reading Comprehension

Table 2

Scoring Rubric Reading Comprehension²⁶

No	Criteria	Score
1	Students can identify the meaning of the ideas in the text	0-20
2	Students can identify the communicative purpose of the text	0-20
3	Students can identify main idea of the text	0-20
4	Students can identify information contained in the text	0-40
	Total	100

B. The Concept of Brain Gym Method

1. The Definition of Brain Gym Method

Brain Gym is a system of simple movements that relieve stress naturally and quickly enhance brain function.²⁷ Furthermore, Christina

²⁵I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79

²⁶Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994), p. 34

²⁷Katy Held, *Movement Matters: An Introduction to Brain Gym*, (Licenced Brain Gym and Bal-A-V-X, 2011), p.3

says that Brain Gym is a series of specific movement that activate neural systems in the brain/body system.²⁸ This improves an individual's ability to:

- a. Process information from sensory input (both cognitively and emotionally).
- b. Maintain focus and attention.
- c. Self-regulate behavior, and
- d. Communicate clearly.

Brain Gym was developed by Paul Dennison, Ph.D in the early 1970s. It is practiced in over 88 countries, with courses translated into 15 languages. Brain Gym integrates the left and right hemispheric functions of the brain and it draws out innate gifts and talents and brings about “whole-brain” learning. It controls emotional stresses that is so often created in new learning situations. The Brain Gym system are: increases long- and short-term memory, improves and accelerates learning, condenses the learning cycle, increases reading and math skills, creates positive changes in attention and the ability to focus, increase self-confidence, and supports behavioral management by reducing stress quickly.²⁹

Furthermore, Orton suggests that the most effective way to teach reading was to integrate the right and left-brain functions by combining kinesthetic and tactile learning strategies with visual and auditory

²⁸C. Christina Boyd, *Trauma, Rage, and Dissociation: Movement Is the Key to Release and Recovery*, (Educational Kinesiologist: Licensed Brain Gym Consultant, 1994), p. 1

²⁹*Ibid*, p.3

exercises.³⁰ Denisson and Gail assert that Brain Gym is made up of simple and enjoyable movements and activities that we use with our students in Educational Kinesiology (Edu-Kinesthetics) to enhance their experience of whole brain learning.³¹ These activities make all types of learning easier but are especially effective with academic skills. In learning process, this method is easy to apply in the classroom. The differences capability of every student in the classroom make the teacher finds difficulties to reach the goal of teaching. So that is why this method applied. The teacher helps the students to understand how this method used and control them.

Based on the explanation above, the researcher conclude that Brain Gym Method is movements of whole body that can be used by teacher in the reading classroom for a few minutes each day.

2. The Procedure of Implementation of Brain Gym Method

Brain Gym is a program based on the idea that “moving with intention leads to optimal learning”. The program address physical coordination, focus, memory, academics, self regulation and organization skills. The rules how to use Brain Gym in the classroom are:

- a. The teacher directs the students to use for individual, small group or whole class sessions.
- b. The teacher conducts brief exercise session before schoolwork to prepare brain and body for academics.

³⁰Lucinda S. Spaulding, Mark P. Mostert, and Andrean Bean, *Is Brain Gym an Effective Educational Intervention?*, (Liberty University: Faculty Publications and Presentations, 2010), p.6

³¹Paul E. Dennison, and Gail E. Dennison, *Brain Gym: Simple Activities for Whole Brain Learning*, (USA: Edu-Kinesthetic, Inc, Ventura, 1986), p.7

- c. Whole students or small group perform Brain Gym exercises before reading class.³²

3. The Advantages and Disadvantages of Brain Gym Method

a. Advantages of Brain Gym Method

The advantages of Brain Gym Method is as an alternate option for didactic or direct teaching. Besides, Brain Gym is the entry-level class in the Educational Kinesiology (Edu-K) curriculum, a comprehensive whole-body integration program. There is no need for teachers to develop additional materials or devote more time to reading instruction. Moreover, the exercises of Brain Gym are simple and can be easily integrated into the school day. The students also learn to monitor their own behavior using techniques within daily school routines. Besides, the exercises address specific areas of concern that prevent children from participating successfully, including attention, coordination and organization. It is easily implemented within classrooms with a minimum of teacher training hours. This is so because these activities or exercises make all types of learning easier but are especially effective with academic skills. Some benefits of Brain Gym Method are:

- 1) Discover the joy of learning and correct attention and learning difficulties.
- 2) Develop physical skills that support all learning.

³²Dennis M. Walcott, Chancellor, School Based Occupational Therapy: *Classroom Based Programs to Support Student Performance*, (NYC:Departement of Education, 2012), p.16

- 3) Develop effective communication skills.
- 4) Create comfort in risk-taking and managing change.
- 5) Enhance abilities in memory, math, reading, comprehension and listening.
- 6) Raise confidence and self-esteem.
- 7) Create calmness in high stress situations.³³

b. Disadvantages of Brain Gym Method

The main curricula area that has problems is found in reading fluency, there was not an opportunity for learning from errors, as students perceive learning as less important when learning is not teacher led, the teacher may not feel as responsible for learning in this situation and may miss instructional opportunities.³⁴

C. Action Hypothesis

Based on the frame of theories and assumption above, the researcher formulated the hypothesis as follow “By using Brain Gym Method, the students can to increase their reading comprehension ability and their learning activity at the eighth grade of SMP PGRI 1 Braja Selehah in academic year 2019/2020”.

³³Dennis M. Walcott, Chancellor, School Based Occupational Therapy: *Classroom Based Programs to Support Student Performance*, (NYC:Departement of Education, 2012)

³⁴C. Christina Boyd, *Trauma, Rage, and Dissociation: Movement Is the Key to Release and Recovery*, (Educational Kinesiologist: Licensed Brain Gym Consultant, 1994)

CHAPTER III

RESEARCH METHOD

A. Variable and The Operational Definition of Variable

1. Variable

This research consists of two variables, those are independent and dependent variables. The independent variable in this research is Brain Gym Method that will be implemented to increase the students' reading comprehension ability. This method is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading comprehension ability as one of the language skills that has to be mastered by the students to get understanding the message or information from the text.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the researchers will define and measure the variable in their study.³⁵ Operational definitions of variables in research are very important to avoid mistakes when collecting data by the researcher.

Based on the quotation above, the operational definition of variables as followed:

³⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012), p. 151.

a. Independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).³⁶ In a sense, independent variable is a factor that is manipulated in a research. Independent variable of this research is Brain Gym method implemented to increase reading comprehension ability of the student. This variable to engage students in reflective discussion about their views while thoughtfully and active analyzing a specific text. Moreover, to know student's participation in this method there are some indicators as followed:

- 1) The students were able to understand this method in the classroom.
- 2) The students were good to articulate their opinions in front of others.
- 3) The students understand what they had read.
- 4) The students can retell the text by their own language.

b. Dependent Variable

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.³⁷ The dependent variable of this research is reading comprehension ability as one of the language skills that have to be mastered by the students to get understanding the message or information from the texts.

³⁶ Laura T. Flannelly, et.al, *Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research*, Journal of Health Care Chaplaincy 20, no. 4 (2 October 2014): 162.

³⁷ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating, Quantitative and Qualitative Research, Second Edition*, (USA: Pearson Merrill Prentice Hall, 2005), p. 121

To measure reading comprehension of students, the researcher will be conducted in pre-test and post-test in different level in multiple choice form that consist of 10 items and would give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension ability, the researcher decided some indicators in this variable as followed:

- 1) The students were able to identify the main idea of reading text.
- 2) The students were able to find detail information on reading text.
- 3) The students were able to find locate the meaning of vocabulary in context.
- 4) The students were able to identify references.
- 5) The students were able to make inference from reading text.

B. The Research Setting

The researcher conducted the Classroom Action research (CAR) at SMP PGRI Braja Selehah. The located at Jl. Raya Braja Indah, Kecamatan Braja Selehah, Kabupaten Lampung Timur.

C. Object of the Research

Object of the research is the students' reading comprehension ability. The teacher or researcher should chose the material appropriately to teach reading

comprehension ability in the classroom. In this research, the researcher chose narrative text because it included in the syllabus. The students practice to find main idea and the information of the text. After using Brain Gym Method in learning process, it hoped that it can be increasing learning result and studies activity.

D. Subject of the Research

The researcher chose the eighth grade with the total students were 26 students as the subject of the research because their reading comprehension ability had low. It was based on the result of pre survey score of students at the eighth grade of SMP PGRI Braja Selebah.

Table 3
Total students of the Eighth Grade SMP PGRI 1 Braja Selebah

No	Class	Gender		Total
		Male	Female	
1	VIII	11	15	26

E. Action Plan

According to Pelton, action research is activity to explore anything about learning for making the learning condition, communicating with the understudies, creating exercise designs, doing homework, and nearly everything does in day by day schedule of instructing comprises the activity of activity inquire.³⁸

Meanwhile, Henning and Kelly, hold that action research is research activities have four stages including plans, which regulate activities. Then

³⁸ Robert P. Pelton, *Action Research For Teacher Candidates*, (US: New York, 2010), p.4.

collect data, which can include setting tests, as well as prominent meetings. After that examination, which can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.³⁹

Moreover, Jean McNiff states that action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.⁴⁰ Furthermore, Elliott state action research is about improving practice rather than producing knowledge.⁴¹ It can be inferred that classroom action research is the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggests that action research is conducted with critical partner.⁴² It means the researcher conducted the research together with friend. In doing classroom action research, the researcher asked Mrs.Riris Ayu Mega Putri, S.Pd. as a collaborator of the research.

The researcher divided the research in two cycles in the classroom action research. The first cycle is not successful; it continues in the second cycle. It conducts until there is an increasing on the students' reading comprehension ability. Classroom action research (CAR) has various

³⁹ John E. Henning, Jody M. Stone, And James L. Kelly, *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (Routledge: Taylor & Francis, 2009), p. 8-10.

⁴⁰ Jean McNiff,. *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

⁴¹ Jean, McNiff, *et.al.You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

⁴² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

models but in this research, the researcher described the cycles through the scheme of action research design by Kurt Lewin, as follows:

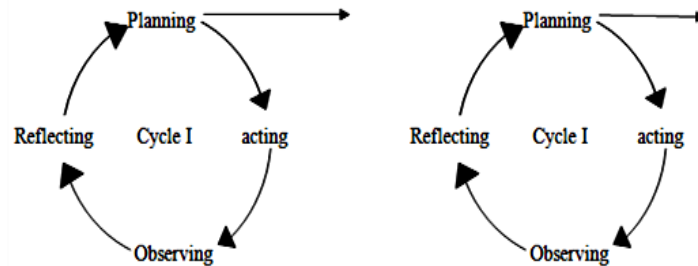


Figure 1

Kurt Lewin's Action Research Design

(Adapted from Jean McNiff, 2002)⁴³

This figure described the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the researcher conducted the research in two cycles. The steps followed:

1. Cycle 1

a. Planning

In this research, the researcher will conduct some plans, namely:

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students' name.

⁴³Jean McNiff and Jack, *Whitehead, Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

- 4) Making work sheets and answer sheets which will be learned by the student.
- 5) Making test which used in pre-test and post-test.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class and additional class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

1. Pre-teaching activity
 - a) Starting the lesson by greeting the students.
 - b) Checking student attendance.
 - c) Explaining general overview related to the topics of the text.
2. While-teaching activity
 - a) Giving test to the students about narrative text as pre-test of the research and beginning score in Brain Gym Method.
 - b) Doing treatment by using Brain Gym Method to explain the material about narrative text.
 - c) Guiding and help the students in the learning process.
 - d) Giving work sheets for the students.
 - e) Asking the students to discuss the work sheets which contain narrative text and finish it in answer sheets.

- f) Reminding the students that they have to master the material which had given by the teacher.
 - g) giving post test quiz to the students. They asked to do it by themselves. In Brain Gym Method, the result of student quiz accumulated with other students' quiz from the students.
 - h) Giving a reward to the students who have a highest score.
3. Post-teaching activity
- a) Getting summary the material
 - b) Asking students about the material today
 - c) Closing the class and greets the students

c. Observing

While observing, the researcher and collaborator use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

When the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It explained as a following:

- 1) The researcher studies the result of reflecting on cycle 1.
- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.
- 3) The researcher rearranged the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The researcher evaluated the implementation in the previous cycle. The researcher will act as if a teacher in the classroom and implement some activities as follows:

1. Pre-teaching activity
 - a) Starting the lesson by greeting the students.
 - b) Checking student attendance.
 - c) Explaining general overview related to the topics of the text.
2. While-teaching activity
 - a) Giving the students motivation to study harder.
 - b) Doing the treatment by using Brain Gym Method.

- c) Explaining the material.
- d) Guiding and help the students in the learning process
- e) Giving post-test

3. Post-teaching activity

- a) Getting summary the material
- b) Asking students about the material today
- c) Closing the class and greets the students

c. Observing

The collaborator observed and collected the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflect all the acting which have been conducted and identify the result of observation in the learning process and compare the score of pre-test and post-test.

F. Data Collection Method

In this research, the researcher collects the data by using test, observation, documentation, and field note.

1. Test

The researcher gave the students test to evaluate their skills and capability in reading comprehension. The test is about narrative text. There are two tests which are used in this research namely pre-test and post-test.

a. Pre Test

Before did the treatment the researcher gave the students pretest by asking the students to answer the questions about narrative text. The researcher used multiple choice questions to assess the student's reading comprehension.

b. Post Test

Posttest was applied after doing the treatment. It is implemented in order to know the students' reading comprehension. The test is similar to pre-test where the students are asked to answer the multiple choice questions about narrative text, but the topic which is given in the post-test and it is different with in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning was held. In doing the observation, the research make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documentation to get information of the school such as total of the students, the teachers and the condition of the school.

4. Field Note

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the classroom situation, classroom management,

classroom interaction between teacher and students or students with students.

G. Research Instrument

1. Reading Test

To identify the students' reading comprehension ability of the eighth grade of SMP PGRI 1 Braja Selehah, the researcher applied reading test. The test is measuring the ability of the students about the topic on reading subject. The test consists of pre-test and post-test, of this research would be in the form of multiple choice test that asked the students to choose a correct answer.

H. Data Analysis Technique

To analyze the data, the researcher compute data of the average rates of pre-test (X-pre) and post-test by formula as follows:

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

Notes:

\bar{X} = Mean of average score

$\sum X$ = Total score

N = Total Number Of Studeny⁴⁴

To calculate the percentage of the students' score, the researcher use the formula as follow:⁴⁵

⁴⁴Donald Ary, et.al, 2010, *Introduction To Research Education In education (eighth Edition)*, Canada: Wadsworth Cengage Learning, p.108

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

P = Class percentage

F = Total Percentage Score

N = Number of the student

Moreover, to know the result the researcher will compare between pre-test and post-test. The result matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stoped until cycle II only.

I. Criteria for success.

The indicator of success takes from the process and the result of the action research. This research is called success if 70% of the students get minimal score 70 and 70% of the students active in learning process.

⁴⁵ Timothy C. Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMP PGRI 1 Braja Selebah

SMP PGRI 1 Braja Selebah was established on 1978. The school location is on Jl. Raya Braja Indah, Braja Selebah, Lampung Timur. SMP PGRI 1 Braja Selebah was named SMP PGRI 3 Way Jepara because at that time the area was included in Way Jepara, Central Lampung. The name of SMP PGRI 3 Way Jepara was established based on the results of a meeting of community leaders and teachers of Braja Indah village.

In the middle of 2008, SMP PGRI 3 Way Jepara experienced a vacuum about 3 years. Based on the results of a meeting of community leaders and teachers of Braja Indah village, SMP PGRI 3 Way Jepara was revived in June 2011 and changed the name to become SMP PGRI 1 Braja Selebah. The first principle of SMP PGRI 1 Braja Selebah was led by Mr. Ir. Suharyanto on 1978- 1980 and now, the principle of SMP PGRI 1 Braja Selebah is Mr. Sudiyo, S.Pd.I.

b. Vision and Mission of SMP PGRI 1 Braja Selebah

1) Vision

Realizing human resources with noble and insightful science and technology and IMTAQ 2030.

2) Mission

- Organizing education that prioritizes morality in science and technology and IMTAQ.
- Conducting a conducive education.
- Increasing good and quality facilities and infrastructure.
- Enhancing information systems and technology-based education.
- Increasing cooperation with student guardians for the realization of a quality learning process.
- Supporting and facilitating informal and informal activities for student achievement.
- Prioritizing quality education not quantity.
- Comply with applicable laws and regulations.
- Increasing cooperation with agencies and institutions that work together with SMP PGRI 1 Braja Selebah.

c. Building Condition of SMP PGRI 1 Braja Sebah

Table 4
Building Condition of SMP PGRI 1 Braja Sebah

No	Name of Building	Sum
1	The office room	1 Room
2	The class room	3 Room
3	The laboratorium	1 Room
4	The library room	1 Room
5	The UKS room	1 Room
6	The Mosque	1 Room
7	The parking area	1 Room
8	Canteen	1 Room
9	Toilet	2 Room

d. The Students Quantity of SMP PGRI 1 Braja Sebah in Academic Year 2019/2020

Table 5
Number of Students at SMP PGRI 1 Braja Sebah in Academic Year 2019/2020

NO	CLASS	TOTAL
1.	Class VII	32
2.	Class VIII	26
3.	Class IX	23
TOTAL		81

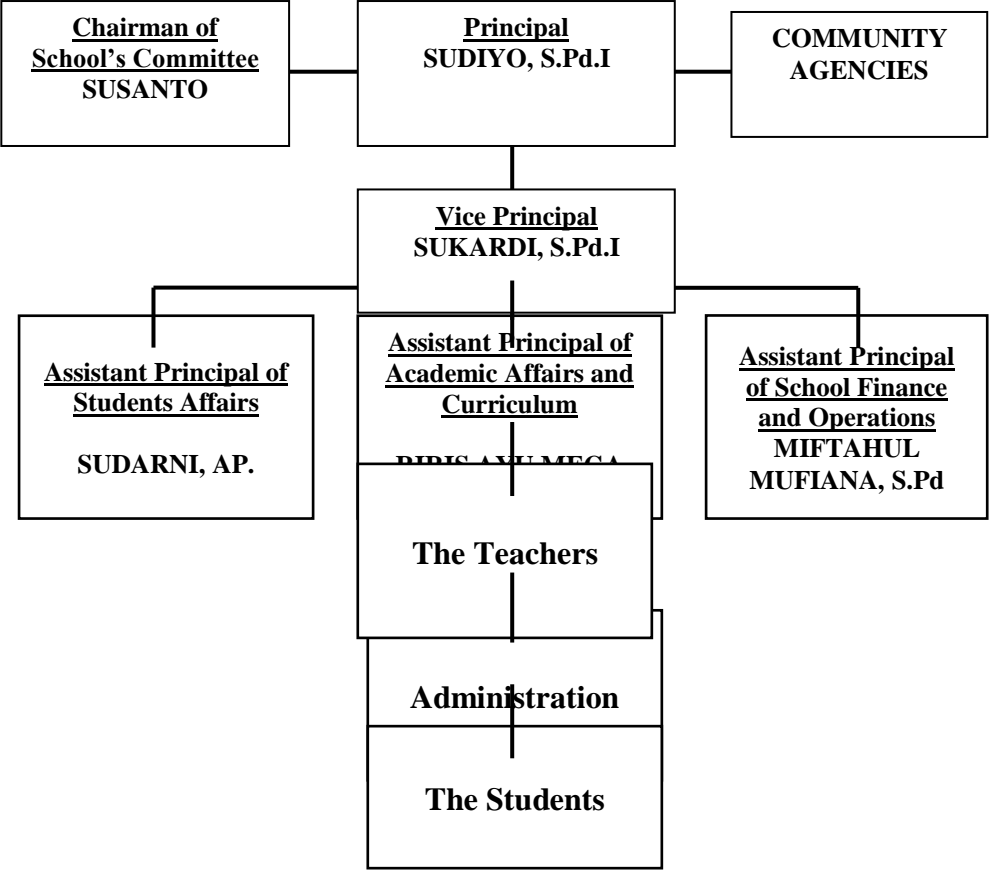
e. Condition of the Teacher and Official

Table 6
The Condition of the Teacher and Official

No	Name	Sex	Occupation
1	SUDIYO, S.Pd.I	Male	Headmaster
2	MIFTAHUL MUFIANA, S.Pd	Male	Science
3	TARMUDI, S.Pd	Male	Mathematics
4	RIRIS AYU MEGA P., S.Pd	Female	English
5	ERVINA WATI, S.Pd.I	Female	Religion
6	RIKY SETA NUGRAHA, S.Pd	Male	Indonesian Language
7	SODIKIN, S.H.I	Male	Sport
8	HERU FITRIANTO, S.E	Male	TIK
9	RATRI HANDAYANI, S.Sos	Female	Citizen
10	SUKARDI, S.Pd.I	Male	Social
11	YENI ARIYANTI, S.Pd	Female	Lampung Language
12	RENI ADITYA	Male	Art
13	SUDARNI, AP.	Female	Official
14	SUSANTO	Male	Official

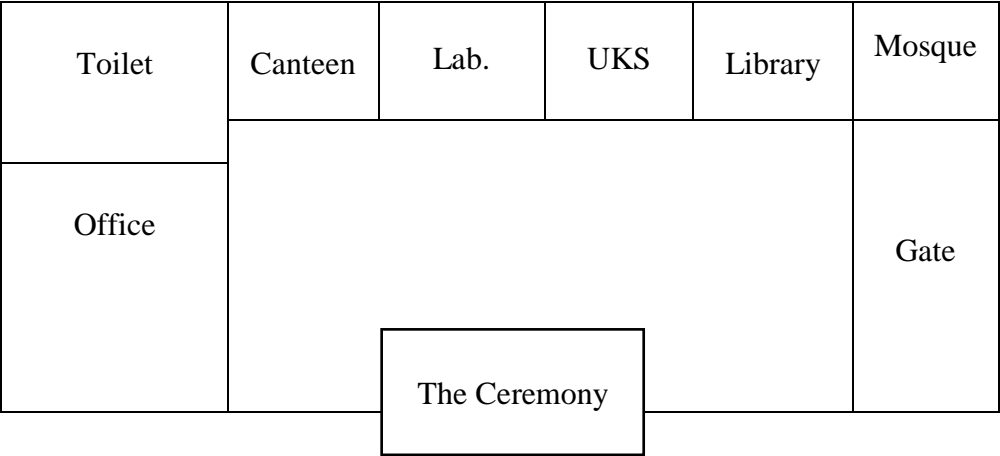
f. Organization of SMP PGRI 1 Braja Selehah

Figure 2
Organization of SMP PGRI 1 Braja Selebah



g. The Sketch of SMP PGRI 1 Braja Selebah

Figure 3
The Sketch of SMP PGRI 1 Braja Selebah



IX		
VIII		
VII	Parking	

2. Description of the Research

This research used action research approach. That has purpose to increase the activity and the study result of SMP PGRI 1 Braja Selebah conducted in 2 cycles. The students result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation the learning activity was happened.

In this research before the process of cycle one, the researcher conducted the pre-test on Thursday, October 24th, 2019. The result of the students' pre-test score can be seen on the table as follows:

Table 7
The Students' Sore at Pre-Test

No	Students Name	Pre-Test	Criteria
1	AP	80	Complete
2	AT	30	Incomplete

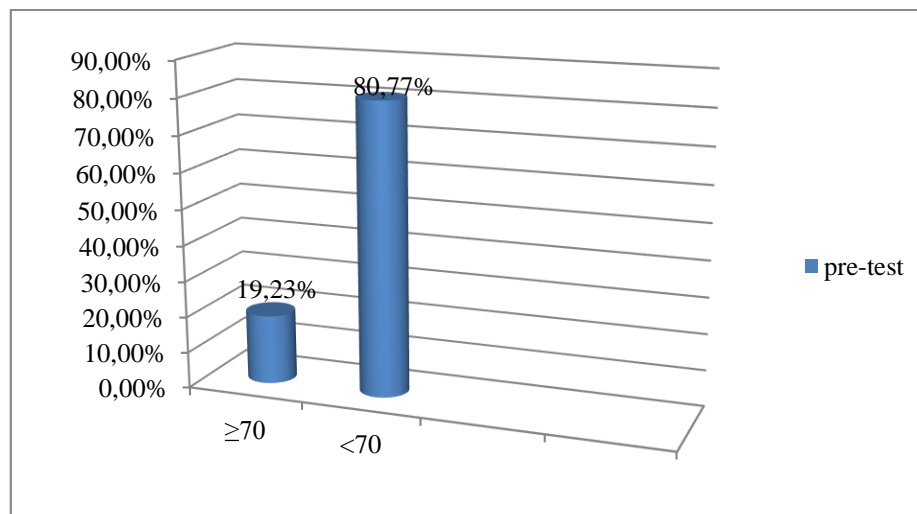
3	AS	40	Incomplete
4	DA	50	Incomplete
5	DF	40	Incomplete
6	DI	40	Incomplete
7	ER	40	Incomplete
8	FA	70	Complete
9	FH	40	Incomplete
10	FB	40	Incomplete
11	HL	70	Complete
12	HS	50	Incomplete
13	IM	30	Incomplete
14	IS	40	Incomplete
15	JI	30	Incomplete
16	ND	40	Incomplete
17	PN	30	Incomplete
18	PL	40	Incomplete
19	RF	40	Incomplete
20	RM	40	Incomplete
21	RA	30	Incomplete
22	SH	80	Complete
23	SB	80	Complete
24	TS	30	Incomplete
25	VR	40	Incomplete
26	YP	50	Incomplete

Total	1190	
Average $\bar{x} = \frac{\sum x}{N}$	45.77	
High Score	80	
Low Score	30	

Table 8
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentages	Criteria
1	≥ 70	5	19,23%	Complete
2	< 70	21	80,77%	Incomplete
Total		26	100%	

Grap 4
The Graph of Students' Score at Pre-test



Based on the table above can be seen that only 19,23% (5 students) got complete score, then 80,77% (21 students) student got incomplete score. While the standard minimum for English lesson in

SMP PGRI 1 Braja Selebah at least 70. It was the lowest score from standard score. That is the reason, why the researcher chosed Brain Gym Method to increase their reading comprehension ability in SMP PGRI 1 Braja Selebah.

a. The Action and Learning Result at Cycle 1

1) The Learning Action at Cycle 1

a) Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the lesson plan, preparing the material, making the items that will be examined as the pre test and post test 1 in the cycle 1.

b) Action

The action in the cycle 1 consisted of 3 meetings. The first meeting the reseacher was used to gave action. The second meeting was used to gave action and the third meeting was used to gave post test 1.

(1) The first meeting

The first meeting was conducted on Wednesday, October 30th, this meeting used as the action for 2x40

minutes. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the teacher practiced movements of Brain Gym and the students followed. After that the teacher gave information about the material and explained the material. The teacher asked the students to read the material. After the students read the material so they tried to answer the question in the paper. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(2) The second meeting

The second meeting was conduct on Thursday, October 31st, for 2x40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before doing the next action, the researcher gave the example of movements of Brain Gym. Then the students practiced the movements of Brain Gym. After that the teacher gave information about the material and explained the material. The teacher asked the students to read the material. After the students read the material so they tried to answer the question

in the paper. But in this stage, the condition of the class did not effective because still there students who are noisy. Then the teacher had written the words that difficult for students to memorize. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(3) The third meeting

The thrid meeting was conducted on Wednesday, November 6th, this meeting used to post test 1, for 2x40 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Then, the researcher gave post test to the students. Kind of the test are multiple choice. In the post test 1 only 8 students who got good score, but the result of the students' test was better than the students test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 9
The Students' Score at Post Test 1

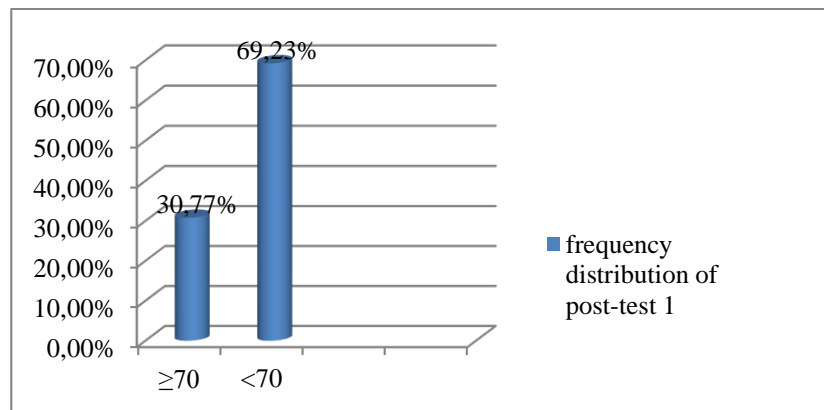
No	Students Name	Post Test 1,	Criteria
1	AP	70	Complete
2	AT	50	Incomplete
3	AS	60	Incomplete
4	DA	70	Complete
5	DF	50	Incomplete
6	DI	60	Incomplete
7	ER	50	Incomplete
8	FA	70	Complete
9	FH	50	Incomplete
10	FB	50	Incomplete
11	HL	80	Complete
12	HS	50	Incomplete
13	IM	40	Incomplete
14	IS	40	Incomplete
15	JI	50	Incomplete
16	ND	50	Incomplete
17	PN	40	Incomplete
18	PL	50	Incomplete
19	RF	70	Complete
20	RM	50	Incomplete
21	RA	70	Complete
22	SH	70	Complete
23	SB	80	Complete
24	TS	40	Incomplete
25	VR	50	Incomplete
26	YP	60	Incomplete
Total		1470	Incomplete
Average $\bar{x} = \frac{\sum x}{N}$		56.54	
High Score		80	
Low Score		40	

Table 10
Frequency of Students' Score at Post Test 1

No	Score	Frequency	Percentages	Category
1	≥ 70	8	30,77%	Complete
2	< 70	18	69,23%	Incomplete

Total	26	100%	
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Figure 5
The Graph of Post Test 1



c) Observation

The observation of the students is conducted when the learning process was continuing with the observation sheet that was made. This observation was conducted by the collaborator, Mrs. Riris Ayu Mega Putri, S.Pd. Here the result observation sheet of students' activity.

Table 11
The Students' Learning Activities Observation at Cycle I

No	Student's Name	Students Activity			
		1	2	3	4
1	AP	✓	✓	✓	✓
2	AT	✓			
3	AS			✓	
4	DA	✓	✓	✓	✓
5	DF				
6	DI	✓		✓	

7	ER	✓			
8	FA		✓	✓	✓
9	FH	✓			
10	FB				
11	HL		✓	✓	✓
12	HS	✓			
13	IM	✓			
14	IS				
15	JI	✓			
16	ND	✓			
17	PN	✓			
18	PL				
19	RF		✓	✓	✓
20	RM				
21	RA	✓	✓	✓	✓
22	SH	✓	✓	✓	✓
23	SB		✓	✓	✓
24	TS				
25	VR	✓			
26	YP	✓		✓	
TOTAL		15	8	11	8

Notes:

The students' activities that observed are:

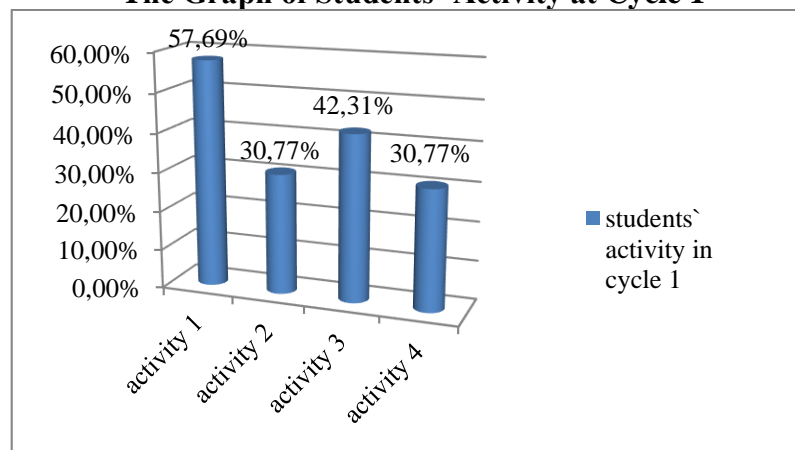
1. The students Pay attention of teacher's explanation
2. The students ask&answer question
3. The students are active in the class
4. The students are able to do the task

Table 12

Frequency of Students' Activities at Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation	15	57,69%
2	The students ask&answer question	8	30,77%
3	The students active in the class	11	42,31%
4	The students are able to do the task	8	30,77%
Total Students		26	

Figure 6
The Graph of Students' Activity at Cycle 1



According to the result of the observation above it can be concluded that the learning process was sufficient. Although there some of students made noisy, the learning process has done well. It can be seen in the first meeting the students did 57,69% of paying attention in learning process, 30,77% the students` ask& answer the

question, 42,31% active in the class, and then 30,77% able to do the task.

d) Reflection

At the end of cycle1, then the researcher and collaborator to do reflection together. Based on the data entered the reflections in cycle1 was still found in the deficiencies that occurred in cycle1. As for the deficiencies in this first cycle, there are: when explaining the material the researcher less attention to students so that still there students who are noisy, students are less question answer in learning process, some students got failure in test of cycle I.

The reflection result can be inferred that:

- (1) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.
- (2) The researcher should in around to more responsive.

2) The Learning Result at Cycle 1

Table 13

The Result of Students' Score at Cycle 1

No	Students Name	Students' Score		Increase	Category
		Pre-test	Post Test 1		
1	AP	80	70	-10	Decrease
2	AT	30	50	20	Increase
3	AS	40	60	20	Increase
4	DA	50	70	20	Increase

5	DF	40	50	10	Increase
6	DI	40	60	20	Increase
7	ER	40	50	10	Increase
8	FA	70	70	0	Constant
9	FH	40	50	10	Increase
10	FB	40	50	10	Increase
11	HL	70	80	10	Increase
12	HS	50	50	0	Constant
13	IM	30	40	10	Increase
14	IS	40	40	0	Constant
15	JI	30	50	20	Increase
16	ND	40	50	10	Increase
17	PN	30	40	10	Increase
18	PL	40	50	10	Increase
19	RF	40	70	30	Increase
20	RM	40	50	10	Increase
21	RA	30	70	40	Increase
22	SH	80	70	-10	Decrease
23	SB	80	80	0	Constant
24	TS	30	40	10	Increase
25	VR	40	50	10	Increase
26	YP	50	60	10	Increase
Total		1190	1470		
Average $\bar{x} = \frac{\sum X}{N}$		45.77	56.54		
High Score		30	40		
Low Score		80	80		

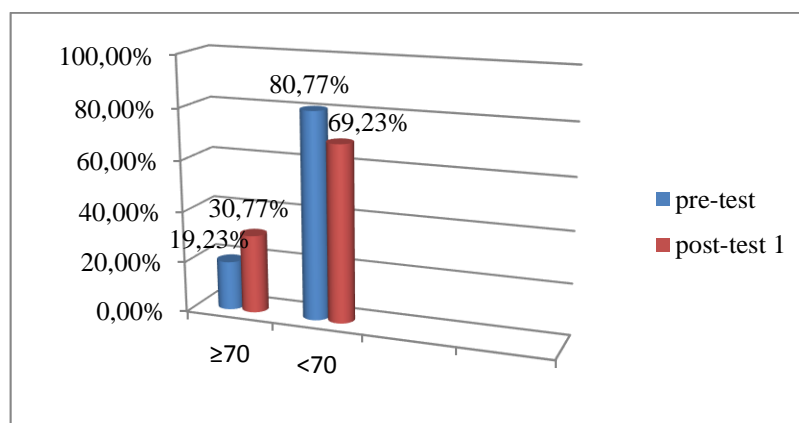
Table 14
Frequency of Result of Students' Score at Cycle 1

No	Score	Pre –test		Post-test 1		Category
		frequency	percent ages	frequency	Percent tages	
1	≥70	5	19,23%	8	30,77%	Complete
2	<70	21	80,77 %	18	69,23%	Incomplete

Total	26	100%	26	100%	
-------	----	------	----	------	--

Figure 7

The Graph of Result of Students' Score at Cycle 1



In this research the researcher gave pre test and post test it aimed the students reading comprehension ability. From the average score of pre test and post test 1 above, it can be seen that there was an increasing of students reading comprehension ability. The average score in pre test is 45,77 increased to 56,54 in post test 1, so there is an increasing 10,77 point. Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

b. The Action and Learning Result at Cycle 2

1). The Learning Action at Cycle 2

Because the action was not success, in order that in the stage need to be held the cycle 2 again to repair the weakness in the cycle 1. The steps of the cycle 2 as follow:

a) Planning

Based on the observation and reflection in cycle 1, it showed failure. So, we try to received to it and arrange the planning for cycle 2. Based on the result of cycle 1, in this stage the researcher and collaborator made the planning of the action as follow: preparing the lesson plan, preparing the material, preparing the learning media, preparing the observation sheet of the students activity 2.

(b) Action

The action in the cycle 2 consists of 3 meetings, two meeting for the action, and one meeting for the post test, they are:

(1) The first meeting

The first and the second meeting are used as the implementation the action in the cycle 2. And the allocation time for 2 meetings (4 x 40 minutes). The first meeting was conduct on Thursday, November 7th, for 2x40 minutes. In this meeting, the collaborator was being the teacher and the researcher was being the observer.

This meeting was started by praying and greeting, asking the students condition and checking the attendance list. Then the teacher gave information

about the material, explained narrative text. The teacher given the text to the students, and then the teacher given some minutes for the students read, after finished the teacher gave some minutes to the student asked the question about words in the text that they do not understand. Then the teacher asked question about the text that have been given by approaching students so students are more willing to answer. In this meeting, the condition of the class more effective than before. So, the learning process has run smoothly. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Closing the meeting.

(2) The second meeting

The second meeting was conduct on Wednesday, November 13rd, for 2x40 minutes. This session, the researcher was being the teacher. This meeting was started by praying and greeting, asking the students condition and checking the attendance list, and apperception. The teacher was explaining the material. The teacher gave a text assigment and the students answer the question. Then the other students have to listen and gave the opinion. Then, the teacher and

students correct the result of the assignment together. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. Closing the meeting.

(3) The third meeting

The third meeting was conducted on Thursday, November 14th, this meeting used to post test 2 in the end cycle 2, for 2x40 minutes after the students given the action, the researcher gave post test to the students. In this meeting, most of the students could answer well. It can be seen from the result of post test 2.

Table 15
The Students' Score at Post Test 2

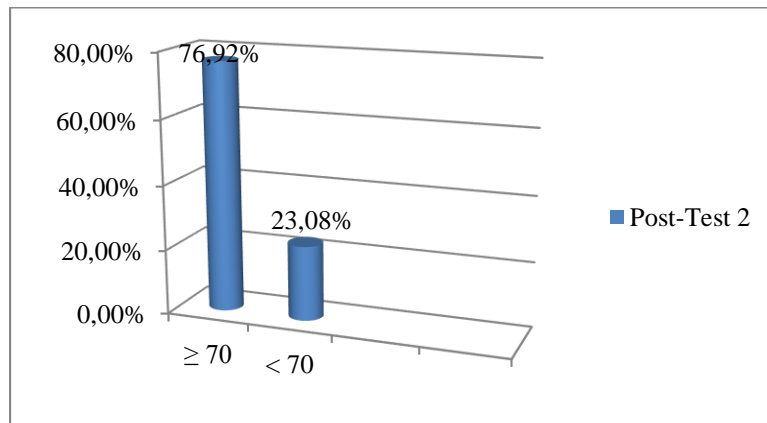
No	Students Name	Post Test 2	Criteria
1	AP	80	Complete
2	AT	70	Complete
3	AS	80	Complete
4	DA	70	Complete
5	DF	70	Complete
6	DI	80	Complete
7	ER	70	Complete
8	FA	80	Complete
9	FH	80	Complete
10	FB	80	Complete
11	HL	80	Complete
12	HS	70	Complete
13	IM	60	Incomplete
14	IS	70	Complete
15	JI	80	Complete
16	ND	70	Complete
17	PN	60	Incomplete
18	PL	80	Complete

19	RF	90	Complete
20	RM	60	Incomplete
21	RA	70	Complete
22	SH	90	Complete
23	SB	90	Complete
24	TS	50	Incomplete
25	VR	60	Incomplete
26	YP	60	Incomplete
Total		1900	
Average $\bar{x} = \frac{\sum X}{N}$		73.08	
High Score		90	
Low Score		50	

Table 16
Frequency Students' Score at Post Test 2

No	Score	Frequency	Percentage	Category
1	≥ 70	20	76,93%	Complete
2	< 70	6	23,07%	incomplete
	Total	26	100%	

Figure 8
The Graph of Students' Score at Post Test 2



(c) Observation

The observation of the students activity is conducted when the learning the learning process was continuing. This observation was conducted with the collaborator with the use the observation sheet. Here the result observation sheet of students' activity.

Table 17
The Students' Learning Activities Observation at Cycle 2

No	Student's Name	Students Activity			
		1	2	3	4
1	AP	✓	✓	✓	✓
2	AT	✓	✓	✓	✓
3	AS		✓	✓	✓
4	DA	✓	✓	✓	✓
5	DF	✓	✓	✓	✓
6	DI	✓	✓	✓	✓
7	ER	✓	✓	✓	✓
8	FA	✓	✓	✓	✓
9	FH	✓	✓	✓	✓
10	FB	✓	✓	✓	✓
11	HL	✓	✓	✓	✓
12	HS	✓	✓	✓	✓
13	IM	✓			
14	IS		✓	✓	✓

15	JI	✓	✓	✓	✓
16	ND	✓			
17	PN	✓	✓	✓	✓
18	PL		✓	✓	✓
19	RF	✓	✓	✓	✓
20	RM	✓			
21	RA	✓	✓	✓	✓
22	SH	✓	✓	✓	✓
23	SB	✓	✓	✓	✓
24	TS	✓			
25	VR	✓		✓	
26	YP	✓			
TOTAL		23	20	21	20

Notes:

The students' activities that observed are:

5. The students Pay attention of teacher's explanation
6. The students ask&answer question
7. The students are active in the class
8. The students are able to do the task

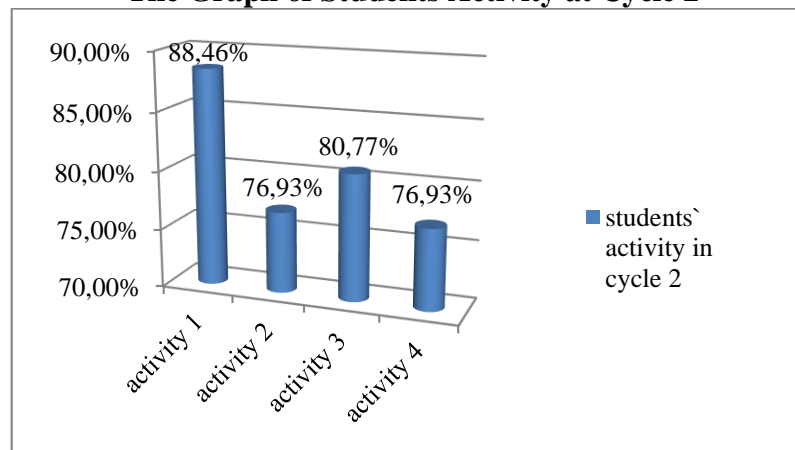
Table 18
Frequency of Students' Activities at Cycle 2

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation	23	88,46%
2	The students ask&answer question	20	76,93%
3	The students active in the class	21	80,77%
4	The students are able to do the task	20	76,93%

Total Students	26
----------------	----

Figure 9

The Graph of Students Activity at Cycle 2



According to the result of the observation above it can be concluded that the learning process was better than cycle 1. It can be seen in the first meeting the students did 88,46% of paying attention in learning process, 76,93% the students` ask& answer the question, 80,77% active in the class, and then 76,93% able to do the task.

(d) Reflection

With the end of cycle 2, then the researcher and collaborator to do refection together. Based on the result of observation learning process in cycle 2, it can be inferred that most of the students pay attention the teacher, the students were also active to do the task in group than before. From the test result, it can be said that the teaching learning process was successful.

2). The Learning Result at Cycle 2

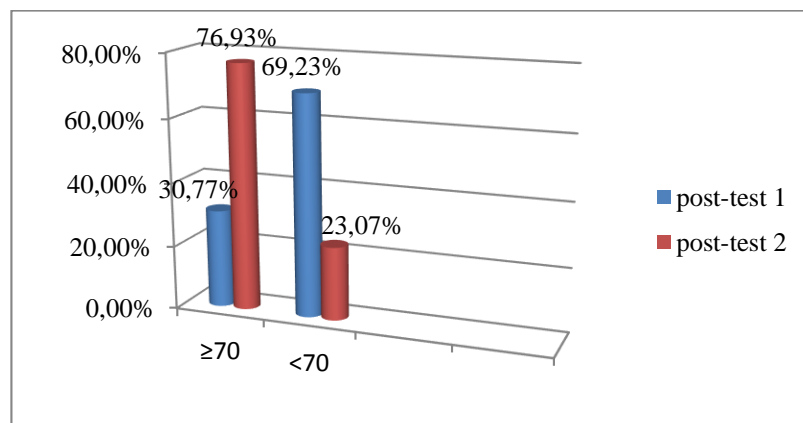
Table 19
The Result of Students' Score at Cycle 2

No	Students Name	Students' Score		Increase	Category
		Post Test 1	Post Test 2		
1	AP	70	80	10	Increase
2	AT	50	70	20	Increase
3	AS	60	80	20	Increase
4	DA	70	70	0	Constant
5	DF	50	70	20	Increase
6	DI	60	80	20	Increase
7	ER	50	70	20	Increase
8	FA	70	80	10	Increase
9	FH	50	80	30	Increase
10	FB	50	80	30	Increase
11	HL	80	80	0	Constant
12	HS	50	70	20	Increase
13	IM	40	60	20	Increase
14	IS	40	70	30	Increase
15	JI	50	80	30	Increase
16	ND	50	70	20	Increase
17	PN	40	60	20	Increase
18	PL	50	80	30	Increase
19	RF	70	90	20	Increase
20	RM	50	60	10	Increase
21	RA	70	70	0	Constant
22	SH	70	90	20	Increase
23	SB	80	90	10	Increase
24	TS	40	50	10	Increase
25	VR	50	60	10	Increase
26	YP	60	60	0	Constant
Total		1470	1900		
Average $\bar{x} = \frac{\sum X}{N}$		56.54	73.08		
High Score		40	90		
Low Score		80	50		

Table 20
Frequency of Result of Students' Score at Cycle 2

No	Score	Post –test 1		Post-test 2		Category
		frequency	percent ages	frequency	Percent tages	
1	≥ 70	8	30,77%	20	76,93%	Complete
2	< 70	18	69,23%	6	23,07%	Incomplete
Total		26	100%	26	100%	

Figure 10
The Graph of Result of Students' Score at Cycle 2



B. DISCUSSION

1. The Result of Students Learning

a. The Result of the Students Pre Test

To see the students read English before implementing the treatment, the researcher conducted the pre test. It was done on Thursday, October 24th, 2019. From the result of pre test shown that most of the students difficult for answering the test. Based on the table

7 the students average were 45.77, it shows that most of the students have not passed yet in achieving the minimum mastery criteria (70). In this stage, only 5 students (19,23%) of 26 students who passed of the minimum mastery criteria.

b. The Result of the Students Post Test 1

To see the students read English after implementing the treatment, the researcher conducted the post test 1. It was done on Wednesday, November 6th, 2019. Based on the table 9 the students average was 56.54, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (70). It can be seen that most of the students failed in achieving materials. In this stage, only 8 students (30,76%) of 26 students who passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials.

c. The Result of the Students Post Test 2

To see the students read English after implementing the treatment, the researcher conducted the post test 2. It was done on Thursday, November 14th, 2019. Based on the table 11, it can be seen that the students average was 73.08, it shown that most of the students passed in achieving the minimum mastery criteria (70). It can be seen that most of the students passed in achieving material. In this stage, 20 students (76,93%) of 26 students passed of the minimum mastery

criteria. It can be seen that most of the students passed in achieving material.

d. The Comparison of Pre Test and Post Test

The result of study was gotten from the learning process that has been conducted. The score from implementation of cycle 1 and cycle 2 as follow:

Table 21
The Comparison of Pretest, Post test 1 and Post test 2

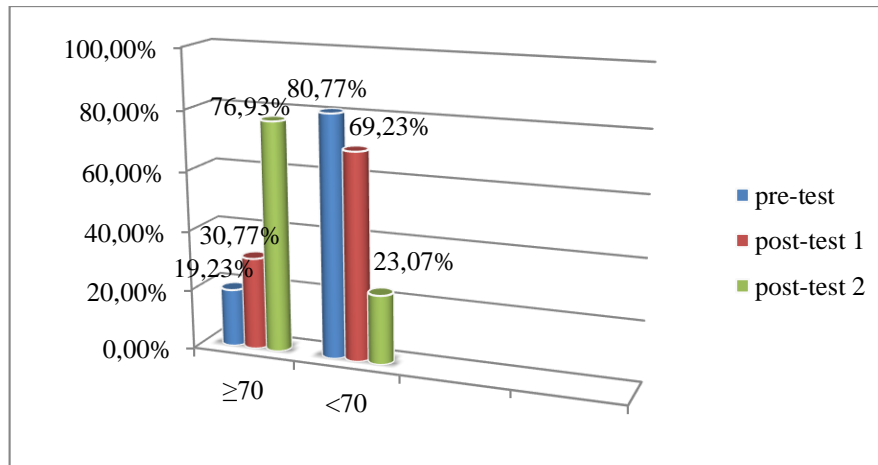
No	Students Name	Students' Score			Category
		Pre Test	Post Test 1	Post Test 2	
1	AP	80	70	80	Increase
2	AT	30	50	70	Increase
3	AS	40	60	80	Increase
4	DA	50	70	70	Constant
5	DF	40	50	70	Increase
6	DI	40	60	80	Increase
7	ER	40	50	70	Increase
8	FA	70	70	80	Increase
9	FH	40	50	80	Increase
10	FB	40	50	80	Increase
11	HL	70	80	80	Constant
12	HS	50	50	70	Increase
13	IM	30	40	60	Increase
14	IS	40	40	70	Increase
15	JI	30	50	80	Increase
16	ND	40	50	70	Increase
17	PN	30	40	60	Increase
18	PL	40	50	80	Increase
19	RF	40	70	90	Increase
20	RM	40	50	60	Increase
21	RA	30	70	70	Constant
22	SH	80	70	90	Increase
23	SB	80	80	90	Increase
24	TS	30	40	50	Increase
25	VR	40	50	60	Increase

26	YP	50	60	60	Constant
Total		1190	1470	1900	
Average $\bar{x} = \frac{\sum x}{N}$		45.77	56,54	73.08	
High Score		30	40	90	
Low Score		80	80	50	

Table 22
Frequency of Pretest, Post test 1 and Post test 2

Score	Pre-Test		Post-Test I		Post-Test II		Explanati on
	Freque ncy	Perce ntaes	Freque ncy	Perce ntaes	Freque ncy	Perce ntaes	
≥70	5	19,23 %	8	30,77 %	20	76,93 %	Complete
< 70	21	80,77 %	18	69,23 %	6	23,07 %	Incomplet e
Total	26	100%	26	100%	26	100%	

Figure 11
The Graph of Result of Pre Test, Post Test 1 and Post Test 2



Based on the table and the graph above, in the cycle 1 from the pretest to the post test 1 have progress average score from 45.77 to 56.54, there is increasing about 10.77 point. Then from post test 1 to the post test 2 have progress average score from 56.54 to 73.08 there is increasing about 16.54 point.

The increasing is caused by using the Brain Gym Method in the learning process which the students is direct related and to do the activity in the learning process. Therefore, it effected to understanding level of the students. It can be concluded that the Brain Gym Method has positive effect by using the teaching learning especially in learning reading comprehension ability. Those are good to help students solves their problem in reading.

2. Result Observation of Students Activity

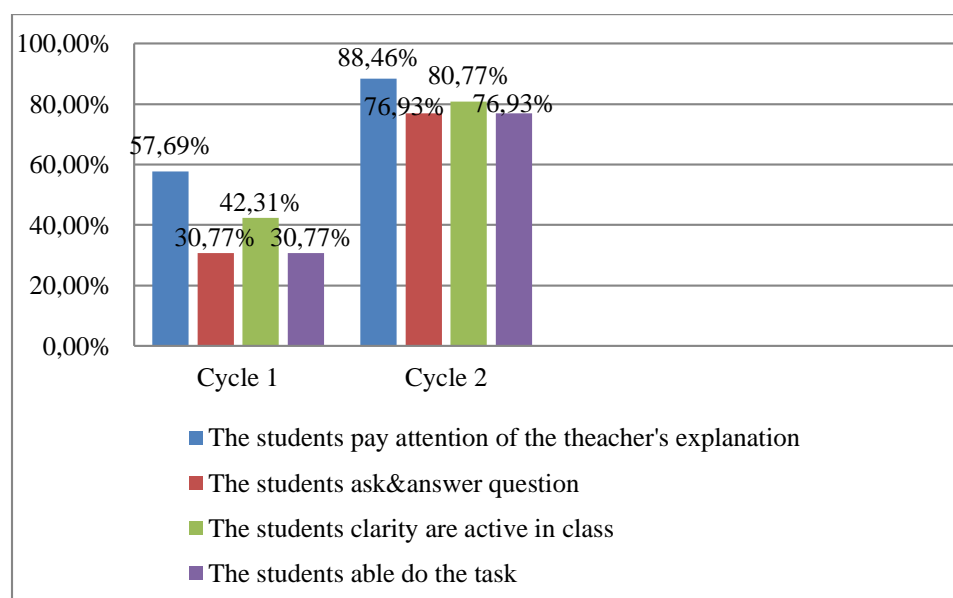
This observation result was gotten when the learning process happened by collaborator. The result of the students learning activity observation can be seen in this table as follow:

Table 23
Result of Students Activity at Cycle 1 & Cycle 2

No	Students Activities	Cycle 1		Cycle 2		Increasing
		F	P	F	P	
1	The students pay attention of the teacher's explanation	15	57,69%	23	88,46%	30.77%
2	The students ask&answer question	8	30,77%	20	76,93%	46.16%
3	The students active in the class	11	42,31%	21	80,77%	38.46%

4	The students are able to do the task	8	30,77%	20	76,93%	46.16%
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Figure 12
The Graph of Students Result of Learning Activities at Cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follow:

1) The students pay attention of the teacher's explanation

The students pay attention of the teacher's explanation from the first meeting to next meeting was improved. In cycle 1 was 57,69% and in cycle 2 was 88,46%, it improved 30.77%.

2) The students ask&answer question

The students who asked or answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave

to answer although not all question could be answered well. For this activity was improved 46,16%, from cycle 1 was 30,77%, and cycle 2 was 76,93%.

3) The students are active in class

The students who had activated in class also improved. From cycle 1 was 42,31% and cycle 2 was 80,77%, it improved 38,46%.

4) The students are able to do the task

The students who had done the task were improved. It could be seen on the cycle 1 was 30,77% and cycle 2 76,93%, it improved 46,16%.

Based on the explanation above, it can be inferred that the students learning activity was happened increasing from the cycle I to the cycle II. Therefore, this research in the student activities side to reach the target. It was caused on the learning in the cycle II the students have begun to responsible to themselves, so that it can bring the good effect to the activity in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the application of Brain Gym Method in reading comprehension ability, it could be concluded that there was increasing the students' reading comprehension ability by using of Brain Gym Method at the eighth graders of SMP PGRI 1 Braja Selehah. Therefore, the application of Brain Gym Method can be effective method and it could be used as alternative way in teaching reading because the method easy for implementing and it was one of interesting method which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could be increased the students reading comprehension ability.

It was supported by increasing of students' average score from pre test 45,77 to post test I 56,54 became 73.08 in post test II. In cycle 1, there were 8 students passed the test. Moreover, in cycle II there were 20 students who got score ≥ 70 . It means that the result of cycle II had already reached the indicator of success that was 70 % students fulfill the KKM and 70% students active in learning process. It was clear that Brain Gym Method could be used to increase the students' reading comprehension ability.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading comprehension ability.
2. The students are suggested to improve their vocabularies mastery in order that can success in understanding reading texts.
3. It is suggested for the English teacher to use Brain Gym Method as alternative method in the classroom because this method is effective to increase the students reading comprehension in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this method because it is effective in teaching the material for the teacher.

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APPENDICES

The Sketch of SMP PGRI 1 Braja Selehah

Toilet	Canteen	Lab.	UKS	Library	Mosque
Office	<div>The Ceremony</div>				Gate
IX					
VIII					
VII	Parking				

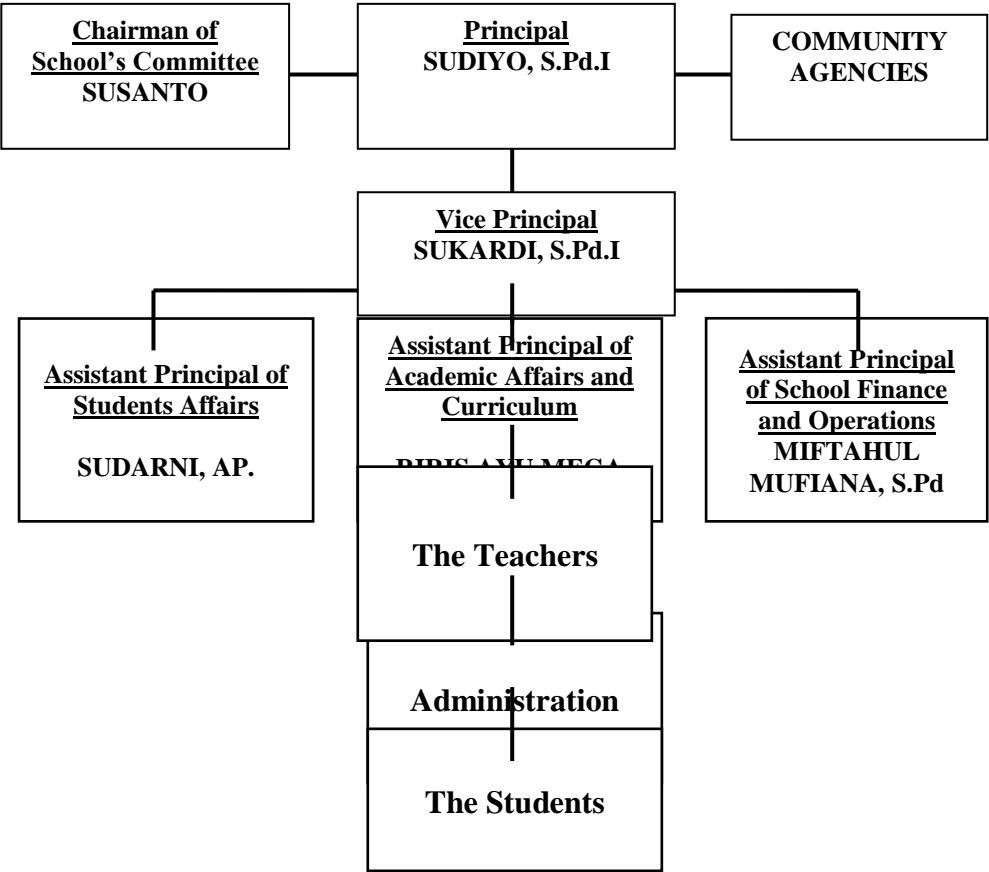
**The Condition of Teachers and Official Employers
of SMP PGRI 1 Braja Selehah**

No	Name	Sex	Occupation
1	SUDIYO, S.Pd.I	Male	Headmaster
2	MIFTAHUL MUFIANA, S.Pd	Male	Science
3	TARMUDI, S.Pd	Male	Mathematics
4	RIRIS AYU MEGA P., S.Pd	Female	English
5	ERVINA WATI, S.Pd.I	Female	Religion
6	RIKY SETA NUGRAHA, S.Pd	Male	Indonesian Language
7	SODIKIN, S.H.I	Male	Sport
8	HERU FITRIANTO, S.E	Male	TIK
9	RATRI HANDAYANI, S.Sos	Female	Citizen
10	SUKARDI, S.Pd.I	Male	Social
11	YENI ARIYANTI, S.Pd	Female	Lampung Language
12	RENI ADITYA	Male	Art
13	SUDARNI, AP.	Female	Official
14	SUSANTO	Male	Official

The Condition of Facilities of SMP PGRI 1 Braja Selebah

No	Name of Building	Sum
1	The office room	1 Room
2	The class room	3 Room
3	The laboratorium	1 Room
4	The library room	1 Room
5	The UKS room	1 Room
6	The Mosque	1 Room
7	The parking area	1 Room
8	Canteen	1 Room
9	Toilet	2 Room

Organization of SMP PGRI 1 Braja Selebah



SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif	Teks naratif, berbentuk fabel pendek dan sederhana - <i>Fungsi sosial</i> Memperoleh hiburan, menghibur dan mengajarkan nilai-	Mengamati <ul style="list-style-type: none">Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan	<ul style="list-style-type: none">Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana.	16 JP	<ul style="list-style-type: none">Buku Teks wajibKeteladanan ucapan dan tindakan

<p>berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p>nilai luhur melalui cerita dengan tokoh binatang.</p> <p>- <i>Struktur text</i> (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi),</p>	<p>benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. 	<ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi 		<p>guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.org
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	<p>opsional.</p> <p>- <i>Unsur kebahasaan</i></p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the</i></p>	<ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Menalar/Mengasosiasi</p>	<ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman 	<p>state.gov/files/a/e/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>
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	<p><i>morning, the next day, immediately, dsb.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. • Berupaya membaca secara 	<p>belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> - Membaca teks yang menuntut pemahaman tentang fabel - Menganalisis isi pesan fabel sesuai fungsi sosialnya. <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang 		
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		<p>lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>benar</p> <ul style="list-style-type: none"> • Portofolio <ul style="list-style-type: none"> a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes 		
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP PGRI 1 Braja Selehah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ Ganjil
Materi Pokok : Text Lisan dan tulis tentang Narrative Text (Fable)
Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator	
3.1	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai	3.1.1	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.

dengan konteks penggunaannya	3.1.2 Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta pesan moral terkait. 3.1.3 Menjelaskan generic structures dan fungsi teks naratif berbentuk fable
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana. 4.18.2 Menjawab pertanyaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran

- ***Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

- ***Struktur teks***

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

- **Unsur kebahasaan**

1. Simple Past tense, Simple Past Continuous Tense
2. Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
3. Adverb of time: first, next, then, after that, before, finally, etc
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

- **Topik**

Narrative text (Fable)

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life

E. Metode Pembelajaran

- **Brain Gym Method**

F. Media, Alat dan Sumber Pembelajaran

1. Media
 - Worksheet atau lembar kerja (peserta didik).
 - Lembar penilaian
2. Alat
 - Spidol, papan tulis.

- Laptop

3. Sumber Belajar

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan narrative text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. memberi salam kepada siswa. 2. memulai pelajaran dengan berdo'a. 3. menyanyikan lagu indonesia raya. 4. memeriksa kehadiran siswa. 5. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	15 menit
Inti	<p>Pertemuan 1</p> <p>Mengamati:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa untuk mengamati contoh narrative text (fabel) dari teks yang telah diberikan oleh guru. <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh fabel tersebut.. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan struktur teks dalam narrative text. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis struktur teks dari cerita fabel yang mereka baca. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. <p>Pertemuan 2</p> <p>Mengamati:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan 	60 menit

	<p>utama dan informasi rinci dari contoh fabel tersebut.</p> <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel yang mereka baca. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru menanyakan kepada siswa tentang materi hari ini. 3. Guru menutup kelas dan memberi salam kepada siswa. 	5 menit

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda

Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Collaborator

Braja Selebah, Oktober 2019
Researcher

Riris Ayu Mega Putri, S.Pd

Fiki Ismawati
NPM: 1501070253

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP PGRI 1 Braja Selehah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ Ganjil
Materi Pokok : Teks naratif, berbentuk fabel pendek dan sederhana
Alokasi Waktu : 2 x 2JP

I. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai	<ul style="list-style-type: none">• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.• Menemukan tokoh utama dan

dengan konteks penggunaannya	karakteristiknya dalam teks naratif berbentuk fable beserta pesan moral terkait. <ul style="list-style-type: none"> Menjelaskan generic structures dan fungsi teks naratif berbentuk fable
4.19 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<ul style="list-style-type: none"> Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana. Menjawab pertanyaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

K. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

L. Materi Pembelajaran

- Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

- Struktur teks***

- Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- Memberikan alasan atau komentar umum (reorientasi)

- **Unsur kebahasaan**

1. Simple Past tense, Simple Past Continuous Tense
2. Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
3. Adverb of time: first, next, then, after that, before, finally, etc
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

- **Topik**

Narrative text (Fable)

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

M. Metode Pembelajaran

- **Brain Gym Method**

N. Media, Alat dan Sumber Pembelajaran

4. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

5. Alat

- Marker, papan tulis.
- Laptop

6. Sumber Belajar

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan narrative text.

O. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	6. memberi salam kepada siswa, 7. memeriksa kehadiran siswa. 8. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	<p>Pertemuan 1</p> <p>Mengamati:</p> 2. Guru membimbing siswa untuk mengamati contoh narrative text (fabel). <p>Mempertanyakan:</p> 2. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh fabel tersebut.. <p>Mengeksplorasi:</p> 2. Guru menjelaskan struktur teks dalam narrative text. <p>Mengasosiasi:</p> 2. Guru meminta siswa untuk menganalisis struktur teks dari cerita fabel yang mereka baca. <p>Mengkomunikasikan:</p> 2. Guru meminta siswa untuk menyampaikan hasil analisis mereka. <p>Pertemuan 2</p> <p>Mengamati:</p> 2. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.	60 menit

	<p>Mempertanyakan:</p> <p>2. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.</p> <p>Mengeksplorasi:</p> <p>2. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel.</p> <p>Mengasosiasi:</p> <p>2. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel yang mereka baca.</p> <p>Mengkomunikasikan:</p> <p>2. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p>	
Penutup	<p>4. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.</p> <p>5. Guru menanyakan kepada siswa tentang materi hari ini.</p> <p>6. Guru menutup kelas dan memberi salam kepada siswa.</p>	10 menit

P. Instrument Penilaian

3. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

4. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks	Teks tertulis	Soal pilihan ganda

narrative		
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Collaborator

Braja Selebah, November 2019
Researcher

Riris Ayu Mega Putri, S.Pd

Fiki Ismawati
NPM: 1501070253

PRE-TEST of Narrative Text on Reading Comprehension Ability

Direction:

- 1. Write your name and class on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, or d!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Read the following text to answer questions 1-3

Text 1

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king
2. What is the main idea of paragraph 3?
 - A. An eagle watching the rooster from a distance
 - B. The loosing rooster came out from its hiding place
 - C. The eagle took the winning rooster as its prey
 - D. The winning rooster celebrates its winning proudly
3. What can we learn from the story?
 - A. There's always a bigger enemy in this life
 - B. Your friend can be your enemy
 - C. Always grab an opportunity before you
 - D. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 4 to 7.

Text 2

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
 - A. Because he was very hungry
 - B. Because he wanted to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
5. How many crocodiles were there in the story above?
 - A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Not mentioned
6. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with
 - A. Accurately
 - B. Objectively
 - C. Definitely
 - D. Obviously

7. After reading the text, we may conclude that the mouse deer was
- A. Very greedy animal
 - B. Cunning animal
 - C. Dumb animal
 - D. Frightened animal

Read the following text to answer questions number 8 to 10.

Text 3

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

8. What can we get from the story?
 - A. We have to save ourselves
 - B. We have to learn how to climb
 - C. Bear will not harm a dead man
 - D. True friend always stand by us in ups and downs
9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to
 - A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree
10. Where do you think the story happened?
 - A. In the river
 - B. In the park
 - C. In the woods
 - D. In the zoo

KEY ANSWER OF PRE-TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

**POST TEST of Reading Comprehension Ability
(CYCLE 1)**

Direction:

- 1. Write your name and class on your answer sheet!**
 - 2. Read the text then answer the question by crossing a, b, c, or d!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Read the following text to answer questions 1-10

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

A. London	C. Jakarta
B. Puerto Rico	D. Buenos Aires

2. What is the word that the parrot cannot say?

A. Catano	C. Canato
B. Tacano	D. Nacato

3. How often did the owner teach the bird how to say the word?

A. Always	C. Many times
B. Everyday	D. Every second

4. Which statement is true according to the text?
- A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
- A. The man ate the bird.
 - B. The sold the bird.
 - C. The man killed the bird.
 - D. The man taught the bird.
6. It is most likely that
- A. The bird killed the three chickens.
 - B. The three chickens killed the bird.
 - C. The bird played with the chicken.
 - D. The bird killed one of the three chickens.
7. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
8. "It was very, very smart"
- The underlined word refers to
- A. The man
 - B. The bird
 - C. The chicken
 - D. Puerto Rico
9. "The parrot was very, very smart"
- The word 'smart' means
- A. Stupid
 - B. Clever
 - C. Stubborn
 - D. Beautiful
10. "The parrot was screaming at the fourth chickens"
- What does the underlined word mean?
- A. Smiling
 - B. Crying
 - C. Shouting
 - D. Laugh

KEY ANSWER OF POST-TEST 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

**POST-TEST of Narrative Text on Reading Comprehension Ability
(CYCLE 2)**

Direction:

- 5. Write your name and class on your answer sheet!**
 - 6. Read the text then answer the question by crossing a, b, c, or d!**
 - 7. You may not cheat with your friends!**
 - 8. Check your answer before submitting!**
-

Read the following text to answer questions 1-4

Text 1

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

1. The text tells the story of
 - a. a fox
 - b. a goat
 - c. a fox and a goat
 - d. an old man and a goat
2. What do we learn from the text?
 - a. The fox's idea of how to get out of the well
 - b. How both the goat and the fox got out of the well
 - c. How the fox got out of the well
 - d. How the fox helped the goat
3. "The goat did as he was asked " (Paragraph 3)
What does the above sentence mean?
 - a. The goat drank enough and looked around.
 - b. The goat called out loudly after the fox got out.
 - c. The goat waited someone who might help him.
 - d. The goat stood on his hind legs and put his forelegs against the side of the well.

4. "Come down and try it yourself." (Paragraph 1). The underlined word refers to
- | | |
|-----------|-----------|
| a. a well | c. a fox |
| b. water | d. a goat |

Read the following text to answer question 5-7

Text 2

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. What is the purpose of the text?
- To entertain the readers
 - To persuade the readers that something should or should not be the case
 - To inform the readers about the events of the day which are considered newsworthy
 - To explain something
6. What is the moral value of the text?
- Don't look at someone because of his clothes
 - It is best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
7. Paragraph three mainly tells us that
- The little mouse asked for forgiveness
 - The hunters carried the lion alive to the King
 - The lion was tied to a tree by the hunters
 - The little mouse could prove that he could help the lion

Read the following text to answer questions number 8 to 10.

Text 3

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?" "No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

8. What did they feel on their way to find a big city?

- a. Happy
- b. Glad
- c. Sad
- d. Tired

9. Why did one of the frogs climb on the other's back?

- a. It felt tired
- b. It was a hot day
- c. It could not see the city
- d. It thought it was worthwhile

10. " ...at last they set off to see the city." (Paragraph 2)

The underlined word means

- a. left
- b. gave up
- c. decided
- d. stopped

KEY ANSWER OF POST-TEST 2

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 1**

Subject : English
Class/semester : VIII/Ganjil
School : SMP PGRI 1 BRAJA SELEBAH

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask&answer question	The students are active in class	The students are able to do the task
1	AP	✓	✓	✓	✓
2	AT	✓			
3	AS			✓	
4	DA	✓	✓	✓	✓
5	DF				
6	DI	✓		✓	
7	ER	✓			
8	FA		✓	✓	✓
9	FH	✓			
10	FB				
11	HL		✓	✓	✓
12	HS	✓			
13	IM	✓			
14	IS				
15	JI	✓			
16	ND	✓			
17	PN	✓			
18	PL				
19	RF		✓	✓	✓
20	RM				
21	RA	✓	✓	✓	✓

22	SH	✓	✓	✓	✓
23	SB		✓	✓	✓
24	TS				
25	VR	✓			
26	YP	✓		✓	
TOTAL		15	8	11	8

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 57,69%
 2. The students ask and answer question= 30,77%
 3. The students are active in class= 42,31%
 4. The students are able to do the task= 30,77%

Collaborator

Metro, October 2019
The Researcher

Riris Ayu Mega Putri, S.Pd

Fiki Ismawati
NPM: 1501070253

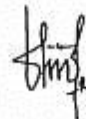
OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning			
b. Explaining the material used Brain Gym Method :			
1) The teacher directs the students to use for individual, small group or whole class sessions.			
2) The teacher conducts brief exercise session (1-2 minutes) before schoolwork to prepair brain and body.	✓		
3) Whole students or small grup perform Brain Gym exercises.			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning			✓
b. Class closing ability			
Tick (✓) for each positive effect			

Metro, October 2019

Collaborator



Riris Ayu Mega Putri, S.Pd

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Brain Gym method: 1) The teacher directs the students to use for individual, small group or whole class sessions. 2) The teacher conducts brief exercise session (1-2 minutes) before schoolwork to prepair brain and body. 3) Whole students or small grup perform Brain Gym exercises. c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Metro, November 2019
Collaborator



Riris Ayu Mega Putri, S.Pd

THE FIELD NOTE

Cycle I	First Meeting	The teacher gave pre test to students before given action.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoyed in learning process.
	Third Meeting	The students did post test I and after finished they paid more attention when the teacher corrected their assignment.
Cycle II	First Meeting	The students rather feel bored in learning process but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to did pots test II because they had learn from their mistakes before.

THE DOCUMENTATION OF RESEARCH



The Researcher gave Pre Test to the students



The researcher use Brain Gym Method in learning process



The researcher gave Post Test I to the students



The researcher gave the material to the students



The researcher and students corrected the assignment together



The researcher gave Post Test II to the students

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Fiki Ismawati

NPM : 1501070253

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: Literary Education and Digital Learning

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Fiki Ismawati

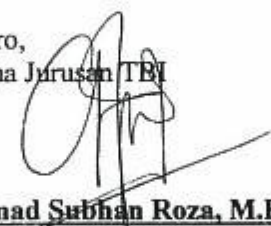
NPM : 1501070253

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: Literary Education and Digital learning

Metro,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507, Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1084/In.28/S/U.1/OT.01/12/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : FIKI ISMAWATI
NPM : 1501070253
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070253.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Desember 2019
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1071/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP PGRI 1 BRAJA SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: FIKI ISMAWATI
NPM	: 1501070253
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS' READING COMPREHENSION ABILITY AT THE EIGHTH GRADE STUDENTS' OF SMP PGRI 1 BRAJA SELEBAH

untuk melakukan *pra-survey* di SMP PGRI 1 BRAJA SELEBAH.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2019

Ketua Jurusan
Tarbiyah dan Ilmu Keguruan


Ahmad Subhan Roza, M.Pd.
NIP. 19750610-200801 1 014



YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) PGRI
SEKOLAH MENENGAH PERTAMA
SMP PGRI 1 BRAJA SELEBAH

Alamat : Jalan Raya Braja Indah, Kec. Braja Selehah, Kab. Lampung Timur.34196
web blog : www.smp-pgri-brajaindah.blogspot.com E-mail: smp_pgri_bi@yahoo.com

SURAT KETERANGAN

Nomor : 024/SKT/SMP/PGRI1/BS

Yang bertanda tangan dibawah ini Kepala SMP PGRI 1 BRAJA SELEBAH, menerangkan bahwa:

Nama : FIKI ISMAWATI

NPM : 1501070253

Semester : 8 (Delapan)

Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan *pra-survey* pada tanggal 15 Mei 2019 dalam rangka menyelesaikan Tugas Akhir/ Skripsi di IAIN Metro dengan judul :

“THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS’ READING COMPREHENSION ABILITY AT THE EIGHTH GRADE STUDENTS’ OF SMP PGRI 1 BRAJA SELEBAH”

Demikian surat keterangan ini dibuat, semoga dapat digunakan sebagaimana mestinya.

Braja Selehah, 16 Mei 2019

Kepala Sekolah,





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: lain@metrouniv.ac.id

Nomor : B-3199 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

09 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Fiki Ismawati
NPM	:	1501070253
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Of Brain Gym Method To Increase Students' Reading Comprehension Ability At Eighth Grade Of SMP PGRI Braja Seleh In Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3397/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 1 BRAJA
SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3396/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 atas nama saudara:

Nama : **FIKI ISMAWATI**
NPM : 1501070253
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 BRAJA SELEBAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS READING COMPREHENSION ABILITY AT EIGHTH GRADE OF SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 23 Oktober 2019

Makl Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 0034



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3396/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : FIKI ISMAWATI
NPM : 1501070253
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP PGRI 1 BRAJA SELEBAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS READING COMPREHENSION ABILITY AT EIGHTH GRADE OF SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 Oktober 2019

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) PGRI
SEKOLAH MENENGAH PERTAMA
SMP PGRI 1 BRAJA SELEBAH

Alamat : Jalan Raya Braja Indah, Kec. Braja Selehah, Kab. Lampung Timur.34196
web blog : www.smp-pgri-brajaindah.blogspot.com E-mail: smp_pgri_bi@yahoo.com

SURAT KETERANGAN
Nomor : 026/SKT/SMP/PGRI.1/BS

Yang bertanda tangan dibawah ini Kepala SMP PGRI 1 BRAJA SELEBAH, menerangkan bahwa:

Nama : FIKI ISMAWATI

NPM : 1501070253

Semester : 9 (Sembilan)

Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Research pada tanggal 24 Oktober – 14 November 2019 dalam rangka menyelesaikan Tugas Akhir/ Skripsi di IAIN Metro dengan judul :

“THE USE OF BRAIN GYM METHOD TO INCREASE STUDENTS’ READING COMPREHENSION ABILITY AT THE EIGHTH GRADE OF SMP PGRI 1 BRAJA SELEBAH IN ACADEMIC YEAR 2019/2020”

Demikian surat keterangan ini dibuat, semoga dapat digunakan sebagaimana mestinya.

Braja Selehah, 15 November 2019

Kepala Sekolah,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fiki Ismawati Fakultas/Jurusan : FTIK /TBI
NPM : 1501070253 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Jumat/ 24/2019 5	✓	Chapter I - Add Footnote - Revise Problem Ident - Revise Objective of Study - Revise Prior Research	
	Rabu/ 10/2019 7	✓	Chapter I - check grammar	
	Senin/ 15/2019 7	✓	Acc chapter I	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing II

Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fiki Ismawati Fakultas/Jurusan : FTIK/TBI
NPM : 1501070253 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Kamis/ 25/2019 7	✓	Chapter II - Check Numbering - Check Footnote - Add the Scoring Rubric/Reading Assessment - Revise the Procedure of Brain Game..it should be Related to Reading Classroom.	
	Kamis/ 1/2019 8	✓	ACC Chapter II	
	Rabu/ 28/2019 8	✓	Am Jurno ter i Adesro.	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.17505102008011004

Dosen Pembimbing II

Much Deiniatur, M.Pd.B.I
NIP.197880308 201503 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fiki Ismawati
NPM : 1501070253

Fakultas/Jurusan : FTIK /TBI
Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	29 2/2019	✓	Revisi Chapter I	-
2	2 9/2019	✓	Revisi Chapter II	
3	5 9/2019	✓	Revisi Chapter III	
4	12 9/2019	✓	Acc Seminar	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Fiki Ismawati Fakultas/Jurusan : FTIK/TBI
NPM : 1501070253 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
			hal 1 - 3 ke instrument	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiki Ismawati Fakultas/Jurusan : FTIK/TBI
NPM : 1501070253 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Kamis/ 28/2019 /11	✓	Revise Chapter 1-5	
2	Senin/ 2/2019 /12	✓	Revise cover Revise Abstract Revise Motto	
3	Selasa/ 3/2019 /12		M. Mungund Sa I. Indoro	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiki Ismawati Fakultas/Jurusan : FTIK/TBI
NPM : 1501070253 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	05/12/2019	✓	Surat balasan pro survey - Foto rumah gelor - Tabel Pretest - Tabel Frekuensi - Chart (Diagram) Perbaikan skripsi	
2	19/12/2019	✓		
3	12/12/2019	✓	ACC Manajemen	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing I

Drs. Karyani, M.Pd
NIP.19620215 199503 1 001

CURRICULUM VITAE



The name of the writer is Fiki Ismawati. She was born in Braja Indah, on April, 1997. She is the second children of Mr. Sudiyo and Mrs. Sunarti.

She was enrolled her study in Kindergarten at RA Islam Braja Indah on 2002-2003. She continued her study at MIS Braja Indah on 2003-2009. Then, she continued her study at SMP YPI 1 Braja Selehah on 2009-2012. She continued her study at SMK Muhammadiyah 1 Braja Selehah, East Lampung on 2012 - 2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She hope that one day she can continue her study to master of degree.

