“IMPROVING STUDENTS READING SKILL USING BRAIN BASED METHOD”
(A Classroom Action Research at The Eleventh Grade Students of Madrasah Aliyah Negeri 2 Surakarta in 2015/2016 Academic Year)

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“IMPROVING STUDENTS READING SKILL USING BRAIN BASED METHOD”
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ABSTRACT

The aims of the research are 1) To find out that brain based method can improve the students’ reading skill of the eleventh grade of Madrasah Aliyah Negeri 2 Surakarta and 2) To find out the implementation of Brain Based Method in reading skill of the eleventh grade students of Madrasah Aliyah Negeri 2 Surakarta. In order to achieve the aims, the researcher conducted a classroom action research. The research applied is Classroom Action Research to know if there is an improvement in students’ reading skill. The research was conducted in two cycles. In collecting the data, the researcher used test, interview, and observation. In analyzing the data, the researcher used data quantitative (pre-test and post test) and qualitative data (data collection, data reduction, data display and conclusion). The research was conducted at the eleventh grade students of Madrasah Aliyah Negeri 2 Surakarta in 2015/2016 Academic Year. The total number of students are 17 students. The research implementations show that: (1) There is an improvement in the students reading skill after Brain Based Method implemented in the teaching and learning process, and 2) The students shows better achievement in reading skill. It can be seen from some indicators: (1) The students are able to identify main idea and purpose of the text; (2) The students are able to identify the meaning of words based on the context, (3) the students are able to identify explicit an implicit information; and (4) The students are able to identify references in the text. Besides that, Brain Based Method is a good method to improve students’ reading skill. It can be seen from the result of the research as follows: the mean score of pre-test was 58, in Post Test 69.18, and improved to 80.12 in Post Test 2. Also, the use of interesting topic that related with students’ world increased the students’ enthusiasm and motivation in reading. From the research, the researcher concludes that Brain Based Method can improve the students’ reading skill at the eleventh grade students of Madrasah Aliyah Negeri 2 Surakarta in 2015/2016 Academic Year. The students also enjoy the teaching and learning process. Therefore, Brain Based Method can be used as a great method in teaching and learning reading skill in the classroom.

Keyword: Brain Based Method, Reading Skill, Classroom Action Research
ABSTRAK


Tujuan dari penelitian ini adalah 1) Untuk mengetahui apakah metode Brain Based dapat meningkatkan keterampilan membaca siswa kelas sebelas siswa Madrasah Aliyah Negeri 2 Surakarta dan 2) Untuk mengetahui penerapan metode Brain Based pada keterampilan membaca siswa kelas sebelas Madrasah Aliyah Negeri 2 Surakarta.


Penelitian menunjukkan bahwa: (1) Ada peningkatan pada keterampilan membaca siswa setelah metode Brain Based diterapkan pada proses belajar dan mengajar dan 2) Siswa menunjukkan pencapaian yang lebih baik pada keterampilan membaca. Hal tersebut dapat dilihat dari beberapa indikator; (a) Siswa bisa mengidentifikasi ide pokok dan tujuan dari teks; (b) Siswa mampu mengidentifikasi arti kata-kata berdasarkan konteks; (c) siswa mampu mengidentifikasi informasi eksplisit dan implisit; (d) siswa mampu mengidentifikasi daftar pustaka pada teks. Disamping itu, metode Brain Based adalah sebuah metode yang baik untuk meningkatkan keterampilan membaca siswa. Hal tersebut dapat dilihat dari penelitian, yaitu: nilai rata-rata pre-test adalah 58, post-test adalah 69,18 dan meningkat menjadi 80,12 pada post test 2. Lebih lagi, penggunaan topik yang menarik sesuai dengan dunia anak meningkatkan antusias dan motivasi siswa dalam membaca.

Dari penelitian, peneliti menyimpulkan bahwa metode Brain Based dapat meningkatkan keterampilan membaca siswa kelas sebelas Madrasah Aliyah 2 Surakarta pada tahun ajaran 2015/2016. Siswa menikmati proses belajar mengajar. Untuk itu, metode Brain Based dapat digunakan sebagai metode yang baik pada proses belajar dan mengajar keterampilan membaca di dalam kelas.

Kata kunci: Brain Based Method, Membaca, Penelitian Tindakan.
1. INTRODUCTION

Language is very important for human life and it is a communication tool used by humans to be able to communicate with other human beings (Yule 2010: 10). English has been recognized as an international language. There are four basic skills in teaching and learning English, they are: listening, speaking, reading, and writing. One of important skill in English is reading. Reading is one of useful and important skill to be learnt in English. Urquhart and Weir (in Grabe 2009:14), state that “reading is the process of receiving and interpreting information encoded in language form via the medium print”. As Stone (2009: 39) says that “reading is a mesh of many different individual skills. It includes the reader’s ability to decode unknown and unfamiliar words, phrase passages, add tone as appropriate, and create a fluent dialogue, all of which allow them to comprehend the complexities and the subtleties of what is being read”

Call and Featherstone (2003: 1) state that Brain Based Method is a method in which the teacher adapts the learning environment to find ways to help students to form these connections where they can transmit and receive information. Smith (2007: 11) states that Brain Based Method is “a method where cognitive neuroscience and cognitive neuropsychology, students’ motivation, learning theory and school effectiveness are connected to each other to understand students’ performance”. Furthermore, Scaddan (2009: 1) says that “Brain Based Method is a method in which the teacher no longer uses traditional method of learning. Brain Based Method modifies the teaching technique to increase their skills and understanding according to how the students’ brain, mind and body work in learning situation so the teacher can make adaptations”. This shows that Brain Based Method is a method that used by the teacher in teaching and learning process to increase students’ skill and understanding according to the students’ brain, mind and body language in teaching learning situation, so the teacher can adapt the learning environment to find ways to solve students’ problem.
In Madrasah Aliyah Negeri 2 Surakarta, the methods in teaching learning reading were monotonous. In the teaching of reading teachers used the textbook and worksheets. The students often felt bored when reading, especially if the text which they read was too long. That is the reason why the students’ had low motivation in reading skill. According to the reason, the researcher decided to conduct a Classroom Action Research on reading because the researcher wanted to increase students’ motivation in reading skill and also wanted to know whether implementation of Brain Based Method in reading skill of the eleventh grade.

Reading skill is a receptive skill which requires active participation. Grabe (2009:15) states that reading skill is a strategic process in that a number of skills and processes used in reading call for effort on the part of reader to anticipate text information, select key information, organize and summarize information. Ur (2009:147) states that reading skill is the ability to understand a simple text as it gets more and more sophisticated, and deal with these texts efficiently, quickly, appropriately and skilfully”.

The most important thing in teaching learning reading is the educators must teach based on the indicators, evaluate the students’ own learning and employ the technique to maximize the students’ achievement in reading skill.

Moreillon (2007: ix) states that in teaching learning reading, it is important that the educators work together to maximize the students’ achievement. The educators must teach what is really important based on the indicators of reading in the school.

Flynn and Stainthorp (2006: 28) state that in teaching learning reading, the teacher should encourage students to evaluate their own learning through self and peer assessment. The teacher can also explain to the children the learning outcomes in the class so it will help the students to succeed with the tasks.
Kintsch (in McKeown and Kucan, 2010: 204) states that the effectiveness on teaching learning reading relies ultimately on the teacher to employ the technique, which does not have to be perfect, in meaningful learning experience.

Brain Based Method is a method that used by the teacher in teaching and learning process to increase students’ skill and understanding according to the students’ brain, mind and body language in teaching learning situation, so the teacher can adapt the learning environment to find ways to solve students’ problem.

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There are some steps in teaching learning reading using Brain Based Method, :

1. Create a classroom environment that is stress free for the students. This is the key element of brain based method, to make sure the students enjoy the teaching and learning process.
2. As learners possess different learning styles like visual, oral, auditory, and kinesthetic so teacher can adopt different learning styles everyday to engage variety of learning styles to see which style fits students the best.
3. Give text to the students to read and draw pictures on the board using a color-markers that is related to the text to help students store the information about the text.
4. Change the seating arrangement regularly.
5. After the students finish reading, provide time for reflection (about 5 minutes where the students can have about 5 minutes rest and allow them to take notes of what they have read)
6. Create teams of five or six members each and ask them to create names for the teams and keep it until the class is over.
7. Ask questions based on the notes the students make and discuss it with the students
8. Use humor – another key element to create a successful learning experience. (Caine and Caine, 1994: 127)

Based on the explanations above, the researcher decided to conduct a research entitled “Improving Students Reading Skill Using Brain Based Method (A Classroom Action Research at Eleventh Grade Students of Madrasah Aliyah Negeri 2 Surakarta 2015/2016 Academic Year)”.

In order to know the implementation of Brain Based Method in students’ reading skill (A Classroom Action Research at the Eleventh Grade Students at Madrasah Aliyah Negeri 2 Surakarta in the 2015/2016 Academic Year), the following research question would be answered.
1. Can Brain Based Method improve the reading skill of the eleventh grade students of Madrasah Aliyah Negeri 2 Surakarta especially XI A2 in 2015/2016 Academic Year?
2. How far is the implementation of Brain Based Method to improve students’ reading skill in the eleventh grade students of Madrasah Aliyah Negeri 2 Surakarta especially XI A2 in 2015/2016 Academic Year?

2. METHOD OF THE RESEARCH

A Classroom Action Research was applied to answer the research question. According to Koshy (2005: 1), “Action Research is an inquiry, undertaken with rigour and understanding so as to constantly refine practice, the emerging evidence–based outcomes will contribute to the researching practitioners’ continuing professional development.
In this research, the researcher used test and non-test techniques to collecting the data. Test was collected from the students’ reading score. Non-test was collected from observation, interview, and document. Classroom Action Research contains several cycles. In each cycle consist of four steps. The four steps are explained as follows: Planning the Action, Implementation the Action, Observation, and Reflection.

In this research, the researcher used qualitative and quantitative data analysis to analyzing the data. For the qualitative data analysis, the researcher used:

a. Data Collection
   Data collection is having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom.

b. Data reduction
   Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete.

c. Data Display
   This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action-based on that understanding.

d. Conclusion drawing/ verification
   This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these
emergent conclusions. This step is very important to be done in order to get good research conclusion.

Component of data by Miles and Huberman’s (in Sugiyono, 2010:338)

For the qualitative data analysis, the researcher used formula of pre-test and post-test used in analyzing the data are as follows:

a) The mean of the pre-test and the post-test can be calculated with the formula:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
\bar{Y} = \frac{\sum Y}{N}
\]

Where:

- \( \bar{X} \) = means of pre-test score
- \( \bar{Y} \) = means of post-test score
- \( N \) = the number of students
b) The t-value can be calculated with the formulas is stated for:

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

Where:

- \( t \): the t-value for non-independent (correlated) means
- \( D \): the difference between the paired score
- \( \bar{D} \): the mean of the differences
- \( \sum D^2 \): the sum of the squared score difference
- \( N \): the number of pairs

(Ary, Jacobs, and Razavieh, 1979: 155-165)

3. RESULT AND DISCUSSION

a. Result of the Research

Pretest was held on Tuesday, October 13th, 2015 at 07.00 a.m until 08.35 a.m in class XI A2 of MAN 2 Surakarta. In pre-test, the students were asked to answer the questions which consisted of 50 questions based on the text. The purpose of the test was to measure the score of students’ reading skill. The pretest result were analyzed by counted the data manually. Based on the result of the pre-test, the data showed that the mean score of pre-test was 58. But, the minimal score (KKM = Kriteria Ketuntasan Minimal) is 75. It was lower than KKM. Based on the result of pretest, the students’ reading skill was weak.

The post test 1 was conducted on Monday, November 16th, 2015 at 07.00 a.m to 08.20 a.m. After the researcher had done implement the method by giving Brain Based Method for cycle one, the researcher gave the post-test 1. In this post-test 1 the students were assigned to read the 8 texts and answer the 50 following questions and the result of the test would be scored.
The aim of post-test 1 was to know is there any improvement in students’ reading skill. The mean of the post-test 1 is 69.18. It was higher than pre-test (58) but it was still lower than the minimal score (KKM = Kriteria Ketuntasan Minimal) which is 75. Because of that, the researcher conducted cycle 2.

The post-test 2 was conducted on Monday, December 14th, 2015. The test started at 07.00 a.m to 08.30 a.m. After the researcher had done implement by giving Brain Based Method for cycle two, the researcher gave the post-test 2. In this test the students had to read 6 texts and answer the 50 following questions.

The result of the test was quite satisfying, the result of the mean score in post-test II was 80.12. It was higher than KKM. So, the students’ score were achieved.

b. Discussion

The researcher discussed about the research finding of the research concerning the students’ responses toward the teaching learning reading recount text using Brain Based Method and the problems occurred by the researcher during the research.

In the second cycle, this research showed that students’ achievement could improve significantly. They score increased significantly after this method had been applied. The class was more fun, they were more active and they were not afraid to ask the researcher when they could understand the text easier after they used Brain Based Method.

The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>69.18</td>
<td>80.12</td>
<td>10.26</td>
<td>10.83</td>
</tr>
</tbody>
</table>

*Table Result of the Research*
From the table above, it could be seen that the mean test of the Post Test I (69.18) has significantly improved from Pre-Test (58) or has increased by 11.18 points or has increased about 19.27%. While the Mean of Post-Test II (80.12) has increased from Post-Test I (69.18) or by 10.94 points or about 15.81%.

Based on the analysis using t-test, the result between pre-test and post-test 1 was 7.22. It was consulted in the t-table and the result was that \( t_0 > t_1 \) in significance 5% (10.26 > 2.110). It meant that there was significance improvement which was described before in the teaching and learning of reading skill using Brain Based Method.

Then the result of analysis using t-test between post-test 1 and post-test 2 was 10.83 while the t table is 2.110. It could be concluded that \( t_0 > t_1 \) in significance 5% (10.83 > 2.110). It meant that there were significance from learning of reading using Brain Based Method in post-test 1 and post-test 2.

The table showed the improvement of the students’ scores. Brain Based Method was suitable for teaching and learning reading and at last the researcher found in the research. The improvement could be seen from the result of students’ pre-test and post-test which was done at the end of every cycle.

Based on the scores above in the table, it could be summarized that there was significant improvement of the students’ skill in reading recount text step by step based on the stage of Brain Based Method.

4. CONCLUSION

Based on the result of this Action Research, the researcher could conclude that the use of Brain Based Method in Reading Recount Text at XI A2 students of MAN 2 Surakarta was successful, so the conclusions are as follows:
1. Brain Based Method could improve the students’ reading skill in recount text. It is indicated in their achievement in the score test. The pre-test score was 58. After conducting some actions using Brain Based Method, their reading skill got better. Their score in the post-test 1 was higher (69.18) than pre-test. After having some actions, the students’ skill in reading skill increased to 80.12. It meant that students’ reading skill was getting improvement and progress by using Brain Based Method.

2. The students were enthusiastic in teaching and learning English using Brain Based Method, particularly in reading. During reading class, the students showed the positive improvement of their behaviors in joining the class. Almost all of the students were more enthusiastic and motivated to learn reading. They were more active and focus in joining the class. They gave more attention to the researcher’s explanation and instruction. Therefore, the students understood more about the material and the method discussed. As the result, the students could finish the task correctly within the given time.
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