THE USE OF WHOLE BRAIN TEACHING METHOD TO IMPROVE STUDENTS’ READING ABILITY
(A Classroom Action Research on the Eighth Grade Students of MTs Miftahul Falah Betahwalang, Bonang, Demak in Academic Year 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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2015
DECLARATION

“In the name of ALLAH SWT, the most gracious and the most merciful”.

Hereby, the researcher declares that this graduating paper is written by the researcher herself.

This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the researcher to be understood.

Salatiga, 10th April 2015

The Researcher,

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ATTENTIVE COUNSELOR’S NOTE
Case: Ratna Miladiyah Rahmatika’s Graduating Paper

Dear,

Dean of Teacher
Training and Education
Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Ratna Miladiyah Rahmatika’s graduating paper, entitled “THE USE OF WHOLE BRAIN TEACHING METHOD TO IMPROVE THE STUDENTS’ READING ABILITY ON THE EIGHTH GRADE STUDENTS’ OF MTs MIFTAHUL FALAH BETAHWALANG, BONANG, DEMAK IN THE ACADEMIC YEAR 2014/2015”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

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NIP: 19771128 2006040 2 002
A GRADUATING PAPER

THE USE OF WHOLE BRAIN TEACHING METHOD TO IMPROVE STUDENTS’ READING ABILITY IN THE EIGHTH GRADE STUDENTS OF MTS MIFTAHUL FALAH BETAHWALANG, BONANG, DEMAK IN THE ACADEMIC YEAR OF 2014/2015

WRITTEN BY:

RATNA MILADIYAH RAHMATIKA

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

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Salatiga, 10th April 2015

The Dean of Teacher Training and Education Faculty

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DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My God, ALLAH SWT the most gracious and the most merciful.

2. My beloved parents, Mrs. Muyasaroh and Mr. Nadhir Dafit Santoso, who always give me the best education in my life. They are my heroes, thanks for all generosity, finance, encouragement love, trust, and everlasting praying, ALLAH bless you Mom and Dad.

3. My beloved brother Futtu Mu’ali Sidqi, thanks for your love, kindness, support, and help.

4. My grandmother who always takes care of me until now, stay healthy, Grandma.

5. My beloved special one, Asmui thanks for your help, love, trust, encouragement, and praying.
Bismillahirrahmanirrahim,

In the name of ALLAH, the most gracious and merciful, the kings of universe and space. Thanks to ALLAH because the researcher could complete this graduating paper as one of requirement to finish studying in English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. H. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as a Dean of Teacher Training and Education Faculty of IAIN Salatiga.
3. Noor Malihah, Ph.D. as a Head of English Education Department of IAIN Salatiga and as a Counselor who has educated, supported, directed and given the researcher advice, suggestion and recommendation for this graduating paper from beginning until the end. Thanks for your patience and care.
4. Mr. Drs. Mahsun as the Headmaster of MTs Miftahul Falah Betahwalang.
5. Mr. Muhammad Siswoyo S.Pd as the English teacher in MTs Miftahul Falah Betahwalang, thanks for your help and collaboration in teaching process.
6. All of lecturers of IAIN Salatiga who have bestowed their knowledge to me.
7. All of staffs of IAIN Salatiga who have helped the researcher in processing administration.
8. My big family, thanks for their kindness and support.
9. My unforgettable friends (Rahayu, Fak iyah, Irma, Wiwit, Restu), thanks for making my life more colorful. I will not forget your support, kindness, love and pray. Keep our promise to be friends forever.

10. My friends in TBI 2010 especially TBI B keep spirit, we can do the best.

11. The students in VIII A class of MTs Miftahul Falah Betahwalang, thanks for your participant in the classroom.

12. Many people who have help the researcher that I can not mention one by one, thanks all.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, 10th April 2015

The Researcher,

RATNA MILADIYAH RAHMATIKA

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Motto

There is no life without knowledge because knowledge makes life more than life

(The Researcher)
ABSTRACT


Key words: Whole Brain Teaching Method, Improving Students’ Reading

This research aim at describing the implementation of Whole Brain Teaching method to improve the students’ reading ability of students of eighth year in MTs Miftahul Falah Betahwalang. The methodology of this research is Classroom Action Research (CAR). To improve the students reading ability, the researcher has undertaken two cycles to give the students more opportunity to improve their understanding. In this research a pre-test and post-test are given to see if there is an improvement or not. In each cycle, there are four steps, therefore planning, acting, observing and reflecting. The researcher finds that students become more active, enthusiastic in the teaching learning process when Whole Brain Teaching method is implemented. It is also found that the students are more focused to the lecturer so, the class is not noisy. From the results of the study which is conducted by the researcher showed that the finding shows from the mean of pre-test and post-test. In cycle I post-test is higher than pre-test: 67.21 > 55.30, and in cycle II, post-test II is higher than post-test I: 83.83 > 67.21. T-calculation from cycle I (5.61) and cycle II (7.78). It means that use Whole Brain Teaching method can improve students’ reading ability.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a fundamental part of human life. It is used as a medium of human communication (Brown, 2007: 6). Everyone uses a language every day and in every occasion for several reasons such as to interact with other people, to express their thought, and to show their opinion as well as ideas. Especially, English is an important subject that should be learned by people because it is an international language. A good ability of mastering a language will give many advantages. For example, it makes someone easy to interact with other people in other places in the world. Communication with foreigner uses English both oral and written will be great oppurtunity for someone to develop their selves. This is because an international language has a big role in many fields such as education, public relation, economic, finance, literature, etc, these conditions provide many reasons that invite us to learn English.

There are four basic language skills that students must master. They are speaking, writing, reading, and listening. The first skill is speaking; it is the ability to produce sounds or say words as an expression of thought and feeling. The second one is writing, it is partial
representation of units of language expression. This is the primary means by which thought, ideas and knowledge are preserved. The third is reading. According to (Lado, 1961: 223), reading in a foreign language which consists of grasping meaning in that language through it is written representation. This definition is intended to emphasize two essential elements such reading: the language itself and the graphic symbolization used to represent it. The fourth is listening. Through listening and reading, we build our store of knowledge by taking new information. Basically, in listening and reading. We can find out something that we do not know. From the explanation above people who want to master English must learn the four basic skills above.

Reading is an important skill for everyone to get message from written text or other printed text. Through reading skill, we can transfer and develop science, technology and culture. We also get information that is needed to our knowledge which is up-to-date from magazines, newspaper, articles, and textbook. Many people who have not interest in reading book will get difficulty to access reading activities and reading program in doing reading because people can not read the text without understanding the content of the text.

Based on the researcher’s observation, the students’ reading skill of MTs Miftahul Falah Betahwalang is still low because it is difficult for students to get the arranged passing grade or Kriteria Kelulusan Minimal (KKM). KKM is one of the principles of assessment in competency based
curriculum is the use of a reference criterion which uses specific criteria to determine graduation of students’. KKM determined by the teacher is 65.00 but the students only get 55.28 which is the highest score is 90 and the lowest is 50. Based on the observation in the classroom and interview with the teacher on Tuesday, October 7th 2014 at 09.00 am at the MTs Miftahul Falah Betahwalang the teacher reported that the students actually have high motivation in learning English. However, they got difficulty in reading ability. When student learn the foreign language especially in improving their reading ability, they still have many difficulties, such as in understanding the meaning of the message either in words or sentences. It means they can not understand the important information in the passage. Because of the difficulties, most of the students think reading is difficult. Sometimes, learners also feel bored when reading, because reading the text is more boring than other activities in the class.

In improving the students’ reading ability, teachers have to use an appropriate strategy, precise method, and resource of study, media on learning, assessment process and evaluation. To select the appropriate one, hence the researcher undertook an observation. After the researcher observed to the students of class eighth years MTs Miftahul Falah Betahwalang it is found that the students do not focus on the lesson during learning process. They also lacked of understanding about the material. Students were passive during the learning process. Students almost felt
bored in class. Students were also shy to read the book because they were not confident with themselves.

In this research, the researcher would like to know the students’ reading ability in MTs Miftahul Falah Betahwalang using of Whole Brain Teaching method. According to (Biffle, 2010: 230-231), Whole Brain Teaching method is a method that integrates an effective classroom management system with learning approaches that tap the way your brain learns best. This method is amazing to be implemented in the class. Both teachers and students will enjoy the class because the activities in full of fun. When the situation is enjoyable, then the teaching learning process becomes effective. The teacher is not the center of activity students are often involved in the teaching learning process one activity in implementation of Whole Brain Teaching method is the use of gestures which is attractive. Teacher performs a gesture and students do tasks. The research found the gestures to be especially helpful in all subjects. In this research, the researcher is motivated to implement the use of Whole Brain Teaching method in teaching English to the students of the eighth year students of MTs Miftahul Falah Betahwalang. The reasons that the research chooses this topic are as follows: First, the researcher uses the method because the method is enjoyable to teach. Second, in this method can maintenance their brain. Third, in this method teacher is not center in learning process but more as facilitator and motivator.
From the explanation above, the research assumes that teaching English by using Whole Brain Teaching method is an attractive technique and encourage the students enriching their reading and enjoy in studying English. It is therefore, the researcher is motivated to implement this method to improve the students’ reading ability. By using the method in teaching learning process the students will be able to master reading and making students are interested in learning English.

Therefore, the researcher carries out the research “THE USE OF WHOLE BRAIN TEACHING METHOD TO IMPROVE THE STUDENTS’ READING ABILITY (A CLASSROOM ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF MTs MIFTAHUL FALAH BETAHWALANG, BONANG, DEMAK IN ACADEMIC YEAR 2014/2015)”

B. Statements of the Problem

Based on the background of the research, there are some statements of the problem as follows:

1. How is the implementation of Whole Brain Teaching method to improve reading ability for the eighth grade students of MTs Miftahul Falah Betahwalang in the academic year 2014/2015?

2. How about the class condition during the teaching and learning using Whole Brain Teaching method in the students’ reading
ability of eighth grade students of MTs Miftahul Falah Betahwalang in the academic year 2014/2015?

3. How is the result of the study after using Whole Brain Teaching method in the students’ reading ability of the eighth grade students of MTs Miftahul Falah Betahwalang in the academic year 2014/2015?

C. Objective of the Study

The general purpose of this research is to know the effect of whole brain teaching method that is implemented in the classroom. The specific objectives of this research are:

1. To identify the implementation of Whole Brain Teaching method to improve reading ability for the eighth grade students of MTs Miftahul Falah Betahwalang in the Academic Year 2014/2015.

2. To know the class condition during the teaching and learning using Whole Brain Teaching method on the eighth grade students of MTs Miftahul Falah Betahwalang in the Academic Year 2014/2015.

3. To find out the result of the study after using Whole Brain Teaching method in the students’ reading ability on the eighth grade students of MTs Miftahul Falah Betahwalang in the Academic Year 2014/2015.
D. Limitation of the Problem

In order to make a focus in this research, especially in the explanation, the researcher limits the study as follow:

1. The students’ improvement in reading ability.
2. The improvement of students’ reading ability using Whole Brain Teaching method in teaching and learning process.
3. This research is implemented to the eighth grade students in MTs Miftahul Falah Betahwalang.

E. Benefits of the Study

After conducting this research, the researcher find several benefits for some sides, such as theoretical benefits and practical benefits. The explanations are as follow:

1. Practically
   a. For the students

      Teaching reading by using Whole Brain Teaching method can motivate the students in order to be more interested in learning reading.
b. For the English teacher

This research also gives teacher knowledge about a method that can be used by him or her to improve students’ reading.

c. For the researcher

The findings of the research can be used an alternate way in improving the researcher teaching ability

d. For other researcher

The researcher hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

e. For MTs Miftahul Falah Betahwalang

The results of this research will improve the institution especially in the English teaching learning process.

2. Theoretically

The innovation of this research will enrich the theory of teaching English and the result of the research can be used by English teacher to improve the students’ reading ability.
F. Definition the Key Terms

1. Student

   Student is a person who is studying at a college, polytechnic, or university or anyone who studies or who is devoted to the acquisition (Hornby, 1987: 859). In other definition, student is a person attending an educational institution, for example high school or college; one studying, one devoted to careful and systematic study (Grolier, 1974: 972).

2. Teaching

   Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something (Brown, 2007: 7). It is activities of that given knowledge or skill. The activities of teaching involve educating, instructing and teaching.

3. Whole Brain Teaching

   According to Biffle (2010: 230-231), Whole Brain Teaching method is a method that integrates an effective classroom management system with learning approaches that tap the way your brain learns best.
4. Reading

Reading skill is the ability to relate the textual material to one’s own knowledge by comprehending the text (Fauziati, 2008: 133).

Reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world’s population can read a little more than 80 percent of the world’s population can read to some extent (Grabe, 2009: 4).

Reading is a verbal selective process, involving partial use of available minimal language cues (graphic, semantic, and syntactic) (Dechant, 1982: 11).

Reading is verbal process interrelated with thinking and with all other communication abilities, listening, speaking, and writing, specifically, reading is process of reconstructing from the printed patterns on the page ideas and information intended by the author (Dallman, 1982: 22).

G. Outline of Graduating Paper

This graduating paper entitles “THE USE OF WHOLE BRAIN TEACHING METHOD TO IMPROVE THE STUDENTS’ READING ABILITY (A CLASSROOM ACTION RESEARCH OF THE EIGHTH
GRADE STUDENTS OF MTS MIHTAHUL FALAH BETAHWALANG, BONANG, DEMAK IN ACADEMIC YEAR 2014/2015”.

This graduating paper will consist of five chapters. Each chapter discusses the following are as:

**Chapter I** is Introduction. It consists of background of study, problem statements, objectives of the study, benefit of the study, limitation of the study, definition of key terms, and review of previous research, methods of research.

**Chapter II** is Theoretical Frameworks. This chapter discusses about general concept of reading ability, general concept of Whole Brain Teaching method.

**Chapter III** is Research Methodology. It consists of setting of the research, subject of the research, method of the research, procedure of the research, technique of collecting data and technique of data analysis.

**Chapter IV** is Data Analysis. In this chapter, the researcher will present cycle I and cycle II, analysis, discussion, and result of each cycle.

**Chapter V** is Closure. The researcher states the summary of the research includes conclusion and suggestion.

**Finally**, this graduating paper is provided with are references and appendices.
CHAPTER II

THEORETICAL FRAMEWORK

A. General Concept of Reading

1. Definition of Reading

Reading is one of the language existing skills beside speaking, writing, and listening. Achievement in learning can be influenced significantly by the meaningful of the students in reading. In foreign language learning. Reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2003: 185).

Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader’s language skill, cognitive skills, and knowledge of the world (Gloria, 1988: 14). In this process the reader tries to recreate the meanings intended by the researcher.

According to Daniel (1978: 5), reading is a verbal process interrelated with thinking and with all other communication abilities: listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed pattern on the page the ideas and information intended by the researcher.

Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings build
up through past experience, and further the construction of new meanings through the reader’s manipulation of relevant concepts already in his possession (Miles, 1975: 9).

Based on the definition above, the researcher comes to the summary of definitions of reading:

a. Reading is the interaction between the reader and the text.

b. Reading is language process to get meaning of the text or understanding text and result of interaction between the perception of graphic symbols and the readers language skills, cognitive skills and the knowledge of the world.

c. Reading is an interpretation of graphic symbols.

d. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

2. Teaching Reading

According to Jere’my (2001: 70), the principles of teaching reading are:

a. Reading is not passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.
b. Students need to be engaged with what they are reading. As with everything in lessons, students who are not engaged with the reading text, not actively interested in what they are doing.

c. Students should be encouraged to respond to the content of a reading text, not just to the language, the number of paragraphs they contain and how many times they use relative clauses.

d. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read.

e. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading task, the right kind of questions, engaging, and useful puzzle, etc.

f. Good teachers exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation. The criteria of students grade for reading ability is as follows:
Table 2.1

The Criteria of Students Grade for Reading Ability

<table>
<thead>
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<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accurate grammar and content</td>
</tr>
<tr>
<td>2</td>
<td>Accurate content and inaccurate grammar</td>
</tr>
<tr>
<td>3</td>
<td>Inaccurate grammar and content</td>
</tr>
<tr>
<td>4</td>
<td>No response</td>
</tr>
</tbody>
</table>

The rubric assessment contains two indicators, there are: grammar and content. Both of them in terms of accuracy and inaccuracy of the use of grammar and content

3. Types of Reading

Reading skill can be divided into four types, there are:

a. Scanning reading
   
   It is making quickly over view of passage, looking for specific information.

b. Skimming reading
   
   It is making quick uses the same approach, expert that instead of concentrating on specific information. We are looking for the main idea or the general gist of passage.
c. Intensive reading

It is reading for complete understanding of entire text it.

d. Extensive reading

It is rapid for main ideas of a large amount of text.

4. Reading Process

Many specialists define reading as the process of putting the reader in contact and communication with ideas. As a matter of fact, human beings are preprogrammed to perform language acts such as listening, speaking, reading, and writing. Some students may make better readers than others, but everyone can learn and everyone can improve. Therefore it is the teacher’s job to facilitate what is essentially a natural process and to do this most effectively, she or he must develop some understanding of the reading process.

a. The first to be made about the reading process is reading comprehension. Knowledge is the basic element for comprehension, it means, it is relating to what we do not know or new information. To what already known comprehension is always controlled by the needs and purposes of individual.

b. Reading is primarily a cognitive process, which means that the brain does most of the work.
c. The process of identification and interpretation of the complex reading process consists of two major sub processes. The first level is identification and the second level is interpretation. The process of identification is the way of determining rapidly and accurately just what the text says.

5. Models of Reading Process

There are three models of the reading process that will be discussed here (Gloria, 1988: 7).

a. Bottom-up model

The bottom-up model of the reading process is that, reading is a precise process involving exact, detailed, sequential perception and identification of letters, words-spelling pattern and larger language units.

b. The top-down model

The top-down model deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the text. In the top-down model, the process of comprehension deals with the knowledge background to predict the meaning of the text. It means that a reader will need a text by reading sentences, then tries to find the information by guessing the meaning.
6. Strategies of Reading

Brown (2004: 187-188), devides micro and macro skill of reading as stated below:

1) Micro skills

   Discriminate among distinctive graphemes and orthographic patterns of English.

   a. Retain chunks of language of different lengths in short term memory.
   
   b. Process writing at an efficient rate of speed to suit the purpose.
   
   c. Recognize a core of words, and interpret word order patterns and their significance.
   
   d. Recognize grammatical word classes (noun verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
e. Recognize that a particular meaning maybe expressed in different grammatical forms.

f. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

a. Recognize the rhetorical forms of written discourse and their significance for interpretation.

b. Recognize the communicative functions of written texts, according to form and purpose.

c. Infer context that is not explicit by using background knowledge.

d. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e. Distinguish between literal and implied meanings.

f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

7. **Purposes of Reading**

According to Shah (1992: 10), purposes of reading are:

a. Reading for specific information

Reading for specific information is a common form of reading used to discover specific or limited information.

b. Reading for application

Reading for application is used to accomplish a special task.

c. Reading for pleasure and entertainment

It includes reading popular magazines, newspaper, novels, and similar material.

d. Reading for ideas

The type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and
conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e. Reading for understanding

   It requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

B. General Concept of Whole Brain Teaching Method

1. Definition of Whole Brain Teaching Method

   According to Biffle (2010: 230-231), Whole Brain Teaching is a set of strategies that combines the best attributes of direct instruction and cooperative learning to create an engaging classroom environment to enjoyable for students and teacher.

   a. Direct Instruction

   According to Kousar (2010: 99, cited in Biffle, 2010: 231), direct instruction is theory of education which posits that the most effective way to teach by focused, explicit, the teacher to directed instruction in the classroom in order to structured the material. Kousar also explains that key elements of direct instruction are
clear goals, structured time, and given feedback for students. Whole Brain Teaching method use all of these teaching tools.

b. Cooperative Learning

According to Johson (1994, cited in Biffle 2010: 232), cooperative learning is one method of instruction in which students studying together in groups, usually with the goal of completing a specific task. Cooperative learning involves student interaction as the basic for learning. In cooperative learning students solve the problem together by discussing and practising together.

2. Technique of Whole Brain Teaching Class

This section discusses the technique of Whole Brain Teaching class. Biffle (2010: 41-45) proposes the design of a class based on Whole Brain Teaching class as the following sections:

a. Class-yes

Class-yes is used to get students’ attending before the class begins. The teacher begins the class by saying “class” and the students respond by saying “yes” or the teacher can use all kinds by ringtone voice. Therefore if the teacher says, "class, class, class". The students must respond by saying "yes, yes, yes".
b. Classroom Rules

Classroom rules are built to make the learning process easier. Classroom rules can be represented by using hands action, as an example: Showing classroom rule in an action is more effective rather than if the rules are only written in a whiteboard. They students not be interested to understand and do the rules. Therefore, a teacher should be creative to create rules in the class. The use of hand action is also help teacher to talk less in the class. Biffle provides examples of hand action which can be used to build classroom rules as follow:

1) Follow directions quickly! (the gesture make your hand shoot forward like a fish)

2) Raise your hand for permission to speak (raise hand, bring down to head)

3) Raise your hand for permission to leave your seat. (raise hand, make a walking motion with fingers)

4) Make smart choices (tap one finger to your temple as you say each word)

5) Keep your teacher happy! (hold up each thumb and index finger out like an “L” framing your face, and smile really big)
c. Teach-okey

Teach-okey is the crucial power teaching technique which functions as the Whole Brain activator. In this technique, the teacher speaks briefly or explains about the material and then asks students to paraphrase, with meaningful gestures about what the teacher have said with a partner. Teacher moves around in the classroom to monitor the students’ comprehension. After explaining the material the teacher says, “teach” and students say, “okey” and turn their shoulders toward their neighbor, use gestures and teach the explained material given by the teacher before. For example: Teacher: teach! (Explain the material briefly with a gesture) Students: okey! (The students teach the given material to their neighbor).

d. Scoreboard

Scoreboard helps students to improve their behavior. Students receive smileys or frowny in return for procedures performed well or procedures performed badly. In this part, the teacher, for example: draw smiley or frowny on the whiteboard. When the students got good score, the teacher will put smiley on the whiteboard. So, when students got bad score, the teacher will draw frowny symbol instead. It is also possible to use other symbols.
e. Mirror

Mirror is a technique of Whole Brain Teaching which kept students involved during the activities of miming or acting out, proposed by the teacher. Use mirror when to tell a story, giving directions, crowd control, describe a process, wake up a sleepy class. For example when the teacher say “mirror” and your students respond “mirror.” They then pick up their hands ready to mimic your gestures.

f. Hand & Eyes

Hand & eyes is used at any point during the lesson when the teacher want students to pay “extra attention” to what the teacher are saying or doing.

g. Switch

By using Switch, an instructor can easily teach listening to the speakers and speaking to the listeners. So, the teacher has counted the students in one and two. The teacher want first group to be the teachers and use gestures while they talk. The teacher want second group to be the listeners and use listening gestures while they listen. When the teacher shout “switch!”, the students shout “switch!” and then first group will be the students and second group will be the teachers. In practice: Teacher: switch!
Students: switch (first group become a student and the called The Brain on Power Teaching).

3. **Benefits of Whole Brain Teaching Method**

According to Biffle (2010: 235-240), Whole Brain Teaching method has several benefits to reinforce both the teacher and the students’ to have better teaching learning process. There are three benefits for teachers as follows:

1) Positive behavior reinforcement involves teamwork and rehearsing expectations. In Whole Brain Teaching method is used to reward positive behavior and correct negative behavior.

2) Memory retention because many teachers find themselves repeating the lessons and wondering why students act as though they never learned content the lessons that they have already covered.

3) Student engagement explained that some major factors of self-efficacy in children are observation of model behavior and identifying with success. A Whole Brain Teaching classroom is structured to foster these two things. The students can become model the teacher, and each other and are then rewarded with success via the scoreboard or other Whole Brain Teaching games. Creating a learning environment in which students are
rewarded for positive behavior and do not have to fear participation allows for better self-efficacy.

According to Biffle (2010: 241-245), there are three benefits for students as follows:

1) Motivation for the students by creating an activity in learning process can be improvement to get higher skill. To give motivation for the students to learning gestures and classroom rule. All students have multiple opportunities to achieve success in a Whole Brain Teaching classroom and therefore motivation is a huge benefit for students.

2) Student centered learning creates a learning environment where practice is the main focus, not performance or assessment. Students are not assessed on knowledge in a formal manner until they have already had multiple opportunities to practice in cooperative groups and as individuals.

3) Application of learning in Whole Brain Teaching method that provide gains for students is application of higher level thinking a well. Traditionally, note taking involves students recoding information delivered in the lesson to be studied later and reproduced on a quiz or test. Application of knowledge is extended beyond for studying for a test. Whole Brain Teaching note taking strategies provide a cooperative learning structure
for higher level thinking with an immediate application for concepts taught by the teacher.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

The research was conducted at MTs Miftahul Falah Betahwalang. Actually, history of MTs Miftahul Falah Betahwalang, MTs Miftahul Falah Betahwalang is a Junior High School with Islamic characteristics. MTs Miftahul Falah Betahwalang is a private school. MTs Miftahul Falah is applying religious foundation such as in other Islamic school. It was built in order to provide education center for children surrounding the school.

MTs Miftahul Falah Betahwalang is located in Desa Betahwalang, Kec. Bonang, Kab. Demak. It was built in 1989. The research was applied for the students of eighth year in this school. The students have motivation in learning English but most of them have difficulty in reading ability and they are shy or even afraid of creating mistakes which led them, they use Indonesian to explain their idea in English lesson.

The classroom action research was done from October 2014 to November 2014. The general description of the building of MTs Miftahul Falah Betahwalang, is as follows:
### Table 3.1

The building condition in MTs Miftahul Betahwalang, Bonang, Demak

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of building</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>9</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Computer laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Library room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Health room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Counseling room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Teacher room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Officer room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>OSIS room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Toilet</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Canteen</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>Mosque</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>Multimedia room</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>

*Source: MTs Miftahul Falah Betahwalang 2014*
B. Teacher’s Condition

Education in general is the combination efforts of several forces to achieve common goals. One effort to achieve the goal is by having teachers and administrators with good qualification. Both teachers and administrators will make teaching and learning process better. In MTs Miftahul Falah, Betahwalang, there are 19 teachers and 2 administrators. List of teachers and officers can be seen in table 3.2

Table 3.2

The List of Teachers and officer in MTs Miftahul Falah Betahwalang, Bonang, Demak

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Mahsun.</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Haris S.Pd.I.</td>
<td>Vice of headmaster</td>
</tr>
<tr>
<td>3</td>
<td>Adib Kiswoto S.Pd.I.</td>
<td>Teacher</td>
</tr>
<tr>
<td>4</td>
<td>Fathur Rohman S.Ag.</td>
<td>Teacher</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Jamil S.Pd.I.</td>
<td>Teacher</td>
</tr>
<tr>
<td>6</td>
<td>Abdul Hamid S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>7</td>
<td>Hana Yulis Setyowati S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>8</td>
<td>Istirokhah S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>9</td>
<td>Mualim S.Sos.I.</td>
<td>Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Hindun Ilmiyati S.Pd.I.</td>
<td>Teacher</td>
</tr>
<tr>
<td>11</td>
<td>Siti Maimonah S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>12</td>
<td>Musyafa’atun S.Pd.I.</td>
<td>Teacher</td>
</tr>
<tr>
<td>13</td>
<td>Ahmad Wahyudi S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>14</td>
<td>Kafin S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>15</td>
<td>Arika Fitriani S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>16</td>
<td>Ida Lailatun Nikmah S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Siswoyo S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>18</td>
<td>Abdullah Taufiq S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>19</td>
<td>Agus Fajrul Munir S.Pd.</td>
<td>Teacher</td>
</tr>
<tr>
<td>20</td>
<td>Siti Nadhiroh, SKM.</td>
<td>Administrator</td>
</tr>
<tr>
<td>21</td>
<td>Rohmiyatul Hidayah S.Pd.</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

*Source: MTs Miftahul Falah Betahwalang 2014*

**C. Subject of the Research**

The subject of the research is the students VIIA of MTs Miftahul Falah Betahwalang, in the academic year of 2014/2015. There are of 34
students consisting of 16 boys and 18 girls. The researcher chose VIIIA because based on the information from the English teacher, the students in this class have high motivation in learning English, but they have some difficulties in learning English, such as in understanding the meaning of the message either in words or sentences. Although this class is very noisy but this condition can increase students’ attention to be active in learning English and enrich their reading ability.

**Table 3.3**

The List of Students VIIIA in MTs Miftahul Falah Betahwalang in the Academic Year of 2014/2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Number’s</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1728</td>
<td>ABDUL ROZAK</td>
<td>MALE</td>
</tr>
<tr>
<td>2.</td>
<td>1729</td>
<td>AGUS FADHOLI</td>
<td>MALE</td>
</tr>
<tr>
<td>3.</td>
<td>1736</td>
<td>AHMAD IRFAN KHUDLORI</td>
<td>MALE</td>
</tr>
<tr>
<td>4.</td>
<td>1737</td>
<td>AHMAD JAWAD</td>
<td>MALE</td>
</tr>
<tr>
<td>5.</td>
<td>1743</td>
<td>AHMAD ZAINAL ARIFIN</td>
<td>MALE</td>
</tr>
<tr>
<td>6.</td>
<td>1745</td>
<td>ALI FIKRI</td>
<td>MALE</td>
</tr>
<tr>
<td>7.</td>
<td>1747</td>
<td>ARNITA ZAKIYATUN</td>
<td>FEMALE</td>
</tr>
<tr>
<td>8.</td>
<td>1748</td>
<td>ANI SHOFIATIN</td>
<td>FEMALE</td>
</tr>
<tr>
<td>9.</td>
<td>1750</td>
<td>ANIS MIRNAWATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>10.</td>
<td>1753</td>
<td>ARIFAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>11</td>
<td>1764</td>
<td>DZIRWATUL MUNA</td>
<td>FEMALE</td>
</tr>
<tr>
<td>12</td>
<td>1767</td>
<td>ESTI NAJINA ERNAWATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>13</td>
<td>1768</td>
<td>FAIZ MUZADIN</td>
<td>MALE</td>
</tr>
<tr>
<td>14</td>
<td>1770</td>
<td>GONDHO WANGI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>15</td>
<td>1835</td>
<td>GUNAIDI</td>
<td>MALE</td>
</tr>
<tr>
<td>16</td>
<td>1774</td>
<td>IMROATUS SHOLEKHAI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>17</td>
<td>1777</td>
<td>KHOIRUL ANAM</td>
<td>MALE</td>
</tr>
<tr>
<td>18</td>
<td>1780</td>
<td>LAILI HIDAYATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>19</td>
<td>1834</td>
<td>LUK LUUL MAKNUN</td>
<td>FEMALE</td>
</tr>
<tr>
<td>20</td>
<td>1784</td>
<td>LUQMAN AL HAKIM</td>
<td>MALE</td>
</tr>
<tr>
<td>21</td>
<td>1786</td>
<td>MIFTAKHUL MAGHFIROH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>22</td>
<td>1796</td>
<td>NOR KHOLIFAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>23</td>
<td>1797</td>
<td>NUR AINI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>24</td>
<td>1801</td>
<td>NUR KHOMSUN</td>
<td>MALE</td>
</tr>
<tr>
<td>25</td>
<td>1802</td>
<td>NUR LAILI SAIDAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>26</td>
<td>1803</td>
<td>NUR MOKHAMAD INDRA</td>
<td>MALE</td>
</tr>
<tr>
<td>27</td>
<td>1809</td>
<td>PUTRI AYU LESTARI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>28</td>
<td>1813</td>
<td>RIZAL MUHAIMIN</td>
<td>MALE</td>
</tr>
<tr>
<td>29</td>
<td>1817</td>
<td>SHOLIKIN</td>
<td>MALE</td>
</tr>
<tr>
<td>30</td>
<td>1818</td>
<td>SITI AMINAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>31</td>
<td>1822</td>
<td>SOLEKAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>32</td>
<td>1823</td>
<td>SRI INDAH SHOLIKHATIN</td>
<td>FEMALE</td>
</tr>
</tbody>
</table>
D. Type of the Research

This is a classroom action research. The researcher and the observer observed and made a note everything that occurred in the learning process. According to Arikunto, (2007: 2) classroom action research is formed from three words they are:

a. Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him or her.

b. Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

c. Class: a group of students in the same time and have the same lesson from their teacher.

He adds that this action is expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process (Arikunto, 2007: 2)

E. Research Procedure

The first concept of classroom action research is introduced by Kemmis and Mc Taggart, (1988 in Burns, 2010: 8). Kemmis and Mc Taggart says that in one cycle, there are four components, they are
planning, acting, observing, and reflecting. The researcher uses the action research model of Kemmis and Mc Taggart, the model from one cycle to the next cycle is demonstrated

**Figure 3.1**

*The model of action research based on (Kemmis and Mc Taggart, 1998 cited in Burns, 2010: 8)*

The steps in every cycle are the same and the researcher will do the research in two cycles, they are cycle I and cycle II. There are first meeting in each cycle. From the chart of the research model it, can be seen that there are four stages of action research prevalent, as the following:
a. Planning

In this research, the researcher is as a teacher and Mr. siswoyo as an observer. Stage of research is designed in second phases, that is: cycle I and cycle II, which each cycle consists of planning, acting, observing and reflecting. To obtain preliminary data, the researcher doing the pre-cycle, the activities in the planning are as follow:

1. Designing lesson plan
2. Preparing list of the students’ named and scoring
3. Preparing sheet for observation sheet (to know the situations of teaching learning process when the method or technique is applied)
4. Preparing test (to know whether students improve or not)

b. Acting

The second stages of action research is the implementation of the application, the researcher must remember and try to obey what has been formulated in the draft. In the action stage refers to the lesson plan.

The implementation of the action involved one meeting in each cycle. The time table of the can be seen of the following table:

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Theme/Sub Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary study</td>
<td>October 28(^{\text{th}}) 2014</td>
<td>Observation and interview</td>
</tr>
</tbody>
</table>

Table. 3.4

The Schedule of the Classroom Action Research
<table>
<thead>
<tr>
<th>Cycle</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>November 18th</td>
<td>Recount text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1</td>
<td>November 25th</td>
<td>Recount text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

c. Observing

An observing is scientific method, that can be systematically used to observe and note the phenomena investigated (Hadi, 1995: 136). Observing is one of instruments which are used in collecting the data. As a scientific method, observation can be systematically used to observe and note all of the phenomena investigated like students’ feeling, thinking, and something they do in the process of teaching learning.

d. Reflecting

The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of the process, problem and real issues in strategic action. The research appears reflection has an evaluating aspect, it asks the researcher to expand the experience, to judge whether the method can be problem solving to improve student’s reading ability.

F. Technique of Collecting Data

The researcher will present the act of collecting data as follows:
1. Test

Arikunto, (2010: 226), stated that test is used to measure the students’ basic ability and achievement. To get the data the researcher does the test that consists of pre-test and post-test.

a. Researcher using pre-test to know the students’ ability before the researcher gives the material for research.

b. Researcher using post-test to know the students’ improvement after using Whole Brain Teaching method.

The function of pre-test is to know how far the reading ability of the students is before they use Whole Brain Teaching method. While, the function of post-test is to know the increasing of reading ability after they use Whole Brain Teaching method. Pre-test and post test are to know the differences of the students’ ability before and after the teaching use the method.

2. Observation

In addition the researcher also conducted an observation in this classroom action research. The researcher joined in the classroom. In the case, the researcher is a teacher. Observation is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have.

In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items
about occurrences or behaviors that drawn will be happened (Arikunto, 2010: 272).

In this stage the researcher used field note which is used to observe and to know the situation and activities during teaching learning process. By used field note the researcher would like to know the class situation and participation of students.

3. Documentation

Arikunto, (2010: 274), states that documentation method is an activity to look for variable like notes, transcription, books, newspapers, magazines, etc. This method is not to difficult since if there is an error, the source of data is still not change.

In this stage, the researcher makes a note and takes photographs as proof of teaching learning activity.

G. Technique of Analyzing Data

After collecting the data, the next step of study is analyzing the data. There are two ways to analyze the data, they are:

1. Descriptive technique

A descriptive technique is used to know students’ behavior during the teaching learning process. In this case the researcher used field note in which record all activities in the classroom. The researcher analyzes the observation sheet which has been made by her partner.
2. Statistical technique

A statistical technique is used to summarize data using numbers. This technique is used to know the students’ score of reading in each cycle. To analyze the data of the research, the researcher used Mean formula. Nunan (1969:137) says that the mean is the most frequently used measure of central tendency in test statistics. The mean is the average of all numbers and is sometimes called the \textit{arithmetic mean}. To calculate mean, add together all of the numbers in a set and then divide the sum by the total count of numbers. The formula to analyzing the data are as follow:

a. Mean

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

Where,

- \( M \): Mean of students’ score
- \( \sum X \): The sum of students’ score
- \( N \): The total number of students

b. \( SD \) (Standard Deviation)

\[ SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2} \]
Where,

\[ SD \] : Deviation standard for one sample t-test

\[ D \] : Difference between pre-test and post-test

\[ N \] : Number of observation in sample

b. T-test

The t-test is one of a number of hypothesis tests. To compare three or more variables, statisticians use an analysis of variance. To be able to know whether there is a significant improvement or not between pre-test and post-test, the researcher using t-test after calculating the SD. The formula is:

\[
t_o = \frac{\left( \frac{\sum D}{N} \right)}{SD \left( \frac{1}{\sqrt{N-1}} \right)}
\]

Where,

\[ t_o \] : T-test for the differences of pre-test and post-test

\[ SD \] : Deviation standard for one sample t-test

\[ D \] : Difference between pre-test and post-test

\[ N \] : Number of observation in sample
CHAPTER IV

IMPLEMENTATION OF THE STUDY

A. Field Note

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis is to measure the improvement of 34 students’ reading ability in learning process by applying Whole Brain Teaching method. In this research the researcher has arranged two cycles: those are cycle I and cycle II.

1. Cycle I

   a. The first activity in this research is planning. The activities prepared:

      1) Preparing the material, making lesson plan, and designing the steps in doing the action (see appendices).

      2) Preparing list of students’ named and scoring (see appendices).

      3) Conducting class observation (to know the situations of teaching learning process when the method or technique or mode is applied).

   b. The Implementation of The Action

      The first activity was conducted on Tuesday, November, 18th 2014. The researcher entered in VIII A class of MTs Miftahul Falah Betahwalang. The researcher introduced herself and the researcher explained what her purpose to teach in MTs Miftahul
Falah Betahwalang. The researcher also prepared the tests (including pre-test and post-test).

Researcher : Assalamu'alaikum Wr. Wb
Students : Wa'alaikum salam Wr. Wb

Researcher : Morning class, how are you today?
Students : Morning Miss, I am fine thank you. And you?
Researcher : I am very well too, thank you.

Students : Before, continue our lesson today, I will introduce my self. My name is Ratna Miladiyah Rahmatika. I come from STAIN SALATIGA. So, you can call me Miss Ratna.

Before the class began, the researcher asked the students to do a pre-test for about 20 minutes. The researcher also went around through the class to check the students’ work and to help students’ difficulties. After having pre-test and asked students to collect the answer sheet on the table, the researcher began to discuss the material would be studied.

After the introduction, the researcher continued to explain at glance about Whole Brain Teaching the researcher would apply in the class, including (1) Class-yes, (2) Classroom rules, (3) Teach-okey, (4) Scoreboard, (5) Hand-eyes, (6) Mirror and (7) Switch. Also the researcher explained the goal and any activities in the class.
After giving the explanation about the Whole Brain Teaching design, the explanation about the goals and the activity that day, the researcher conducted some simulations about technique classroom rules in Whole Brain Teaching method before the lesson begin to makes sure that the students understand about the instruction. The conversation between the researcher and students as follow:

Researcher : “Class what will you do if you want ask to permission to go to toilet, stand up, want to ask question, and keep your teacher happy” 1. Follow directions quickly! (the gesture make your hand shoot forward like a fish), 2. Raise your hand for permission to speak (raise hand, bring down to head), 3. Raise your hand for permission to leave your seat. (raise hand, make a walking motion with fingers), 4. Make smart choices (tap one finger to your temple as you say each word), 5. Keep your teacher happy! (hold up each thumb and index finger out like an “L” framing your face, and smile really big)

Researcher : When I say Class!, you say Yes!, Class!

Students : “Yes”
Then, the activity continued with explanation of the material by the researcher using of technique “Mirroring”. When the researcher said mirror!, the students responded by saying mirror! and then pick up their hands ready to mimic your gesture and words the students will do same like the researcher). When the researcher explained it, the students listened and paid attention using technique of “Hand-eyes”. But when this activity occurred, some students felt confuse with the method so the researcher gave a more clear instruction about it. The activity just mirroring the gesture as what the doing the researcher.

Then the researcher gave printed text of example recount text to the students and the researcher explain it using of technique “Teach-okey”. The researcher say teach! The students responded by saying “Okey” and turned their shoulders toward their neighbor, used gestures and teach the explained material given by the researcher before to their partner. After that, the researcher gave 15 minute to the students to read and to understand of the text.

Researcher : Class!
Students : Yes!

Then, the researcher gave instruction for the technique of “Switch” for retelling story. The researcher has counted the students in one and two. The researcher wanted the first group to be the researcher and use gestures while they talk. The researcher
wanted the second group to be the listeners and used listening gestures while they listen.

Researcher : Ok, “class”

Students : “Yes”

Researcher : When I say “Switch”!, switch (face each other and begin retelling with your couple)

Students : “Switch”!

When the students retold the story with their’s couple, the researcher went around through the class to check the students’ conversation. How but the students still confused about retelling story. After they finished talking about the lesson the researcher gave them post-test for about 20 minutes. Then, the researcher asked the students to collect the answer sheet before the teacher closed the teaching learning activity.

c. Observation

Firstly, cycle the researcher observed the teaching learning process. By monitoring the student’s activity and attention during the action, the researcher could see that students were rather confused because they did not know about retelling story. The class situation was rather quite because they were not familiar with the new teacher. We could see that the students were not ready yet. It could be seen for the students attitudes that were confused when the researcher explained about activity that would be done.
After teacher applied Whole Brain Teaching method, they looked enjoyed and enthusiastic with teaching and learning process. Firstly, the students did not concentrates with the lesson but the students become more conducive and they looked more confident until the end of the lesson.

d. Reflection

Based on the observation of the cycle I, the researcher and the observer concluded that it was important to give motivation to increase their interest to understand the text especially for retelling story. Most students were not interested in English because they did not know how to retell a story and the meaning of the word. To solve that problem in the next cycle, the Whole Brain Teaching method would be more interesting.

Table 4.1

e. Score of pre-test and post-test Cycle I

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Score of pre-test (X)</th>
<th>Score of post-test (Y)</th>
<th>The difference between pre-test &amp; post-test (D)</th>
<th>$(D^2)$</th>
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<td>2285</td>
<td>410</td>
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</tr>
</tbody>
</table>
a. Mean of pre-test I

\[ M = \frac{\Sigma X}{N} \]

\[ M = \frac{1880}{34} \]

\[ M = 55.30 \]

b. Mean of post-test I

\[ M = \frac{\Sigma Y}{N} \]

\[ M = \frac{2285}{34} \]

\[ M = 67.21 \]

1. Mean of pre-test I = 55.30
2. Mean of post-test I = 67.21
3. Mean of pre-test ≤ than post-test
4. There is an improvement of reading ability using Whole Brain Teaching method between pre-test I (before the action) and the post-test II (after the action).
c. SD of post test and pre test

From the data above, the researcher calculates SD post-test and pre-test

\[
SD = \sqrt{\frac{\sum D}{N}} \left( \frac{\sum D^2}{N} \right)
\]

\[
= \sqrt{\frac{10100}{34} \left( \frac{410}{34} \right)^2}
\]

\[
= \sqrt{297.06 - 14545}
\]

\[
= \sqrt{15161}
\]

\[
= 12.31
\]

d. T-test calculation

\[
t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N - 1}} \right)}
\]

\[
t_o = \frac{\left( \frac{410}{34} \right)}{\left( \frac{12.31}{\sqrt{34 - 1}} \right)}
\]
\[ t_0 = \frac{34}{\sqrt{34-1}} \]

\[ t_0 = \frac{12,06}{\sqrt{33}} \]

\[ t_0 = \frac{12,06}{5,74} \]

\[ t_0 = \frac{12,06}{2,15} \]

\[ t_0 = 5,61 \]

- T-calculation is 5,61
- T-table \( < \) T-calculation = 2,03 \( < \) 5,61

The score of the result above shows that the students’ score increases from the pre-test to the post-test. The mean of pre-test is 55,30 while the mean of the post-test result is 67,21. Based on the comparison, the students’ reading ability enhances. It means that Whole Brain Teaching method is successful in improving the students’ reading ability.
The T-calculation also shows that there is significant improvement of Whole Brain Teaching method in improving the students’ reading ability. The t-table with 5% significance of degree of freedom is 2.03. T-table use for to help decide of hypotesis. This condition by manner comparison between calculate of statistic and test of statistic. The result is that T-calculation is 5.61 with t-table is 2.03 (see appendices). It means that there is considerable improvement in cycle I because T-calculation is bigger than t-table. It can be concluded that using of Whole Brain Teaching method can improve the students' reading ability on cycle I. To know the students progress further, to increase Kriteria Kelulusan Minimal (KKM) in 65% the students and the researcher hopes applied by Whole Brain Teaching method can improve the students reading skill. Therefore, the researcher must doing again the method in cycle 2

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue to the next cycle:

a. Planning

The activities are preparing:

1) The researcher preparing the material, making lesson plan, and designing the steps in doing the action (see appendices).

2) List of students’ name and scoring (see appendices).
3) Sheet of classroom observation.

4) Test (post-test).

b. The Implementation of the Action

On Tuesday, November, 25th 2014 the researcher and her observer entered the class to teach English. In action 2, the researcher revised the teaching learning process in cycle I where students still have difficulties in reading ability. The researcher usually started the meeting by greeting and asking students condition and check the students attendance then the researcher start the lesson.

Researcher : Assalamu’alaikum Wr. Wb

Students : Wa’alaikumsalam Wr. Wb

Researcher : Morning class, how are you today?

Students : Morning Miss, I am fine thank you. And you?

Researcher : I am very well too, thank you. I will check your attendance first. Who is absent today?

Students : No one miss

Researcher : “Let’s start our meeting by saying basmallah together”

Students : (together) “Bismillahirrahmaanirrakhim”

Researcher : “Class”

Students : “Yes”
Researcher: “Do you still remember the definition of recount text?
Students: “Yes miss, recount text is a text telling reader about one story, action or activity in the past.”
Researcher: “Do you still remember the generic structure of recount text?”
Students: “Yes, the generic structure is orientation, events and reorientation.”
Researcher: “Ok good. Thank’s for your answer.”
Students: “You are welcome miss.”

When the researcher explained the material the researcher said that the lesson today still use Whole Brain Teaching method. So, the researchers explained again about the rules of the method simplify. So, the researcher explained about supporting details to make them easy in retell a story using of technique “Mirroring”. When the researcher say mirror!, the students respond saying mirror! and then pick up their hands ready to mimic your gesture and words the students will do same like the researcher. When the researcher explained it, the students listened and paid attention using technique of “Hand-eyes”.

After that, the researcher gave printed text of example recount text for the students and the researcher explain to the student how to retell what is read it using of technique “Teach-
okey”. The researcher say teach! The students respond by okey! and turn their shoulders toward their neighbor, use gestures and teach the explained material gave by the researcher before. After that, the researcher gave 15 minute for the students read and to understand of the text.

Researcher : Class!
Students : Yes!

After the students read the text. The researcher gave instruction the technique “Switch” for retell a story, the researcher has counted the students in one and two. The researcher wanted the first group to be the teachers and use gestures while they talked. The researcher wanted the second group to be the listeners and used listening gestures while they listened.

Researcher : Ok, “class”
Students : “Yes”

Researcher : When I say “Switch”!, switch (face each other and to begin retelling with your couple)

Students : “Switch”!

When the students retold a story with their’s couple. The researcher went around through the class to check the students’ conversation. After that, the teacher gave them post-test and the researcher gave time to doing it for about 20 minutes. Having finished post-test, students submitted their post-test to the
researcher. Because at that time English lesson is the last time, the researcher apologized to the students if during she was teaching the class she made some mistakes.

c. Observation

In the second cycle, observation was also carried out during the implementation of the action. The researcher could see that students more active in the class. They were not confuse when them retelling story and the students did not confused again about the rule of the method. So, they felt comfortable and confident when carrying out the task. The teaching and learning process in this cycle was very active (teacher and students) and the class condition was not vacuum like the cycle before. After analyzing the results of two cycle, concluded that Whole Brain Teaching method can improve 34 students’ reading.

d. Reflection

By observing the teaching and learning process in the cycle I and II, it can be concluded that using Whole Brain Teaching method can improve the students’ reading mastery. It could be seen the students’ reading mastery improvement in the students’ score. In addition, all students seriously paid attention to the researcher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in discussion. Besides, using Whole Brain Teaching method the
students can enrichment of their knowledge in the material is increasing.

**Table 4.2**

e. Score of post-test I and post-test II in Cycle II

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<th>Number of Students</th>
<th>Score of pre-test (X)</th>
<th>Score of post-test (Y)</th>
<th>The difference between pre test &amp; post test (D)</th>
<th>($D^2$)</th>
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</table>

a. Mean of post test I

\[ M = \frac{\Sigma X}{N} \]

\[ M = \frac{2285}{34} \]

\[ M = 67.21 \]
b. Mean of post test II

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

\[ M = \frac{2850}{34} \]

\[ M = 83.83 \]

1. Mean of post-test I= 67.21

2. Mean of post-test II= 83.83

3. Mean of posttest I \leq \text{than post-test II}

4. There is an improvement of reading ability using of Whole Brain Teaching method between post-test I and the post-test II

c. SD of post-test and pre-test

From the data above, the researcher calculates SD post-test I and post-test II

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{13700}{34} - \left(\frac{550}{34}\right)^2} \]

\[ = \sqrt{40295 - 26180} \]
\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N - 1}} \right)} \]

\[ t_o = \frac{\left( \frac{550}{34} \right)}{\left( \frac{11.89}{\sqrt{34 - 1}} \right)} \]

\[ t_o = \frac{16.18}{11.89} \]

\[ t_o = \frac{16.18}{11.89} \]

\[ t_o = \frac{16.18}{5.74} \]

\[ t_o = \frac{16.18}{2.08} \]

\[ t_o = 7.78 \]

- T-calculation is 7.78
- T-table < T-calculation = 2.03 < 7.78
In the cycle II, the result of post-test I and post-test II can be seen that the average score of students increased from 67,21 to 83,83. Based on this result, it means that applying Whole Brain Teaching method is successful in improving the students’ reading ability on cycle II.

The T-calculation also shows that there is significant improvement of Whole Brain Teaching method in improving the students’ reading ability. The t-table with 5% significance of degree of freedom is 2,03. The result is that T-calculation is 7,78 while t-table is 2,03. It means that there is considerable improvement in cycle II because T-calculation is bigger than t-table. It can be concluded that using of Whole Brain Teaching method can improve the students’ reading ability on cycle II.

B. Analysis and Discussions

From the results of analyzes in cycle I and II, the researcher analyzed the students improvement from cycle I to cycle II. The improvement are as follows:

**Table 4.3**

<table>
<thead>
<tr>
<th>Number</th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>55,30</td>
</tr>
<tr>
<td></td>
<td>Post-test I</td>
<td>67,21</td>
</tr>
</tbody>
</table>
From the chart above, we know that the mean of post-test (67.21) is higher than mean of pre-test (55.30) in cycle I. In cycle II, mean of post-test I 67.21 is higher than mean of post-test II 83.83.

The table and the chart display that the improvement of the students’ comprehension is significant from the cycle I to the cycle II. The
difference among whole results is obviously great. This means that using of Whole Brain Teaching method, can improve the students’ reading mastery.

The table above also shows that T-calculation in cycle I to II are greater than t-table, it means that there are significant differences between mean of post-test I and post-test II.

In addition, the mean of pre-test and post-test of each cycle increases significantly. The t-table above displays that the mean of cycle I improves; the mean of pre-test is 55,30 and the mean of post-test is 67,21. In cycle II the mean of post-test I and post-test II increases. The mean of post-test I and post-test II in cycle II is 67,21 and 83,83.

The result shows that the mean of the findings in cycle I and II are higher than the standardized score Kriteria Kelulusan Minimal (KKM) in score 65. The score of mean of post-test in cycle I and cycle II is 67,21 and 83,83. It means that in cycle I and cycle II is successful to achieve the standardized score. This case shows that using of Whole Brain Teaching method can help students on solving difficulties in the reading ability.

From the results above, we know that the theory is true. In the previous chapter, it was explained that using of Whole Brain Teaching method gives positive effects not only in improving students’ reading ability but also in activeness and creativity of students.

In addition, it can be seen from the results of pre-test, post-test which have changed significantly from cycle I up to cycle II. The
researcher did not use pre-test in cycle I because the students would have mid term test. Although did not pre-test in cycle II but the researcher still did post-test II. From pre-test to post-test I and post-test II the students score was increase step by step. Beside that, the use of this method is also be able to increase creativity and activity on academic assignment. Students will be more ready to achieve material and to receive friends who have weakness in the academic achievement. Therefore, they can help each others.

It is a proof that the students’ reading ability improves in each cycle. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students English mastery is enhance after applied Whole Brain Teaching method.
CHAPTER V

CLOSURE

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research as follow:

1. The implementation of Whole Brain Teaching method for the eighth grade students of MTs Miftahul Falah Betahwalang run well. Almost all students are able to increase their reading ability. After getting the application of Whole Brain Teaching method, the students can comprehend the text and retell it with their friend. In addition, the students’ cognitive skill can grow by rethinking what they have read in the passage. As a result, they can remember the contents of the text and they did not lose what they read. They were not only successful in improving their reading ability, but they were also successful to build their self confidence.

2. The class condition of the eighth grade students of MTs Miftahul Falah Betahwalang during the teaching and learning using Whole Brain Teaching method is that they seemed confused at first. They were following the teacher’s instruction doubtfully. But, in the next meeting they seemed enjoy the activity. They understood more about the activity and the material. Even though the class becomes
little bit noisy, the teacher understood because it was a discussion in the class.

3. The results of the study after Whole Brain Teaching method to the students’ reading ability of the eighth grade students of MTs Miftahul Falah Betahwalang in the Academic Year of 2014/2015 show that the Whole Brain Teaching method can improve students reading ability. It can be seen by comparing the results of score of pre-test and post-test in each cycle. The mean score of pre-test in cycle I is 55.30, the mean score of post-test in cycle I is 67.21 where as the mean score of post-test in cycle II is 83.83. The improvement can also be seen by the different T-calculation based on t-test in each cycle. The T-calculation in cycle I is 5.61, and in cycle II 7.78. The findings show that the improvement of the students’ reading ability is significant after applying Whole Brain Teaching method. It can be concluded that Whole Brain Teaching method is an effective method to implement to the students of MTs Miftahul Falah Betahwalang in improving their reading ability.

B. Suggestion

Based on the research finding and conclusion above, the researcher would like to suggest as follows:

a. For the teacher

The result of this research can support the English teachers to apply this method in teaching reading. The teachers should
prepare materials and they can make good scenario to create fun situation and make it is more interesting.

b. For the students

The students should be actively involved in learning process. It is suggested to them to develop their self motivation and minimize their laziness of studying English. They must study English continually in the classroom and everywhere if it is possible. Study hard is an absolute to achieve a successful English mastery.

c. For other researcher

Based on the result that Whole Brain Teaching method can improve the students’ reading ability, the researcher suggests to the other researchers to implement this method in teaching reading. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

d. For the researcher

The researcher would understand more about the Whole Brain Teaching method. Then, the researcher must expand her knowledge in teaching reading trough this method.
REFERENCES


Dechant, V. E. 1982, Improving the Teaching of Reading, USA.


CYCLE I
CURRICULUM VITAE

Full Name : Ratna Miladiyah Rahmatika
Nick Name : Ratna/Nana
Place/ Date of birth : Jakarta/ October 02\textsuperscript{nd}, 1990
Address: Jl. Panaragan penggilingan no: 9 Rt 03/06 Panaragan Bogor Tengah (Jabar) 16125

Faculty: English Department

Education History:

1. TK AL-Hidayah Jakarta Graduated in 1996
2. SDN Kemanggisan 01 Pagi Jakarta Graduated in 2002
3. MTs NU Demak Graduated in 2005
4. MAN AL-Mawaddah Ponorogo Graduated in 2009
5. IAIN Salatiga Graduated in 2015

Salatiga, February 4th 2015

RATNA MILADIYAH
RAHMATIKA

113 10 050
I. Standar kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan terdekat.

II. Kompetensi Dasar :

5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
• Mengidentifikasi berbagai informasi dalam teks fungsional pendek
• Membaca dengan nyaring dan bermakna teks fungsional pendek

IV. Tujuan Pembelajaran :
• Siswa dapat membaca dengan nyaring dalam teks tulis fungsional pendek
• Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek

V. Materi Pembelajaran :
• Recount teks adalah yang isinya menceritakan pengalaman-pengalaman atau kejadian-kejadian di masa lampau
• Tujuan dari recount text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik
• Generic Structure recount text :
  1. Orientation adalah pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian di masa lampau.
  2. Events adalah dalam bagian ini berisikan kronologis kejadian secara berurutan dari awal sampai akhir dan biasanya disisipkan juga komentar pribadi dari sang penulis.
  3. Reorientation adalah berisikan pengulangan secara singkat tentang apa yang dijelaskan pada 2 bagian sebelumnya yaitu berupa rangkuman peristiwa atau kejadian yang diceritakan.
• Ciri-ciri recount text:
1. Menggunakan Simple Past Tense. e.g. I went to Semarang last week.
2. Menggunakan Action Verb. e.g. Brought, ate, slept, wrote, etc.
3. Menggunakan Adverb and Adverbial Phrase sebagai keterangan waktu, tempat, dan lainnya. e.g. Last week, at home, quickly, etc.
4. Menggunakan Conjunction and Time Connectives untuk menghubungkan peristiwa satu dan lainnya. e.g. And, after that, but, then, etc.

- Simple Past Tense in Verbal sentence formula:
  
  (+) S + Verb 2 + Object

  (-) S + Was/Were + Not + Verb 1 +Object

  (?) Was/Were + S + Verb + Object +?

V. Metode Pembelajaran: Whole Brain Teaching (WBT)

VI. Langkah – langkah Kegiatan

1. Kegiatan Awal

   - Greeting.
   - Tanya jawab mengenai kondisi siswa.
   - Absen siswa.
   - Melakukan Pre-test. Yaitu dengan meminta siswa untuk mengerjakan soal tentang recount teks yang telah di berikan kepada guru.

2. Kegiatan Inti

   a. Eksplorasi
- Warm up: guru dengan menggunakan menggunakan Step 1:
  Classroom Rules contohnya:
  - Angkat jari kelingking jika ingin keluar kelas
  - Angkat tangan jika murid ingin bertanya
  - Buat guru tetap senang dengan cara membuat huruf L dengan jari mu kemudian tunjukkan kedua tangan yang membentuk huruf L sambil memberikan senyuman kepada guru.

- Step 2: Class-Yes yaitu guru berkata Class-class-class murid diminta menjawab Yes-yes-yes.

- Guru menjelaskan materi, generic structure and language features of recount text using Step 3-4 Mirror & Hand-eyes. Yaitu saat guru mengucapkan “Mirror” siswa menjawab “Mirror” kemudian guru menjelaskan materi recount text di samping itu guru juga menggunakan “Hand-eyes” dimana murid harus menjelaskan dan melihat setiap gerakan tangan guru disaat menjelaskan materi.

b. Elaborasi

- Guru membagikan script recount teks kepada siswa

- Guru menggunakan Step 5 Teach-okey. Yaitu saat guru mengucapkan “Teach” siswa menjawab “Okey” kemudian guru menjelaskan contoh recount teks lalu murid meniru yang dijelaskan oleh guru dengan teman sebangkunya.
- Step 6 Scoreboard yaitu pemberian score bagi siswa yang mendapat nilai atau bintang terbanyak dan di akhir kelas mendapat hadiah dari guru.

c. Konfirmasi

- Guru meminta murid untuk membaca dan memahami contoh recount teks
- Guru membagi kelompok menjadi saling berpasangan
- Guru menggunakan Step 7 Switch untuk retelling story. Yaitu saat guru mengatakan “Switch” siswa menjawab “Switch” lalu siswa mulai retelling story dengan pasangannya masing-masing.
- Melakukan Post-Test. Yaitu siswa diminta tuntuk mengerjakan soal essay yang berhubungan dengan recount teks.
- Guru membantu siswa apabila ada kesulitan dalam mengerjakan tugas
- Siswa diminta untuk mengumpulkan tugas tersebut.

3. Kegiatan penutup

- Menyimpulkan materi yang baru saja di pelajari.
- Menutup pelajaran dengan salam

VII. Alat dan Sumber Belajar :

- Recount teks script, whiteboard, boardmarker
- Internet
VIII. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk Soal : Essay

c. Scoring A

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</tr>
</tbody>
</table>

Soal pre-test

A. Read this text and then answer the questions that follow!
Fishing in the Harbor

Last new year’s eve my family joined some other families on a fishing trip at Greenwhich harbor to welcome New year. We went fishing so we could slept up late.

On our way to the harbor, we brought some beef mince at the butcher’s. We used the mince as bait. My paretns’ friends brought the fishing roods for us to use. When we got the harbor, some families were already there. We were a bit late because we tried to find out way to the harbor and got a bit lost. We started a fishing competitio. We agreed that whoever got the most fish will keep all the fish caught that night. Apparently, no one caught any big fish. We caught mostly small yellow fish. After fishing for nearly three hours, my mom got the most fish. All the participants gave all their fish to us. We came home with a bucketful of fish. It was not bad at all.

The next morning, we enjoyed some fresh fried yellow tail fish with steamed rice for breakfast. That was very special because we had never had fried yellow tail fish for breakfast before.

Questions!

1. When did the writer go on a fishing trip?

2. What used as fishing’ bait?

3. Was there any contestant who caught a big fish?
4. Who got the most fish?

5. We went fishing so we could slept up late. The underlined word is refers to?

A. Complete the following recount text with the correct forms of the verbs in the box!

Shirley’s Day Off

Shirley enjoyed her day off yesterday. She got up late, she went jogging in the park she....(1)..... a long shower, and she ate a big breakfast. In the afternoon, she .......(2)...... a movie with her sister. Then, she .....(3)....groceries at the supermarket, and she .....(4)..... a big dinner for her parents. After dinner, Shirley and her parents.....(5)..... in the living room and talked. Shirley had a very nice day off yesterday.

- Buy
- Make
- See
- Sit
- Take

Kuncı Jawaban:

A.

1. At last new year’s
2. The mince
3. No one caught any big fish
4. The writer’s mom
5. The writer's and the writer’s family

B.
1. Take -> Took
2. See -> Saw
3. Buy -> Bought
4. Make -> Made
5. Sit -> Sat

Soal post-test 1

A. Read this text and then answer the questions that follow!

My family likes the sea very much. When we had holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then we sailed and fished on the all day. We also had races against other boat.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend’s boat.
There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend’s house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

Questions!

1. When did the writer and his family go to the sea?

2. From whom did they borrow the boat?

3. What did they do on the boat?

4. Why were they very careful on the lake?

5. What did they do when the weather was fine?

B. Complete the following recount text with the correct forms of the verbs in the box!

Last summer, the writer of a famous novel went to Italy. He ....(1).... museums. He ....(2).... in a public garden, and a friendly waiter taught him a few Italian words. He .... (3).... about postcards yesterday. His holiday ....(4).... quickly. On the last day, he ....(5).... early and bought 37
cards. He was in his room all day, but he did not write a single card.

(Modified from Alexander, 1990)

- Sit
- Think
- Visit
- Get up
- Pass

Kunci Jawaban:

A.

1. At last year

2. From their friend’s

3. They was sailed and fished on the all day

4. Because there were a lot of sharp rocks there and the water was shallow

5. They sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach

B.

1. Visit -› Visited

2. Sit -› Sat
3. Think -> Thought
4. Pass -> Passed
5. Get up -> Got up

X. Pedoman penilaian

a. Rubrik Penilaian

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Skor maksimal = 10

Nilai siswa = Skor perolehan = . . . .

\[
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= 20 \\
= 2 \\
= 10
\end{align*}
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Demak, 18 November 2014

Mengetahui,

Kepala MTs Miftahul Falah Betahwalang Peneliti

(Drs. Mahsun) (Ratna Miladiyah R)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Miftahul Falah Betahwalang
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII A / 1
Pertemuan : 2
Alokasi Waktu : 2 jam pelajaran (1x pertemuan)

VI. Standar kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan terdekat.

VII. Kompetensi Dasar :
5.3. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.4. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

VIII. **Indikator** :

- Mengidentifikasi berbagai informasi dalam teks fungsional pendek
- Membaca dengan nyaring dan bermakna teks fungsional pendek

IX. **Tujuan Pembelajaran** :

- Siswa dapat membaca dengan nyaring dalam teks tulis fungsional pendek
- Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek

X. **Materi Pembelajaran** : Retelling story dalam recount teks (power point)

XI. **Metode Pembelajaran** : Whole Brain Teaching (WBT)

XII. **Langkah-langkah Kegiatan**

4. **Kegiatan Awal**
   - Greeting.
   - Tanya jawab mengenai kondisi siswa.
   - Absen siswa.

5. **Kegiatan Inti**
d. Eksplorasi
   - Tanya jawab kepada murid tentang materi yang telah diberikan sebelumnya
   - Class-Yes yaitu guru berkata Class-class-class murid di minta menjawab Yes-yes-yes.

e. Elaborasi
   - Guru membagikan script recount teks kepada siswa “Maya Gazali dan “Dear grandpa and grandma”
   - Guru menggunakan Teach-okey. Yaitu saat guru mengucapkan “Teach” siswa menjawab “Okey” kemudian guru mejelaskan bagaimana cara retelling story setelah mereka membaca contoh teks recount yang telah dibagikan lalu murid meniru yang dijelaskan oleh guru dengan teman sebangkunya.

f. Konfirmasi
- Guru meminta murid untuk membaca dan memahami contoh recount teks “Dear grandpa and grandma”

- Guru membagi kelompok menjadi saling berpasangan

- Guru menggunakan Step 7 Switch untuk retelling story. Yaitu saat guru mengatakan “Switch” siswa menjawab “Switch” lalu siswa mulai retelling story dengan pasangannya masing-masing.

- Guru mengecek & membantu siswa apabila ada kesulitan disaat retelling story

- Melakukan Post-Test. Yaitu siswa diminta untuk mengerjakan soal essay yang berhubungan dengan recount teks.

- Guru membantu siswa apabila ada kesulitan dalam mengerjakan tugas

- Siswa diminta untuk mengumpulkan tugas tersebut.

6. Kegiatan penutup

- Menyimpulkan materi yang baru saja di pelajari.
- Menutup pelajaran dengan salam

XIII. Alat dan Sumber Belajar :

- Recount teks script, whiteboard, boardmarker

- Internet

- Buku paket English in Focus for grade VIII junior high school SMP/MTs

XIV. Penilaian
Soal post-test 2

A. Read this text and then answer the questions that follow!

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school’s doctor.
In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure.

Then he took her temperature. “I’m afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I will give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week’s rest”, said the doctor.

Questions:
1. What did the students do?
2. What was the name of the teacher?
3. What did the doctor do?
4. What was Sandra Dewi suffering from?
5. What did the doctor recommend?

A. Complete the following recount text with the correct forms of the verbs in the box!

Last month I and my family went to Kuta Bali. Our traveling was organized by Kartika Tour. On the first day we ......(1)....... Tanjung Benoa. There we rode a banana boat. Our hearts were beating because it ran fast. After that we ......(2)....... a speed boat. In the middle of the cape, it stopped. We saw many kinds of fish from the bottom of the boat that made off glass.
Then we......(3)...... to Turtle Island with the same boat. We ......(4)....... some photographs with cute turtles. At noon we ......(5)...... to the beach and got back to our bus. It was tiring but we were happy.

Kunci Jawaban:

A) 1. All the students did reading tasks
    2. Mrs. Lidia
    3. The doctor examined Sandra Dewi
    4. She was suffers from malaria
    5. The doctor recommend that she needs a week’s rest

B) 1. Visit -&gt; Visited
    2. Ride -&gt; Rode
    3. Go -&gt; Went
    4. Take -&gt; Took
    5. Return -&gt; Returned

A. Pedoman penilaian
a) Rubrik Penilaian

<table>
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<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
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<td>1.</td>
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Demak, 25 November 2014

Mengetahui,

Kepala MTs Miftahul Falah Betahwalang Peneliti

(Drs. Mahsun) (Ratna Miladiyah R)
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Jumlah Poin: 116
Salatiga, 20 Desember 2014

Mengetahui,

Wakil Ketua Bidang Kemahasiswaan dan Kerjasama

Muh.Khusen, M.Ag., M.A

NIP: 197412121999031003