

IMPROVING STUDENTS' CRITICAL READING ABILITY THROUGH WHOLE BRAIN TEACHING MODEL

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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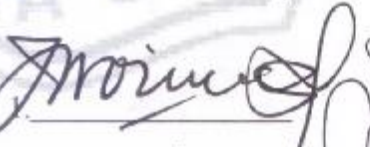
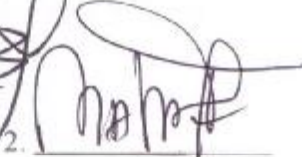

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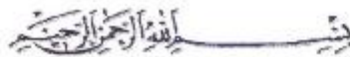


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ABSTRACT

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This study dealt with improving the students’ critical reading ability through whole brain teaching model. The objective of the research were to find out the improvement of students’ critical reading ability by using whole brain teaching model application and also to know how students’ enthusiastic in learning by using whole brain teaching model could improve the students’ critical reading ability. This study was conducted by using classroom action research. The subject of this research was the eighth grade students of SMP Muhammadiyah 8 Medan. This classroom action research was conducted in two cycles. Each cycle consisted of two meetings. The instrument of research was test, observation sheet, and questionnaires. The students’ showed their activeness and enthusiastic activity when they were learning reading text with whole brain teaching model in their classroom. And the students’ improvements score and data could be seen by the mean of the students pre-test 56.03 (fifty six point three), cycle 1 69.82 (sixty nine point eighty two), cycle 2 91.37 (ninty one point thirty seven). The result showed the improvement of the students’ score from the pre-test to second cycle. The percentage of the student’s minimum score of 70 in the pre-test was 3.44% or one students’, and 65.5% of post-test I in cycle 1 and 100% in cycle 2 or all students got all more than 70 score as the minimal criteria level. It meant that the implementation by applying whole brain teaching model in teaching critical reading was effective as it could improve students’ critical reading ability.

Key words: whole brain teaching, narrative text, critical reading, improvement.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading, as one of language skills, had a very important role. The students should comprehend the reading for certain purpose, however it needed a practical and suitable method. The idea was supported by the fact that reading now had a part of daily life. Reading could not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and soon. Through reading people could get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form would bring great advantages to the readers. All those purposes needed reading skill enough.

When people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he had read was able to answer questions about it. It meant that understanding something was the main goal of reading.

Reading becomes an important part of language teaching, and it had complicated problem. Some teachers considered that reading was not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They were expected to find appropriate strategies or activities to make students understand reading text and more enjoy in reading.

Based on the researchers of writer or pre-observation before, it was found that the students were still confused in determining the main idea of the text, making reference and summary, finding synonyms and vocabulary. Many students got under their score and they had difficulties to comprehending the text of English.

One of the other problems might be that the students felt bored because the technique used by teacher were monotonous. There were many students who felt sleepy when the teacher explained the materials. Even some of them felt stress once they tried to understand the material in other way their friend tried to bother them when studying. It might be because the teacher do not use good technique or method in the class. It was necessary for English teacher to make reading material more interesting and motivating so that the student can progress in reading. Reading was a classic way and it was working to get information to the people, where other can get information personally or with their friend or group.

Based on the statement above, the researcher wanted to make situation where the students felt enjoy in learning process so that they would be motivated to read the text. Chris Biffle (2011:06) said that in whole brain teaching, he believed that students should be rewarded for academic and behavioral improvement. He did not want to reward students for where they were now, but how far they had come since last month.

In this research, the researcher wanted to make a situation where the students felt enjoy in learning process so that they would be motivated to read the text. The researcher tried to apply the technique in teaching reading. A Whole

Brain Teaching classroom with its many rules, routines, procedures, and following the five rules would set up a system in which every child had an equal chance for success. The researcher wanted to create a classroom atmosphere that is brain friendly. If many teacher focused on students improvement, academic and social growth, then scores on state test would take care of themselves. Nothing would produce higher test results than a class of students who were continuously racing to break their own personal record.

Chris Biffle (2011:07) Said that to focus on the students improvement as the education target not only on academic excellence. Every child, in every way, could grow. Furthermore, this research would be focused on **improving students' critical reading ability through whole brain teaching model.**

This reseacher used this strategy to investigate what was aspect of reading most improved when Whole Brain Teaching was implemented in teaching reading. This one for purposing to increase the experience and also the new technique which was related in the education and teaching English, especially for the readers, but for the researcher would be useful as the reseacher's future reference.

B. Identification of Problem

Based on background of the problem above, the following problem could be identified:

1. The students got difficulties in understanding the reading text, finding the main idea and getting information from the text.

2. Teacher did not realize the appropriate technique or method or strategy of teaching reading.
3. The students got bored while learning process because of monotonous technique by the teacher.
4. The students were lazy to memorize the words and practice english in their daily life. So that they were lack of vocabulary.
5. Teacher was always applying the same technique for all type of reading text. So the result was the students do not have any ideas in their mind of reading topic.

C. Scope and Limitation

The scope of this study would be focus on student critical reading by using whole brain teaching. And the limitation of this reseach would be focus on narrative textto improve their critical reading ability.

D. Formulation of the Study

Based on the problem above, there are formulation which needed to answer were:

1. Was there any improvement of students' critical reading ability after implementing whole brain teaching model?
2. How did the students' learning activity by using whole brain teaching model as their technique in learning?

E. The Objective of the Study

The objective of the study were formulated as follow:

1. To find out whether there was an improvement of students' critical reading ability after using WBT as the technique.
2. To know how students' enthusiastic in learning by using whole brain teaching model could improve the students' critical reading ability.

F. The Significance of Study.

The researcher hoped that this study could be used and is useful for:

1. Theoretically

The research would be used to add knowledge, experience and insight how to improve students' critical reading ability through whole brain teaching.

2. Practically

The significance of this study would be expected by the reserchers, were:

1. For students

To encourage the students awareness and got interested for being active in learning and find out the information from the reading text.

2. For teacher

To share the new experienced and technique in teaching English to the students and it could be applied in their classroom.

3. For researcher

To increase the researcher insight or perception towards new strategy which was focus on improving students' critical reading ability through WBT.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Definition

Reading was a process when readers learnt something from what they read and involved it in an academic context as a part of education. In the classroom, some teachers often used texts or books as media to delivered material of a subject. Furthermore, the teacher asked the students to read the texts to grab information in order that they could understand the material.

Reading also a process which was very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge or information (misinformation, absence of information), strategies for processing text, moods, fears and joys all of it.

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly used brain when they read an argumentative or scientific writing. They used emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Other expert defines reading as an activity in which the readers responded to make sense of a text being read connected to their prior knowledge. The activity was done by the readers as they wanted to get information and knowledge from

the text meanwhile the readers had their own background knowledge. They automatically connected their knowledge with a new knowledge from what they were reading. By doing this, sometimes, the readers would get a new conclusion as a new knowledge for them.

Some experts elaborated the processes of reading. These processes facilitated the readers to read well so that they could get information from what they read. One of the experts was Rivers (2001: 260) who stated in his book some processes of reading as follows:

- a. It was important to recognize the sound patterns which were represented by graphic symbols and identify their combinations as language units already encountered.
- b. The reader also had to recognize structural clues such as the indicators of word classes (or part of speech) and of persons and tenses of the verb; the words that introduced phrases and clauses and the particular modifications of meaning these indicate; the adverbs and adverbial expressions which was limit the action in time, place, and manner; and the indicators of interrogation in derogation.
- c. They must be able to be quickly to distinguish word groupings and their relations with other word groupings.
- d. They must be able to anticipate what would be probably followed while holding in their immediate memory inconclusive elements from what preceded.

People knew that reading always deals with a text which was written in books, newspapers, magazines, and websites. Furthermore, the written text had many varieties. Brown (2001: 302) stated there are two main categories of the varieties of the written texts. The first was non-fiction such as reports, editorials, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper „journalese“ , academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, articles, and dictionaries. The second was fiction such as novels, short stories, and comic stripes or cartoons.

From those genres of the written text read by the readers, they had to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceived writer's message from the text, the readers brought information, knowledge, emotion, experience, and culture to the printed words in order. The text did not by itself carry meaning (Brown: 2001). It was known as schema theory.

Hence, reading could be defined as an activity which constructs meaning from a written text based on the readers' background knowledge to make better concept so that the readers would learn a new thing from the information grabbed from the text.

2. Reading Skill

Definitional component of reading skill which was started by Perfetti (2001) was an individual's standing on some reading assessment. From the assessment result, the researcher would indicate and categorize the students into some categories. It would guide the researcher to decide what the researcher should do to them.

The skill of reading was used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader had their own way of reading to do that which was appropriate with them. The teacher should give some skills to the students to make them comprehend the text easily. Using the skills, the students might increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning would be successful when there was a change in mind by knowing something from unknown. After knowing something, students had to understand the thing so that they could apply the knowledge in a real life or at least they could pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

As stated by Brown (2004: 187-188), there were two major skills of reading. They were micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic

signals. Here were the lists of skills of reading comprehension (Brown, 2004:187-188).

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their Significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning might be expressed in different grammatical forms
- g. Recognize cohesived devices in written discourse and their role in signaling the relationship between and among clauses.

While in the macro-skills, the readers needed to make discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills would help the readers to comprehend a text well. As presented by Brown (2004:187-188), these were the macro-skills of reading as follows:

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

- b. Recognized the communicative functions of written texts, according to form and purpose
- c. Infer context that was not explicit by using background knowledge
- d. Infer links and connections between events, ideas, etc., 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 schema tag. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

No	Skill	Purpose
1	Automatic Decoding	Students were able to recognize a word at a glance.
2	Previewing and Predicting	Students were able to predict what the form and context of the text will be.
3	Identifying purpose	Students were able to predict what the form and context of the text will be.
4	Specifying Purposes	Students were able to know why the text is being read.
5	Scanning	Students were able to find out the specific information in a text by looking at the text very rapidly.
6	Recognizing topics	Students were able to find out what the text tells about after reading and comprehending the text.
7	Locating the topic sentences	Students were able to find out a topic sentence in a text.
8	Making inference by use evidence	Students were able to infer main ideas of the text and can show the evidence that supports their inference.
9	Guessing the meaning of unknown words	Students were able to guess the meaning of unknown word from the context.

10	Skimming	Students were able to process a text rapidly at many levels in order to get an overall picture of it.
11	Paraphrasing	Students were able to paraphrase the text to help them understand the text by using their own words.
12	Summarizing	Students were able to shorten the text by retaining and re-stating the main idea by leaving out details.
13	Drawing Conclusion	Students were able to put together the information from several parts of the text and induce new or additional ideas.
14	Reading Critically	Students were able to judge the accuracy of the text with respect to what the reader already knows and distinguish facts or opinions.
15	Reading Faster	Students were able to read fast enough to allow the brain to process the input.

There were skills of reading from other experts. One of the experts was Mikulecky. He (2010: 23-30) also proposed reading skills that could be seen in the table below.

Having a skill made the students can solve any problem in reading a written text. The reading skills also could increase pleasure and effectiveness of reading activity. When the students mastered skills of reading, they could be helped in all other subjects and in the personal and professional lives. However, being a skilled reader was not a simple effort. They had to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text read.

3. Reading Technique

Anthony in Brown (2001: 14) defined technique as specific activities manifested in the classroom that were consistent with a method and therefore

were in harmony with an approach as well. These activities could be doing tasks or exercises to realize lesson objectives. The activities could help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher was also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking, and reading.

In the reading activity, the teacher had to understand that reading was not a simple activity because students have to grab a new knowledge in a passage by using their eyes, brain, and emotion. To harmonize those things, the students applied a force well so that they learnt something from the knowledge they grab in the passage they read.

The reading activity sometime became a huge problem for the students, even though they had to do it, because it was their need in the process of learning especially language in the classroom. The students were impaired in reading because of some reasons. Some of them are laziness, lack of interesting technique, background knowledge, habit, and so on. The teacher need to understand about it that she or he has need of solving those problem to make the students could improve their skill of reading written text in any types.

Designing interactive reading was not easy. It needed techniques in order to abridge into an easier way. There were principles for designing interactive reading techniques. An expert named Brown (2000: 313-316) says there were several techniques. Those techniques were in the following.

- a. In an interactive curriculum, the teacher had to gives priority to the importance of specific instruction in reading skills

- b. The teacher had to use techniques which are intrinsically motivating
- c. Authenticity and readability in choosing texts should be balanced.
- d. The teacher should encourage the development of reading strategies
- e. Both bottom-up and top-down techniques are include in the activity.
- f. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.
- g. In the last, the teacher should build in some evaluative aspect to the techniques.
 - 1) Doing: the students respond physically to a command
 - 2) Choosing: the students select from alternative pose orally or in writing
 - 3) Transferring: the students summarize orally what is read
 - 4) Answering: the students answer questions about passage
 - 5) Condensing: the students outline or take notes on a passage
 - 6) Extending: the students provide an ending to a story
 - 7) Duplicating: the students the message into a native language or copy it
 - 8) Modelling: the students put together a toy, for example, after reading direction for assembly
 - 9) Conversing: the students engage in a conversation that indicates appropriate processing of information

Hence, the reading technique is the activities which are done in the classroom to help the teacher and the students in the teaching learning process of

reading which were consistent and harmonious with a method and an approach so that the students can comprehend a passage well. A technique of reading which is used in the classroom should be chosen based on the students' need and capability in order they can enjoy every activity in the classroom. It also aims the purpose of the teaching learning process.

4. Teaching Reading

Teaching was an activity in which the teacher guided and facilitated learning, gave a chance for the learners to learn, and set the condition for learning (Brown, 2000: 7). The teacher could not do those activities without any guidance. The teacher needed it to lead the students in gaining any knowledge. Also, to make the students learnt, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what was being learned.

Other experts explained about the term of teaching reading which might be further discussed here. Nuttal (2002: 21) stated one of the functions of teaching reading especially reading foreign language, such as English, for students who were not native speaker, was to make them be able to understand the text when they were deal with the foreign language. They would be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English had characteristics. These characteristics led the process to be a successful process if the teacher applied them well. According to Davies and Pears (2000), there were some characteristics of effective English teaching and learning.

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the approaching of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers were able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always did evaluation on what happened on that day so that he or she could take a narrow step to solve the problem or to improve what they had been reached.

In the process of the teaching reading, the teacher had important role to provide material, technique, and media to make the students could learn something new in the classroom and also could enjoy the process. The result of this process was the students have behavioral changes in human being which were due to the experience of emotional as well as intellectual.

5. Critical Reading

Critical reading meant that a reader applied certain processes, models, questions, and theories that result in enhanced clarity and comprehension. There was more involved, both in effort and understanding, in a critical reading than in a mere "skimming" of the text. What was the difference? If a reader "skims" the text, superficial characteristics and information were as far as the reader goes. A critical reading got at "deep structure" (if there was such a thing apart from the

superficial text), that was, logical consistency, tone, organization, and a number of other very important sounding terms.

What did it take to be a critical reader? There were a variety of answers available to this question, here were some suggested steps:

- a. Prepare to become part of the writer's audience.

After all, authors designed texts for specific audiences, and becoming a member of the target audience made it easier to get at the author's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience read introductions and notes.

- b. Prepare to read with an open mind.

Critical readers seemed knowledgeable; they did not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader was to read what was on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully, objectively, on the text.

- c. Consider the title.

This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.

- d. Read slowly.

Again, this appears obvious, but it was a factor in a "close reading." By slowing down, you would make more connections within the text.

- e. Used the dictionary and other appropriate reference works.

If there was a word in the text that was not clear or difficult to define in context: look it up. Every word was important, and if part of the text is thick with technical terms, it was doubly important to know how the author was using them.

f. Make notes.

Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, and the author's main points to support the theory. Writing while reading aids your memory in many ways, especially by making a link that was unclear in the text concrete in your own writing.

g. Keep a reading journal

In addition to note-taking, it was often helpful to regularly record your responses and thoughts in a more permanent place that was yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

Critical reading involved using logical and rhetorical skills. Identifying the author's thesis was a good place to start, but to grasp how the author intends to support it was a difficult task. More often than not an author would make a claim (most commonly in the form of the thesis) and support it in the body of the text. The support for the author's claim was in the evidence provided to suggest that the author's intended argument was sound, or reasonably acceptable. What ties these two together was a series of logical links that convinces the reader of the

coherence of the author's argument: this was the warrant. If the author's premise was not supportable, a critical reading would uncover the lapses in the text that show it to be unsound.

6. Whole Brain Teaching Method

a. The explanation of Whole Brain Teaching Method by Chris Biffle.

Whole Brain Teaching was a learning method which was known in North America since 1999 by Chris Biffle. That concept taught the learning method in finding out the students studying principle into 3. There were *Visual*, *Verbal* and *Gesture*. The main strategy of Whole Brain Teaching was how to get attentions of audiences for this pointed is students so they were more focused to the subject which is given by teacher. So, it should be there interaction, because the method which is exists in the classroom tend making bored feeling to the students.

b. Whole Brain Teaching Methods' Steps

Chris Biffle told 7 strategies to handle this whole brain teaching method. This colorful interactive action was handled by commands and simple responses with one word or one phrase which was known by students before, so the learning with this method could be applied to all subject in the school. The expression who should be known and used to the students in this class interaction were:

1) *Class-Yes*

To get attention or stop all students' activities, the teacher said "Classsss!" by loudly sound and undetectable intonation. And all students at once would say "Yeeeeessss!" in their response by imitated their teacher.

2) *The Five Rules*

The teacher introduced the five rules which was obtained to the students by making gesture and read the rules who should be followed to the students together. Those five rules were:

- a) Followed direction quickly
- b) Raised your hand for permission to speak
- c) Raised your hand for permission to leave your seat
- d) Made smart choices
- e) Made your teacher happy

3) *Micro-Lecture*

The teacher just might tell the new concept, explanation, step or form might not more 30 seconds. If the students should be able repeat or retell a form who tell the teacher, so some seconds was okay to micro-lecture.

4) *Teach-Okay*

After "teaching" it's about 30 seconds, the teacher asked students to retell the knowledge which recently they got. These commands were told with saying, "Teach!" with loudly sound and followed with the interesting gesture, such claps 2-2 and be continued with right hand to stick out up. While besides it, the left hand stick in down. On this moment, as varieties, saying "Teach!" was voiced

softly with claps 2-2 which is continued with their hands stick out up slowly and to do. After that, their chair mate would seeing their friend beside them and retell the commands. When re-command what they got, they should use their gesture and keep spirit to say it loudly that it could be heard by their own ears.

5) *Scoreboard*

Scoreboard had a function to tell the students whether the students' responses could be satisfied their teacher, because it was done together and have fun or in the other hand. Who should we did are, describe 2 faces in the round shape, the first was "*smiley*" which is showing the smile, and besides face showing glum face or "*Frowny*". Both of faces were separated by underline. If the students' responses is good so the teacher write score in the "*smiley*", then the teacher make his hands' flick to class who was followed by the students by giving excited expression and said " O yaaaa!" and by following one clap. However, if students' responses was not good, the teacher would give one score in the "*Frowny*" and the teacher's hands would be flicked to the class, and the students' should response it by sad and said "Ooh!" and erased their eyes which was sad and disappointed if only.

6) *Hands and eyes*

This command was meant that "*Hands and eyes*" when they told by teacher, he would be responded by students by saying "*Hands and Eyes*" too. By continued with closing both of thumb and put it up into desk of class with seeing the teacher in front of. It's meant that to ask students' attention with high quality

because of the subject will be- told was difficult enough so it would need the extra attention. *'Hands and eyes'* just used while the teacher really need the *'Quality attention'*.

7) *Comprehension Check*

While students just re-expressed their subject lesson, the teacher needed to check the students' comprehension with walking in round to class and listen what their express of. That was important, beside to know how effective the students' learning, it also re-check that the student were not only seen as if they express their comprehension to do. Whereas, they only opened their mouth to cheat their teacher basically.

7. Benefits of Whole Brain Teaching Method

According to Biffle (2011: 235-240), Whole Brain Teaching method had several benefits to reinforce both the teacher and the students' to have better teaching learning process. There were three benefits for teachers as follows:

- a. Positive behavior reinforcement involved teamwork and rehearsing expectations. In Whole Brain Teaching method was used to reward positive behavior and correct negative behavior.
- b. Memory retention because many teachers found themselves repeating the lessons and wondering why students act as though they never learned content the lessons that they had already covered.

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

According to Biffle (2011: 241-245), there were 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 had multiple opportunities to achieve success in a Whole Brain Teaching classroom and therefore motivation was a huge benefit for students.
- 2) Student centered learning created a learning environment where practice was the main focus, not performance or assessment. Students were not assessed on knowledge in a formal manner until they had 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 was application of higher level thinking a well.

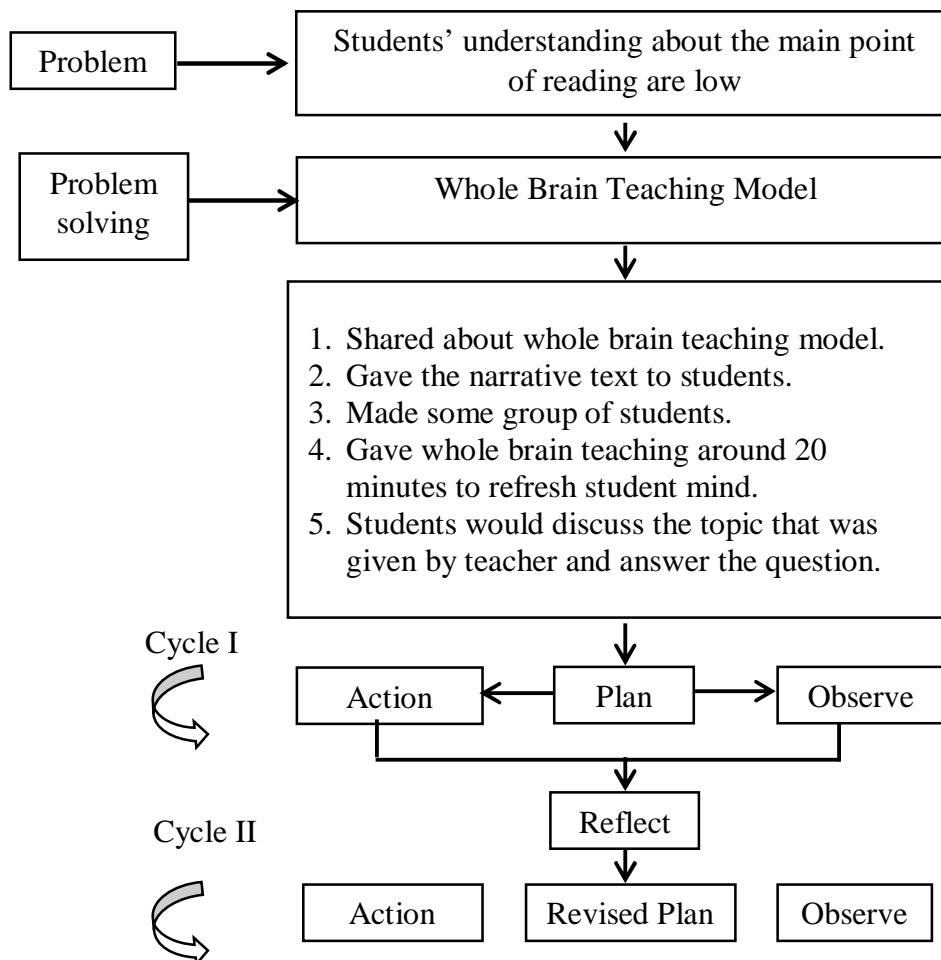
Traditionally, note taking involves students recoding information delivered in the lesson to be studied later and reproduced on a quiz or test.

Application of knowledge was 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.

B. Conceptual Framework

The action research would be conducted in Eighth grade of SMP Muhammadiyah 08 Medan. The teacher and the writer would use action research to improve students' critical reading ability through whole brain teaching model. The steps of the research included plan, action, observe and reflect. The conceptual framework can be seen in the following figure.



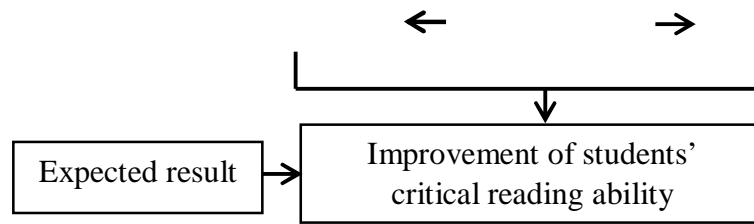


Figure 2.1: Conceptual Framework

C. Related Study

According to Bimo Walgito (2010), that method which had a function to learn and find out about the condition or phenomena about personal and individual, in terms of someone history which was becoming a research object. Bimo also added some information that it needed many information and integrity data which was obtainable from the other method to get the deepest information according to related study which was planning to do. Besides, the writer hoped to analyze what the point was focused on, information, design and conclusion of the previous research, that of:

1. Chris Biffle, He was a director of whole brain teaching method, on his books about designing your whole brain teaching model classroom. In essence, he thought that there were five core components of any successful homework package, they were free reading for at least 20 minutes, increase reading fluency with a reading speed exercise, and recognizing significant improvement in reading on the student super improvers wall. Only 100 words called by sight words, make up 50 % of all the words children read. The more quickly children master sight words, the more enjoyable their reading experience.

2. Ratna Miladiyah Rahmatika, she was alumna of State institute for Islamic studies Salatiga, she focused on the use of whole brain teaching method to improve students' reading ability on the eighth grade students of MTs Miftahulfalah Betahwalang, Bonang, Demak. In her research a pre-test and post-test were given to see if there was an improvement or not. In each cycle, there are four steps, therefore planning, acting, observing and reflecting. The researcher found that students become more active, enthusiastic in the teaching learning process when Whole Brain Teaching method was implemented. It was also found that the students were more focused to the lecturer, so the class was not noisy. From the results of the study which was conducted by the researcher showed that the finding showed 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 meant that use Whole Brain Teaching method can improve students' reading ability.
3. Ms. Preslee D. Kharsati and Dr. Praskasha G.S they were assistant professor Christ University Bangalore. On their journal, they told that the main challenges for teachers was how do they translate that knowledge to classroom practices and what strategies should they adopt? Chris Biffle and his colleagues came up with Whole Brain Teaching (WBT) method in 1999. It started off with one teacher problem in the classroom which leads to research and development of techniques that can be activated the whole

brain in learning. WBT was an approach which was surrounded by the seven core technique which was class yes-attention getter, the classroom rules the organizer, hands and eyes which - the focuser, teach-Okay - the whole brain activator, mirror - the class unifier, switch - involver and finally the scoreboard - the motivator. Based on the practitioners of WBT it was found out that WBT had a positive influence on the academic achievement of students. WBT had made a huge difference in the way students remember and retain information, students were more engaged, their critical thinking was increased and students were actively participating inside the classrooms.

CHAPTER III

METHOD OF RESEARCH

A. Planning of Research

1. Location of Research

The location of the research would be held at the SMP Muhammadiyah 08 Medan on Jalan Utama No.170 Medan of the academic year 2017-2018. This location was being taken by the researcher for doing research because it might be effective to collective the students' data and they would be more active when it takes about activity or game. This would be expected to give the new media and new strategy to improve students' critical reading ability through whole brain teaching.

2. Schedule of Research

The researcher schedule would start from February 2018 until get the result from cycle I and cycle 2 finish to improve students' critical reading ability through whole brain teaching model.

3. Subject of Research

The subject of research would be eighth grade SMP Muhammadiyah 08 Medan on Jalan Utama No.170 Medan of the academic year 2017-2018. The research would take one class as a research subject, class VIII A consist of 29 students.

B. Research Design

This research used research design classroom action research. That effort to analyze and reflection some aspect in teaching process that were teacher performance, teacher and students interaction, interaction each other students to could answer the problem of research.

This research divided two cycle that appropriate with time allocation and topic that chosen. Each cycle consisted of 4 steps there were planning, action, observation, and reflection.

1. Planning

In this phase you identified a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

This was a forward-looking phase where you consider: i) what kind of investigation was possible within the realities and constraints of your teaching situation and ii) what potential improvements you think are possible.

2. Action

The plan was a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions were 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involved you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what was happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what had happened and to understand the issue you had explored more clearly. You might decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

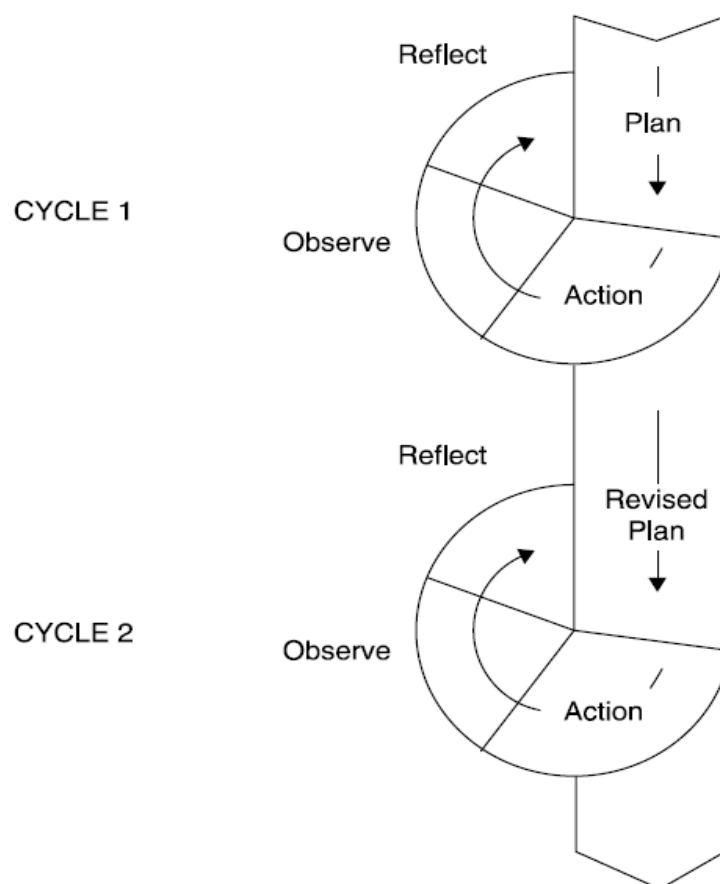


Chart 3.1 Action Researched Spiral based on Kemmis and McTaggart (2005:278).

C. Procedure of Research

The procedure of research would be conducted within two cycle there are:

Cycle I

The activity would be conducted in cycle I include:

1. Planning

This researcher would prepare lesson plans which use whole brain teaching model and material in the English text book for Eighth grade and would prepare the test to measure the result of the study. The activity of teacher in planning there were:

- a. Arranging a teaching schedule
- b. Preparing observation sheet, questioner
- c. Preparing lesson plan
- d. Preparing learning material for the students
- e. Preparing exercises or tests for students.

2. Action

In this season the researcher would be conducted as follow:

- a. The teacher shared about whole brain teaching model before learning process started.
- b. The teacher would give the narrative text to students.
- c. The teacher made some group of students
- d. Gave whole brain teaching around 20 minutes to refresh student mind.

e. Students would discuss the topic that was given by teacher and answer the question.

3. Observation

The function of observation was to find out the information in the classroom when the teaching and learning process in the class through whole brain teaching model to improve students' critical reading ability.

4. Reflection

At this point, the activity focus on the effort to analyze. The result and the problem of this step would be applied as basic to make re-planning in the next cycle.

Cycle II

Cycle II would be a continuous activity of the cycle I. Actually, the activities in cycle I would be similar to the cycle II, but there would be some revision of planning based on the result of the cycle I that will be do in this cycle.

D. Technique of Collecting Data

The researcher would use some technique in collecting the data which was consisted of quantitative data and qualitative data.

1. Quantitative data

The quantitative data would be collected from pre-test cycle I and cycle II. The purpose of this season was to measure students' critical reading ability through whole brain teaching model.

2. Qualitative data

The qualitative data would be used to describe the situation during the teaching process and apply these data would be expected to get the satisfying result.

a. Observation sheet.

In this phase, the researcher would observe the students' activities, response, participation, achievement and everything happened which would be found during the teaching and learning process. Sometimes, the teacher also would ask some Students' opinion about the process of teaching and learning narrative text by critical reading and whole brain teaching. When observing step, the observer would notice all of activities in the classroom to get the data.

b. Questioner

The questioner would be answer by the students, and it would be calculated by using Likert Scale which have 5 options scale.

E. Instrument of the Data

1. Test

The test would be given in order to know the students' critical reading ability through whole brain teaching model

2. Observation Sheet

The observation sheet would be used to observe the teacher and students action in the class before and after used whole brain teaching model to improve students' critical ability.

3. Questionnaires

Questionnaires were any written question which had purpose to get information from respondent.

F. Technique for Analyzing Data

The observation would conduct before and after Classroom Action Research used to analyze qualitative data. On the other side, to conduct the quantitative data, it would conduct questionnaire and test. Here several steps were done to get the data. There would some numerical data to be processed. First, there searcher would measure the average or mean of students' critical reading score per-action within one cycle.

It was used to know how the students' critical reading skills would improve.

It would use the formula as below

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

Sudjana, *Metoda Statistika*, (Bandung: PT Tarsiti, 2002), p.

67.

Where: \bar{X} = Mean of the students' scores

\sum = Total scores

N = Total number of students

Next, the writer would try to get the class percentage which would pass the minimal mastery level criteria (KKM) considering English subject gained score 70 (seventy). The formula was:

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

Where: P = Percentage of students' scores.

F= Total Students' who got score ≥ 70 .

T= Number of students.

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. Design of Result

In this chapter, the researcher would like to analyze the whole data from the action research activities. This study applied quantitative and qualitative data. The quantitative data were taken from the mean of the students score in reading. The qualitative data were taken by questionnaire and observation. This research was conducted in one class exactly VIIIA, it consisted of 29 students. It was accomplished in two cycles. Every cycle four steps of action research. They are planning, acting, observing, and reflecting. The researcher conducted two cycles. Each cycle was conducted in two meetings.

1. The Data of the First Cycle

The first cycle was divided into two meetings, as follows:

a. Planning

The plan was arranged before doing the research. First of all, the researcher preparing the material, making lesson plan, and designing the steps in doing the action. Preparing list of students' named and attending list. Prepared the topic which would be applied by whole brain teaching model in teaching critical reading.

b. Action

The following was in the procedure of the action in cycle I.

- a. First step, the researcher as a teacher. The researcher explained to the students of new model of learning. On this step, the researcher prepared an instructional design and observation instruments needed to facilitate the implementation of English language learning by whole brain teaching. The researcher also reviewed the students whether they had ever learned about keong emas story out of narrative text. The researcher motivated the students.
- b. Next, the researcher introduced to the students about the story which was title of keong emas. Teacher gave more instructions from the application and guiding student to follow the new activity that was given by teacher. Where the gesture and the enthusiastic could help to make the student enjoy learning.
- c. After teacher giving some activities by whole brain teaching, teacher gave the reading story which was choosing to students to read the story by putting their understanding as well.
- d. After that the other student continued reading for next slides by turning. The teacher would help student to pronounce and translating the new words that they just found on that story.
- e. Then, the teacher let the students to answer the questions of the story by putting their critical reading and understanding on there.

c. Observation

Before conducting the first cycle, the pre-test was given in the first meeting. The pre-test was reading the story on the paper and answer the

questions. Once doing the pre-test, there were few students who were complaining because they were difficult to understand some words correctly. It seemed by the students who got difficult to understand the words from their friends. They were very busy to look for the meaning of the new words that they had already known in dictionary.

d. Reflection

By this step, the researcher reflected on everything that she had done and make conclusion. The result of the first cycle did not reach the goal determined. So the students need more explanation and more practices to their ways to comprehend the test and they also need reinforcement in other to support them. Therefore the second cycle would be done by repeating the steps in the first cycle in other to solve the problem.

Table 4.1
Score of pre-test and post-test in Cycle 1

No.	Student's initial	Score of Pre-test (x)	Score of Post-test I (Y)
1	ASP	50	70
2	AMP	55	60
3	AHP	60	65
4	FDA	55	65
5	FTA	45	65
6	FTR	50	70
7	FAN	55	75
8	GIA	55	65
9	MAN	55	65

10	MRF	60	70
11	MIA	55	75
12	MIH	60	75
13	NMS	55	65
14	RFA	50	70
15	RFN	50	65
16	SSP	60	70
17	SFZ	65	75
18	SFN	70	80
19	SNW	55	65
20	SRA	60	70
21	SCA	55	70
22	SYA	50	65
23	SYL	60	70
24	TNH	55	70
25	TAW	60	70
26	UHS	55	75
27	WSP	50	75
28	WKS	60	80
29	YSA	60	70
	Σ	1625	2025

a. Mean of pre-test cycle I

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

$$\bar{X} = \frac{1625}{29}$$

$$\bar{X} = \mathbf{56.03}$$

b. Mean of Post-test Cycle I

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

$$\bar{X} = \frac{2025}{29}$$

$$\bar{X} = \mathbf{69.82}$$

The score of the result above showed that the students' score increases from the pre-test to the post-test. The mean of pre-test was 56,03 while the mean of the post-test result was 69,82. Based on the comparison, the students' critical reading ability enhances. It means that Whole Brain Teaching model was successful in improving the students' critical reading ability.

The result showed the improvement of the students score from the pre-test to second cycle. The pre-test only 3.44% (one student) who got 70 points. The first cycle was 65.5% (nineteen students) who got 70 points it meant there was an improvement about 65.5%.

To know the students' progress further, to increase the minimal criteria level (KKM) in 70, the students and the researcher hoped to apply by Whole Brain Teaching model could improve the students reading skill.

There were an improvement of critical reading by using whole brain teaching model between pre-test and post-test.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students' scores

R = Number of Students' score

T = Total number of students taking the test

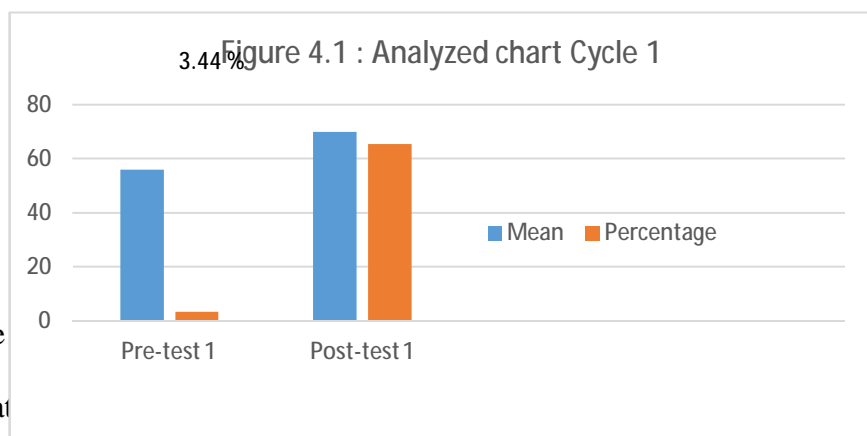
1. P1 = the percentage of the students who got points 70 to 100 in pre- test
2. P2 = the percentage of the students who got points 70 to 100 in post-test 1 of cycle I

$$P1 = \frac{1}{29} \times 100\% = 3.44 \%$$

$$P2 = \frac{19}{29} \times 100\% = 65.5\%$$

Table 4.2
The students' total scores

No.	Test	Mean	Percentage
1.	Pre-test 1	56.03	3.44 %
2.	Post-test 1	69.82	65.5 %



Therefore, the
which part that
research.

2. The Data of Second Cycle

a. Planning

By this step, the researcher prepared the same topic in teaching learning process and teaching critical reading by applying Whole Brain teaching. The researcher tried to make this teaching and learning process was more interesting. So the students would feel enjoyable in learning reading by their own style. Beside that the researcher also prepared score paper to observe.

b. Action

In this step, the researcher motivates the students before applying lesson plan for cycle II. Whole brain teaching was still used in this activity to the students. The researcher as a teacher gave more instructions of how to refresh the mind and understand the topic and the questions. Then the teacher would give a chance to students, to answer the question which was given. At the end of cycle II, some students was collecting their answer to the teacher.

c. Observation

The observation was still done for the last time, the active students was observed and it showed that most of the students were interesting in giving their answer the question about the story. They did not waste much time to understand the story and answer the question.

d. Reflection

After the researcher evaluated the students' activities, the researcher found that the students' score showed improvement. Based on the observation

and the result of their critical reading test, the researcher concluded that the students had been success to improve their reading ability by answering and understanding the story of whole brain teaching. The students' score in second cycle had been increasing from the first cycle.

The percentage of the students who had been success to improve their critical reading ability by applying whole brain teaching in the first cycle of post-test 1 was only 65.5% while in the second cycle, the percentage was 100% this improvement made the researcher stop the research until this cycle.

Table 4.3
Score of post-test I and post-test II in Cycle 2

No.	Student's initial	Score of Post-test I (Y)	Score of Post-test II (Y)
1	ASP	70	90
2	AMP	60	95
3	AHP	65	85
4	FDA	65	85
5	FTA	65	90
6	FTR	70	85
7	FAN	75	90
8	GIA	65	85
9	MAN	65	80
10	MRF	70	95
11	MIA	75	85
12	MIH	75	90
13	NMS	65	95
14	RFA	70	95

15	RFN	65	100
16	SSP	70	85
17	SFZ	75	95
18	SFN	80	90
19	SNW	65	90
20	SRA	70	90
21	SCA	70	95
22	SYA	65	95
23	SYL	70	95
24	TNH	70	95
25	TAW	70	90
26	UHS	75	95
27	WSP	75	95
28	WKS	80	100
29	YSA	70	95
	Σ	2025	2650

a. Mean of pre-test cycle II

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

$$\bar{X} = \frac{2025}{29}$$

$$\bar{X} = \mathbf{69.82}$$

b. Mean of Post-test Cycle II

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

$$\bar{X} = \frac{2650}{29}$$

$$\bar{X} = 91.37$$

The result of cycle 2 showed that the students' score increases from the post-test 1 to the post-test 2. The mean of post-test 1 was 69,82 while the mean of the post-test 2 result was 91,37. Based on the comparison, the students' critical reading ability enhances. It means that Whole Brain Teaching model was successful in improving the students' critical reading ability.

The result showed the improvement of the students score from the post-test 1 to post-test 2. The post-test 1 had been improving from 3.44% (one student) who got 70 points become 65.5% (nineteen students) who got 70 points. It meant there was an improvement about 62.06%. Further, in the post-test 2 there were significant improvement score till 100% to the students who got 70 score as the minimal criteria level.

There were an improvement of critical reading by using whole brain teaching model between those cycles.

The number of master students were calculated by applying formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students' scores

R = Number of Students' score

T = Total number of students taking the test

1. P2 = the percentage of the students who got points 70 to 100 in post-test 1

2. P3 = the percentage of the students who got points 70 to 100 in post-test 2

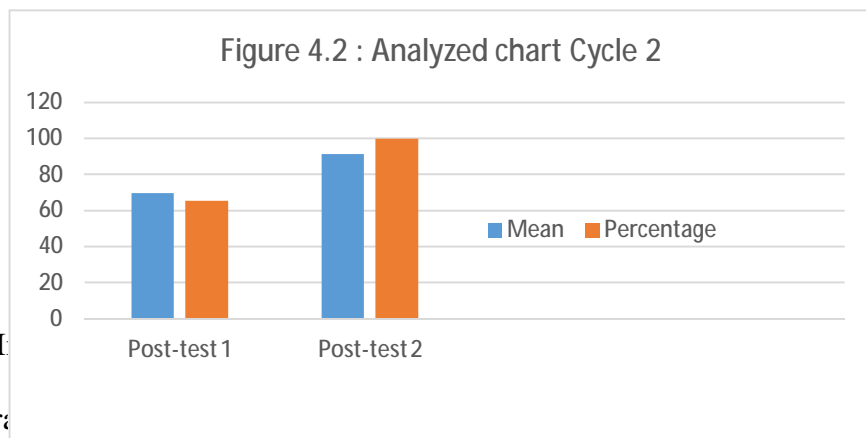
The percentage of the improvement of students' critical reading ability could be seen as follows:

$$P_2 = \frac{19}{29} \times 100\% = 65.5\%$$

$$P_3 = \frac{29}{29} \times 100\% = 100\%$$

Table 4.4
The students' total scores

No.	Test	Mean	Percentage
1.	Post-test 1	69.82	65.5%
2.	Post-test 2	91.37	100%



It can be seen that the average result,

it meant that applying Whole Brain Teaching model was successful in improving the students' reading ability on cycle II.

B. The Discussions

From the results of chart analyzes in cycle I and II, the researcher analyzed the students improvement in those cycles.

From the chart above, that was knowing that the mean of post-test 1 (69.82) was lower than mean of pre-test (56,03) in cycle I. In cycle II, mean of post-test 1 69,82 was lower than mean of post-test 2 91,37.

The table and the chart displayed that the improvement of the students' comprehension was significant from the cycle I to the cycle II. The difference among whole results was obviously great. This means that using of Whole Brain Teaching model, could improve the students' critical reading ability.

1. The result discussion of cycle I

In learning process about critical reading, the researcher had not found the students characteristics yet, while she did her pre-test for the students, and result from the class she got about 56,03 and the percentage of the students passing in the their minimal score was 3.44% or only the one who got 70 score. This was happened because of the communication of teacher and students who were not good enough in communicating of learning. So the researcher did some activity by using whole brain teaching to improve students' critical reading and she got the score from the post-test I after doing the treatment of whole brain teaching, so the score got was 69,82. And the minimal score of learning of score 70, the researcher found nineteen (19) students got 70 score or in percentage about 65.5% In addition, the mean and percentage of pre-test and post-test I was increased significantly.

2. The result discussion of cycle II

By paying attention to the cycle I Reflection, so the researcher did the great treatment in learning process, by giving some instruction which was easily understand by the students, In cycle II the mean of post-test I and post-test II was increased.

The result showed that the mean of the findings in cycle I and II were higher than the standardized minimal criteria level (*KKM*) as score 70. The students got The score of mean of post-test in cycle I and cycle II was 69,82 and 91,37. And the minimal score of learning was 70 in the post-test II in cycle II, the researcher found all students got more than 70 score by percentage of 100%. It meant that in cycle I and cycle II was successful to achieve the standardized score. This case showed that using of Whole Brain Teaching model could help students on solving difficulties in the reading ability.

From the results above, the researcher already known that the theory was true. In the previous chapter, it was explained that using of Whole Brain Teaching model gave positive effects not only in improving students' critical reading ability but also in activeness and creativity of students

Besides, it could be seen from the results of pre-test, the post-test which had been changing significantly from cycle I to cycle II. From pre-test to post-test I and post-test II the students score was increase step by step. And the usage of this model was also able to increase the students' creativity and enthusiastic on academic assignment. Therefore, they could help each other's. It was a proof that the students' critical reading ability improves in each cycles. Then, the score of post-test was better than pre-test so it means that the students'

English reading mastery was enhanced after applying Whole Brain Teaching model.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, conclusions were drawn as the following.

1. There was the improvement of the students' critical reading ability when they were taught by applying whole brain teaching as media. It showed by the mean of the students test (56.03), cycle I (69.82), cycle II (91.37).
2. The students felt more enthusiastic and interested in studying reading by applying whole brain teaching as the new model. The students got many improvements of critical reading, but the difficulties that was faced by the students was about grammar and content of the text.

B. Suggestions

In line with the conclusions, suggestions were staged as the following.

1. English teacher were suggested to apply whole brain teaching as a new model in teaching reading and it should be suggested to teacher. They had to know how to convey or make the best way to get student's attentions about the material.
2. The students were suggested to be more active and enthusiast in learning English because they have many ways to make the students' enjoy in learning. Many things that they could use to improve their English ability by the things that was already exist around them.

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Appendix 1

Lesson Plan

School	: SMP Muhammadiyah 08 Medan
Subject	: English
Class / Semester	: VIII A (Eight) / 2 (two)
Standard Competency	: 10. Expressing about the main point in functional spoken and about short monologue formed narrative text for interacting with around environment.
Basic Competency	: 10.2. Expressing about the main point in short and simple monologue by using variety of language with accuracy, fluently and feel grateful around environment formed by narrative text.
Indicator	: Doing monologue text formed narrative.
Text Genre	: <i>Narrative Text</i>
Theme	: Keong Emas
Aspect	: Reading
Time Allocation	: 4 x 40 minutes

1. Learning Purposing

At the end of the learning, the students would get to:

1. Improve the students' knowledge about the genre of texts.

2. How to create narrative text.
3. Understanding about contains of narrative text.
4. Distinguishing about many variety of text.

2. Subject

- a. Narrative text

KEONG EMAS

Once upon a time lived Kertamarta King from Daha Palace. The king had two daughter with name Dewi Galuh and Chandra Kirana. Chandra Kirana was engage with a prince from Kahuripan palace with nam Inu kertapati that has a Kind Hearted and also had a wisdom heart. But the younger sister Dewi Galuh so envious with her sister because she had also fallen in love with Inu kertapati. So she had a trick and ask witch to make Chandra Kirana got out from the palace with cunning trick. And when Chandra kirana in the street, the witch came and cursed Chandra kirana to be *Keong Emas* or Gold Snail. And keong emas finally found by widow with name of mbok Rondo dadapan. Mbok Rondo dadapan brought keong emas to her hut. And when she went to the river to farm and back to her home, she was so shocked because in her home had a delicious food. And this was happened tomorrow and tomorrow again. Mbok Rondo dadapan was very curious about who had cooking her a delicious food.

And after she said that, she would go to the farm, but she was back again in her home and she was shocked when she saw beautiful lady. And she was

asked to Keong emas, “who are you beautiful lady?” asked her. And keong emas told the truth about her stories. In the other side Inu kertapati was always finding for his fiancée princess Chandra kirana . In the street, the witch saw the prince and the witch changed in to the raven. And the raven said to Inu kertapati the wrong direction how to get keong emas home now. But the grandfather that had a kind heart chased away the raven and he gave the right direction for Inu Kertapati.

Finally Inu Kertapati found his princess Chandra kirana in the hut of mbok rondo dadapan and they were so happy because they met each other after they were separate in the long time without seeing each other. And they were married and happily ever after.

Inside that narrative text, was available:

1. Orientation

The orientation introduces main characters in a setting of place and time.

2. Complication

The complication tells the problems of the story and how the main characters solve them.

3. Resolution

The resolution tells the ending of the story

3. Learning Method

Whole brain teaching Model

Critical reading

4. Activity steps in learning

a. Opening

Motivation

- 1) Greeting
- 2) Sharing about students' condition
- 3) Teacher asked about some question to review the material
- 4) Teacher gave some instruction about whole brain teaching model
- 5) Teacher told the material which wanted to be taught.

b. Main activity

- 1) Teacher persuade students to retell about the story whoever they found
- 2) Teacher gave students an example about retell the story
- 3) Teacher gave students worksheet about narrative text.
- 4) Asking students to understand the story
- 5) Asking students to translate the story
- 6) Asking students to read the text by all students.
- 7) Asking Students to answer the question which was already available by their critical reading.

c. Closing

Evaluation

- 1) Give some conclusion about the material.

- 2) Asking the students difficulties during learning activity.
- 3) Asking student what they have already learnt about.

5. Learning sources

<http://www.ruangbelajarbahasainggris.com/storytelling-keong-mas-cerita-singkat-keong-mas-dalam-bahasa-inggris-dan-terjemahannya.html#>

6. Scoring

- a. Technique: asking about some question to spoken activity
- b. Formed: Written
- c. Instrument:

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi galuh? Why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Was mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

d. Scoring Guidelines:

1. All the correct answer will get 20 points
2. Maximum Score was, $20 \times 5 = 100$

3. Maximum Score 100

4. Students score = $\frac{\text{score activity} \times 100}{100}$

e. Rubrik Penilaian

no uraian score:

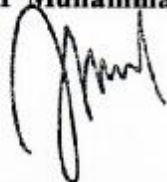
- 1) Correct in content, vocabularies, and grammatical got 20 points
- 2) Correct in vocabularies and grammatical, but lack in content got 15 points
- 3) Correct in vocabularies, but lack in grammatical and content got 10 points
- 4) Lack in Content, grammatical and also vocabularies got 5 points

Medan, 01 February 2018



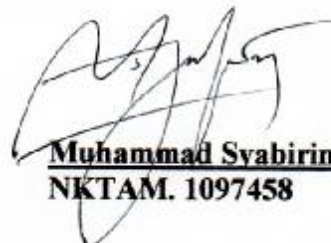
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Headmaster
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Jimmi Siregar, S.Pd
NKTAM. 975034

English Teacher



Muhammad Syabirin, S.Pd
NKTAM. 1097458

Appendix 2

KEONG EMAS

Once upon a time lived Kertamarta King from Daha Palace. The king had two daughter with name Dewi Galuh and Chandra Kirana. Chandra Kirana was engage with a prince from Kahuripan palace with nam Inu kertapati that has a Kind Hearted and also had a wisdom heart. But the younger sister Dewi Galuh so envious with her sister because she had also fallen in love with Inu kertapati. So she had a trick and ask witch to make Chandra Kirana got out from the palace with cunning trick. And when Chandra kirana in the street, the witch came and cursed Chandra kirana to be *Keong Emas* or Gold Snail. And keong emas finally found by widow with name of mbok Rondo dadapan. Mbok Rondo dadapan brought keong emas to her hut. And when she went to the river to farm and back to her home, she was so shocked because in her home had a delicious food. And this was happened tomorrow and tomorrow again. Mbok Rondo dadapan was very curious about who had cooking her a delicious food.

And after she said that, she would go to the farm, but she was back again in her home and she was shocked when she saw beautiful lady. And she was asked to Keong emas, “who are you beautiful lady?” asked her. And keong emas told the truth about her stories. In the other side Inu kertapati was always finding for his fiancée princess Chandra kirana. In the street, the witch saw the prince and the witch changed in to the raven. And the raven said to Inu kertapati the wrong direction how to get keong emas home now. But the grandfather that had a kind heart chased away the raven and he gave the right direction for Inu Kertapati.

Finally Inu Kertapati found his princess Chandra kirana in the hut of mbok rondo dadapan and they were so happy because they met each other after they were separate in the long time without seeing each other. And they were married and happily ever after.

Answers the questions based on the story above by critical reading!

1. Whether Inu kertapati love Dewi galuh? Why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Whether mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

80

Appendix 3

Name : SITI FADILLAH NRSUTION

Class : VIII A

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi galuh? why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Was mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

Answer

1. No, because Inu kertapati to loving chandra kirana

15

2. Because her suter chandia kirana has beautiful heart and face too

5

3. Of course, because mbok rondo dadapan take care to being email with sincerity

20

4. Because mbok rondo dadapan want to know who cooking delicious food for her everidactary

20

5. From a good grandfather who given a true way to found chandia kirana to Inu kertapati

20

Name : Winona Keysadi

Class : VIII - A

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi Galuh?
2. What makes Dewi Galuh so envious with her sister (Chandra Kirana)?
3. Was Mbok Rondo Dadapan kind people? Give the reason!
4. Why did Mbok Rondo Dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

- Answer
1. Yes, of course because he love her. 5
 2. because she loves the prince inu kertapati too but inu kertapati engaged to chandra kirana 20
 3. Yes because rondo dadapan have help chandra kirana 15
 4. because she fell curious who that prepared the food everyday 20
 5. because the good grandfather give the right direction to the prince inu kertapati 20

80

Name : Muhammad Ariandika Nugroho

Class : XII A

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi galuh? why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Was mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

Answer

1. No, because Inu kertapati only love Chandra kirana 15

2. Dewi Galuh jealous, because loved Inu kertapati 15

3. Yes, because mbok rondo help Chandra Kirana 15

4. because mbok rondo rondo angered who is looting and prepare food 20

5. with her help old man wish to give street true to lord Inu kertapati 20

85

Name : Amelia Hendrina putri

Class : VIII A

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi galuh? why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Was mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

Answer

1. No, because Inu kertapati dont like Dewi galuh 15
2. Because dewi galuh also falls in love with Inu kertapati 15
3. Yes, because mbok rondo dadapan help chandra kirana 15
4. Because, mbok rondo dadapan very courous about who cooking delicious food everyday 20
5. with the direction of the grandfather who have kind heart. 20

Name : Syahrin Aulia

Class : VII A

Answers the questions based on the story above by critical reading!

1. Did Inu kertapati love Dewi galuh? why?
2. What makes Dewi Galuh so envious with her sister (Chandra kirana)?
3. Was mbok rondo dadapan kind people? Give the reason!
4. Why did mbok rondo dadapan go back again in her home, after she said that she will go to the farm?
5. How did the way Inu kertapati find Candra Kirana?

Answer

1. No, because Inu kertapati loves chandra kirana 17
2. Because, he also love Inu kertapati who have a good man and good heart. But, Inu kertapati have engaged to chandra kirana. 20
3. yes, because mbok rondo dadapan helped keong emang with bring to his hut. 20
4. Because mbok rondo dadapan want to know who had served her delicious fishes for several days in a row. 20
5. when grandfather expected the crowd and give the correct direction to the prince Inu kertapati after all crowd show the wrong direction. 20

Appendix 4

Activities Observed: Teaching –Learning Process

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
Self/ the researcher as the teacher	- The teacher read the topic on the paper.	√		√	
	- The teacher give a chance to students to reading.	√		√	
	- The teacher gave an activity as whole brain teaching	√		√	
	- The teacher observes the activity	√		√	
	- The teacher motivates students to understand the reading topic during the activity in applying whole brain teaching	√		√	
Students	- The students paid attention to the teacher activity in reading the topic in front of class	√		√	
	- The students repeated reading when the teacher give them a chance	√		√	
	- The students read the story by turning one by one.	√		√	
	- The students answered the question which was available on the paper.	√		√	
Context	- The students followed the teacher’s instruction about whole brain teaching model	√		√	
	- All the students read the topic by turning.	√		√	
	- The all students try to understand the meaning of the story by translating and answering the question.		√	√	

	- The students use dictionary to find out the difficult words on the story.	√		√	
	- The students feel curious on the question was available	√		√	
	- The students always get out and get in classroom during teaching learning process		√		√
	- All of the students collect questionnaire test	√		√	
	- Some students re-told the answers of story to show up their understanding in front of the class	√		√	
	- The classroom was far from crowded	√		√	
	- The classroom was comfortable	√		√	
	- The classroom was noisy and naughty		√		√

Questioner Sheet Score

(A) Very easy (B) Easy (C) Difficult

No	Questions	A	B	C	Number	Word
1	Before you know whole brain teaching, what do you think about answering the question critically is?	0	6	23	29	Difficult
2	Before you know about whole brain teaching, how was your feeling once answering the question of the story?	0	9	20	29	Difficult
3	After knowing, about whole brain teaching, what do you think about critical reading was?	19	10	0	29	Very Easy
4	After you know about whole brain teaching, how was your feeling when answering the question of reading?	21	5	3	29	Very Easy
5	What do you think about whole brain teaching towards your critical reading?	25	4	0	29	Very Easy

Appendix 6

Attendant List of VIII A SMP Muhammadiyah 08 Medan

Appendix 6		Cycle I		Cycle II	
No.	Name	1	2	1	2
1.	Aisyah Putri	Aisyah	Aisyah	Aisyah	Aisyah
2.	Al-fazri Maysah Putra	Al-fazri	Al-fazri	Al-fazri	Al-fazri
3.	Amelia Hendrina Putri	Amelia	Amelia	Amelia	Amelia
4.	Fadil adha	Fadil	Fadil	Fadil	Fadil
5.	Fitri Aulia	Fitri	Fitri	Fitri	Fitri
6.	Fitri Rahmadani	Fitri	Fitri	Fitri	Fitri
7.	Frans Adi nata	Frans	Frans	Frans	Frans
8.	Gio Afandi	Gio	Gio	Gio	Gio
9.	M. Arandika Nugroho	Arandika	Arandika	Arandika	Arandika
10.	M. Rizky Fahrur Rozy	Rizky	Rizky	Rizky	Rizky
11.	M. Ihsan al-mufti	Ihsan	Ihsan	Ihsan	Ihsan
12.	M. Ihsan Habibi Majid	Ihsan	Ihsan	Ihsan	Ihsan
13.	Nozwa Mustariyah	Nozwa	Nozwa	Nozwa	Nozwa
14.	Raja Fadil Akbar	Raja	Raja	Raja	Raja
15.	Rezeqi Fehrehan	Rezeqi	Rezeqi	Rezeqi	Rezeqi
16.	Satra Surya Panca	Satra	Satra	Satra	Satra
17.	Shindy Fatimah Zahara	Shindy	Shindy	Shindy	Shindy
18.	Siti Fadilah Nasution	Siti	Siti	Siti	Siti
19.	Siti Nurwahidah	Siti	Siti	Siti	Siti
20.	Siti Rohiatun Adawiyah	Siti	Siti	Siti	Siti
21.	Suci Amalia	Suci	Suci	Suci	Suci
22.	Syabile aulia	Syabile	Syabile	Syabile	Syabile
23.	Syahrol Limbong	Syahrol	Syahrol	Syahrol	Syahrol
24.	Tengku Nur hasanah	Tengku	Tengku	Tengku	Tengku
25.	Tri Ayu Wulandari	Tri	Tri	Tri	Tri
26.	Usman Hadi Setiawan	Usman	Usman	Usman	Usman
27.	Windi Syalsyabila Putri	Windi	Windi	Windi	Windi
28.	Winona Keysadil	Winona	Winona	Winona	Winona
29.	Yasmim Aisyah	Yasmim	Yasmim	Yasmim	Yasmim



MAJELIS PENDIDIKAN TINGGI
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Website : <http://www.fkip.umh.ac.id> E-mail : fkip@umh.ac.id

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini:

Nama Mahasiswa : Efrilia Lestari
NPM : 1402050326
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS

IPK = 3.38

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
<i>A/</i> <i>18-2017</i>	Improving Students' Critical Reading Ability Through Whole Brain Teaching Model	<i>[Signature]</i>
	The Effect of Using Whole Brain Teaching Model to the Students' Speaking Achievement	<i>[Signature]</i>
	Improving Students' Speaking Achievement Through Whole Brain Model	<i>[Signature]</i>

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan saya ucapkan terima kasih.

Medan, 04 Desember 2017
Hormat Pemohon,

Efrilia Lestari

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi



MAJELIS PENDIDIKAN TINGGI
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Efrilia Lestari
NPM : 1402050326
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving Students' Critical Reading Ability Through
Whole Brain Teaching Model

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yusriati, SS, M.Hum *Acc 29/12-2017*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 04 Desember 2017
Hormat Pemohon,

Efrilia Lestari

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 134 /11.3-AU /UMSU-02/F/2017
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Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Efrilia Lestari
NPM : 1402050326
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : **Improving Students' Critical Reading Ability
Through Whole Brain Teaching Model**

Pembimbing : Yusriati,SS,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **28 Desember 2018**

Medan, 09 Rab. Akhir 1439 H
28 Desember 2017 M

Wassalam
Dekan

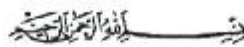
Dr. Elfrianto, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umtsu.ac.id> E-mail: fkip@umtsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Efrilia Lestari
N.P.M : 1402050326
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Critical Reading Ability through Whole Brain Teaching Model

Pada hari Rabu tanggal 31 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Februari 2018

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Yusriati, SS, M.Hum

Diketahui oleh
Ketua Program Studi,

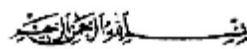
Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Efrilia Lestari
N.P.M : 1402050326
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Critical Reading Ability through Whole Brain
Teaching Model

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Januari,
Tahun 2018

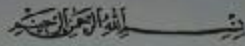
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 1 Februari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Efrilia Lestari
N.P.M : 1402050326
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Critical Reading Ability through Whole Brain Teaching Model

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

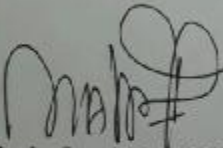
Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018
Hormat saya
Yang membuat pernyataan,



Efrilia Lestari

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum



Bina masyarakat untuk keadilan
keberadaban dan kesejahteraan

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Makhtar Basri No.3 Telp. 6624567 Ext. 111 Medan 20238

SURAT KETERANGAN

Nomor : /KET/113-AU/UMSU-PPM/2018



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (LPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Efrilia Lestari
N P M : 1402050326
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 19 Jum. Akhir 1439 H.
07 Maret 2018M


Muhammad Arifin, S.Pd, M.Pd



Segala Cerdas di Sempatkan
Kita menemani murid di setiap langkahnya menuju dan langgahnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
 Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 95 /II.3/UMSU-02/F/2018
 Lamp : ---
 Hal : Mohon Izin Riset

Medan, 15 Jum. Awal 1439 H
 01 Februari 2018 M

Kepada Yth. Bapak/ Ibu Kepala
 SMP Muhammadiyah 08 Medan
 di-
 Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Efilia Lestari
 N P M : 1402050326
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Improving Students' Critical Reading Ability through Whole Brain Teaching Model.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.



Dr. Elhadi Nst, S.Pd, M.Pd.
 NIP. : 0115057302

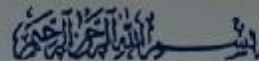
** Pertinggal **



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA MEDAN
SMP SWASTA MUHAMMADIYAH-8 DIAKUI

(SK. Depdikbud No. B 07.1235, 9 Januari 1991)

Alamat : Jl. Utama No. 170 Kel. Kotamatsum II Kec. Medan Area Telp. (061) 7351566 Medan 20215



SURAT KETERANGAN

Nomor : 96/III.4/KET/F/2018

Kepala Sekolah SMP Muhammadiyah 08 Medan Kecamatan Medan Area, Kelurahan Kotamatsum II, Kota Medan, Propinsi Sumatera Utara, maka dengan ini menerangkan bahwa:

Nama : **EFRILIA LESTARI**
NPM : 1402050326
Jurusan : Pendidikan Bahasa Inggris

Benar nama tersebut diatas telah mengadakan Riset di SMP Muhammadiyah 08 Medan berdasarkan Surat Universitas Muhammadiyah Sumatera Utara dengan Nomor : 955/IL3-AU/UMSU-02/F/2018 Tanggal 01 Februari 2018 dengan judul "**IMPROVING STUDENTS' CRITICAL READING ABILITY THROUGH WHOLE BRAIN TEACHING MODEL**".

Demikianlah surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Naschaun minallah wa fathun qoriib.

Wassalamu'alaikum wr.wb.

Medan, 10 Maret 2018

Kepala Sekolah

SMP Muhammadiyah 8 Medan



J I M M I, S.Pd, M.Si

SURAT KETERANGAN KERJASAMA

Menindak lanjuti proposal pelaksanaan kegiatan penelitian dikelas VIII A SMP Muhammadiyah 08 Medan tertanggal pada 01 Februari 2018, dengan surat ini saya yang bertanda tangan dibawah ini:

Nama : Muhammad Syabirin, S.Pd

NKTAM : 1097458

Jabatan : Guru Mata Pelajaran Bahasa Inggris

Mencerangkan bahwa menyetujui kerjasama pada penelitian tindakan didalam kelas kepada:

Nama : Efrilia Lestari

NPM : 1402050326

Universitas : Universitas Mubananadiyah Sumatera Utara

Jurusan : Pendidikan Bahasa Inggris

Semester : VIII (Delapan)

Untuk melaksanakan penelitian terkait tugas proposal yang sedang dikerjakan yang bersangkutan. Dalam pelaksanaan penelitian tersebut, di harapkan kerjasama yang baik dari pengamat (mahasiswa) pada kelas yang telah diteliti dalam mengatasi kesulitan siswa terhadap pembelajaran Bahasa Inggris.

Dengan surat keterangan kerjasama ini saya buat dengan sebenarnya, saya ucapakan Terima Kasih.

Medan, 10 Maret 2018

Guru Peneliti


Muhammad Syabirin, S.Pd
NKTAM. 1097458



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.bip.unsma.ac.id> E-mail: bip@unsma.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Eirilia Lestari
N.P.M : 1402050326
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Critical Reading Ability Through Whole Brain Teaching Model


Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
13/2018 /03	Revise data collection, Data analysis	Mg	
23/2018 /03	Revise chapter 5, abstrak	Mg	
26/2018 /03	Revise the whole chapter	Mg	
27/2018 /03	RAK for the exam	Mg	

Diketahui oleh :
Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum.

Medan, Maret 2018

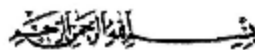
Dosen Pembimbing


Yusriati, S.S., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.unsu.ac.id> E-mail: kip@unsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skrripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Efrilia Lestari

N.P.M : 1402050326

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Critical Reading Ability Through Whole
Brain Teaching Model

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:
Dosen Pembimbing

Yusriati, S.S., M.Hum

Diketahui oleh:

Dekan

Dr. Efrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

Name : Efrilia Lestari

NPM : 1402050326

Sex : Female

Place Date of Birth : Karang Anyar, 09 august 1996

Address : Karang Anyar Dusun III Kec. Pegajahan Kab. Serdang
Bedagai

Religion : Moeslim

Status : Singel

Parent : (Father) Tukirin
(Mother) Mujilah

Education:

1. Elementary School : SD Negeri 105368 (2002-2008)
2. Junior High School : SMP Negeri 1 Perbaungan (2008-2011)
3. Senior High School : SMA Negeri 1 Pegajahan (2011-2014)
4. Students of English Department of FKIP University of Muhammadiyah Sumatera Utara : (2014-2018)

Appendix 20

