THE EFFECTIVENESS OF BRAIN BASED LEARNING TO MEASURING ENGLISH READING SKILLS IN JUNIOR HIGH SCHOOL

THESIS

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FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Assalamu'alaikum Wr. Wb

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MOTTO

"لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا"

"Allah does not burden anyone except according to his ability."

" Patience and perseverance bring great results." - Napoleon Hill

"لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا"

THESIS DEDICATION

I fully dedicate this thesis to two great people in my life, My father Didik Junaidi, M.Pd, and My mother Ni'matuz Zahroh, M.Pd. These two were the ones who made everything possible so that I could get to the stage where this thesis was finally completed. Of course, my brother, sister and my only grandmother have always supported me in everything, and also to the whole family, and cousins that I cannot mention one by one. Thank you for giving me support and motivation as well as prayers. I also present this thesis to Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed as my thesis supervisor who always helps and provides useful guidance and advice so that I can complete my thesis well. Finally, I dedicate this thesis to my friends who have given me motivation and encouragement and always help each other in the preparation of this thesis.

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For all parties, the researcher realizes that there are still many shortcomings in writing this thesis that need to be improved. For this reason, researcher need advice to make improvements to existing shortcomings. Hopefully this thesis will be useful for researcher and readers.

Malang, 07 Juni 2024

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A.   Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= ḥ	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	=âa
Long Vocal (i)	= î
Long Vocal (u)	=ûu

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	=ˇu
إِي	= î

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ABSTRAK

Alfirdaus , Fildzah Nabilah. 2024. Efektifitas Pembelajaran Berbasis Otak Untuk Mengukur Kemampuan Membaca Bahasa Inggris di Sekolah Menengah Pertama. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci : Pembelajaran Berbasis Otak, Keterampilan Membaca, Siswa kelas delapan.

Bahasa Inggris merupakan bahasa internasional yang penting dan menjadi salah satu bahasa asing yang sering digunakan sehari-hari. Banyak siswa yang kurang aktif dalam pembelajaran bahasa inggris karena merasa bosan dan tidak tertarik, terutama dalam hal membaca. Membaca sering dianggap sebagai hal remeh bagi siswa sehingga dalam pembelajaran bahasa inggris banyak siswa yang tidak menguasainya. Hal ini disebabkan oleh metode pembelajaran yang terkesan membosankan. Guru juga harus memikirkan metode yang dapat digunakan untuk menarik perhatian siswa dalam belajar bahasa inggris. Salah satu metode yang dapat digunakan adalah pembelajaran berbasis otak. Pembelajaran berbasis otak dapat membantu meningkatkan antusias dan partisipasi siswa selama proses pembelajaran. Penelitian ini bertujuan untuk mengukur efektivitas penggunaan pembelajaran berbasis otak pada keterampilan membaca bahasa Inggris. Penelitian ini menggunakan metode kuantitatif kuasi eksperimen dengan subjek penelitian 33 siswa kelas 8B sebagai kelas kontrol dan 24 siswa kelas 8C sebagai kelas eksperimen. Siswa diberikan 3 kali perlakuan dengan menggunakan metode pembelajaran berbasis otak. Perlakuan diberikan setelah pre-test dan sebelum post-test. Hasil analisis data menunjukkan rata-rata pre-test sebesar 55,83 dan post-test meningkat menjadi 86,46 setelah mendapat perlakuan. Pengujian tersebut diuji dengan T-Test: Dua sampel dengan asumsi varians yang sama, yang dilakukan dengan Microsoft Excel. Hal ini dapat disimpulkan bahwa penerapan brain-based learning efektif dalam mengukur kemampuan membaca bahasa Inggris siswa.

ABSTRACT

Alfirdaus, Fildzah Nabilah. 2024. The Effectiveness of Brain Based Learning to Measuring English Reading Skills in Junior High School. Thesis, Department of English Education. Faculty of Tarbiyah and Teacher Training. State Islamic University Maulana Malik Ibrahim Malang.
Advisor: Prof. Dr. Hj Like Raskova Octaberlina, M.Ed

Key words: Brain Based Learning, Reading Skills, Eighth Grade Students.

English is an important international language and is one of the foreign languages that are often used daily. Many students are less active in learning English because they feel bored and uninterested, especially in reading. Reading is usually considered a trivial thing for students so in learning English many students do not master it. This is due to learning methods that seem boring. Teachers should also think about methods that can be used to attract students' attention in learning English. One method that can be used is brain-based learning. It can help increasing students enthusiasm and participation throughout the learning process. This study aims at measuring the effectiveness of brain-based learning on English reading skills. A quasi-experimental quantitative method with 33 students of class 8B as the control class and 24 students of class 8C as the experimental class. Students were given 3 treatments using brain-based learning methods. Treatment is given after the pre-test and before the post-test. The results of the data analysis showed that the average pre-test was 55.83 and the post-test increased to 86.46 after receiving treatment. The test was tested with T-Test: Two samples assuming the same variance, which was conducted with Microsoft Excel. It can be concluded that the application of brain-based learning is effective in measuring students' English reading ability.

ستخلص البحث

الفردوس، فيلدزة نبيلة. 2024. فعالية التعلم القائم على الدماغ لقياس القدرة على القراءة باللغة الإنجليزية في المدارس الإعدادية. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : البروفيسور دكتور. هج. مثل راسكوفا أوكتابيرلينا، حاصلة على ماجستير في التربية

تُعد اللغة الإنجليزية لغة عالمية مهمة وهي إحدى اللغات الأجنبية التي يتم استخدامها يومياً. ويقل نشاط الكثير من الطلاب في تعلم اللغة الإنجليزية لأنهم يشعرون بالملل وعدم الاهتمام، خاصة في القراءة. غالبًا ما تعتبر القراءة أمرًا تافهًا بالنسبة للطلاب بحيث لا يتقنها الكثير من الطلاب في تعلم اللغة الإنجليزية. ويحدث ذلك بسبب أساليب التعلم التي تبدو مملة. يجب على المعلمين أيضًا التفكير في الأساليب التي يمكن استخدامها لجذب انتباه الطلاب في تعلم اللغة الإنجليزية. إحدى الطرق التي يمكن استخدامها هي التعلم القائم على العقل. يمكن أن يساعد التعلم القائم على الدماغ في زيادة حماس الطلاب ومشاركتهم أثناء عملية التعلم. تهدف هذه الدراسة إلى قياس فعالية استخدام التعلم القائم على الدماغ في مهارات القراءة باللغة الإنجليزية. استخدمت هذه الدراسة الطريقة شبه التجريبية الكمية مع 33 طالبًا من الصف 8 ب كصف ضابط، و24 طالبًا من الصف 8 ج كصف تجريبي. تم إعطاء الطلاب 3 معالجات باستخدام طريقة التعلم القائم على الدماغ تم إعطاء العلاج بعد الاختبار القبلي وقبل الاختبار البعدي. أظهرت نتائج تحليل البيانات أن متوسط الاختبار القبلي كان 55.83، وارتفع متوسط الاختبار البعدي إلى 86.46 بعد تلقي العلاج. تم اختبار الاختبار باستخدام اختبار عينتين :T-Test بافتراض وجود تباين متساوٍ، والذي تم إجراؤه باستخدام برنامج مايكروسوفت إكسل. يمكن استنتاج أن تطبيق التعلم القائم على الدماغ فعال في قياس قدرة الطلاب على قراءة اللغة الإنجليزية.

CHAPTER 1

INTRODUCTION

This chapter explains the research background, research questions, research objective, scope of the research, originality of the research significance of the research, scope and limitations and definition of key terms.

1.1 Research Background

Reading is one of the four language skills taught in the English learning process in addition to listening, speaking, and writing. Reading skills are considered the most important skills. Because reading is not only beneficial in the world of education but also in social and work life. Reading is very important, it is one of the important aspects of learning English. There are still many students who can not read and do not understand the content of the reading. Reading is also a skill that must be achieved by a student to gain goals and good comprehension skills. Reading is also very important for developing the student's mind and understanding the written word is one of the ways a student's mind grows in their abilities. Reading can help students focus on what is being communicated to others (Glen and Diane Davis, 2016).

Brain-based learning is learning that is in line with the way the brain is naturally designed to learn so that students are active in building their knowledge based on the cognitive structure they already have and based on how the brain works so that learning is expected to be absorbed by the brain optimally (Sakti &; Hartanto, 2020). It is the activities and learning processes

of students carried out based on the stages of brain-based activities. It consists of a pre-exposure stage where it gives the brain a reason for new learning before actually delving further. Then the next stage is the preparation stage, where the teacher gives a brief explanation of the material to be learned and relates it to everyday life. The next stage is the initiation and acquisition stage. This stage is known as the beginning of a connection, or the point at which a neuron begins to communicate with other neurons. In this chapter, the teacher will divide the students into groups. Next is the elaboration stage. At this stage, the teacher provides opportunities for students to practice analyzing, evaluating, testing, and deepening the lesson.

Brain-based learning is a concept that allows learning to focus on strengthening the human brain. Where this learning can develop maximum brain potential, namely: emotional, social, cognitive, physical, and reflective learning systems. According to Given (2007), the five learning systems influence each other and cannot stand alone.

Brain-based learning is learning that corresponds to the natural function of the brain in learning. As the nervous system that regulates all body functions, both conscious and unconscious, the brain has several important functions. The brain is made up of several important parts that each provide a specific function. The cerebrum functions to regulate movement, touch, vision, hearing, judgment, reasoning, problem-solving, emotions, and learning. Then the cerebellum functions to control and coordinate movement, maintain balance, and maintain posture. The last is the brainstem, where its function is to carry

signals to and from all parts of the body. In addition, the brain stem also regulates body functions such as heart rate, blood pressure, and breathing (Ihda Fadila, 2022)

Forming learning conditions that allow the human brain to function optimally is one method to increase student learning capacity. Many educational processes focus only on developing a small part of the student's limited capacity to maximize his or her potential. The educational process that maximizes the function of an object does not just teach one lesson at a time. But it also ensures that both functions are executed in balance. As a result, the purpose of education will be achieved as much as possible in the process of forming human character. The interpretation of this verse focuses on the word "naashiyah" which means crown. This verse does not mention the person, but the crown of the head. This verse is very important to study, the first is that the front part of the human brain is responsible for the motor control of conscious motion and the control of emotional expression and moral behavior known *as a lobe* frontal (Johan Harlan, 2018). This has been affirmed in the Qur'an as Allah Almighty says in his verse as follows:

كَلَّا لَئِنْ لَمْ يَنْتَهِ لَنَسْفَعًا بِالنَّاصِيَةِ, نَاصِيَةٍ كَاذِبَةٍ خَاطِئَة

Means:

> *"Not! Indeed, if he had not stopped doing so, we would have pulled his veil. It is the crown of the one who lies and disobeys. (QS. Al-Alaq: 15-16)"*

Based on observations, brain-based learning is a research approach that aims at understanding how humans learn and function. The study recommends using learning strategies that align with the world of work, such as understanding how knowledge, motivation, attention, and information structures function in educational contexts. While there is still disagreement among experts over some of the more effective approach techniques. Many educators believe that brain-based teaching principles can raise educational standards.

Brain-based learning can help to improve the quality of English learning by utilizing the principles of neuroscience (brain science) to optimize the learning process. The brain tends to strengthen neural connections when information is repeated or practiced. Therefore, using repetition, reinforcement, and practice techniques in English language learning can help learners to more effectively understand and remember vocabulary, grammar, and speaking skills.

According to previous research, some problems are the same as the lack of student learning activities (Titin, Fahmi Irfani, Sutisna, 2022). In addition, there are some problems such as students' connection ability and mathematical critical thinking are not as expected. One of the factors causing this problem is learning that does not provide flexibility for students to optimally empower brain potential (Lestari, 2014). This problem shows that increasing students' mathematical critical thinking connection skills through brain-based learning is better than students who get direct learning. Overall, the learning motivation and response of students who learned through brain-based learning showed a positive attitude.

In this study, researcher will clarify some things that may not be clear from previous studies. Researcher will also examine similar themes but with different objects. The first research focuses on improving students' ability to collaborate and think critically with the objects of junior high school students in grade VII using classroom action methods. The second study focused on improving students' ability to read in English by using a sample of grade VIII students and using a quantitative research approach.

Based on the results of observations in MTsN 15 Jombang, that will be the object of research, students are less active in learning English due to several factors. Research found several problems, including students get bored and uninterested every time they face English learning, especially in terms of reading. So in this study, research will measure students' reading skills in learning English through brain-based learning.

Under the brain-based learning paradigm, students are encouraged to take an active role in their education. As a result, learning happens through more than just teachers. Then it can provide diverse learning opportunities. A diverse education may make students feel more comfortable during the learning process. The brain-based learning model also directs students to carry out learning according to existing rules. Students are directed to rethink the initial material related to the material discussed. With the application of brain-based learning models, it is expected to be able to measuring english reading skills in students.

1.2. Research Question

The following is the research question of this study :

1.2.1. Does the group target brain-based learning gain better score than those in a conventional classroom?

1.3. Research Objective

Based on the research question, the research objectives are:

1.3.1. To measure the effectiveness of using-brain based learning at English reading skills

1.4. Significance of The Study

This research is expected to provide benefits both theoretically and practically in brain-based teaching and learning. The findings of this study are expected to enrich important theories during the application of brain-based learning in measuring English mastery in students. In practical terms, this research is beneficial for students, teachers, and subsequent researchers. For students, this study was conducted to improve the English reading skills of grade VIII junior high school students in Jombang using brain-based learning methods. For teachers, this research is expected to contribute new information about classroom teaching methods to measure the reading skills of students. This research improves the quality of student learning outcomes in English reading skills. For researchers, this study is expected to be a reference for future researchers regarding improving reading skills by applying brain-based learning methods.

1.5. Scope and limitations the Study

The limitation of this research is to find out how effective the use of brain-based learning methods is on English reading skills for eighth-grade students of junior high schools in Jombang. This study explains the effectiveness of brain-based learning to measure English reading skills. The scope of this study was eighth-grade students at MTsN 15 Jombang. The researcher used two classes, namely class 8B with 33 students and class 8D with 24 students.

1.6. Definition of The Key Terms

1.6.1. Brain-Based Learning

Brain-based learning is a learning approach that is more parallel to how the brain learns best naturally based on the disciplines of neuroscience, biology, and psychology, understanding the relationship between learning and the brain now leads to the role of emotions, patterns, meaning, environment, rhythm and posture, stress, trauma, judgment, music, movement, gender, and enrichment (Eric Jensen, 2008).

1.6.2. Reading Skills

Reading skills in English are the ability to understand, interpret, and derive meaning from texts written in English. Reading skills are essential for understanding written texts. In this study, the researcher used aspects of reading skills in the form of recount texts.

CHAPTER II

LITERATURE REVIEW

In this chapter, research will discuss relevant theoretical and research frameworks related to the research topic

2.1 Brain-Based Learning

In this section, the researcher will explain about the definition, theoretical stages, strategies, and advantages and disadvantages related to brain-based learning

2.1.1 Definition of Brain-Based Learning

Brain-based learning is learning that is adapted to the way the brain is naturally designed to learn (Jensen, 2011). Three main strategies can be developed in implementing brain-based learning, namely creating a learning environment that challenges students' thinking skills, creating a fun learning environment, and creating active and meaningful learning situations for students (Awolola, 2011). As a result, it is expected that the application of these four strategies in the teaching process will increase students' understanding of the subjects given.

Each brain is unique and has its characteristics. Inside the human brain, there are several parts responsible for carrying out various functions of mentality, thinking, sexuality, memory, defense, emotions, and creativity. Brain-based learning is learning that is based on the structure and workings of the brain so that the brain can work optimally. The brain is said

to work optimally if all its potential can be optimized properly. Work-based learning considers what is natural to the human brain and how it is affected by the environment because most of our brains are involved in almost all learning actions (Syafa'at, 2007).

Learning using a brain-based learning model is learning that is in harmony with the way the brain works and is naturally designed to learn. (Syafa'at, 2007).

This brain-based approach is a multidisciplinary approach built on a fundamental question, "What is good for the brain?". This question comes from various disciplines such as reaction chemistry, neurology, psychology, sociology, genetics, biology, and computational neurobiology (Jensen: 2008). Ability-based learning involves both hemispheres of the brain simultaneously so that the learning experience that is carried out is more meaningful and more firmly embedded in brain memory because brain connections occur permanently. Learning based on brain talents allows students to develop what they already know and strengthen their connections. Brain-based learning can also be said to be a comprehensive approach based on neuroscience research that shows how our brains learn naturally.

So, brain ability-based learning is a learning approach by paying attention to how the brain learns so that the brain learns optimally. The brain can learn optimally, of course, under certain conditions.

2.1.2 Stages of Brain-Based Learning Theory

Brain-based learning is a learning model that is aligned with the way the brain is scientifically designed to learn. Jensen (2011) outlined a brain-based learning procedure. The stages of brain-based learning theory are as follows:

a. Pre-Display Level

This stage gives the brain an excuse for new learning before actually digging further, pre-exposure helps the brain build a better conceptual map. Things that are done at this stage before learning begins is that the teacher displays a concept map of the material to be studied. In addition, teachers also need to approach students so that they feel comfortable because of the special approach in the form of collaborative learning. Collaborative learning can encourage students to work together in groups. With collaboration, students can stimulate parts of the brain related to communication, socialization, and problem-solving. The teacher conveys the learning objectives to the students to do brain exercises. Brain gymnastics is an effective strategy to improve students' concentration and learning ability. Brain exercises can be done in the form of various physical movements designed to train the brain and improve cognitive abilities. According to Nurmayani (2023) based on a review from dr. Gia Pratama, there are several examples of brain exercises that can be done, one of which is Cross Crawl. The benefits of this exercise can help improve coordination

between the right and left brains. The way to do this is to stand upright, lift your left knee forward, and move your right hand forward, then repeat with your left hand and right foot.

b. Preparation Stage

At this stage, teachers prepare all the needs that will support the success of teaching and learning, such as preparing the RPP document. So that the learning process can run effectively and efficiently. This stage is also a phase in creating students' curiosity or enjoyment of the material to be taught. Usually, teachers relate the material to daily life by conducting question and answer activities about the material to be studied. Such as asking what activities are done during holidays or asking about daily activities such as helping mom cook, and others.

c. Initiation and Acquisition Stage

This stage is the stage of creating connections or when the neurons communicate with each other. Neurons are the working units of the human nervous system that are responsible for transmitting information in the form of electrical and chemical signals to various bodies. Neurons also play a role in the process of human interpersonal communication, occurring through *action potential*, which is information received visually and then channeled by the nervous system to the brain and sent back to the organs of the body to respond. At this stage, the teacher divides the students into groups. Then the teacher gives students worksheets to each group to study before filling

them out. After that, students discuss with their group friends to fill out the student's worksheet.

d. Elaboration Stage

This stage provides the brain with the opportunity to investigate, analyze, test and deepen learning. At this stage, students present the results of group discussions in front of the class, while other students pay attention and provide responses or questions. From the results of the discussion, it is hoped that students will be able to find answers to the problems in the student worksheets. Therefore, teachers must guide students to discuss so that the discussion process runs smoothly. This stage is a processing stage that requires pure thinking skills from the learning side.

e. Incubation and Memory Insertion Stages

This phase emphasizes the importance of rest time and time to repeat is important. At this stage, students stretch while watching videos that can motivate them to learn. In addition, teachers can also provide understanding questions related to the material learned during learning.

f. Verification and Confidence Checking Stages

In this stage, the teacher checks whether the students have understood the material that has been learned or not. Students also need to know whether they have understood the material or not. At this stage, the teacher can give more complicated practice questions. After that, teachers

and students check the students' work. If students have not done these problems, usually the teacher assigns students to complete them at home.

g. Celebration and Integration Stage

This stage is very important in engaging emotions. With the celebration, it makes this stage more cheerful and fun. This stage instills the importance of a love of learning. At this stage, students with the guidance of the teacher conclude the material they have just learned. Then the teacher gives homework (Homework) to the students and informs the students about the material for the next meeting. In closing, teachers and students held small celebrations, such as cheering and clapping together.

2.1.3 Brain-based Learning Strategies

Brain-based learning theory provides a concept to create learning by orienting efforts to empower students' brain potential. Syafa'at (2007) assesses that the excellence of brain-based learning lies in the strategies that can be developed in the implementation of brain-based learning, including:

a. Creating a learning environment that challenges students' thinking skills is a critical step in enriching the learning experience. One approach that can be done is to present problems or questions that are relevant to the learning material. This aims to stimulate students in actively applying their knowledge, rather than just receiving information passively.

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It is important for teachers to design questions that encourage students to think critically, creatively, and analytically. These questions should be designed with the level of difficulty in mind according to the student's ability, so that they feel challenged but not too frustrated. In addition, the use of media variations in the presentation of questions is also an effective strategy. For example, crossword puzzles, interactive games, or simulations that grab students' attention and increase their engagement in learning. Thus, students not only practice their thinking skills, but also get used to using different types of thinking in different contexts.

However, the success of this approach depends not only on creativity in presenting questions, but also on the ability of teachers to provide appropriate support and provide constructive feedback to students. Thus, students will feel valued and motivated to continue to develop their brain's potential in the learning process.

b. Creating a fun learning environment is an important strategy in increasing student engagement and motivation. To achieve this, more than just entertaining activities are needed; This approach must be well planned and support an effective learning process. One way to create a fun learning environment is to avoid learning situations that make students feel uncomfortable or stressed. This

can include a variety of things, from providing adequate social support, ensuring openness and cooperation between students and teachers, to avoiding excessive pressure in evaluation. Furthermore, learning activities outside the classroom can be an effective way to enrich the learning experience. For example, a visit to a museum, a field activity, or an experiment in the outdoors can open students' minds to real-world applications of concepts learned in class. Music can also be used as a tool to enhance the learning atmosphere. However, it is important to choose a type of music that suits the learning goals and does not interfere with the student's concentration. Various studies show that music with the right tempo can improve focus and productivity.

In addition, group discussions interspersed with interesting games can also improve social interaction between students and strengthen their understanding of the learning material. However, it is important to note that effective discussions require clear guidance and good facilitation from teachers to ensure that learning objectives are achieved. In designing a fun learning environment, it is necessary to conduct continuous evaluation to ensure that the approach used truly supports the achievement of learning goals and student development holistically. Additionally, it is important to pay attention to students' individual needs and

preferences in order to create an inclusive and supportive environment for all.

c. Creating active and meaningful learning situations for students requires a deep understanding of how students work in processing information and how they are actively engaged in learning. One of the important aspects of this approach is to build a learning situation that facilitates the optimal use of all members of the student body in carrying out learning activities in the classroom. Students' eyes are one of the important tools in the learning process, because they are used to read, observe, and visualize the information conveyed. Therefore, it is important for teachers to provide learning materials that provoke students' visual interest, such as pictures, diagrams, and multimedia presentations.

Students' hands are also an important tool in learning, as their hand movements are involved in writing, taking notes, and working on practical tasks. Teachers need to provide opportunities for students to practice their writing skills through a variety of activities, from writing essays to taking concise notes or sketches.

The student's feet can be used to participate in games or physical activities that support learning, such as role-playing or simulations that involve body movements. Physical activity can

increase blood flow to the brain and improve concentration, allowing students to learn more effectively.

The student's mouth must also be active in the learning situation, either through asking questions, discussing, or conveying their thoughts. Group discussions, presentations, and a variety of conversation-based activities can help students to articulate their understanding and strengthen neural connections in the brain associated with language processing.

Additionally, it is important to integrate the productive activities of other limbs in learning, such as active listening, using the senses of smell and taste to associate concepts with real experiences, and using body movements to recall information. By creating learning situations that allow for optimal use of all student limbs, teachers can increase student engagement and build meaningful learning experiences.

2.1.4 Advantages and Disadvantages of Brain-Based Learning

Brain-based learning has its advantages and disadvantages. The advantages of brain-based learning theory include providing new thinking about how the human brain works, paying attention to the natural workings of the learner's brain in the learning process, creating a learning climate where learners are respected and supported, avoiding brain work coercion, and being able to use various models in the learning process. However, this theory also has weaknesses, such as not yet being fully recognized by

education personnel in Indonesia, requiring a lot of time to understand or learn, requiring considerable costs to create a good learning environment for the brain, and requiring adequate facilities to support this learning practice.

2.1.5 The Differences of Brain-Based Learning with Other Learning Strategies

In this session, the researcher will explain the difference between brain-based learning and other learning strategies, such as Problem Based Learning and Project Based Learning

a. Problem Based Learning

Problem Based Learning is a learning model that trains and develops the ability to solve problems. Oriented to authentic problems from students' actual lives to stimulate higher-order thinking skills. The conditions that must be maintained are a conducive, open, negotiatory, democratic, comfortable and fun atmosphere so that students can think optimally. (Ngalimun, 2017:330).

Brain-Based Learning and Problem Based Learning are two different learning models in teaching approaches and strategies. In terms of approach, brain-based learning focuses on developing students' critical thinking skills and brain abilities. This method uses strategies that make students active and participate in the learning process, such as creating a fun, dynamic and meaningful environment (Sapa'at, 2009). (Yagliocu, 2014). Brain-Based Learning also requires students to be more active in

identifying problems and looking for relevant learning resources. (Mustiada, 2007:2).

The approach to Problem-Based Learning is oriented to the authentic problems students face and develops their ability to solve problems. This method requires students to think critically and relate the information gathered to the topic studied. PBL also prioritizes a conducive, open, and democratic atmosphere to improve students' thinking skills. (Ngalimun (2017: 330)).

Strategically, brain-based learning uses strategies that make students active, such as investigating, identifying problems, and looking for learning resources. Brain-Based Learning also emphasizes the importance of a fun and dynamic environment to improve student achievement. (Sapa'at, 2009). Meanwhile, problem-based learning uses problem-focused strategies, such as problem-solving, connecting information, and critical thinking. Problem-Based Learning also emphasizes the importance of a conducive and democratic atmosphere to improve students' thinking skills.

In synthesis, brain-based learning focuses on developing students' critical thinking skills and brain abilities with strategies that make students active and participate in the learning process. While problem-based learning is oriented to authentic problems that students face and develops their ability to solve problems with strategies that focus on critical thinking and connecting information.

b. Project Based Learning

According to Goodman and Stivers (2010), project-based learning is an approach in teaching that is used for learning activities. Including assignments in the field that provide challenges for students, related to daily life which must then be solved in groups.

Brain-Based Learning and Project-Based Learning are two different learning models in teaching approaches and strategies. In terms of approach, brain-based learning focuses on developing students' critical thinking skills and brain abilities. This method uses strategies that make students active and participate in the learning process, such as creating a fun, dynamic and meaningful environment (Sapa'at, 2009). (Yagliocu, 2014). Brain-Based Learning also requires students to be more active in identifying problems and looking for relevant learning resources (Mustiada, 2007).

Meanwhile, in project-based learning, the approach is oriented to relevant and challenging projects, which allows students to think critically and connect the information gathered with the topic studied. Project-Based Learning also prioritizes a conducive, open, and democratic atmosphere to improve students' thinking skills.

Strategically, brain-based learning uses strategies that make students active, such as investigating, identifying problems, and looking for learning resources. Brain-Based Learning also emphasizes the importance of a fun and dynamic environment to improve student achievement. (Sapa'at, 2009).

Meanwhile, project-based learning uses strategies that focus on projects, such as solving problems, connecting information, and thinking critically. Project-Based Learning also emphasizes the importance of a conducive and democratic atmosphere to improve students' thinking skills.

In synthesis, brain-based learning focuses on developing students' critical thinking skills and brain abilities with strategies that make students active and participate in the learning process. While project-based learning is oriented to relevant and challenging projects, which allows students to think critically and relate the information gathered to the topic studied.

2.2 Reading Skills

In this section the researcher will explain about the definition, purpose, and also the ways of reading skills

2.2.1 Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) that is important for every individual to learn and master. By reading, one can interact with feelings and thoughts, obtain information, and increase knowledge of science. According to Tarigan (1998) reading is a process carried out and used by readers to obtain the goals to be achieved by the author through the medium of words or written language.

Reading is one of the important skills in learning a foreign language. One way to improve communication skills is through reading exercises.

Some students have a strong desire to speak fluently to express their ideas. However, there are limitations when it comes to empirical concepts. This is because the motivation to read the text is low and students also have difficulty in understanding the text.

Richards and Schmidt (2002) define reading skills as abilities necessary for reading skillfully, such as distinguishing main ideas, understanding sequences, paying attention to specific details, making inferences, making comparisons, and making predictions in second language and foreign language teaching, especially with adults. These skills are sometimes taught separately. Patel and Jain (2008) state that reading is understanding the meaning of printed words i.e. written symbols. Reading is an active process consisting of recognition and comprehension skills. Reading is an important activity in life that can be used to update knowledge. The ability to read is an important tool for academic success.

Based on the above definition, the author gets the impression that reading can be defined as a complex process that the reader undertakes to understand the author's intent. In addition, during the reading process, the reader uses the brain to take notes and take notes.

2.2.2 The Purpose of Reading

Reading is one of the most important skills. The purpose of reading is divided into two types, namely reading for pleasure and reading for information (Linse, 2005). Reading for pleasure means reading that aims to

follow a narrative and enjoy the "sound" or rhyme of a literary text. By reading for pleasure, students can improve vocabulary, reading comprehension speed, and writing. Reading to get information means reading various types of text to get some information from the text.

Reading skills serve many more purposes than just deciphering words on a page. Here are some of the main goals:

a. Information Acquisition: Reading allows you to gather information from various sources such as books, articles, and websites. It is very important to learn about a variety of subjects, stay informed, and expand your knowledge base.

b. Communication: Strong reading skills improve your ability to understand written communication. These skills are essential for understanding emails, letters, contracts, and other forms of written communication both personally and professionally.

c. Critical Thinking: Reading encourages critical thinking by encouraging you to analyze, evaluate, and interpret information. This helps you develop opinions, assess arguments, and make informed decisions.

d. Language Development: Reading helps improve vocabulary, grammar, and comprehension. Exposure to a variety of writing styles and word usage will improve language skills.

e. Cognitive Development: Reading stimulates the brain and improves cognitive functions such as concentration, memory, and focus.

f. Entertainment and Relaxation: Beyond its educational benefits, reading can also be a source of pleasure and relaxation. Interesting stories, novels, or even poems can provide entertainment and escapism.

g. Empathy and Understanding: Reading fiction, in particular, allows you to immerse yourself in different perspectives and understand diverse cultures, cultivating empathy and broadening your worldview.

h. Career Advancement: Strong reading skills are often critical to professional success. These skills are necessary for tasks such as researching, understanding complex documents, and staying up-to-date in various fields.

In essence, reading skills are fundamental to learning, communication, personal growth, and professional development. Reading skills open doors to new worlds and empower individuals to navigate an increasingly complex and information-driven society.

2.2.3 The Ways of Reading

Through reading, students meet and become familiar with new grammatical structures. At the same time, they also expanded their

vocabulary. According to Grellet (1984: 4) the ways of reading are as follows:

a. Skimming

Skimming means reading quickly, focusing on all parts of the text to understand the point. Visual reading includes several activities. These activities include comparing values, searching and comparing events, choosing titles, drawing conclusions, deciding questions, and creating titles.

b. Scanning

Scanning is the process of reading text quickly to find certain information. There are several activities in scanning. This includes finding new words for old words, searching for grammar features, finding specific ads, comparing details, checking data, creating shopping lists, glossaries newspaper titles, and more.

c. Extensive Reading

Extensive reading is reading a long text, usually for one's enjoyment. There are several activities in extensive reading. These activities include taking notes and diagrams, writing summaries, and pointing out problems.

d. Intensive Reading

Intensive reading involves reading short passages to obtain specific information. Intensive reading includes matching nouns and verbs, dividing sentences, combining sentences, making summaries, taking paragraphs,

filling in blanks, completing tables and graphs, skimming and making choices, choosing summaries, comparing versions, identifying facts, and focusing on form and style.

2.3 Relevant Research

In this section, researchers mention several relevant studies that have similar topics to the research conducted by researchers.

First, research was conducted by Muh Agus Nur (2020) in his journal entitled "The Application of Brain-Based Learning in Teaching Reading Comprehension To The First Year Students of MA As'Adiyah Ereng-Ereng Bantaeng" published in 2020. This journal is a journal that uses quantitative descriptive methods, where data collection uses post-tests. The subject of the study was class X MA As'adiyah students, with a sample of 22 students from 22 respondents. The results of the data show that there is a good classification with the average post-test score is (80) and the standard deviation on the post-test is 9.1.

Second, research was conducted by Titin (2022) in his journal entitled "Application of Brain-Based Learning Model to Improve Student Learning Outcomes in Class VII PAI Subjects at SMPN 1 Bogor City" published in 2022. This journal is a journal that uses the class action research method which is carried out with two cycles. Each cycle consists of two meetings in class. The subject of the study was class VII B students of SMP Negeri 1 Bogor City consisting of 35 students. Data collection techniques are through tests, questionnaires, interviews, and observations. The study found Student learning outcomes from cycle I at

94.29%, still below the success indicator, then increased in cycle II at 100%, cycle II was above the success indicator.

Third, research was conducted by Sakka (2023) in its journal entitled "A Brain-Based Learning Strategy for Developing English Reading Comprehension of Primary Stage Pupils" published in 2023. This journal is a journal that uses a quasi-experimental method that is carried out with tests. The subjects of the study were elementary school students at Mohamed Hafez Elementary School with a randomly selected sample number (73 students). Then the sample was divided into an experimental group (37 students) and a control group (36 students). The results showed that there was a statistically significant difference between the average scores of the control group and the experimental group in reading comprehension.

2.4. Teaching Reading Using Brain-Based Learning

Brain-based learning is the study of the brain and its cognitive function that moves away from traditional neuroscience studies and into the field of Education by introducing best practices in the classroom (Sousa, 1990). Improvements in reading comprehension can be seen if teachers can understand how the brain learns and why the brain does not learn. Brain-based learning can significantly improve reading skills by leveraging the latest research on how the brain processes information and learns new skills. Here are some strategies that support this approach:

1. Phonemic and Phonic Awareness

   Regular practice of phonemic awareness skills, phonics skills, vocabulary development, fluency, and comprehension can be improved through brain-based strategies. Phonemic awareness and phonics teaching are important components in reading development, and brain research highlights the importance of explicit and systematic teaching in this area.

2. Novelty and Repetition

   The brain's need for novelty and repetition is essential for learning and memory consolidation. Varying activity and focused exercise over time can build and strengthen neural connections, thereby improving reading skills.

3. Comprehension strategies

   Reading comprehension is a complex cognitive process that relies on several components, including prior knowledge, vocabulary, and linguistic knowledge. Teachers can model comprehension strategies and help students practice them to strengthen their neurological circuits.

4. Personal Connections and Real-Life Applications

   Students are more likely to understand information when they integrate learning with their own life experiences. Teachers should draw connections between learning materials and real-life applications to engage students and promote deeper understanding.

5. Effective Instructional Practice

Brain-based literacy teaching emphasizes the importance of systematic and explicit literacy teaching, including phonemic awareness, phonics, word learning, and code decoding. It also highlights the need for strong comprehension skills and the teaching of a rich vocabulary.

6. Professional Learning and Training

Educators can benefit from professional learning and coaching that provides in-depth training, communities of practice, and individual support to refine their practice and improve student outcomes. By incorporating these strategies and findings into their teaching practices, educators can create more effective and engaging learning environments that support the development of strong reading skills in their students. (Aimee Karr, 2023)

In addition, the brain-based learning model also has three main principles, namely:

1. Creating learning that avoids students from fear during the learning process.
2. Creating learning that challenges students to actively participate in learning.
3. Creating learning that engages the student experience directly.

Some of the strategies and principles mentioned above are usually carried out directly in the classroom either individually or in groups. Teachers can choose and modify brain-based learning methods according to the classroom situation and material taught.

2.5. Research Hypothesis

Based on the research questions and related theories above, the hypothesis of this study is:

- Null Hypothesis (Ho)　　　: Brain-based learning has no significant effect on English mastery in reading skills.

- Alternative Hypothesis (Ha) : Brain-based learning has a significant effect on mastery of English in reading skills.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes details about the background and duration of the study, research methods, population and samples, data collection approaches, methods used for data analysis, and an overview of hypotheses.

3.1 Research Design

This study used a quantitative type of research. According to Sugiyono (2013), quantitative research methods are methods based on the philosophy of positivism that examine certain populations or samples. Sugiyono (2010) stated that there are four forms of experimental design, including pre-experimental design, true experimental design, factorial design, and quasi-experimental design.

The study used a quasi-experimental design. This is because it does not allow random sample selection. After all, a whole group has been formed such as a group of students in one class, so if random grouping is done again it will cause chaos in the lesson schedule. The research design used in this study is *nonequivalent control group design*. This design is similar to the pretest-posttest in true experiments but no random sample selection is performed. The following is a picture of a quasi-experimental non-equivalent control group design model by Sugiyono, (2009: 116):

$$O_1 \text{ X } O_2$$
$$\overline{\phantom{O_1 \text{ X } O_2}}$$
$$O_3 \ O_4$$

Description :

O_1 = Experimental group before treatment

O_2 = Experimental group after treatment

O_3 = Control group before treatment

O_4 = Untreated control group

X = Treatment (use of brain-based learning)

3.2 Time and Place of The Study

This research will be carried out in the even semester of the 2023/2024 academic year in April and May 2024 at MTsN 15 Jombang, East Java.

3.3 Research Variable

According to Sugiyono (2009: 61), a research variable is a trait or value derived from objects, activities, or people with certain variables set by researcher to be studied so that information is obtained, then conclusions are drawn.

3.3.1 Identification of Variables

Based on the explanation above regarding the definition of variables, it is known that there are two types of variables used in this study, namely independent variables and dependent variables. Nursalam (2016) states

that independent variables are variables that affect or cause dependent variables. The independent variable (X) of this study was brain-based learning. And dependent variable is the impact of the independent variable. In this study, the dependent variable (Y) was an increase in English reading ability.

3.4 Research Population and Sample

This section contains the population and samples used in the study. A sample is an object used in research and is part of the population.

3.4.1 Population

According to Sugiyono (2018), the population is a group segment consisting of things or people who fit the criteria to be studied and have criteria set by researcher to be studied. The population in this study was grade VIII students at MTsN 15 Jombang. Researchers used two classes as research objects, namely class 8B with 35 students and class 8D with 24 students.

3.4.2 Sample

Abdullah (2015: 227) states that the sample is the selected population element in wich the subject is carried out. The samples or subjects in this study would be applied to grade VIII students of Junior High School in Jombang. From the existing population, two classes were randomly selected by voting to be used as research samples. One of the two

classes was used as an experimental class and the other class was used as a control class. Based on the results, class 8B was obtained as the control class and class 8D as an experimental class.

3.5 Data Collection

In collecting data, researcher use tests and questionnaires. This is done to measure students' writing skills. To collect data, researcher used pre-tests and post-tests. To find out how effective brain-based learning is in mastering English reading, researcher used questionnaires in data collection.

3.5.1 Pre-Test

A pre-test is conducted to determine students' English reading skills before being given treatment. This pre-test is carried out in both classes, namely the control class and the experimental class, to determine the ability of students before being given treatment. Pre-test questions are given before the treatment is carried out.

3.5.2 Treatment

Treatment is the next step that must be taken after conducting a pre-test. Treatment would only be given to the experimental class. Treatment would be conducted at least three meetings in the classroom. In this treatment, brain-based learning will be carried out in mastering English reading and at the end of the learning will be followed by giving a post-test.

3.5.3 Post-Test

Post-test is conducted to determine students' reading ability after receiving the necessary treatment. The subjects given on the post-test are slightly different from those tested on the pre-test, both are used to evaluate students' reading ability and to find out whether there is a positive influence in the application of brain-based learning on students' English reading mastery or not.

3.6 Validity and Reliability

The test is the instrument used in this study. Before the test is given to students, a trial is first carried out to measure whether or not the instrument is good. The results of the trial are used to determine the validity and reliability of the test.

3.6.1 Validity

Measuring the validity of a test used in research is one way to determine the accuracy of the study. Abdullah (2015) states that validity is carried out to provide truth to the extent to which data obtained through research instruments to measure what will be measured. Calculating validity tests can use SPSS or Excel, in this study researcher used Excel with the product moment formula:

$$\textbf{Rxy} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X2 - (\sum X)^2][N \sum Y2 - (\sum Y)^2]}$$

R$_{xy}$ = Correlation coefficient between variables X and Y

N = Total number of Respondents

$\sum$ X = Number of item scores

$\sum$ Y = Total number of individual scores

$\sum$ X^2 = Number of squared scores of items

$\sum$ Y^2 = Total score sum squared of items

Criteria :

An instrument is considered valid if the value r*count* is greater than r*table*. Conversely, the instrument is considered invalid if the r*count* value is smaller than r *table*. This determination of validity was done using a significance level of 5% or 0.05.

3.6.2 Reliability

Stability and consistency in an instrument are related to reliability. According to Abdullah (2015) reliability is a terminology used to ensure that a measurement result is relatively consistent even though it is done repeatedly. Reliability helps researcher to know whether the research instrument is feasible or not for use in pre-test and post-test. In this case,

reliability can be calculated using Excel or SPSS. In this study, researcher used Excel as a tool to calculate reliability.

To measure the reliability of the test, researcher used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1}\left(\frac{v_t - \sum pq}{v_t}\right)$$

Information:

R_{tt} = Test reliability

k = Number of valid items

v_t = Varian total

p = Proportion of subjects who answered the question correctly

q = Proportion of subjects who answered the question incorrectly

$\sum pq$ = Number of multiplication results between p and q

The r value is calculated > r table 5%, then the question item is accepted.

The r value (correlation coefficient) is compared with the critical value of the table at a significance level of 5%. If the calculated r value is greater than the critical value of the table, then the null hypothesis can be rejected and the item accepted.

Table 3.1 Interpretation of Correlation Coefficient Values

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The higher the reliability correlation coefficient value, the better the measurement instrument is in measuring the variable under study. The value of the reliability correlation coefficient that is considered good depends on the research context and can be determined using certain criteria, such as the instrument reliability correlation coefficient criteria table.

3.7 Data Analysis

Data analysis is performed after the data is collected. Data analysis is transforming and grouping data into one column, category, and unit of basic description. In this study, quantitative data obtained from pre-test and post-test results for students and respondents who have filled out questionnaires will be analyzed using Excel. The data obtained from this study include positive and negative data points, as well as data points that do not support the research hypothesis. The study was conducted using statistical methods to obtain significant score differences. The results of the data analysis show that using brain-based

learning is effective for teaching English reading, and the results will be used to improve English reading mastery in junior high school students.

3.7.1 Normality Test

A normality test is a type of test that is carried out before adding data based on an approved research model. The purpose of the data normality test is to understand the data distribution of a particular variable used in research. Good data is often used to validate research distribution models.

3.7.2 Homogeneity Test

Analysis carried out to find out whether data variance is homogeneous or not is known as homogeneity variance. The goal is to find out whether or not the conditions of the control group and the experimental group are the same. This homogeneity test is also based on the pretest results in each class.

3.7.3 Hypothesis Test

The purpose of a hypothesis test is to measure the degree of agreement or disagreement with a given hypothesis. This process of testing hypotheses uses statistics so that they can ultimately be concluded or rejected. A statistical hypothesis is a hypothesis about conditions predicted in a particular population. To evaluate the hypothesis, a t-test: Two Samples Assume the Same is used.

a. Hypothesis :

$H_0 : t \leq 0.05$ Brain-based learning **effective** In improving students' English reading skills

H_1 t > 0.05 Brain-based learning **is not effective** In improving students' English reading skills.

b. Significance level :

$\alpha = 0.05$

c. Statistical test :

Using the t-Test: Two-Sample Assuming on Excel.

d. Decision criteria :
H_0 is rejected if Sig. $\leq \alpha$ 0.05

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains data analysis from the pre-test, normality test, homogeneity test, data analysis from the post-test, hypothesis test, and discussion.

4.1. Finding

In this section, the researcher explains the results obtained during the study, which includes analyzing the data obtained after conducting the pre-test and post-test in the experimental and control classes. In addition, researchers also took data through questionnaires in the experimental class.

4.1.1. Data Analysis of Post-Test

The post-test will be conducted on May 19, 2024. The post-test was conducted on the same day as the last day of treatment, and the post-test was conducted after three treatments were carried out in the classroom using brain-based learning methods. In this post-test, students are asked to answer four essay questions in the form of recount text where the questions are the same as the pre-test questions but with different readings. The purpose of the different reading content is so that students do not answer questions based on their memory because they have answered the same questions before. Post-test in the form of essay questions with a working time of one lesson hour (40 minutes). Just like the pre-test, in its implementation, students are asked to answer the questions that have been

distributed by answering essay questions in the form of recount text. It can be seen from the results of students' post-test scores in the following table, there is a comparison of scores from before the treatment was given in class.

Table 4.1 Post-test Score of Experimental Class Students

No.	Initials Name	Post-test Score
1.	AJH	80
2.	ACSA	80
3.	ATN	100
4.	DHA	92,5
5.	DK	92,5
6.	ER	92,5
7.	EW	80
8.	FA	80
9.	HAA	100
10.	IR	100
11.	KA	87,5
12.	KAP	80
13.	LM	87,5
14.	MRP	80
15.	MNRA	100
16.	MRK	100
17.	MD	70
18.	MRJAS	80

19.	RII	80
20.	RJ	87,5
21.	SE	75
22.	SM	100
23.	SAH	80
24.	WRP	70
Σ		2075
Average score		86,46

From the post-test results in table 4.1, it can be seen that the results of the scores from class 8D as an experimental class, it can be known that the lowest post-test score of the students is 70 and the highest score is 100. With this score, the average obtained is 86,45. For the distribution of students' post-test scores can be seen from the following histogram graph:

Diagram 4.1 Post-test Experimental Class
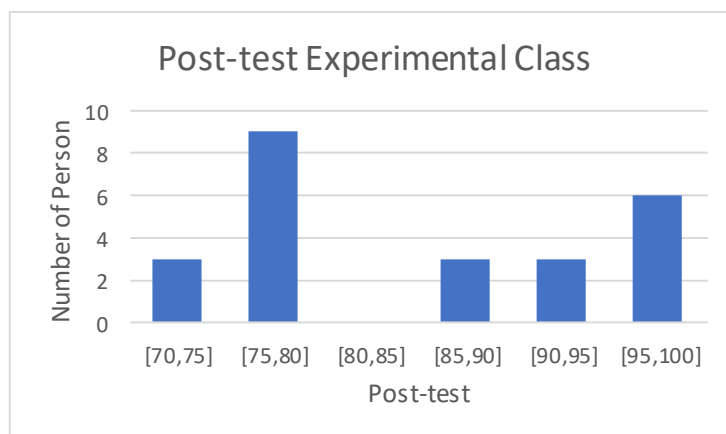
Based on the histogram graph above, it can be seen the distribution of student scores from lowest to highest, along with the number of students in each grade in the experimental class. Based on the histogram chart in the range 70-80 there are 13 students, in the range 81-90 there are 3 students, and in the range 91-100 there are 8 students. From the results listed on the histogram chart, it can be concluded that three students in the class get a score below the passing score or KKM, which is 76. The descriptive statistics of the post-test scores of the experimental class are as follows:

Table 4.2 Descriptive Statistic of Post-Test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Post-Test Experiment Class	24	30	70	100	2075	86.46	2.024	9.916	98.324	.132	.472	-1.184	.918
Valid N (listwise)	24												

From table 4.2 it can be seen that the mean value of the experimental class post-test is 86,46 with the standard deviation value obtained from the experimental class post-test is 9.916. The table above shows that the minimum score of students is 70, and the maximum score is 100. From the data above, it can be seen that the standard deviation is smaller than the average total score of students, so it can be concluded that the pre-test scores of the experimental class have good data quality.

Table 4.3 Post-test Score of Control Class

No.	Initials Name	Post-test Score
1.	ANP	82,5
2.	AS	95
3.	AHHT	95
4.	AF	77,5
5.	BH	70
6.	DKA	70
7.	DN	65
8.	EAAR	65
9.	FSR	50
10.	FIE	62,5
11.	FRD	95
12.	FJI	55
13.	FAB	65
14.	IT	77,5
15.	KOIA	77,5
16.	LAF	82,5
17.	LZ	70
18.	MMA	70
19.	MRAF	77,5
20.	MLRAR	70
21.	MRA	82,5

22.	MAH	82,5
23.	MYA	95
24.	MNA	70
25.	NL	95
26.	RMP	77,5
27.	RDA	77,5
28.	TNT	70
29.	UQNF	70
30.	VDNF	65
31.	YMSS	82,5
32.	ZSM	77,5
33.	MWP	82,5
$\sum$		2500
Average score		75,75

From the post-test results shown in table 4.3, it can be seen that the test results of class 8B MTsN 15 Jombang as a control class. It can be known that there is one student with a low score of 50, and there are 4 students with the highest score of 95. With the acquisition of this value, the average obtained is 75,75. For the distribution of student scores can be seen from the following histogram graph:

Diagram 4.2 Post-test Control Class
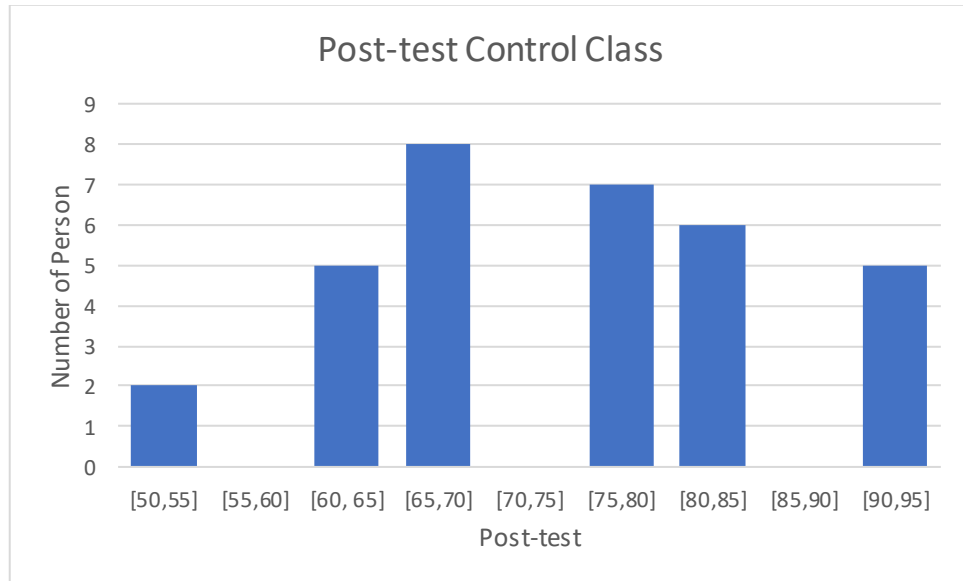
Based on the histogram chart above, it can be seen the distribution of student scores from lowest to highest, along with the number of students (frequency) in each grade in the control class. Based on the histogram chart in the range 50-65 there are 7 students, in the range 66-75 there are 8 students, and in the range 76-95 there are 18 students. From the results listed on the histogram chart, it can be concluded that 15 students in the class scored below the passing score or KKM, which is 76. The descriptive statistics of post-test value data of the control class are as follows:

Table 4.4 Descriptive Statistic of Post-test Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Post-Test Control Class	33	45	50	95	2500	75.76	1.981	11.379	129.486	.059	.409	-.117	.798
Valid N (listwise)	33												

From table 4.4 it can be seen that the mean value of the control class post-test is 75,76 and the standard deviation value obtained from the control class post-test is 11,379. The table above shows that the minimum score of students is 50, and the maximum grade is 95. From the above, it can be seen that the standard deviation is smaller than the mean total score of students, so it can be concluded that the pre-test score of the control class has good data quality.

4.1.2 Students' Achievement in English Reading Skills Before and After Using Brain Based Learning

The following are the results of student work through pre-test and post-test. the purpose of these results is to compare the control class and the experimental class to determine whether there is an increase or even a decrease.

Table 4.5 Result Pre-test and Post-test of Experimental Class

No.	Initials Name	Difference		Description
		Pre-test	**Post-test**	
1	AJH	62,5	80	Increase
2	ACSA	70	80	Increase
3	ATN	80	100	Increase
4	DHA	45	92,5	Increase
5	DK	45	92,5	Increase
6	ER	42,5	92,5	Increase
7	EW	42,5	80	Increase
8	FA	45	80	Increase
9	HAA	62,5	100	Increase

10	IR	80	100	Increase
11	KA	45	87,5	Increase
12	KAP	70	80	Increase
13	LM	70	87,5	Increase
14	MRP	45	80	Increase
15	MNRA	75	100	Increase
16	MRK	45	100	Increase
17	MD	45	70	Increase
18	MRJAS	70	80	Increase
19	RII	55	80	Increase
20	RJ	45	87,5	Increase
21	SE	45	75	Increase
22	SM	67,5	100	Increase
23	SAH	45	80	Increase
24	WRP	42,5	70	Increase
Average		55,83	86,46	Increase

From the table of pre-test and post-test results of the experimental class, it can be seen that there are differences in students' scores. Pre-tests are given before brain-based learning treatment in class, and post-tests are given after treatment. There is an increase in student scores seen from the second result. Not only that, there is also the average obtained in the experimental class pre-test score which was originally 55.83 and the average post-test score became 86.46. This means that the average value has increased by 30.63. From these results, it can be concluded that the average value of the pre-test is lower and the average value of the post-test is higher.

Table 4.6 Result Pre-test and Post-test of Control Class

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1	ANP	62,5	82,5	Increase
2	AS	70	95	Increase
3	AHHT	45	95	Increase
4	AF	45	77,5	Increase
5	BH	45	70	Increase
6	DKA	42,5	70	Increase
7	DN	47,5	65	Increase
8	EAAR	45	65	Increase
9	FSR	62,5	50	-
10	FIE	70	62,5	Decrease
11	FRD	45	95	Increase
12	FJI	55	55	Increase
13	FAB	47,5	65	Increase
14	IT	45	77,5	Increase
15	KOIA	75	77,5	-
16	LAF	47,5	82,5	Increase
17	LZ	45	70	Increase
18	MMA	70	70	-
19	MRAF	45	77,5	Increase
20	MLRAR	45	70	Increase
21	MRA	42,5	82,5	Increase
22	MAH	77,5	82,5	Increase
23	MYA	95	95	-
24	MNA	70	70	-
25	NL	70	95	Increase
26	RMP	80	77,5	Decrease
27	RDA	70	77,5	Increase
28	TNT	62,5	70	Increase
29	UQNF	77,5	70	Decrease
30	VDNF	62,5	65	Increase
31	YMSS	62,5	82,5	Increase
32	ZSM	70	77,5	Increase

33	MWP	55	82,5	Increase
Average		59,09	75,75	Increase

From the table of pre-test and post-test results of the control class, it can be seen that there are differences in students' scores. There was an increase in student scores as seen from the second result. Not only that, there is also the average obtained in the experimental class pre-test score which was originally 59,09 and the average post-test score became 75,75. The average score of the control class increased by 16,66. From these results, it can be concluded that the average value of the pre-test is lower and the average value of the post-test is higher.

4.1.3. Result of Validity Testing

Testing the validity of question items is carried out with construct validity and content with question validators, namely lecturers and teachers. Researchers gave 4 validity questions to grade 8C students who were not in the control class and experimental class. The validity test is only performed once in 40 minutes. The validity test of the question items will be conducted on May 5, 2024.

In this study, researchers used Microsoft Excel to conduct validity tests. By using the Corel formula in Microsoft Excel to find out the r count of each question item, the following results are obtained:

Picture 4.1 Test of Validity

Responden	1	2	3	4	Total
ABIL HASAN ASYADHILI	10	5	8	7	30
ADINDA DWI ALYA RAHMA	10	5	8	7	30
ANNAS MASRUKHIN	0	5	6	5	16
BILQIS ANINDYA APRILIANTI	5	10	8	7	30
CLAUDIA NOVIANA ANGIE	5	10	8	7	30
DINA IRAWATI	10	10	8	7	35
EKA PUTRA RAHMATULLOH	5	10	10	10	35
FAHTUR RAHMAN	5	5	8	7	25
FATHONIA ALIMATUL KHUSNA	5	5	8	7	25
HAFIZH RIZKY KURNIAWAN	5	5	6	7	23
IBNATYA NAURAH ADMADJA	5	5	6	7	23
IKA OLIVIA FEBRIANTI	5	5	8	7	25
JANNATUN NISWA	5	5	6	7	23
MUHAMMAD ARIF CHABIBUR ROCHMAN	5	10	6	7	28
MUHAMMAD ROHMANUL IRSYAD	5	10	8	7	30
MUHAMMAD ILHAM PUTRA ROMADON	0	5	6	5	16
MUHAMMAD FAUZAN AL AFIF	5	10	8	7	30
MELATI SYAFA`ATUL ULA	10	5	10	7	32
MOCHAMAD TOTOK	10	5	8	7	30
MOH. ANDHIKA RAMAJA	5	10	10	7	32
MUCHAMAD ILHAM	0	5	4	5	14
MUHAMAD AKBAR RASYID	5	10	8	7	30
MUHAMMAD PAWAID	0	5	6	5	16
MOHAMMAD RENDY MAULANA	5	5	8	7	25
MUHAMMAD SAHRUL AFIQ	10	10	10	7	37
QAYLATUL MUFIDAH	0	5	6	4	15
RAFI NUR FIRDAUS	10	10	8	7	35
RANA NOVITA SARY	5	10	8	7	30
RANI NOVITA SARY	5	10	8	7	30
RENITA NUR ROHMAH	10	5	8	7	30
SELYANA AYU SAPUTRI	5	10	10	7	32
SYAFA CYNTIA PUTRI	5	10	10	7	32
WHYSLEY DAVAS ALFREDO EFENDI	5	10	8	7	30
ZAHRA EKA AGUSTINA	10	10	10	7	37
ZASKIA KHAIRUN NISA	10	5	10	7	32
rhitung	0,808	0,650	0,836	0,762	
rtabel	0,334	0,334	0,334	0,334	
status	valid	valid	valid	valid	

From the results of the validation test above, it can be seen that the question can be said to be valid if r counts > r table. From questions number 1-4, it can be seen that all questions are said to be valid after a validation test. So that the four questions are worthy of testing.

4.1.4. Result of Reliability Testing

Reliability tests are performed after validation tests of each question. Reliability tests are performed to measure whether the test gets relatively the same results each time it is tested. In this study, researchers used Microsoft Excel to test reliability tests by obtaining the following results:

Picture 4.2 Reliability Test

Responden	1	2	3	4	Total
ABIL HASAN ASYADHILI	10	5	8	7	30
ADINDA DWI ALYA RAHMA	10	5	8	7	30
ANNAS MASRUKHIN	0	5	6	5	16
BILQIS ANINDYA APRILIANTI	5	10	8	7	30
CLAUDIA NOVIANA ANGIE	5	10	8	7	30
DINA IRAWATI	10	10	8	7	35
EKA PUTRA RAHMATULLOH	5	10	10	10	35
FAHTUR RAHMAN	5	5	8	7	25
FATHONIA ALIMATUL KHUSNA	5	5	8	7	25
HAFIZH RIZKY KURNIAWAN	5	5	6	7	23
IBNATYA NAURAH ADMADJA	5	5	6	7	23
IKA OLIVIA FEBRIANTI	5	5	8	7	25
JANNATUN NISWA	5	5	6	7	23
MUHAMMAD ARIF CHABIBUR ROCHMAN	5	10	6	7	28
MUHAMMAD ROHMANUL IRSYAD	5	10	8	7	30
MUHAMMAD ILHAM PUTRA ROMADON	0	5	6	5	16
MUHAMMAD FAUZAN AL AFIF	5	10	8	7	30
MELATI SYAFA`ATUL ULA	10	5	10	7	32
MOCHAMAD TOTOK	10	5	8	7	30
MOH. ANDHIKA RAMAJA	5	10	10	7	32
MUCHAMAD ILHAM	0	5	4	5	14
MUHAMAD AKBAR RASYID	5	10	8	7	30
MUHAMMAD PAWAID	0	5	6	5	16
MOHAMMAD RENDY MAULANA	5	5	8	7	25
MUHAMMAD SAHRUL AFIQ	10	10	10	7	37
QAYLATUL MUFIDAH	0	5	6	4	15
RAFI NUR FIRDAUS	10	10	8	7	35
RANA NOVITA SARY	5	10	8	7	30
RANI NOVITA SARY	5	10	8	7	30
RENITA NUR ROHMAH	10	5	8	7	30
SELYANA AYU SAPUTRI	5	10	10	7	32
SYAFA CYNTIA PUTRI	5	10	10	7	32
WHYSLEY DAVAS ALFREDO EFENDI	5	10	8	7	30
ZAHRA EKA AGUSTINA	10	10	10	7	37
ZASKIA KHAIRUN NISA	10	5	10	7	32
Varian Item	10,504	6,429	2,339	0,946	
Jumlah Var Item	20,218				
Jumlah Var Total	39,518				
Reliabilitas	0,651				

From the results of the reliability test calculation above with the formula used, namely using the KR20 formula, a result of 0,651 was obtained. The data is declared reliable with a "strong" correlation coefficient value.

4.1.5. Result of Normality Testing

The normality test carried out in this study aims to find out whether the data that has been obtained is normally distributed or not. In this discussion, researchers used the One-Sample Kolmogorov-Smirnov Test. Researchers also used the Lilliefors normality test on condition that the data

were normally distributed. Data will be received if the significant value of the normality test is higher than the significant value of α (0.05).

Picture 4.3 Normality Testing

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			24
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		11.24094918
Most Extreme Differences	Absolute		.135
	Positive		.135
	Negative		-.073
Test Statistic			.135
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.299
	99% Confidence Interval	Lower Bound	.287
		Upper Bound	.311

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test on SPSS 29 and in figure 4.3, it can be known that the significance value is $0,299 > 0,05$. Then it can be concluded that the residual values are normally distributed.

4.1.6. Result of Homogenety Testing

After the researcher performs a normality analysis of the data that has been obtained, the researcher calculates the homogeneity. This homogeneity analysis is carried out to find out whether the pupolation

(sample) taken has the same variance or not. This homogeneity test is a prerequisite for the independent sample T test and ANOVA test. Based on the provisions of the homogeneity test, if the significance < 0.05, then the data used are not homogeneous. Vice versa, if the significance > 0.05, then the data used is homogeneous. Here are the results of the homogeneity test through SPSS.

Picture 4.4 Homogeinity Testing

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.090	1	55	.766
	Based on Median	.034	1	55	.855
	Based on Median and with adjusted df	.034	1	51.705	.855
	Based on trimmed mean	.081	1	55	.778

the significance level for the pre-test and post-test experimental group and control group is 0.766. So it can be concluded that the value is greater than 0.05 ($\alpha = 5\%$). This means that the data from both classes are homogeneous and can proceed to the hypothesis test.

4.1.7. Result of T-Test and Hypothesis Testing

After conducting validity and reliability tests, researchers concluded that the data used in this study were valid and reliable. After obtaining the results of the validity and reliability test, the researcher proceeded to test and analyze the normality and homogeneity test. Based on the test results, researchers concluded that the data used in this study had a normal and homogeneous distribution.

The next step, researchers conducted data analysis in the form of hypothesis tests or t-tests to find out whether there was a significant influence between classes given brain-based learning treatment and classes that were not given the treatment.

Table 4.7 Result Gain Score Experimental Class and Control Class

Experimental Group				Control Group			
No	Pre-test	Post-test	Gainscore experimental	No	Pre-test	Post-test	Gainscore control
1	62.5	80	17,5	1	62.5	82.5	20
2	70	80	10	2	70	95	25
3	80	100	20	3	45	95	50
4	45	92.5	47,5	4	45	77.5	32,5
5	45	92.5	47,5	5	45	70	25
6	42.5	92.5	50	6	42.5	70	27,5
7	42.5	80	37,5	7	47.5	65	17,5
8	45	80	35	8	45	65	20
9	62.5	100	37,5	9	62.5	50	-12,5
10	80	100	20	10	70	62.5	-7,5
11	45	87.5	42,5	11	45	95	50
12	70	80	10	12	55	55	0
13	70	87.5	17,5	13	47.5	65	17,5
14	45	80	35	14	45	77.5	32,5
15	75	100	25	15	75	77.5	2,5
16	45	100	55	16	47.5	82.5	35
17	45	70	25	17	45	70	25
18	70	80	10	18	70	70	0
19	55	80	25	19	45	77.5	32,5
20	45	87.5	42,5	20	45	70	25
21	45	75	30	21	42.5	82.5	40
22	67.5	100	32,5	22	77.5	82.5	5
23	45	80	35	23	95	95	0
24	42.5	70	27,5	24	70	70	0
				25	70	95	25
				26	80	77.5	-2,5
				27	70	77.5	7,5

28	62.5	70	7,5
29	77.5	70	-7,5
30	62.5	65	2,5
31	62.5	82.5	20
32	70	77.5	7,5
33	55	82.5	27,5

Picture 4.5 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances

	Gainscore experimental	Gainscore control
Mean	30,63	16,67
Variance	170,79	273,70
Observations	24,00	33,00
Pooled Variance	230,66	
Hypothesized Mean Difference	0,00	
df	55,00	
t Stat	3,43	T hitung
P(T<=t) one-tail	0,00	
t Critical one-tail	1,67	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,00	T tabel

Researchers used Microsoft Excel to analyze the data. Based on the results of hypothesis tests that have been carried out using the T-test: two samples assuming the same variance. H0 is rejected and Ha is accepted if T counts $\geq$ T table or t < 0.05. Then vice versa, H0 is accepted and Ha is rejected if T counts $\leq$ T table or > 0.05. From the results above, it is found that T counts $\geq$ T table is 3.43 $\geq$ 2.00 So it can be concluded that the use of brain-based learning in English language learning in lower secondary schools is effective and there are changes after treatment.

4.2. Discussion

In this study, the researcher conducted research in a junior high school in Jombang. The researcher used a sample of two different classes in conducting her research. The research sample consists of 8D classes as the experimental group and class 8B as the control group. There is a difference in the number of students between the two classes, where class 8D consists of 24 students and class 8B consists of 33 students. In this study, all students were asked by the researcher to undergo the same pre-test and post-test, which all students could take. The purpose of these two samples was to evaluate whether there was an effect of the treatment given to one class and compare it with the class that did not receive similar treatment. The treatment is the application of brain-based learning in one classroom. The experimental class applied brain-based learning, while the control class continued to undergo learning as usual without special treatment.

Before carrying out research in the experimental class and control class, the researcher ran a test of questions in another class, namely class 8C. This trial aims to assess the validity and reliability of the questions that will be used as pre-test and post-test. The test given consists of 4 description questions with a processing time of 40 minutes. The validity of the questions is tested to assess the suitability of the questions to be used. The results of the validity test show that the questions are considered valid or suitable for use. Abdullah (2015:256) explained that the validity of evaluating the extent to which the research instrument is able to measure what should be measured. Similarly, reliability is used to assess the consistency of

measurement results from the research instruments used. Reliability, as explained by Abdullah (2015:256), indicates that the measurement results remain relatively consistent even if they are done repeatedly.

Before the post-test questions were tested, the researcher gave treatment to the experimental class through brain-based learning. In the learning process, the researcher applies seven stages as described in chapter two or known as literature review. These stages include pre-display level, preparation stage, initiation and acquisition phase, elaboration stage, incubation stage and memory insertion, verification and confidence checking phase, and celebration and integration stage.

In the process of treating the experimental class, the researcher took three meetings. In the first meeting, the researcher approached the students so that the students felt comfortable in the learning process. In addition, the researcher explained in general the material to be studied. As this is the initial stage in the brain-based learning process, namely the pre-exposure stage. Furthermore, the researcher entered the material to be delivered. Where the researcher explains the material by relating it to daily life. In this case, the researcher explained a material about recount text, starting from the definition, purpose, formula, and so on. This is the implementation of the second stage, namely the preparation stage.

After the material is delivered, students are asked to create groups with the aim of creating connections and communicating with each other. With a total of 24 students in the experimental class, researchers created groups with friends on one or two benches. The goal is to make it easier for students to discuss later. After

being divided into groups, the researcher provided an example of a question in the form of a recount text where the question was similar to the pre-test question that had been tested. Then, students are asked to study the student's worksheet and discuss it with their peers to fill out the student's worksheet. This can be called the initiation and acquisition stage.

Enter the next stage, namely the elaboration stage. The researcher provides an opportunity for students to show the results of group discussions in front of the class. Students are asked to re-read the recount text on the questions that have been given. The goal is to attract students' interest in reading, especially in English lessons. Then answer the practice questions that have been discussed with their respective groups. The researcher only called a few representatives from the group to move forward, and for the other students to pay attention and give responses or questions. In this case, the researcher uses electronic media in the form of LCD/projector so that students are more enthusiastic in presenting the results of their discussions. As an appreciation, the researcher gave prizes to students who dared to move forward with the aim that other students could be interested and more enthusiastic in the learning process.

After discussing the students' worksheets, the researcher gave them a break by doing ice breaking. In this ice breaking, researcher showed a video that can improve students' concentration and memory. The video contains basic brain gymnastics movements where it can improve learning skills because students find learning more enjoyable with the appearance of the video. This is called the incubation and memory entry stage, providing an opportunity for the brain to

process information indirectly with the aim of stimulating creative processes and divergent thinking, which is an important part of brain-based learning.

After doing ice breaking, the researcher checked again whether the students had understood the material well or not. Researcher use a variety of evaluation methods, such as reflective questions, reflective assignments, or group discussions, to measure students' understanding in more depth. This stage is called the confidence verification and checking stage, which aims to ensure that students have a deep and accurate understanding of the learning material. This involves reflection and self-evaluation of the extent to which students' beliefs correspond to their level of understanding. In the last stage, the researcher concludes the material that has been studied and informs the students about the material for the next meeting. In addition, the researcher also asked students to study the recount text that had been given because at the next meeting students would be asked to read the text one by one and analyze according to the general structure of the recount text.

In the control class, learning is carried out conventionally without applying the seven stages contained in brain-based learning. The teacher gave an explanation of the material and some practice questions to the students. The conditions in the control class were not much different from those in the experimental class, where most students were less interested in English lessons, especially in the reading aspect. As a result, students tend to feel bored and pay little attention to the teacher in front of the class. Students in the control class were also given a post-test in the form of the same description questions given to students in the experimental class.

The test was conducted so that researcher could measure the effectiveness of brain-based learning in students' reading ability.

The treatment was given three times with several different reading texts. At the first meeting, students were given a short reading text where students worked individually. Here, they showed their attention to the reading text and then tried to answer the questions in the reading. In the second and third meetings, students were given other reading texts and worked in groups consisting of two people. Researcher saw that students enjoyed the text a lot. This is based on guidelines for using brain-based learning, which is using reading materials that connect with previous material and are in accordance with experiences or daily life.

Researcher confirmed that brain-based learning significantly helps measure students' comprehension in English reading ability. Students' ability to find the main idea and supporting details is influenced by the initial explanation before reading and the context of the material that is in accordance with the student's knowledge background, so that the material becomes interesting to be studied in depth by students. Therefore, brain-based learning can be applied in education by asking students to learn to think critically and analyze abstract concepts and subtle details. These strategies, identified through research based on what good readers do when they read, help students become meta-cognitive.

Researcher have also succeeded in creating a relaxed environment with various activities that stimulate students to concentrate fully. Techniques such as humor and telling funny stories at the beginning of class reduce stress that may

come from embarrassment due to academic difficulties. The use of pair-share is also a brain-based collaborative strategy used to minimize student stress in risking answers in front of the whole class (Cain & Cain, 1994)

After the treatment was carried out, the researcher used pre-test and post-test as a tool to measure the effectiveness of brain-based learning, then the results of the pre-test and post-test were calculated into SPSS 29.0. From the results of the test, it was stated that the calculation between the pre-test and the post-test showed that the use of brain-based learning was effective in teaching reading by looking at students' scores in reading ability, especially in reading recount texts. The results of data analysis using SPSS 29.0 showed that the average pre-test was 55.83 and the post-test increased to 86.46 after receiving treatment. The mean of the pre-test was lower than the post-test ($55.83 < 86.46$), which means that the null hypothesis can be rejected. In addition, it can be concluded that the application of brain-based learning is effective in improving students' English reading skills.

CHAPTER V

CONCLUSION

This last section contains conclusions from each impact of the conversation that has been discussed and written before. This chapter also contains suggestions addressed to teachers and researchers for the future.

5.1. Conclusion

Based on the results of hypothesis testing in research findings, it can be concluded that students' reading ability is higher after teaching in the form of brain-based learning. This means that the use of brain-based learning is effective to be used as a learning method in improving students' reading skills, especially in terms of reading text recount. This is evidenced by the results of hypothesis testing using the T-test: two samples assuming the same variance using Microsoft Excel, it can be seen that T is calculated > T table, which is $3.43 > 2.00$. Based on the results of the t-test, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Thus, treatment using brain-based learning can be said to be successful.

In addition, research findings show that the brain-based learning process motivates students to read English, especially reading recount texts. This can be seen in students who are active and interested during the learning process. This can be seen from the students who are active and interested during the learning process. Besides, students become more enthusiastic in every English learning process

Overall, it can be said that this study can measure the effectiveness of brain-based learning in students' reading skills, especially on text recount. Furthermore, teaching reading recount texts using brain-based learning is effective and can increase reading interest in eighth-grade students in MTsN 15 Jombang.

5.2. Suggestion

Based on the results of this study, researchers would like to provide some suggestions as follows:

5.2.1. English Teachers

Teachers are advised to use brain-based learning as an alternative method of teaching to improve reading learning. Given the feasibility of implementing brain-based learning in increasing students' reading interest, researchers propose that educators at MTsN 15 Jombang use brain-based learning as a fun reading-learning procedure. Teachers are also advised to modify the application of learning by adjusting the situation and conditions of the class so that students can be more enthusiastic in following it. In addition, it can also be advised educators to provide a lot of motivation to students and pay more attention to students who have low morale and motivation. This learning is flexible and can be used anywhere and anytime as well as possible.

5.2.2. For Next Researchers

Future research can use this research as an inspirational idea, they can develop brain-based learning methods in other cases. In addition, researchers can further use this research as a reference to support several sources. Researchers hope that further researchers can conduct research using different research methods and develop brain-based learning on other language skills.

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APPENDICES

Appendix I Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50 Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin.malang.ac.id

Nomor	1050/Un.03.1/TL.00.1/03/2024	20 Maret 2024
Sifat	Penting	
Lampiran	-	
Hal	**Izin Survey**	

Kepada

Yth. Kepala MTsN 15 Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Fildzah Nabilah Al Firdaus
NIM	:	19180059
Tahun Akademik	:	Genap - 2023/2024
Judul Proposal	:	**The Effectiveness of Brain Based Learning to Improve English Reading Skills in Junior High School**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

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Appendix II Research Permittion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50. Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email : fitk@uin_malang.ac.id

Nomor   : 1286/Un.03.1/TL.00.1/04/2024   02 April 2024
Sifat   : Penting
Lampiran   : -
Hal   : Izin Penelitian

Kepada

Yth. Kepala MTsN 15 Jombang
di
        Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Fildzah Nabilah Al Firdaus
NIM	:	19180069
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2023/2024
Judul Skripsi	:	The Effectiveness of Brain Based Learning To Improve English Reading Skills in Junior High School
Lama Penelitian	:	April 2024 sampai dengan Juni 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

...kan,
...an Bidang Akademik

...mmad Walid, MA
...730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Validation Sheet

Validator   : Farid Munfaati, M.Pd

NIP   : 19860420201802012225

Expertise   : Development of learning materi

Instance   : Maulana Malik Ibrahim State Islamic University of Malang

Validation Date   : (15/05/2024)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 4 English questions in essay form. This instrument will be addressed to the research subjects, namely eight-grade of junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:

   1 : Very Poor

   2 : Poor

   3 : Average

   4 : Good

   5 : Excellent

2. Please give comments and suggestion in the columns below

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	**Suitability of instrument with basic competencies Basic Competence**					
2.	**Instrument Indicator** Clarity of question items contained in the research instrument					
3.	Clarity of instrument on each question in the research Instrument					
4.	The research instrument is relevant with the relevant with the research objectives					
5.	The research instrument can help the researcher find out students' abilities in reading skills					
6.	The research instrument is easy to understand					
7.	Each question has one correct or most correct answer					
8.	The research using proper grammar.					
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					
10.	The subject matter must be formulated clearly and Unequivocally					

D. Suggestion

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E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments thathave been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, May 15, 2024
Validator,

Farid Munfaati, M. Pd
19860420 20180201 2 225

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Appendix IV Try-Out Test English Reading

QUESTION GRID OF VALIDITY

KISI-KISI SOAL VALIDITAS VOCABULARY

Nama Sekolah   **: MTsN 15 Jombang**
Mata Pelajaran   **: Bahasa Inggris**
Kelas/Semester   **: VIII/Genap**
Jumlah Soal   **: 4 soal uraian**
Waktu   **: 40 menit**

Capaian Pembelajaran	Chapter/Unit	Learning Objectives	Type of Question	Number of Question
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih	Compose very short and simple written recount texts related to personal experiences in the past (personal recount)	1. students can analyze the structure of personal recount texts 2. students can analyze the linguistic elements in personal recount texts 3. students can organize random words into sentences in simple past tense well. 4. students can assemble random paragraphs into personal recount texts 5. students can compose personal recount text	Essay	1 - 4

beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.				

LESSON PLAN

Experimental Class	Control Class	Time
Pree Ctivity *Pre-Exposure Stage* - Greeting - Check student attendance - The teacher asked the students how they were doing and gave a little ice breaking *Preparation Stage* - Presenting topics and materials - Warming up about recount text	**Pree Activity** - Greeting - Check student attendance - The teacher asks the students how they are doing - Teachers deliver topics and materials - The teacher warms up about the recount text	15 minutes
Core Activity - The teacher gives an example of the recount text and is associated with daily life *Initiation and Acquisition Stage* - The teacher creates a group of two people - Teachers give worksheets to each group *Elaboration Stage* - The teacher asks students to discuss - The teacher asked the students to present	**Core Activity** - The teacher gave an example of recount text - The teacher gave practice questions about the recount text - Practice questions discussed together - The teacher gave some more complicated questions about the recount text	65 minutes

the results of the discussion in front of the class - The teacher accompanies students during the process of working on each group's problems *Incubation and Memory Insertion Stages* - Teachers give students breaks by showing videos that can motivate students in learning - Teachers again provide understanding of the material to students *Verification and Verification Stage* - The teacher double-checks the students' understanding of the material - The teacher again gives more complicated practice questions individually		
The Last Activity *Celebration and Integration Stage* - The teacher again gave a conclusion of the material and informed about the material at the next meeting	**The Last Activity** - Teachers ask students to collect student learning outcomes - Teachers close class and pray together	

- Teachers close class and pray together - The teacher gave a little celebration such as clapping together		

VALIDITY TEST

INSTRUMENT OF VALIDITY TEST

A. Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

B. Analyze the generic structure of the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family

C. Change the verbs in the brackets into the correct forms of Past Tense.

a. Rian and I (go)_____to Bali last year.
b. We (visit)_____our grandparents last week.
c. I (stay)_____at my grandma's house last month.
d. The trip (take)_____about 2 hours.
e. We (see)_____some people sunbathing.

D. Arrange the jumbled paragraphs into a good order of recount text.

> The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo.

> Last month, My Family and I went to Yogyakarta. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

> Next day, my family and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This place was very busy and crowded. Overall, I liked this experience so much.

> I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of the animals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying.

My Holiday in Yogyakarta

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Answer Key of the Validity Test

A. **Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.**

Trip to Pangandaran Beach

(Last month) my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

B. **Analyze the generic structure of the text.**
   1. Orientation
   2. Sequence of Events
   3. Re-orientation

C. **Change the verbs in the brackets into the correct forms of Past Tense.**
   a. Went
   b. Visited
   c. Stayed
   d. Took
   e. Saw

D. **Arrange the paragraphs into a good order of recount text.**
   My Holiday in Yogyakarta

Last month, My Family and I went to Yogyakarta. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo. I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of the animals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying. Next day, my family and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This place was very busy and crowded. Overall, I liked this experience so much.

Appendix V Pre-Test English Reading

PRE-TEST

Name :

Student Number :

A. Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.

In the Swimming Pool

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home.

After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

B. Analyze the generic structure of the text.

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home.

After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

C. Change the verbs in the brackets into the correct forms of Past Tense.

a. Rian and I (go)_____to Bali last year.

b. Dina (eat) _____pizza two days ago in sehat restaurant.

c. my parents (give) _____me money yesterday.

d. I (stay)_____at my grandma's house last month.

e. they(cook) _____ meat last Sunday.

D. Arrange the jumbled paragraphs into a good order of recount text.

My mother forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in

At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches.

A Trip to the National Zoo and Aquarium

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Appendix VI Post-Test English Reading

Name :
Student Number :

A. **Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.**

Camping

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered , we decided to start to go there at 5 p.m.

Along the ascent, we told about funny story, sang and sometimes stopped our weakness. Around 6 , we stopped to give change everyone to do the maghrib pray. At 7 We continued climbing until 9 night. Finally we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

Next day, we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful world. I hope can get there again next time although I will never know.

B. **Analyze the generic structure of the text.**

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered , we decided to start to go there at 5 p.m.

Along the ascent, we told about funny story, sang and sometimes stopped our weakness. Around 6 , we stopped to give change everyone to do the maghrib pray. At 7 We continued climbing until 9 night. Finally we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

Next day, we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful world. I hope can get there again next time although I will never know.

C. Change the verbs in the brackets into the correct forms of Past Tense.

   a. Shila (watch) _____ a televisi on last night

   b. Caca (eat) _____ pizza two days ago in sehat restaurant.

   c. my parents (give) _____ me money yesterday.

   d. The student (play) _____ a football in the yard last Saturday

   e. The trip (take) _____ about 2 hours.

D. Arrange the jumbled paragraphs into a good order of recount text.

Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me.

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

Traveling by Train for the First Time

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Appendix VII Students Answer Sheet

Name : Muhammad Nafs Raihan Arkana....

75

Student Number : 17

A. Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.

In the Swimming Pool

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home.

After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

B. Analyze the generic structure of the text.

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home.

➡ Orientation

After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

➡ Abova Event

➡ Re- orientation

C. Change the verbs in the brackets into the correct forms of Past Tense.

a. Rian and I (go) _Went_ to Bali last year.

b. Dina (eat) _ate_ pizza two days ago in sehat restaurant.

c. my parents (give) _gave_ me money yesterday.

d. I (stay) _Stayed_ at my grandma's house last month.

e. they(cook) _cooked_ meat last Sunday.

D. Arrange the jumbled paragraphs into a good order of recount text.

3.
My mother forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

1.
Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in

4.
At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

2.
After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches.

A Trip to the National Zoo and Aquarium

1. Yesterday, my family .... to get in

2. After we entered the zoo, ... we could have Sausage sandwiches

3. My mother forgot .... and the tropical fish

4. At the end .... we drove straight home.

POST-TEST

Name: Muhammad Nafic Raiha Arkana
Student Number: 17

Lou

A. Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.

Camping

Some (years ago) my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered , we decided to start to go there at 5 p.m.

Along the ascent, we told about funny story, sang and sometimes stopped our weakness. Around 6 , we stopped to give change everyone to do the maghrib pray. At 7 We continued climbing until 9 night. Finally we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

(Next day) we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful world. I hope can get there again (next time) although I will never know.

B. Analyze the generic structure of the text.

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered , we decided to start to go there at 5 p.m.

Along the ascent, we told about funny story, sang and sometimes stopped our weakness. Around 6 , we stopped to give change everyone to do the maghrib pray. At 7 We continued climbing until 9 night. Finally we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

Next day, we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

Orientation

Event

89

The time showed 1 p.m., it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful world. I hope can get there again next time although I will never know.

RP - Orientation

C. Change the verbs in the brackets into the correct forms of Past Tense.

a. Shila (watch) Watched a televisi on last night

b. Caca (eat) ate pizza two days ago in sehat restaurant.

c. my parents (give) gave me money yesterday.

d. The student (play) played a football in the yard last Saturday

e. The trip (take) took about 2 hours.

D. Arrange the jumbled paragraphs into a good order of recount text.

3.

Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

4.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

2.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me.

1.

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

Traveling by Train for the First Time

1. Last year, I was 18 yo........... new experel for me

2. I went to .... so new to me

3. Fortunately, a security .... on the chair

4. I Listened .... new adventure to the new city

Appendix VIII Letter of Completion Res

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JOMBANG
MADRASAH TSANAWIYAH NEGERI 15
Jalan Pondok Pesantren Al-Asy'ari Tromol Post I Cukir 61471 Telp.0321-863840
E-mail : mtsn_kenas@yahoo.co.id website : www.mtsn15jombang.sch.id

SURAT KETERANGAN
Nomor : 171 /Mts.13.12.15/KP.01.2/05/2024

Yang bertanda tangan di bawah ini :

Nama   : M. MAKHI
NIP   : 197209122005011005
Pangkat/Gol   : Pembina /IVa
Jabatan   : Kepala madrasah

Dengan ini menerangkan bahwa   :

Nama   : Fildzah Nabilah Al Firdaus
NIM   : 19180059
Jurusan   : Tadris Bahasa Inggris (TBI)
Semester-Tahun Akademik   : Genap – 2023/2024
Judul Skripsi   : The Effectiveness Of Brain Based Learning to Measuring English Reading Skill in Junior High School.

Adalah benar-benar Telah Melakukan Penelitian Mulai Bulan April s/d Mei 2024 di MTs Negeri 15 Jombang

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya,

Jombang, 05 Mei 2024

Kepala

M. MAKHI

Appendix IX Documentation
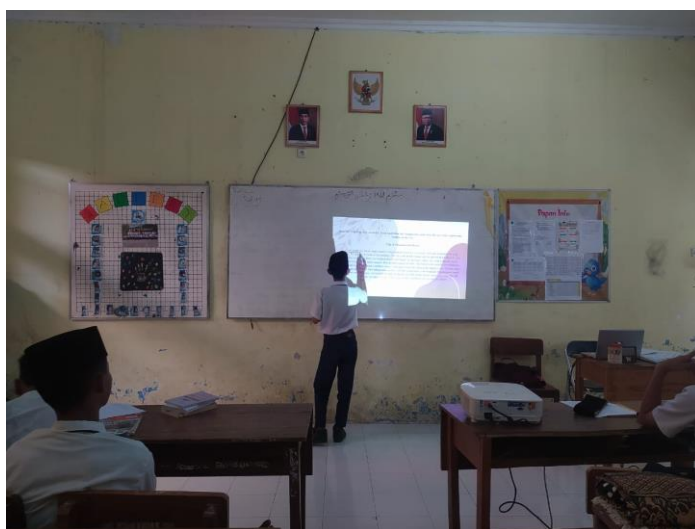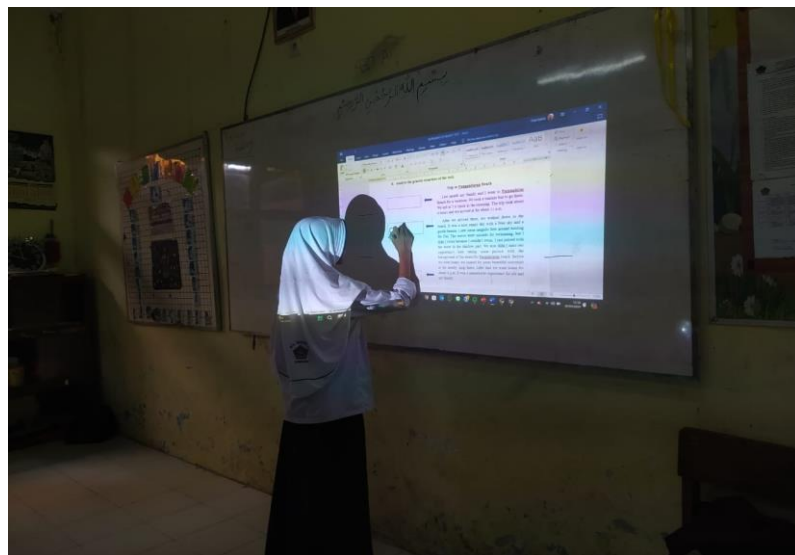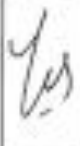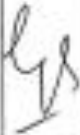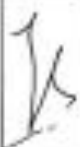
Appendix X Evidence of Guidance Consultation

F. KONSULTASI PROPOSAL SKRIPSI

Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
31/23 /10	Bab 1	- Susunan paragraf - Background lebih dipejelas - Isi disetiap bab sesuaikan Pedoman.	
23/23 /11	Menyetorkan hasil revisi		
6/23 /12	Ch. 1 & 2	- Done - Ch. 3.	
10/24 /3	Ch 1, 2, 3	- Done.	

Malang, 21 Maret 2024
Dosen Wali/Pembimbing,

Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed
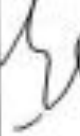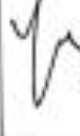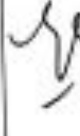NIP. 19741025 200801 2015
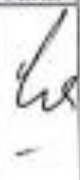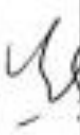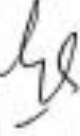
Catatan:
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

Appendix XI Thesis Consultation Logbook

G. **KONSULTASI DAN BIMBINGAN SKRIPSI**

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
6/24/5	Revisi bab 1,2,3	• menambah – revisi research question – menambah bagian improving menjadi measuring	
31/24/5	Bab 4 & 5	– Revisi discussion – Grammar.	
05/24/6	Menyetorkan hasil revisi konsul bab 1 – 5	– menambahkan teori pada bab 2. – teori pada bab 2 diselaskan ke dalam bab 4 (discussion)	
06/24/6	Menyetorkan hasil revisi	– menambahkan perbedaan BB1 dan BB2 pada bab 2 – discussion lebih dijelaskan secara detail	
07/24/6	Setor hasil Revisi Cek Bab 1 – 5	Acc sidang	

Malang, 07 Juni 2024
Dosen Pembimbing,

Prof. Dr. Hj. Lilie Raskova Octaberlina. M.Ed.
NIP. 19741025 2008 01 2 015

Appendix XII Curriculum Vitae

Curriculum Vitae

Nama Lengkap   : Fildzah Nabilah Al Firdaus

Tempat, Tanggal Lahir : Jombang, 16 Januari 2001

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas   : Ilmu Tarbiyah dan Keguruan

Jurusan   : Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

Alamat Rumah   : Kedawong Diwek Jombang

No. Hp / Telp   : 082257262031

Alamat Email   : vidaanabiilaaa@gmail.com

Riwayat Pendidikan

1. 2007-2013   MIN 1 Jombang
2. 2013-2016   MTsN 3 Jombang
3. 2016-2019   MAN 3 Jombang
4. 2019-2024   UIN Maulana Malik Ibrahim Malang

Malang, June 7, 2024
Mahasiswi,

Fildzah Nabilah Al
Firdaus
NIM. 19180059