


IMPROVING THE STUDENTS' READING SKILL THROUGH DOUBLE BRAIN POWER METHOD' AT THE SECOND GRADE STUDENTS' OF SMA YPPP WONOMULYO

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 2, 2021 Revised: December 12, 2021 Accepted: December 16, 2021 Published: December 25, 2021</p> <p>Keywords: Reading Skill Double Brain Power Method</p>	<p>This research aimed to finding out whether or not the use of Double Brain Power Method in improving the reading skill. The research in terms of finding the student that focus on level of literal and interpretative the improvement of students' ability by using Improving The Students' Reading Skill Through Double Brain Power Method' at the second grade students' of SMA YPPP Wonomulyo. The research used Classroom Action Research (CAR) as the method of the research. The researcher conducted two cycles, where each cycle consisted of four meetings. The researcher did the classroom action research at class XI IPA 2 of SMA YPPP Wonomulyo. The subjects of this research were 30 students. The research findings showed that second grade students' in SMA YPPP Wonomulyo was improvement from cycle I to cycle II. The students' improvement in literal comprehension through Double Brain Power Method It indicated that there was significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 4.55, but after the evaluation test in cycle I, it was become 6.03. So the improvement of the students' achievement from diagnostic test to cycle I was 34.15. There was also significant improve from cycle I to cycle II where the students' mean score in cycle II was 8.53. The improvement of the students' mean score from cycle I to cycle II was 41.46. From these findings, the researcher made conclusion that by using double brain power method could improve the students' reading skills achievement and make the students' active in learning process.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

Reading is the skills, which may often be used and retained the longest. It is an essential foundation of learning and seeking any information and knowledge. Someone can increase their knowledge by reading many books, newspaper, encyclopedias and so on. The information one gets from reading helps their study and enables them to gain good grades.

When comprehending reading material, among the reasons for the students' failure in tertiary education is the inability in reach the required reading performance on the allocated time. The failure is because reading is a complex task requiring different abilities in a single performance. It is require a complete command of written symbols, and understanding of words, phrases, and structural or grammatical points. In addition, the previous experiences and the knowledge in the language affect the success and failure in reading.

RESEARCH METHOD

The method to be use in this research is Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research consisted of two cycles with each cycle consisted of four elements. This research follows the principal working of classroom action research that contains of four stages, they were planning, Implementation of Action, Observation, and Reflection.

There are two instruments that was used in this research namely observation sheet and test. Observation sheet aims at finding out the students' data about their presence and activeness during teaching and learning process. The test aims to get information about students' improvement during teaching and learning process by using Double Brain Power Method.

The instrument that a researcher used for data collection using the test. In the test that the researcher did to get the information using narrative text with giving some question. This research conducted two cycles where each cycle consists of for meetings. This classroom action research was done at second grade in SMA YPPP WONOMULYO.

The research was done at senior high school of SMA YPPP WONOMULYO. In this research was class XI IPA 2 Senior High School for 2019-2020 academic years with students number as about 30 students. This research conducted two cycles where each cycle consists of for meetings. This classroom action research was done at second grade in SMA YPPP WONOMULYO.

RESULT AND DISCUSSION

The finding and the discussion of this research. In the finding section, the researcher shows all the data which collected during the research. In the discussion section, the researcher analyzes and discusses all the data in the finding section. The researcher compares

the collected data during two different cycles. The problem statements of this research were also answered in this section.

The results of the findings indicated that teaching reading comprehension through Double Brain Power Method can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretive comprehension. Further interpretations of the data analysis were given below:

Table. The improvement of students' score in reading comprehension

NO.	Indicators	D - T	Cycle I	Cycle II	Improvement (%)	
					DT - CI	C1-CII
1.	Literal	4.80	6.13	8.66	30.41	41.27
2.	Interpretative	4.30	5.93	8.40	37.90	41.65
ΣX		9.10	12.06	17.06	68.31	82.92
\bar{X}		4.55	6.03	8.53	34.15	41.46

The table above showed that the students' improvement in literal comprehension and interpretive comprehension in reading comprehension by using Double Brain Power Method. It indicated that there was significant improve of the students' reading comprehension from the diagnostic test to cycle I and cycle II through Double Brain Power Method, where in the diagnostic test the students' mean score was 4.55%, but after the evaluation test in cycle I, it was become 6.03%. So the improvement of the students' achievement from diagnostic test to cycle I was 34.15%. There was also significant increased from cycle I to cycle II where the students' mean score in cycle II was 8.53% . The increased of the students' mean score from cycle I to cycle II was 41.46%.

The table above proved that the used of Double Brain Power Method in teaching and learning process was able to improvement of students' score in reading comprehension after taking action in cycle I and cycle II.

The data can also be seen in form chart below:

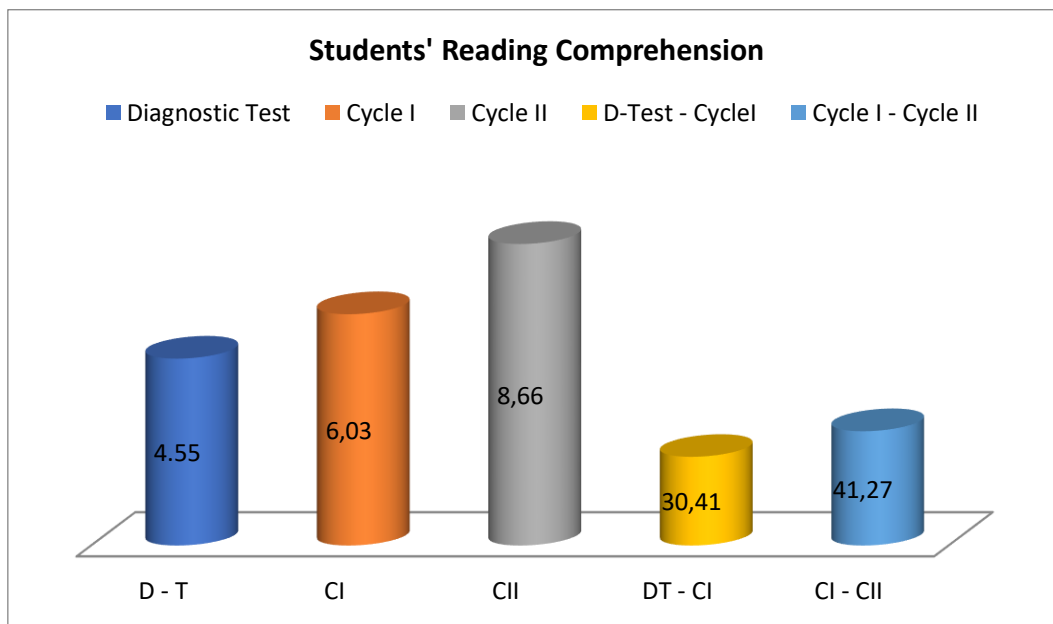


Figure. The Students' Improvement in Reading Comprehension

The chart above showed that the students' improvement in literal comprehension through Double Brain Power Method. It indicated that there was significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II, where in the diagnostic test the students' mean score was 4.55%, but after the evaluation test in cycle I, it became 6.03%. So the improvement of the students' achievement from diagnostic test to cycle I was 34.15%. There was also significant improvement from cycle I to cycle II where the students' mean score in cycle II was 8.53%. The improvement of the students' mean score from cycle I to cycle II was 41.46%.

This part presents the result about the students' literal reading comprehension dealing with main ideas and supporting idea, interpretive comprehension dealing with making conclusion and the observation result of the students' activeness in teaching and learning process. The researcher applied Double Brain Power Method to improve the students' score in reading comprehension.

Before taking a classroom action research through Double Brain Power Method, the researcher held a diagnostic test to measure the students' prior knowledge in English reading. After giving a diagnostic test, the researcher found that the students' score in reading comprehension at the Second Grade of SMA YPPP WONOMULYO Kabupaten Polman is poor, but it still must be improved. Diagnostic test mean score was 4.80%. The mean score in cycle I was 6.13% and the mean score in cycle II was 8.66%. It means that there was an improvement in the students' score in reading comprehension using the Double Brain Power Method.

The mean score of the students' ability in literal comprehension (main idea) in *cycle 1* was 6.13% and classified as *good*. While the mean score in *cycle 2* was 8.66. % and classified as *good*. It means that there was the improvement students' score reading comprehension used Double Brain Power Method.

The mean score of the students' ability in interpretive comprehension (making conclusion) in *cycle 1* was 5.93% and classified as *fair*. While the mean score in *cycle 2* was 8.40% and classified as *good*. It means that there was the improvement students' score reading comprehension used Double Brain Power Method.

The observation result of students' activeness in teaching and learning process improved significantly through Double Brain Power Method in cycle 1 the students activeness in the 1st meeting was 50% it meant that there was still the other activity that the students were done during the teaching and learning process. Next meeting researcher repaired the weakness so the activeness of students in last meeting of cycle I became 71%. Then in the cycle II researcher gave revision again for problem that students faced during the teaching and learning process so in cycle II, the students' activeness in the last meeting became 87%. It meant that the students pay full attention during teaching and learning process and there was no another activity that the students were done. The students were joining the teaching and learning process seriously. Even if some students did not know what they would write yet they were still active in asking. It means that, the application of Double Brain Power Method could improve the students' activeness during teaching and learning process and it was successful.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions:

1. Using Brain Power Method can improve the students' score in literal reading comprehension at the Second Grade of SMA YPPP WONOMULYO Kabupaten POLMAN. The mean score of the students' D-Test was 4.80 it was classified as poor achievement indicated it. It was also lower than the mean score of the students' literal comprehension in cycle I was 6.13 it was classified as fairly good and cycle II was 8.66 it was classified as good.
2. Using discovery learning method can improve the students' score in interpretive comprehension at the Second Year of Yayasan Pendidikan SMA Somba Opu Kabupaten Gowa. The mean score of the students' D-Test was 4.30 it was classified as poor achievement indicated it. It was also lower than the mean score of the students' interpretive comprehension in cycle I was 5.93 it was classified as fair and cycle II was 8.40 it was classified as good.

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